

# Level 4.0 - 5.9

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- LEVEL:** 4.0-5.9
- STANDARD:** 17.0 Apply rules of capitalization
- BENCHMARK:** 17.01 Capitalize proper nouns including days of the week, months of the year, holidays, book and magazine titles, countries, states, rivers, and continents.
- MATERIALS:** Capitalization Worksheet
- PROCEDURE:**
1. Ask: *“What is the only word in the English Language that is made up of one capital letter? (I) Discuss why it is capitalized. (“I” refers to a particular person.)*
  2. Write the word PROPER on the board and have the class make a list of what proper noun categories are capitalized: people, places, books, days.
  3. Distribute the worksheet and, as a class, complete the Practice section at the top of the page.
  4. Provide adequate time for each student to complete the exercise.
  5. Divide the class into groups of three. Direct the groups to compare each other’s papers. The group will list on a separate sheet of paper any capitalization questions on which they do not agree.
  6. Reassemble as a class, and discuss any questioned answers.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

# CAPITALIZATION

**Practice:** Capital letters are used to point out important words that name a particular person, place, or thing. A capitalized noun is called a proper noun. Below are some categories of nouns. Make a sample list for yourself of proper nouns that fit the categories. The first one in each list is done for you.

| <b>Persons</b>   | <b>Places</b>  | <b>Books</b>          | <b>Months</b> | <b>Holidays</b>  |
|------------------|----------------|-----------------------|---------------|------------------|
| <u>Brad Pitt</u> | <u>Florida</u> | <u>The Holy Bible</u> | <u>April</u>  | <u>Christmas</u> |
| _____            | _____          | _____                 | _____         | _____            |
| _____            | _____          | _____                 | _____         | _____            |
| _____            | _____          | _____                 | _____         | _____            |

**Directions:** Read each of the sentences below. Notice that the first letter of each sentence is capitalized, but these sentences have other words that need capital letters. Circle those letters that should be capitalized. Then on the line provided, re-write the sentence correctly.

Harriet quimby was the first woman to earn a pilot’s license.

\_\_\_\_\_

She was a writer in new york.

\_\_\_\_\_

After she became a pilot, she toured mexico.

\_\_\_\_\_

On april 16, 1912, she tried to fly across the english channel.

\_\_\_\_\_

After a scary flight, she landed on a french beach.

\_\_\_\_\_

The story of her flight appeared in the new york times on easter sunday.

\_\_\_\_\_

**ANSWER KEY: VARIOUS ANSWERS - EXAMPLES INCLUDED**

# CAPITALIZATION

**Practice:** Capital letters are used to point out important words that name a particular person, place, or thing. A capitalized noun is called a proper noun. Below are some categories of nouns. Make a sample list for yourself of proper nouns that fit the categories. The first one in each list is done for you.

| <b>Persons</b>         | <b>Places</b>            | <b>Books</b>              | <b>Months</b>    | <b>Holidays</b>        |
|------------------------|--------------------------|---------------------------|------------------|------------------------|
| <u>Brad Pitt</u>       | <u>Florida</u>           | <u>The Holy Bible</u>     | <u>April</u>     | <u>Christmas</u>       |
| <u>George Bush</u>     | <u>Tallahassee</u>       | <u>Tale of Two Cities</u> | <u>September</u> | <u>Easter</u>          |
| <u>Santa Claus</u>     | <u>St. George Island</u> | <u>Learn French</u>       | <u>June3</u>     | <u>Thansgiving</u>     |
| <u>Charlie Chaplin</u> | <u>Canada</u>            | <u>Moneyball</u>          | <u>December</u>  | <u>President's Day</u> |

**Directions:** Read each of the sentences below. Notice that the first letter of each sentence is capitalized, but these sentences have other words that need capital letters. Circle those letters that should be capitalized. Then on the line provided, re-write the sentence correctly.

Harriet quimby was the first woman to earn a pilot's license.  
**Harriet Quimby was the first woman to earn a pilot's license.**

She was a writer in new york.  
**She was a writer in New York.**

After she became a pilot, she toured mexico.  
**After she became a pilot, she toured Mexico.**

On april 16, 1912, she tried to fly across the english channel.  
**On April 16, 1912, she tried to fly across the English Channel.**

After a scary flight, she landed on a french beach.  
**After a scary flight, she landed on a French beach.**

The story of her flight appeared in the new york times on easter sunday.  
**The story of her flight appeared in the New York times on Easter Sunday.**

- LEVEL:** 4.0-5.9
- STANDARD:** 17.0 Apply rules of capitalization
- BENCHMARK:** 17.02 Capitalize titles of books, poems, songs, television shows, and movies.
- MATERIALS:** Board, several books with titles appearing in upper and lower case, list of current top twenty song titles and Capitalizing Titles for the Top Twenty Worksheets
- PROCEDURE:**
1. Review the rules of capitalizing proper nouns.
  2. Define “title” as the name of a particular written work. Ask the students to help you list works that have titles, *i.e.*, *books, poems, stories, movies, etc.*
  3. Write on the board: “How to Capitalize Titles,” and announce that this is the title of today’s lesson. Have the students tell you what they notice, *i.e.*, each important word in the title begins with a capital letter.
  4. Reinforce that the rule for a title written in English is that the first word, last word and each important word is capitalized. Practice on a few titles by dictating a title to a student who writes it correctly on the board. (Suggestions: *Sports Illustrated; Popular Mechanics, The Grinch Who Stole Christmas.*) Offer assistance with spelling.
  5. Praise the students for understanding the rule; then with a twinkle in your eye, make them aware that there are exceptions to capitalizing in titles. Write on the board: *The Wizard of Oz*. Assure them that you have written the title correctly; then ask them what they notice (that *of* is not capitalized.)
  6. Tell the students that we do not capitalize articles and short prepositions unless they are the first word or last word in the title. Review the three articles (*a, an, the*) and the short prepositions (*to, in, on, for, etc.*). Give examples by displaying the titles on the covers of books you have gathered that have titles written in upper and lower case and that include prepositions and articles that are not capitalized.
  7. Provide the students with the worksheet. (*Teachers, you need to make this as up to date and applicable as possible. Ask you students what they listen to.*) Allow them to consult with others if they are unsure of whether or not to capitalize a word.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Capitalizing Titles for the Top Twenty

**Directions:** Listed below are the titles of the top twenty country-western songs for December 2003. None of the words in the title shown here have capital letters. Rewrite each title using capital letters where they are needed.

1. i love this bar
2. cowboys like me
3. i melt
4. there goes my life
5. i hope you dance
6. wave on wave
7. chicks dig it
8. you can't take the honky tonk out of the girl
9. walking in memphis
10. honesty (write me a list)
11. drinkin' bone
12. who wouldn't wanna be me
13. remember when
14. she's not just a pretty face
15. i wanna do it all
16. wrinkles
17. what was i thinkin'
18. i wish
19. it's five o'clock somewhere
20. watch the wind blow by

**ANSWER KEY:**

## Capitalizing Titles for the Top Twenty

**Directions:** Listed below are the titles of the top twenty country-western songs for December 2003. None of the words in the title shown here have capital letters. Rewrite each title using capital letters where they are needed.

- |  |   |
|--|---|
| 1. i love this bar                               | I Love This Bar                               |
| 2. cowboys like me                               | Cowboys Like Me                               |
| 3. i melt  | I Melt  |
| 4. there goes my life                            | There Goes My Life                            |
| 5. i hope you dance                              | I Hope You Dance                              |
| 6. wave on wave                                  | Wave on Wave                                  |
| 7. chicks dig it                                 | Chicks Dig It                                 |
| 8. you can't take the honky tonk out of the girl | You Can't Take the Honky Tonk Out of the Girl |
| 9. walking in memphis                            | Walking in Memphis                            |
| 10. honesty (write me a list)                    | Honesty (Write Me a List)                     |
| 11. drinkin' bone                                | Drinkin' Bone                                 |
| 12. who wouldn't wanna be me                     | Who Wouldn't Wanna Be Me                      |
| 13. remember when                                | Remember When                                 |
| 14. she's not just a pretty face                 | She's Not Just a Pretty Face                  |
| 15. i wanna do it all                            | I Wanna Do It All                             |
| 16. wrinkles                                     | Wrinkles                                      |
| 17. what was i thinkin'                          | What Was I Thinkin'                           |
| 18. i wish                                       | I Wish  |
| 19. it's five o'clock somewhere                  | It's Five O'clock Somewhere                   |
| 20. watch the wind blow by                       | Watch the Wind Blow By                        |

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Capitalizing Titles for the Top Twenty

**Directions:** Listed below are the titles of 20 rap songs. None of the words in the titles have been capitalized. Rewrite each title using capital letters where they are needed.

1. in the event of my demise
2. lose yourself
3. air force ones
4. bonnie and clyde
5. miss you
6. step in the name of love
7. the way you move
8. read your mind
9. get it on the floor
10. me, myself, and i
11. love at first sight
12. the world is yours
13. change clothes
14. step into the realm
15. walk this way
16. where is the love
17. bring the noise
18. patiently waiting
19. the real slim shady
20. motherless child

**ANSWER KEY:**

# Capitalizing Titles for the Top Twenty

**Directions:** Listed below are the titles of 20 rap songs. None of the words in the titles have been capitalized. Rewrite each title using capital letters where they are needed.

- |                              |                           |
|------------------------------|---------------------------|
| 1. in the event of my demise | In the Event of My Demise |
| 2. lose yourself             | Lose Yourself             |
| 3. air force ones            | Air Force Ones            |
| 4. bonnie and clyde          | Bonnie and Clyde          |
| 5. miss you                  | Miss You                  |
| 6. step in the name of love  | Step in the Name of Love  |
| 7. the way you move          | The Way You Move          |
| 8. read your mind            | Read Your Mind            |
| 9. get it on the floor       | Get it on the Floor       |
| 10. me, myself, and i        | Me, Myself, and I         |
| 11. love at first sight      | Love at First Sight       |
| 12. the world is yours       | The World Is Yours        |
| 13. change clothes           | Change Clothes            |
| 14. step into the realm      | Step into the Realm       |
| 15. walk this way            | Walk This Way             |
| 16. where is the love        | Where Is the Love         |
| 17. bring the noise          | Bring the Noise           |
| 18. patiently waiting        | Patiently Waiting         |
| 19. the real slim shady      | The Real Slim Shady       |
| 20. motherless child         | Motherless Child          |

**LEVEL:** 4.0-5.9

**STANDARD:** 18.0 Apply rules of punctuation

**BENCHMARK:** 18.01 Use a comma before the conjunction in a compound sentence.

**MATERIALS:** Simple sentences, compound sentences, newsprint

- PROCEDURE:**
1. Demonstrate that in writing, it is best to have sentences of different lengths, and we can build one kind of longer sentence by putting two short sentences together.
  2. Ask: What would you use to put two boards together? (*nail*)  
And what other tool do you need to use the nail? (*a hammer*)  
What would you use to put two layers of a cake together? (*icing*)  
And what do you need to spread the icing? (*a spreader, like a knife*)  
What would you use to put two pieces of paper together? (*glue, paper clip*)  
Indicate that these are all tools. In English we have tools to put two short sentences together to make one longer sentence. One tool is called a conjunction.
  3. Point out the derivation of *conjunction*. *Con-* meaning together and *junction* meaning join. Display a sheet of newsprint on which you have written these sentences, and ask the class to supply a conjunction for the space.  
For breakfast we had eggs, \_\_\_\_ for lunch we had chicken.  
My math class is really boring, \_\_\_\_\_ I love my English class.  
Do you want to go to the movies, \_\_\_\_\_ should we just stay home?  
He refused to take my money, \_\_\_\_\_ I just thanked him with a hug.
  4. Praise the students for figuring out the most common conjunctions: *and, but, or* and *so*. Inform them, however, that when putting two short sentences together, the conjunction needs another tool—a comma. Point out the commas before each of the conjunctions added to the chart.
    1. Tell them you will now give them a chance to use conjunctions in telling you about themselves. Distribute the worksheets and go over the directions.
    2. Allow time for the students to complete the worksheets; collect and review them in order to determine if further reinforcement is needed.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **One Short Sentence + Another Short Sentence = One Long Sentence**

**Reminder:** You know that conjunctions are words that can be used to join together two short sentences. You also learned that the most commonly used conjunctions are and, but, or, and so. These words are good joiners only if you put a comma in the sentence before the conjunction.

**Directions:** Here's a chance to practice using conjunctions. For each exercise, you will have to answer two questions. Answer the first question with a sentence, but, instead of a period, put a comma at the end. Then answer the second question putting a conjunction between the two answers.

**Example:** Who is your favorite singer?  
What do you think is his or her best song?  
Jimmy Buffett is my favorite singer, and I really like his song, "Cheeseburger in Paradise."

1. What is your favorite color?  
What color do you like least?

\_\_\_\_\_

2. What is the last movie you have seen?  
How did you like it or not?

\_\_\_\_\_

3. What would you like to do on Saturday night?  
If you can't do that, what else would you like to do?

\_\_\_\_\_

4. Who would you like to visit?  
Why would you want to visit that person?

\_\_\_\_\_

5. Which holiday is your favorite?  
Is there anything about it that you don't like?

\_\_\_\_\_

**ANSWER KEY:**

**VARIOUS ANSWERS - EXAMPLES INCLUDED**

## **One Short Sentence + Another Short Sentence = One Long Sentence**

**Reminder:** You know that conjunctions are words that can be used to join together two short sentences. You also learned that the most commonly used conjunctions are and, but, or, and so. These words are good joiners only if you put a comma in the sentence before the conjunction.

**Directions:** Here's a chance to practice using conjunctions. For each exercise, you will have to answer two questions. Answer the first question with a sentence, but, instead of a period, put a comma at the end. Then answer the second question putting a conjunction between the two answers.

**Example:** Who is your favorite singer?  
What do you think is his or her best song?  
Jimmy Buffett is my favorite singer, and I really like his song, "Cheeseburger in Paradise."

1. What is your favorite color?  
What color do you like least?  
**My favorite color is blue and my least favorite is red.**
2. What is the last movie you have seen?  
How did you like it or not?  
**The last movie I've seen is Star Wars, but I didn't like it too much.**
3. What would you like to do on Saturday night?  
If you can't do that, what else would you like to do?  
**I would like to see a movie on Saturday night or I might just rent one.**
4. Who would you like to visit?  
Why would you want to visit that person?  
**I would like to visit my boyfriend so we can plan our wedding.**
5. Which holiday is your favorite?  
Is there anything about it that you don't like?  
**My favorite holiday is Christmas but I don't like how busy it is.**

- LEVEL:** 4.0-5.9
- STANDARD:** 18.0 Apply rules of punctuation
- BENCHMARK:** 18.02 Use an apostrophe to show the possessive form.
- MATERIALS:** Objects from student's purses and pockets, board, and Apostrophes Worksheet
- PROCEDURE:**
1. Ask the students to place one appropriate item from either their purse or pocket on a table in front of the room. Tell them to make sure it is something they can identify. Assure them the item will be returned.
  2. On the board write the descriptions of one of the items as follows:  
**the black pen of \_\_\_\_\_**  
Ask who owns the item and complete the statement as follows:  
**the black pen of Marissa**  
*Ask: Is there a better way to say who owns each of these items?*  
and get the class to offer the possessive form, i.e., **Marissa's pen.**
  3. Write the possessive form on the board next to the original sentence.
  4. Describe the origin of the apostrophe as a replacement for the word "of."
  5. With the class's participation, continue down the list of belongings and, rewrite the list using possessive form (an apostrophe followed by an "s") for each name.
  6. Return the items to the students.
  7. *Ask: How many people owned each of the items on our list on the board? (one)* Then ask *How many owners were there for each of the first ten items on your worksheet? (one)* Explain that when there is more than one owner, we do things a little differently.
  8. Write this example on the board:  
**the tests of the students**  
Ask for suggestions as to how to write this using possessive form.  
Write it using the apostrophe-plus-s form:  
**the students's tests**  
Invite the students to read that line. Point out the difficulty of pronouncing the duplicated "s".

Continued

9. Tell the students how lucky they are. The {rule makers} for the English language realized that pronunciation was awkward and agreed that if an “s” has already been added to make a word plural, the possessive form can be written by adding an apostrophe only. Demonstrate: the students’ tests.
  
10. With student participation, practice on the board with a number of items, including plurals which end in a letter other than “s”:
  - the bones of the dogs—dogs’ bones
  - the motors of the cars—cars’ motors
  - the cars of the policemen—policemen’s cars
  - the eggs of the chickens—chickens’ eggs
  - the parents of the children—children’s parents
  
11. Provide each student with the Apostrophes worksheet, and instruct the class to write the possessive form of the items listed.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

# Apostrophes Worksheet

**Directions:** Write each of the following phrases using the possessive form.

1. the coat of the girl \_\_\_\_\_
2. the pen of the man \_\_\_\_\_
3. the computer of the salesman \_\_\_\_\_
4. the roar of the lion \_\_\_\_\_
5. the slide of the playground \_\_\_\_\_
6. the wheels of the truck \_\_\_\_\_
7. the cough of the boy \_\_\_\_\_
8. the writing of the author \_\_\_\_\_
9. the leaves of the plant \_\_\_\_\_
10. the snoring of his wife \_\_\_\_\_
11. the notes of the students \_\_\_\_\_
12. the smiles of the children \_\_\_\_\_
13. the doors of the houses \_\_\_\_\_
14. the flags of the countries \_\_\_\_\_
15. the smells of the flowers \_\_\_\_\_
16. the schedules of the workers \_\_\_\_\_
17. the costumes of the dancers \_\_\_\_\_
18. the horns of the cars \_\_\_\_\_
19. the windows of the stores \_\_\_\_\_
20. the pictures of the winners \_\_\_\_\_

**ANSWER KEY:**

# Apostrophes Worksheet

**Directions:** Write each of the following phrases using the possessive form.

1. the coat of the girl \_\_\_\_\_ the girl's coat
2. the pen of the man \_\_\_\_\_ the man's pen
3. the computer of the salesman \_\_\_\_\_ the salesman's computer
4. the roar of the lion \_\_\_\_\_ the lion's roar
5. the slide of the playground \_\_\_\_\_ the playground's slide
6. the wheels of the truck \_\_\_\_\_ the truck's wheels
7. the cough of the boy \_\_\_\_\_ the boy's cough
8. the writing of the author \_\_\_\_\_ the author's writing
9. the leaves of the plant \_\_\_\_\_ the plant's leaves
10. the snoring of his wife \_\_\_\_\_ his wife's snoring
11. the notes of the students \_\_\_\_\_ the student's notes
12. the smiles of the children \_\_\_\_\_ the children's smiles
13. the doors of the houses \_\_\_\_\_ the houses' doors
14. the flags of the countries \_\_\_\_\_ the countries' flags
15. the smells of the flowers \_\_\_\_\_ the flowers' smells
16. the schedules of the workers \_\_\_\_\_ the workers' schedules
17. the costumes of the dancers \_\_\_\_\_ the dancers' costumes
18. the horns of the cars \_\_\_\_\_ the cars' horns
19. the windows of the stores \_\_\_\_\_ the stores' windows
20. the pictures of the winners \_\_\_\_\_ the winners' picture

- LEVEL:** 4.0-5.9
- STANDARD:** 18.0 Apply rules of punctuation
- BENCHMARK:** 18.03 Use a comma to set off a proper name in a direct address.
- MATERIALS:** Board, newsprint with sentences using direct address drawings or photos of a STOP sign and a YIELD sign, Direct Address Worksheet
- PROCEDURE:**
1. Ask the drivers in your class to explain the difference between the two signs—STOP and YIELD. (*One requires a complete stop, the other to slow down and proceed if there is no other traffic intersecting.*) Briefly discuss the reason we have traffic signs (*to control traffic; to keep things in order*).
  2. Draw the analogy that in writing we use punctuation as traffic signs. Ask the students what sign is used in writing to mean “STOP.” Draw a period under the STOP sign. State that we also have a sign that we use when we only pause. The students may volunteer that the sign you mean is a comma. If they do not, tell them. Then draw a sign similar to the YIELD sign but saying PAUSE. Under that sign draw a comma. Tell the students you have written the sentences on the newsprint and have forgotten to put in the commas. Read the following sentences, and ask the class to notice when your voice pauses. Make the point that a pause is the best clue that a comma is needed. Write in the commas as the students note the pauses.  
**Mrs. (teacher’s name), may I have tomorrow off?**  
**I would go with you, Marian, but my husband would have a fit.**  
**Mother, I would like you to meet my main man, Malcolm.**  
**Come on, Gary, or we will be late for the movie.**
  3. Re-emphasize that a comma means a verbal pause and that we pause before and after a person’s name when we want to get their attention. We even do this when we write a letter. Ask the students how they would begin a letter to you.  
Write on the board:  
Dear Mrs. (teacher’s name),  
Draw the comma to the attention of the class.
  4. Distribute the worksheet, and ask the students to practice what they have just learned. Allow sufficient time for completion, and then ask the students to compare their answers with those of someone sitting nearby. Settle any questions that arise as a whole class.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **DIRECT ADDRESS**

**Remember:** *A comma is used before and after a name used in direct address; however, if the name is the first or last word of the sentence, only one comma is used.*

**Directions:** The following letter contains several instances of direct address use (using someone's name to get their attention). But, the writer of this paragraph forgot to use commas. Your job is to put in the commas where needed.

Dear Abby

Abby you won't believe what a friend of mine did last night. We had made plans to meet for the movies. "Sherry meet me in front of the Ritz at 6:15," I told her. So Abby I got off work early and rushed home to take a shower to get there on time. She didn't show up until 8 o'clock. By then I was really mad. "What do you mean girlfriend by making me wait all this time?"

"I'm so sorry sweetie," she said. "My old boyfriend called and wanted to talk and talk. I couldn't just hang up on him honey. Will you forgive me dear?" What do you think Abby? Should I forgive her or not?

Your friend

Rip Van Winkle

**ANSWER KEY:**

## **DIRECT ADDRESS**

**Remember:** *A comma is used before and after a name used in direct address; however, if the name is the first or last word of the sentence, only one comma is used.*

**Directions:** The following letter contains several instances of direct address use (using someone's name to get their attention). But, the writer of this paragraph forgot to use commas. Your job is to put in the commas where needed.

Dear Abby,

Abby, you won't believe what a friend of mine did last night. We had made plans to meet for the movies. "Sherry, meet me in front of the Ritz at 6:15," I told her. So, Abby, I got off work early and rushed home to take a shower to get there on time. She didn't show up until 8 o'clock. By then I was really mad. "What do you mean, girlfriend, by making me wait all this time?"

"I'm so sorry, sweetie," she said. "My old boyfriend called and wanted to talk and talk. I couldn't just hang up on him honey. Will you forgive me, dear?" What do you think, Abby? Should I forgive her or not?

Your friend

Rip Van Winkle

**LEVEL:** 4.0-5.9

**STANDARD:** 18.0 Apply rules of punctuation

**BENCHMARK:** 18.04 Use comma(s) to set off an appositive.

**MATERIALS:**

- PROCEDURE:**
1. Give the students examples of several sentence pairs like the ones below. One sentence contains an appositive and one does not.
    - My sister just moved to Ashland.  
My sister, who is younger than I am, just moved to Ashland, a small town in Kentucky.
    - *The Bourne Identity* was recently made into a successful movie.  
*The Bourne Identity*, a bestselling book by Robert Ludlum, was recently made into a successful movie.
  2. Discuss which of the sentences in each pair give more information and sounds clearer.
  3. Explain that the phrases set off by commas are called “appositives” and that they are used in sentences to describe, explain, or re-name a nearby noun (person, place, or thing).
  4. Direct the students that commas must be used both before and after any word or phrase that acts as an appositives in a sentence.
  5. Give several other examples of sentences without appositives and instruct the students to share their ideas for how to include appositives in the sentences and how to correctly use commas in each case.
  6. Finally, have the students take turns creating their own sentences with appositives and including commas appropriately in each sentence.
  7. For reinforcement, if necessary, create a worksheet with sentences that include appositives but no commas. Students will then place commas in the appropriate places in the sentences.

- LEVEL:** 4.0-5.9
- STANDARD:** 19.0 Demonstrate competency in spelling
- BENCHMARK:** 19.01 Spell months of the year, days of the week, and numbers from one to one hundred twenty-one.
- MATERIALS:** Board and calendar
- PROCEDURE:**
1. Form a group of four or five students. Engage them in a cloze game such as Hangman or Wheel of Fortune.
  2. Demonstrate the procedure of the game.
    - a. The M.C. (you, in the demonstration) flips through the calendar, chooses a month, and provides the appropriate number of letter spaces on the board.
    - b. Those in the group each take a turn suggesting a letter that fits in the spaces. The first student to deduce the correct month name and fill in all the remaining blanks correctly gets a point and gets to choose the next month to be spelled out.
  3. When the group determines that they have played the game long enough to have mastered all the month names, they ask for a test.
  4. Administer a standard spelling test on the names of the months.
  5. Check the papers, awarding one point for each correct answer. Add that total to the points the student collected in playing the game.
  6. Award a token prize—or even just applause—to the student with the highest score.

**Note:** *This same procedure can be used for days of the week or any set of number words. In addition, this could be an opportunity to cross over into topical areas the students might be studying such as science, history, etc. for use with required vocabulary.*

- LEVEL:** 4.0-5.9
- STANDARD:** 19.0 Demonstrate competency in spelling
- BENCHMARK:** 19.02 Spell 98 percent of the words on the preprimer through third grade list on the Dolch Word List.
- MATERIALS:** Dolch Word List lettered one word per card on 3x5 cards and a large box or barrel to hold cards
- PROCEDURE:**
1. Place the cards with the Dolch Words in the box or barrel. Ask each student to draw five cards.
  2. Pair students. Direct them to take turns asking their partner to spell the words on the cards in a quiz-like fashion.
  3. When a word is misspelled, the two students look at the word together and analyze its letter components.
  4. After five minutes or when all seem to have nearly completed their cards, have the students switch cards with another pair of students. Continue this procedure, as time allows, until all students have worked with all cards.
  5. Collect the cards and administer a standard spelling test on the words studied during that session.

# Dolch Sight Word List

| Preprimer | Primer |       | First |
|-----------|--------|-------|-------|
| a         | all    | this  | after |
| and       | am     | too   | again |
| away      | are    | under | an    |
| big       | at     | want  | any   |
| blue      | ate    | was   | as    |
| can       | be     | well  | ask   |
| come      | black  | went  | by    |
| down      | brown  | what  | could |
| find      | but    | white | every |
| for       | came   | who   | fly   |
| funny     | did    | will  | from  |
| go        | do     | with  | give  |
| help      | eat    | yes   | going |
| hers      | four   |       | had   |
| I         | get    |       | has   |
| in        | good   |       | her   |
| is        | has    |       | him   |
| it        | he     |       | how   |
| jump      | into   |       | just  |
| little    | like   |       | know  |
| look      | must   |       | let   |
| make      | new    |       | live  |
| me        | no     |       | may   |
| my        | now    |       | of    |
| not       | on     |       | old   |
| one       | our    |       | once  |
| play      | out    |       | open  |
| red       | please |       | over  |
| run       | pretty |       | put   |
| said      | ran    |       | round |
| see       | ride   |       | some  |
| the       | saw    |       | stop  |
| three     | say    |       | take  |
| to        | she    |       | thank |
| two       | so     |       | them  |
| up        | soon   |       | then  |
| we        | that   |       | think |
| yellow    | there  |       | walk  |
| you       | they   |       | where |
|           |        |       | when  |

| Second  |       | Third    |
|---------|-------|----------|
| always  | write | about    |
| around  | your  | better   |
| because |       | bring    |
| been    |       | carry    |
| before  |       | clean    |
| best    |       | cut      |
| both    |       | done     |
| buy     |       | draw     |
| call    |       | drink    |
| cold    |       | eight    |
| does    |       | fall     |
| don't   |       | far      |
| fast    |       | full     |
| first   |       | got      |
| five    |       | grow     |
| found   |       | hold     |
| gave    |       | hot      |
| goes    |       | hurt     |
| green   |       | if       |
| its     |       | keep     |
| made    |       | kind     |
| many    |       | laugh    |
| off     |       | light    |
| or      |       | long     |
| pull    |       | much     |
| read    |       | myself   |
| right   |       | never    |
| sing    |       | only     |
| sit     |       | own      |
| sleep   |       | pick     |
| tell    |       | seven    |
| their   |       | shall    |
| these   |       | show     |
| those   |       | six      |
| upon    |       | small    |
| us      |       | start    |
| use     |       | ten      |
| very    |       | today    |
| wash    |       | together |
| which   |       | try      |
| why     |       | warm     |
| wish    |       |          |
| work    |       |          |
| would   |       |          |

**a**

**and**

**away**

**big**

**blue**

**can**

**come**

**down**

**find**

**for**

**funny**

**go**

**help**

**hers**

**I**

**in**

**is**

**it**

**jump**

**little**

**look**

**make**

**me**

**my**

**not**

**one**

**play**

**red**

**run**

**said**

**see**

**the**

**three**

**to**

**two**

**up**

**we**

**yellow**

**you**

**all**

**am**

**are**

**at**

**ate**

**be**

**black**

**brown**

**but**

**came**

**did**

**do**

**eat**

**four**

**get**

**good**

**has**

**he**

**into**

**like**

**must**

**new**

**no**

**now**

**on**

**our**

**out**

**please**

**pretty**

**ran**

**ride**

**saw**

**say**

**she**

**so**

**soon**

**that**

**there**

**they**

**this**

**too**

**under**

**want**

**was**

**well**

**went**

**what**

**white**

**who**

**will**

**with**

**yes**

**after**

**again**

**an**

**any**

**as**

**ask**

**by**

**could**

**every**

**fly**

**from**

**give**

**going**

**had**

**has**

**her**

**him**

**how**

**just**

**know**

**let**

**live**

**may**

**of**

**old**

**once**

**open**

**over**

**put**

**round**

**some**

**stop**

**take**

**thank**

**them**

**then**

**think**

**walk**

**where**

**when**

**always**

**around**

**because**

**been**

**before**

**best**

**both**

**buy**

**call**

**cold**

**does**

**don't**

**fast**

**first**

**five**

**found**

**gave**

**goes**

**green**

**its**

**made**

**many**

**off**

**or**

**pull**

**read**

**right**

**sing**

**sit**

**sleep**

**tell**

**their**

**these**

**those**

**upon**

**us**

**use**

**very**

**wash**

**which**

**why**

**wish**

**work**

**would**

**about**

**better**

**bring**

**carry**

**clean**

**cut**

**done**

**draw**

**drink**

**eight**

**fall**

**far**

**full**

**got**

**grow**

**hold**

**hot**

**hurt**

**if**

**keep**

**kind**

**laugh**

**light**

**long**

**much**

**myself**

**never**

**only**

**own**

**pick**

**seven**

**shall**

**show**

**six**

**small**

**start**

**ten**

**today**

**together**

**try**

|             |  |
|-------------|--|
| <b>warm</b> |  |
|             |  |
|             |  |
|             |  |
|             |  |
|             |  |

- LEVEL:** 4.0-5.9
- STANDARD:** 19.0 Demonstrate competency in spelling
- BENCHMARK:** 19.03 Use a dictionary to spell words having phonetically regular beginnings.
- MATERIALS:** Dictionaries and the board
- PROCEDURE:**
1. Introduce the dictionary and its various purposes, i.e., word meanings, syllabification, and spelling. Tell the students that in this lesson they will learn how to use the dictionary to help with spelling. Recount the universal story of the child who is sent to the dictionary to find out how to spell a word but can't begin because he doesn't even know the first letter.
  2. Ask the students to scan the dictionary and tell you how the words are arranged (alphabetical order). Pick any two words that begin alike such as crack and creep and determine their positioning in the dictionary. Discuss why crack comes before creep. Spend some time going over the alphabetizing of the second, third, and successive letters in determining dictionary order. Make the point that the more letters you know at the beginning of a word, the easier it is to find the spelling of the whole word.
  3. Point out the guide words and how they are used to locate a letter and then where within the pages the word is located.
  4. Orally present a common word with a beginning that is easily recognized phonetically (black, sister, or forget).
  5. Practice with the students locating these words in the dictionary. Have a student write the word on the board after it is located by a majority of the students.
  6. One at a time, orally present a word the students might have difficulty spelling (highlight, merchandise, or nuclear). Assist students in locating the word using the guidewords and the principles of alphabetizing second and third letters. Have a student write the word on the board as it is located.
  7. For further reinforcement, each day, orally present a word with a somewhat difficult spelling and challenge students to find the correct spelling and write the word in their notebooks. The student who comes up with the correct spelling is accorded applause. After a designated period of time (2-4 weeks) the students will use their running lists to participate in a Hangman game or spelling contest.

- LEVEL:** 4.0-5.9
- STANDARD:** 19.0 Demonstrate competency in spelling
- BENCHMARK:** 19.04 Apply rules for adding common prefixes and suffixes.
- MATERIALS:** Rule poster, and Adding Suffixes -ed and -ing Worksheet
- PROCEDURE:**
1. Ascertain that your students know which letters are vowels and which are consonants. If necessary, post a chart showing the vowels and noting that all other letters are consonants.
  2. Define suffix as a word part that is added to the end of a base word. Give several examples, writing them on the board:  
Base word **cook** + suffix **ed** forms the word **cooked**
  3. Advise the students that there are rules about added **-ed** to a word. Introduce these rules:
    - *If a word has a C-V-C pattern, double the final consonant before adding -ed.*
    - *If a word has a V-C-silent E pattern, drop the "e" before adding -ed.*
  4. Using the board, practice these rules on the words below:  
hope smile jump clip tune stamp pad dress tame
  5. Advise the students that the same rules apply to adding **-ing** to a word. Using the board, practice adding **-ing** on these words:  
pop blame chop design talk skim shout climb prop
  6. Provide the students with a worksheet to practice adding suffixes.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Language 19.04 Worksheet (adapted from No-Glamour Grammar 2 by Diane M. Hyde. LinguiSystemts, Inc. East Moline, IL 1995)

## Adding Suffixes -ed and -ing

**Directions:** Read each root word, add each suffix listed and write the new word in the blank.

| Root Word | -ed   | -ing  |
|-----------|-------|-------|
| 1. close  | _____ | _____ |
| 2. care   | _____ | _____ |
| 3. pick   | _____ | _____ |
| 4. drop   | _____ | _____ |
| 5. crack  | _____ | _____ |
| 6. chime  | _____ | _____ |
| 7. press  | _____ | _____ |
| 8. flip   | _____ | _____ |
| 9. trap   | _____ | _____ |
| 10. frame | _____ | _____ |

**ANSWER KEY:**

Language 19.04 Worksheet (adapted from No-Glamour Grammar 2 by Diane M. Hyde. LinguiSystemts, Inc. East Moline, IL 1995)

## Adding Suffixes -ed and -ing

**Directions:** Read each root word, add each suffix listed and write the new word in the blank.

| Root Word | -ed     | -ing     |
|-----------|---------|----------|
| 1. close  | closed  | closing  |
| 2. care   | cared   | caring   |
| 3. pick   | picked  | picking  |
| 4. drop   | dropped | dropping |
| 5. crack  | cracked | cracking |
| 6. chime  | chimed  | chiming  |
| 7. press  | pressed | pressing |
| 8. flip   | flipped | flipping |
| 9. trap   | trapped | trapping |
| 10. frame | framed  | framing  |

**LEVEL:** 4.0-5.9

**STANDARD:** 20.0 Observe conventions of editing

**BENCHMARK:** 20.01 Find and correct spelling errors, including homonyms.

**MATERIALS:** Computer Spellcheck Program and Homonyms Worksheet

**PROCEDURE:** 1. Before class, enter into the computer the following passage double spaced in 14 point font:

There is more than one way to skin a cat. This saying is often used to express the idea that a problem can be solved by more than one method. How do expressions such as this begin? Did someone actually take the skin off of a furry little kitty or a big fat lion? Did a friend poke him in the arm and say, "You could do that a different way, you no. In fact there are two or three ways to skin a cat"?

When it comes to checking a piece of writing for spelling errors, there is, indeed, more than one way to skin a cat. The first way, if you are computer smart, is to use a computer's spellcheck program. However, this might not be completely wise because the computer recognizes any group of letters that make a real word. However, sometimes the real word is not the word you intended to use. That's when your good eye comes in handy.

So, if you really want to make sure your work is spelled right, you have to read it over carefully and catch your mistakes.

2. Discuss with the students that there are many words in the English language that sound alike but have different spellings and different meanings. These words are called **homonyms**.
3. As a class, list the most common homonyms, *i.e., there, their; sun, son; one, won; two, to, too; so, sew; no, know; etc.*
4. Pass out the Homonym Worksheet, and complete the sentences as a class.
5. Then instruct the students to bring up the above passage on the computer, but do not yet read it or attempt to make any corrections. Then run it through a spelling check by the computer system, and to print it.
6. Next, the students read the printed form over silently and circle any words that are misspelled.
7. Then the student read the printed form aloud to you or to another student, again circling any words that may be misspelled.
8. Finally, have the students write the correct spelling of the circled words in the space above the misspelled word.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## HOMONYMS

**Directions:** Choose the word with the definition that correctly completes the sentence. You may use the dictionary if a word is unfamiliar.

1. My brother asked for my (aid, aide) when he had to fix his bike.
2. I (owe, oh) my mother twenty dollars for my new shoes.
3. (Read, Red) is my favorite color.
4. When I (die, dye), my daughter will be my (air, heir) and receive all of my jewelry.
5. The boys left (there, their) toys in the middle of the floor after they had finished playing.
6. The king and queen (rained, reigned) for many long years.
7. I thought the wild (bear, bare) was going to eat me for breakfast.
8. The (made, maid) cleaned the bathroom and (made, maid) the bed this morning.
9. In class, the teacher makes the students raise their hands before they may speak (aloud, allowed).
10. It turned out to be a cold and dreary (knight, night).
11. Our camp (sight, site) was in the middle of a beautiful clearing with pine trees all around.
12. Our neighbor's dog is covered with (fleas, flees)!
13. I was the only person in the class who (new, knew) the (write, right) answer.
14. Didn't (your, you're) mother teach you that it is rude to ask a women her (wait, weight)?
15. My sister made fun of me when I wore my favorite pair of (genes, jeans) because there was a hole in the knee.

**ANSWER KEY:****HOMONYMS**

**Directions:** Choose the word with the definition that correctly completes the sentence. You may use the dictionary if a word is unfamiliar.

1. My brother asked for my (aid, aide) when he had to fix his bike.
2. I (owe, oh) my mother twenty dollars for my new shoes.
3. (Read, Red) is my favorite color.
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11. Our camp (sight, site) was in the middle of a beautiful clearing with pine trees all around.
12. Our neighbor's dog is covered with (fleas, flees)!
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14. Didn't (your, you're) mother teach you that it is rude to ask a women her (wait, weight)?
15. My sister made fun of me when I wore my favorite pair of (genes, jeans) because there was a hole in the knee.

- LEVEL:** 4.0-5.9
- STANDARD:** 20.0 Observe conventions of editing
- BENCHMARK:** 20.02 Find and correct punctuation and capitalization errors.
- MATERIALS:** A Capital Idea Worksheet, Beware: The Run on Sentence Worksheet, Editing for Punctuation and Capitalization Worksheet, and newsprint.
- PROCEDURE:**
1. Review the rules for using capital letters by listing them on a sheet of newsprint as the students offer them.
    - Beginning of a sentence
    - Proper names of persons
    - Title of persons
    - Important words in titles of books, newspapers, etc.
    - Days of the week
    - Months of the year
    - Any place that can be found on a map (cities, streets, bodies of water, landmarks, tourist attractions).
  2. Provide the students with A Capital Idea Worksheet to be completed individually.
  3. Group students in threes to compare each other's answers. Students should also provide a rule for each corrected capitalization.
  4. Moderate any questionable answers with further explanation as a whole class.
  5. Repeat steps 1 through 4 substituting the rules of punctuation specifically run-ons and commas, for the rules of capitalization.
  6. Review both capitalization and punctuation rules by having the students individually complete the Editing for Punctuation and Capitalization Worksheet.
  7. Review the correct answers as a whole class activity.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Language 20.02 Worksheet (adapted from Steck-Vaughn Pre-GED Writing, Ellen Northcutt, editor. Steck-Vaughn, Austin, TX 2000.

## **A CAPITAL IDEA**

**Directions:** Supply the needed capital letters in the sentences below. Begin by reading the sentence and underlining the letters that need to be capitalized. Then write the correct capital letter above the incorrect lower case letter. (Hint: You should find a total of 51 letters to be capitalized.)

1. writer ed j. smith reports that people are taking cheaper trips in the summer.
2. mr. and mrs. mott drove to orlando, florida, and went camping.
3. last year, the motts would have gone to sea world instead.
4. this year, dr. ortega and his family went hiking instead of going to mt. rushmore in south dakota.
5. ms. wills visited her friend in wisconsin rather than flying to the island of st. kitts.
6. this year, monday, january 28, dr. martin luther king, jr. day will be a paid holiday.
7. this holiday is in the place of columbus day, which we took as a day off on october 10.
8. the store will, of course, be closed for the usual fall and winter holidays—thanksgiving, christmas, and new year’s day.
9. if any of these holidays falls on a monday or a friday, you will have a long weekend.
10. this year the company’s independence day picnic will be on sunday, july 7.

**ANSWER KEY:**

Language 20.02 Worksheet (adapted from Steck-Vaughn Pre-GED Writing, Ellen Northcutt, editor. Steck-Vaughn, Austin, TX 2000.

## A CAPITAL IDEA

**Directions:** Supply the needed capital letters in the sentences below. Begin by reading the sentence and underlining the letters that need to be capitalized. Then write the correct capital letter above the incorrect lower case letter. (Hint: You should find a total of 51 letters to be capitalized.)

1. Writer Ed J. Smith reports that people are taking cheaper trips in the summer.
2. Mr. and Mrs. Mott drove to Orlando, Florida, and went camping.
3. Last year, the Motts would have gone to Sea World instead.
4. This year, Dr. Ortega and his family went hiking instead of going to Mt. Rushmore in South Dakota.
5. Ms. Wills visited her friend in Wisconsin rather than flying to the island of St. Kitts.
6. This year, Monday, January 28, Dr. Martin Luther King, Dr. Day will be a paid holiday.
7. This holiday is in the place of Columbus Day, which we took as a day off on October 10.
8. The store will, of course, be closed for the usual fall and winter holidays—Thanksgiving, Christmas, and New Year's Day.
9. If any of these holidays falls on a Monday or a Friday, you will have a long weekend.
10. This year the company's Independence Day picnic will be on Sunday, July 7.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **BEWARE: THE RUN-ON SENTENCE**

**Reminder:** Two or more complete sentences that are strung together without the correct punctuation are called run-on sentences. Here's an example:

**The weather was not good for a picnic it was cold and nasty.**

If you read the line in the bold print aloud, your voice will stop after the word picnic. You will figure out that this line should be two sentences with a period at the end of the first one (after picnic) and a capital letter on the first word of the second one (It). That's one way to correct a run-on sentence.

**Directions:** Correct each of the sentences below by separating it into two sentences, putting a period at the end of the first sentence and a capital letter at the beginning of the second sentence.

1. Ms. Pine is constantly bragging about everything she does it drives me nuts.
2. William bought her an engagement ring it was very large and extravagant.
3. I needed to get to Orlando fast I rented a car.
4. The chocolate kisses were melting they had been in her hand too long.
5. The house was surrounded by hills they were covered by snow.
6. She was wearing a red dress she looked nice to me.
7. The tear on my child's cheek got larger and larger it rolled slowly down his face.
8. The average American chews 200 sticks of gum a year they must have tired jaws.
9. I am a nurse I know how dangerous it is to have a premature baby.
10. Do your grocery shopping on Tuesday or Wednesday they are the slowest days at the stores.

**ANSWER KEY:**

## **BEWARE: THE RUN-ON SENTENCE**

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**The weather was not good for a picnic it was cold and nasty.**

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**Directions:** Correct each of the sentences below by separating it into two sentences, putting a period at the end of the first sentence and a capital letter at the beginning of the second sentence.

1. Ms. Pine is constantly bragging about everything she does.It drives me nuts.
2. William bought her an engagement ring.It was very large and extravagant.
3. I needed to get to Orlando fast.I rented a car.
4. The chocolate kisses were melting.They had been in her hand too long.
5. The house was surrounded by hills.They were covered by snow.
6. She was wearing a red dress.She looked nice to me.
7. The tear on my child's cheek got larger and larger.It rolled slowly down his face.
8. The average American chews 200 sticks of gum a year.They must have tired jaws.
9. I am a nurse.I know how dangerous it is to have a premature baby.
10. Do your grocery shopping on Tuesday or Wednesday.They are the slowest days at the stores.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **EDITING FOR PUNCTUATION AND CAPITALIZATION**

**Directions:** The following letter needs editing for punctuation and capitalization. Put in the punctuation that is needed and draw a line under lower case letters that should be capitalized. Then write the capital letter above the incorrect lower case letter.

246 caravan lane  
chicago il 63591  
february 3 2004

dear mike

i really enjoyed seeing the movie dr doolittle with you on Saturday. parkway 21 has started to show some excellent films haven't they my brother doesn't agree he says all movies are trash yet he spends hours watching mtv

is there any chance you will be in chicago next weekend we could go to a bears game take in a dixie chicks concert or just hang out a lot depends on how much cash I have

mr davis manager of miami subs promised to call me tomorrow to let me know when i can start work boy will i be glad when that day comes

stick with your hard work at school you can be proud of yourself and im proud of you too

stay happy  
brad

**ANSWER KEY:**

## **EDITING FOR PUNCTUATION AND CAPITALIZATION**

**Directions:** The following letter needs editing for punctuation and capitalization. Put in the punctuation that is needed and draw a line under lower case letters that should be capitalized. Then write the capital letter above the incorrect lower case letter.

246 Caravan Lane  
Chicago, IL 63591  
February 3, 2004

Dear Mike,

I really enjoyed seeing the movie Dr. Doolittle with you on Saturday. Parkway 21 has started to show some excellent films, haven't they? My brother doesn't agree. He says all movies are trash, yet he spends hours watching Mtv.

Is there any chance you will be in Chicago next weekend? We could go to a Bears game, take in a Dixie Chicks concert, or just hang out. A lot depends on how much cash I have.

Mr. Davis, manager of Miami Subs, promised to call me tomorrow to let me know when I can start work. Boy will i be glad when that day comes.

Stick with your hard work at school. You can be proud of yourself and I'm proud of you, too.

Stay happy.

Brad

- LEVEL:** 4.0-5.9
- STANDARD:** 20.0 Observe conventions of editing
- BENCHMARK:** 20.02 Find and correct punctuation and capitalization errors.
- MATERIALS:** Paper, pencil, Quotation Marks Worksheets 1, 2, 3.
- PROCEDURE:**
1. Ask one student to say something to you about what he/she did yesterday. Then write it as a quotation using the student's name and exact words.
  2. Call on another student to reply to the first comment. Write the comment as a quotation using the student's name and exact words. Remind students of the various rules for commas and quotation marks for quotations.
  3. Next, distribute Quotation Marks Worksheet Lesson 1 to the students. The commas and end punctuation are already included. Right now, the students should think only about quotation marks. Check the answers as a whole class activity.
  4. The next assignment will increase in difficulty. Distribute Quotation Marks: Lesson 2 to the students. The student is now responsible for commas and/or end punctuation as well as capitalization. Check the answers as a whole class.
  5. After this concept is understood, the student will progress to split quotations. Distribute Quotation Marks worksheet 3. Check the answers as a whole class activity.
  6. Finally the student needs to be given a practice test using multiple choice. For example, which is correct: Sabrina said, "May I go to the mall?" or Sabrina said, "May I go to the mall"?

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

# Quotation Marks Worksheet: Lesson 1

**Reminder:** Quotation marks go around the exact words someone says.  
**Latoya said, "Are you going to the club tonight?"**

**Directions:** Please add the quotation marks to the following sentences:

1. Jametrius asked, Do you drive over the Mathews Bridge to come to school?
2. Look at her eyes, man! exclaimed Manuel.
3. Would you like sugar and cream in your coffee? my grandmother asked.
4. Mrs. Jaffe said, The name of the coordinator of our Adult Studies program is Ms. Copeland.
5. Tracy gasped, Oh, these red roses are beautiful!
6. The computer lab is in Room 2155, said Miss Julie.

***Remember, quotation marks come in pairs... like socks.***

**ANSWER KEY:**

# Quotation Marks Worksheet: Lesson 1

**Reminder:** Quotation marks go around the exact words someone says.

**Latoya said, "Are you going to the club tonight?"**

**Directions:** Please add the quotation marks to the following sentences:

1. Jametrius asked, "Do you drive over the Mathews Bridge to come to school?"
2. "Look at her eyes, man!" exclaimed Manuel.
3. "Would you like sugar and cream in your coffee?" my grandmother asked.
4. Mrs. Jaffe said, "The name of the coordinator of our Adult Studies program is Ms. Copeland."
5. Tracy gasped, "Oh, these red roses are beautiful"
6. "The computer lab is in Room 2155," said Miss Julie.

***Remember, quotation marks come in pairs... like socks.***

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Quotation Marks Worksheet: Lesson 2

**Directions:** Add one comma in each of the following sentences. Also fix capitalization errors and place correct end punctuation at the end of each sentence.

For example; Sandra said, **“My child’s favorite book is about the Easter bunny.”**

1. “you should start reading to your child before he is even one year old ”  
said mrs. thomas
2. “choose a book that has a lot of rhymes ” she advised
3. the teacher said “babies like rhyme even when they don’t know the  
words yet”
4. toni replied “but my baby girl just grabs the book and wants to chew on it”
5. “all babies do that ” answered mrs. thomas
6. “choose sturdy books and just keep trying ” she continued
7. arleasa said “my two-year-old wants to hear the same book over and  
over again”
8. “yes, you will probably know your toddler’s favorite book by heart ”  
laughed the teacher

**ANSWER KEY:**

## Quotation Marks Worksheet: Lesson 2

**Directions:** Add one comma in each of the following sentences. Also fix capitalization errors and place correct end punctuation at the end of each sentence.

For example; Sandra said, “My child’s favorite book is about the Easter bunny.”

1. “You should start reading to your child before he is even one year old, ”  
said Mrs. Thomas.
2. “Choose a book that has a lot of rhymes, ” she advised.
3. The teacher said, “babies like rhymes even when they don’t know the words yet.”
4. Toni replied, “but my baby girl just grabs the book and wants to chew on it.”
5. “All babies do that, ” answered Mrs. Thomas.
6. “Choose sturdy books and just keep trying, ” she continued.
7. Arleasa said, “my two-year-old wants to hear the same book over and over again.”
8. “Yes, you will probably know your toddler’s favorite book by heart,”  
laughed the teacher.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **Quotation Marks Worksheet: Lesson 3**

In the following sentences, add commas, periods, question marks, exclamation points and quotation marks in the correct places. These are divided quotations, so there will be two sets of quotation marks and punctuation for each sentence.

1. The fire truck she exclaimed is on its way!
2. When did you Mildred asked start singing in the choir?
3. I have searched my purse for my keys Taneshia said and I cannot find them.
4. How much does it cost Lonnie wondered to rent an apartment?
5. I attend explained Danny the Adult Studies program at Florida Community College.
6. Bring the patient in gasped Dr. Jones and we will operate at once!
7. I will not marry you replied Valerie until we have dated for at least two years.

**ANSWER KEY:****Quotation Marks Worksheet: Lesson 3**

In the following sentences, add commas, periods, question marks, exclamation points and quotation marks in the correct places. These are divided quotations, so there will be two sets of quotation marks and punctuation for each sentence.

1. “The fire truck,” she exclaimed, “is on its way!”
2. “When did you,” Mildred asked, “start singing in the choir?”
3. “I have searched my purse for my keys,” Taneshia said, “and I cannot find them.”
4. “How much does it cost,” Lonnie wondered, “to rent an apartment?”
5. “I attend,” explained Danny, “the Adult Studies program at Florida Community College.”
6. “Bring the patient in,” gasped Dr. Jones, “and we will operate at once!”
7. “I will not marry you,” replied Valerie, “until we have dated for at least two years.”

- LEVEL:** 4.0-5.9
- STANDARD:** 21.0 Apply structural and grammatical rules of writing
- BENCHMARK:** 21.01 Identify the complete subject and complete predicate of a statement.
- MATERIALS:** Tagboard strips, masking tape, Subjects and Predicates Worksheet
- PROCEDURE:**
1. Prepare tagboard strips, printing either a complete subject or a complete predicate on a strip. Make up sentences that will be relevant to your students, even using their names.
  2. Using masking tape, display all the strips in random order.
  3. Advise the students that every sentence is made up of a subject and a predicate. Define subject as “who or what the sentence is about.” Point out that the subject always contains a noun or pronoun. Define predicate as “what the subject is or does.” Point out that the predicate always contains a verb.
  4. Tell the students to look over the subjects posted on one side and the predicates posted on the other. Find the nouns in each subject and the verbs in each predicate.
  5. Under student direction, bring the proper subject and predicate together to form a sensible sentence.
  6. Distribute the Subjects and Predicates Worksheet for the students to complete individually.
  7. Pair up the students and let them compare their work. Moderate any discrepancies that are found, and go over them on the board for the benefit of the entire group.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Language 21.01 Worksheet (adapted from Steck-Vaughn Pre-GED Writing, Ellen Northcutt, Executive Editor. Steck-Vaughn, Inc., Austin, TX 2000.

## **SUBJECTS AND PREDICATES**

**Directions:** Read the following sentences. Draw one line under the complete subject and two lines under the complete predicate in each sentence.

1. My niece, Alicia, plans to be a track star.
2. She runs and exercises every day.
3. Her father trains and coaches her for track meets.
4. My sister and I attend and give our support.
5. Alicia runs for the high school track team.
6. The team won a meet against the state champs last week.
7. My niece competed in three events.
8. She won first place in two events.
9. Women's sports has really made a lot of progress in recent years.
10. A professional woman athlete now earns millions of dollars.

**ANSWER KEY:**

Language 21.01 Worksheet (adapted from Steck-Vaughn Pre-GED Writing, Ellen Northcutt, Executive Editor. Steck-Vaughn, Inc., Austin, TX 2000.

## **SUBJECTS AND PREDICATES**

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9. Women's sports has really made a lot of progress in recent years.
10. A professional woman athlete now earns millions of dollars.

**LEVEL:** 4.0-5.9

**STANDARD:** 21.0 Apply structural and grammatical rules of writing

**BENCHMARK:** 21.02 Identify the complete subject and complete predicate of a question.

**MATERIALS:** Light jacket or sweater, and the board.

- PROCEDURE:**
1. Enter the room wearing your sweater or jacket inside out. Make no comment. If a student mentions it, brush it off.
  2. Review finding subjects and predicates in statements in several sentences written on the board.
  3. Ask the students what they have noticed about your attire—that it is inside out. Ask them what you would need to do to fix the problem. (Reverse the whole jacket.)
  4. Tell them that is exactly how you find the subject and predicate of a question. Remind students that often you can reverse the question by turning it back into a statement. Write the following question on the board: How do you bake a pound cake?
  5. Write the reverse order of the question:  
You can bake a pound cake.
  6. Have a student go to the board and underline the complete subject and a second student double underline the complete predicate.
  7. Use questions suggested by the students to repeat Steps 4, 5, and 6 several times.
  8. Pair students and direct each student to write 5 questions on a sheet of notebook paper.
  9. Have the pairs exchange papers and rewrite each other's questions in statement form and identify the complete subject with one underline and the complete predicate with a double underline. Repeat as necessary to reinforce the concept.

- LEVEL:** 4.0-5.9
- STANDARD:** 21.0 Apply structural and grammatical rules of writing
- BENCHMARK:** 21.03 Identify the simple subject of a statement and a question.
- MATERIALS:** Banana, board, prepared chart on newsprint, Finding Simple Subjects and Simple Predicates Worksheet.
- PROCEDURE:**
1. Display a banana or tangerine and ask what one would do to make it edible. *Remove the peeling to get to the fruit.*
  2. Explain that we will be peeling excess words from the subject of a sentence to get to what is called the simple subject.
  3. Help the students understand the term “simple” generally as stripped down, plain, etc. and specifically in grammar terms as a single word.
  4. Write the following sentence on the board:  
Young working women often work up to 60 hours per week.
  5. Ask a student to identify the complete subject with a single underline and another student to identify the complete predicate with a double underline.
  6. Looking at the complete subject (**Young working women**) ask the students which words could be removed without losing the sense of the sentence. Point out that the word remaining (**women**) is considered the simple subject and that this word is always either a noun or a pronoun.
  7. Practice finding the simple subject in the following sentences written on a newsprint chart:  
**Before 1940, most married women did not work.**  
**Things changed during wartime.**  
**Men left the factories to join the military.**  
**The women stepped into the factory jobs.**  
Use this procedure:
    - a. Have one student read the sentence.
    - b. Have a second student identify the complete subject with a single underline and the complete predicate with a double underline.
    - c. Have one or two students cross out unessential words in the complete subject.
    - d. Have another student circle the simple subject, verify that it is a noun or a pronoun, and write above the word the letter “s”.

*Continued*

8. Explain that we use exactly the same method to find a simple predicate and that the predicate must be a verb. (*Note: Review the definition of a verb as an action word or being word.*)
9. Return to the sentences on the chart and follow the procedure of Step 7 to locate the simple predicate, circling it and designating it with the letter “v”.
10. Distribute the worksheets and allow time for completion by the students.
11. Group three students together to verify each other’s answers. Moderate discrepancies, using the board for explanation to the whole class if it seems warranted.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **FINDING SIMPLE SUBJECTS AND SIMPLE PREDICATES**

**Remember:** The subject must be a noun or pronoun and the predicate must be a verb.

**Directions:** Read the following sentences. Then find and underline the complete subjects with one line and the complete predicates with two lines. Write “s” above the simple subject and “v” above the simple predicate.

1. In 1945, men returned from war to find that women had taken their jobs in factories.
2. Many returning veterans decided to return to school to get a college degree.
3. The United States government provided the money for the veterans to get an education through a program called the G.I. Bill.
4. Some young women found that having a job outside the home gave them self-confidence.
5. At about the same time, many labor saving devices such as dishwashers and automatic dryers entered the market.
6. Single-family homes built after the war were smaller.
7. Two paychecks for a family made it possible to buy more things.
8. The average person definitely lived better during the 1950s than before the 1950s.
9. A result of women’s greater independence was the increase in the divorce rate.
10. Most families today have two wage earners.

**ANSWER KEY:**

# FINDING SIMPLE SUBJECTS AND SIMPLE PREDICATES

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**Directions:** Read the following sentences. Then find and underline the complete subjects with one line and the complete predicates with two lines. Write “s” above the simple subject and “v” above the simple predicate.

1. In 1945, men <sup>s</sup> returned from war to find that women had taken their jobs in factories. <sup>v</sup>
2. Many returning veterans <sup>s</sup> decided to return to school to get a college degree. <sup>v</sup>
3. The United States government <sup>s</sup> provided the money for the veterans to get an education through a program called the G.I. Bill. <sup>v</sup>
4. Some young women <sup>s</sup> found that having a job outside the home gave them self-confidence. <sup>v</sup>
5. At about the same time, many labor saving devices such as dishwashers and automatic dryers <sup>s</sup> entered the market. <sup>v</sup>
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8. The average person <sup>s</sup> definitely lived better during the 1950s than before the 1950s. <sup>v</sup>
9. A result of women’s greater independence <sup>s</sup> was the increase in the divorce rate. <sup>v</sup>
10. Most families today <sup>s</sup> have two wage earners. <sup>v</sup>

**LEVEL:** 4.0-5.9

**STANDARD:** 21.0 Apply structural and grammatical rules of writing

**BENCHMARK:** 21.04 Identify compound subjects and predicates.

**MATERIALS:** Book, desk, board, and Compound Subjects and Predicates Worksheet

- PROCEDURE:**
1. Review identifying simple subjects and predicates by writing a sentence on the board such as:  
The big black dog ran after the fire engine.
  2. Ask a student to stand, take a book off the shelf and place it on the desk. Ask the class to give you a sentence that describes what just occurred such as, *Jodie took a book off the shelf and placed it on the desk.* Write that sentence on the board.
  3. Ask the students to identify the subject of that sentence. Underline *Jodie*.
  4. Ask the students to identify the predicate of the sentence. There will be some confusion demonstrated. Explain that sometimes a subject may do more than one thing in a sentence. Elicit the simple predicates *took* and *placed*. Draw a double line under each and define compound predicate as two or more actions the subject performs. Explain that *compound* means *a combination of two or more*.
  5. Ask another student to copy what Jodie did. Again, ask the class to describe what happened. Write under the first sentence the following: *Bill took a book off the shelf and placed it on the desk.*
  6. Ask the students to give you a way to combine the two sentences into one and elicit *Jodie and Bill (or Bill and Jodie) took books off the shelf and placed them on the desk.*
  7. Have the students identify the two predicates as compound and double underline the verbs.
  8. Ask what the subject of the sentence is. Lead the students to discover that there are two subjects. Underline *Jodie* and *Bill*. Ask the students what they think this type of subject is called. Elicit *compound subject*.
  9. Distribute the Compound Subjects and Predicates Worksheet for individual work.
  10. Pair students to compare their answers, and moderate any differences of opinion sharing the discussion with the entire class.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **COMPOUND SUBJECTS AND PREDICATES**

**Directions:** Read each of the following sentences that contain a compound subject, a compound predicate, or both. Underline the simple subject(s) with one line and the simple predicate(s) with two lines.

1. Girls and boys both require an opportunity to develop in sports.
2. People make noise and sweat when they play.
3. A female tennis player and a male tennis player can both excel at the game.
4. Some men and some women like to watch football and wrestling.
5. Miami and Tampa attract big crowds for sports and bring a lot of money into their towns.
6. Did Florida State or Miami win the last National Championship game?
7. The success and respect of a ball team depend upon talent but also require good coaching.
8. Do you or anyone in your family play or watch sports?
9. The location of the game and the number of tickets sold often determine whether a game is televised.
10. A professional sports team gives a community an identity throughout the nation and offers another reason for tourists to visit that city.

**ANSWER KEY:**

## **COMPOUND SUBJECTS AND PREDICATES**

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- LEVEL:** 4.0-5.9
- STANDARD:** 21.0 Apply structural and grammatical rules of writing
- BENCHMARK:** 21.05 Identify commands with an understood subject.
- MATERIALS:** Board and Locating the Subject(s) of a Sentence Worksheet
- PROCEDURE:**
1. Station one student at the board and direct him or her to write the next thing you say.
  2. Look directly at another student and give a command such as, "Come up here and shake my hand." (Be certain the student at the board writes this down.)
  3. Thank both students and let them resume their seats.
  4. Direct the class's attention to the sentence on the board reminding them they have been studying how to find the subject of a sentence. Remind them that the subject is the *doer* of the action.
  5. Ask: *What is the subject of the sentence on the board?* List possible answers.
  6. Once again, look directly at another student and give the same command. When the action has been performed, note that the same sentence motivated two different people to action. Review that this type of sentence - giving a command, request, or direction - is an imperative sentence.
  7. Instruct the students that the subject of an **imperative** sentence is always *you*, and that that *you* can be singular or plural. Demonstrate the example by turning your back on the class and say; *Please stand up*. Point out that no one was sure if that meant just him, or her, or the whole class.
  8. Demonstrate that we can clarify what *you* means by using a name or names before the command, but stress that the subject always remains the understood *you*.
    - (*You*) Please stand up.
    - (*You*) John, throw away that paper.
  9. Ask several students to dictate a command while you write it on the board. For each imperative sentence, indicate that the simple subject is *you*.
  10. Distribute the Locating the Subject(s) of a Sentence Worksheet, and allow time for its completion. Once completed, allow pairs of students to compare answers.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **LOCATING THE SUBJECT(S) OF A SENTENCE**

**Reminder:** A simple subject is always a noun or a pronoun.  
A sentence may have more than one subject.  
An imperative sentence (command) has the understood subject *you*.

**Directions:** Read the following sentences. Write the subject or subjects on the line provided after the sentence.

1. Many times in life, a person faces problems and must make difficult decisions.

\_\_\_\_\_

2. Study the problem carefully before taking steps to solve it.

\_\_\_\_\_

3. Consider talking the problem over with someone you trust.

\_\_\_\_\_

4. Your advisor may be able to see the problem more clearly than you can.

\_\_\_\_\_

5. My mother and father often help me figure out what to do.

\_\_\_\_\_

6. Be sure to be honest with the person who will be giving you advice.

\_\_\_\_\_

**ANSWER KEY:**

## **LOCATING THE SUBJECT(S) OF A SENTENCE**

**Reminder:** A simple subject is always a noun or a pronoun.  
A sentence may have more than one subject.  
An imperative sentence (command) has the understood subject *you*.

**Directions:** Read the following sentences. Write the subject or subjects on the line provided after the sentence.

1. Many times in life, a person faces problems and must make difficult decisions.

a person

---

2. Study the problem carefully before taking steps to solve it.

you (understood)

---

3. Consider talking the problem over with someone you trust.

You (understood)

---

4. Your advisor may be able to see the problem more clearly than you can.

advisor, you

---

5. My mother and father often help me figure out what to do.

mother, father

---

6. Be sure to be honest with the person who will be giving you advice.

You (understood)

---

**LEVEL:** 4.0-5.9

**STANDARD:** 21.0 Apply structural and grammatical rules of writing

**BENCHMARK:** 21.06 Identify verbs in the context of simple and compound sentences.

**MATERIALS:** Finding Verbs Worksheet and the board

- PROCEDURE:**
1. Ask: *What are some things that you do outside of the classroom?*  
Give me one word to describe your activity. Begin listing the words on the board until you have about twenty verbs.
  2. Point out that each of the words on the board describes an action and that in grammar action words are called verbs.
  3. Review with the students that there is one other thing they do that doesn't involve any action or effort or burning calories. Let them guess until they come to the word "be." (If they don't get there, give them the word.) Go on to point out that all languages have an existence verb and in English that verb is *be*. Write that word on the board. People learning the language or children often learning to talk use *be* a lot. They say, "I be tired." "I be hungry." Ask what word the students would use in that sentence and elicit *am*. Write *am* on the board under *be* and begin a list of the forms of *to be*, repeating the incorrect sentence technique.

|                             |      |
|-----------------------------|------|
| We be ready for the movie.  | are  |
| We be sick last week.       | were |
| He be my best friend.       | is   |
| Be she at school yesterday? | was  |

4. Beside the word *be*, write the word *been* and tell the students that we often use *be* and *been* properly in English when we talk about the past and the future. However, *be* and *been* always need a helping word. Let the students help you figure out what a helping word is by using the incorrect sentence technique.

|  |      |
|--|------|
| I _____be late to your party tomorrow. | will |
| My friend and I _____been to the mall. | have |
| The weather _____been lousy.           | has  |
| You told me you _____been to school.   | had  |

*Continued*

5. Continue the list of helping words on the board. You might have one of your students copy the list to a chart later on and post it in the room.

Helping Verb List

Has  
Have  
Had  
Do  
Does  
Did  
May  
Might  
Must  
Can  
Could  
Shall  
Should  
Will  
Would

6. Instruct the students that any sentence **MUST** have a verb—either an action word or a form of *to be*.
7. Distribute the Finding Verbs Worksheet and do the practice sentences with the students. Allow them to finish the work on their own.
8. Review the students' answers with them.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## FINDING VERBS

**Directions:** Underline the verbs twice in the following sentences. Remember, a verb is an action word or a form of *to be*. Every sentence has at least one verb, but some have two or even more. Read each sentence carefully to not miss any verbs. Do the practice sentences with your teacher.

**Practice:** Every year the high school band marches in the Christmas parade.

**Practice:** Every year the high school band marches in the Christmas parade.

Usually there are huge crowds along the parade route.

1. My sister rode on one of the parade floats this year.
2. The newspaper printed her picture on the front page and she loved it.
3. My friend and I actually built one of the floats.
4. We stayed up all night before the parade.
5. Fortunately, we won an award for our work.
6. There are dozens of food booths along the parade route.
7. People eat popcorn and corndogs and drink sodas all evening.
8. By the time the parade is over, the whole main street is a mess.
9. Our town maintenance department works through the night.
10. By morning, the town is spotless and people continue their Christmas shopping.
11. I wanted to go Christmas shopping after the parade, but my friend said that she was too tired.
12. My friend went home and slept, but I went to the mall.

**ANSWER KEY:**

## FINDING VERBS

**Directions:** Underline the verbs twice in the following sentences. Remember, a verb is an action word or a form of *to be*. Every sentence has at least one verb, but some have two or even more. Read each sentence carefully to not miss any verbs. Do the practice sentences with your teacher.

**Practice:** Every year the high school band marches in the Christmas parade.

Usually there are huge crowds along the parade route.

Now, work on your own. Underline each verb twice.

1. My sister rode on one of the parade floats this year.
2. The newspaper printed her picture on the front page and she loved it.
3. My friend and I actually built one of the floats.
4. We stayed up all night before the parade.
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9. Our town maintenance department works through the night.
10. By morning, the town is spotless and people continue their Christmas shopping.
11. I wanted to go Christmas shopping after the parade, but my friend said that she was too tired.
12. My friend went home and slept, but I went to the mall.

- LEVEL:** 4.0-5.9
- STANDARD:** 21.0 Apply structural and grammatical rules of writing
- BENCHMARK:** 21.07 Identify nouns, verbs, pronouns, adjectives, adverbs, conjunctions, prepositions, and interjections in texts.
- MATERIALS:** Adjectives That Fit Worksheets, List of Prepositions, and Parts of Speech Worksheet
- PROCEDURE:**
1. Identify the part of speech by writing it on the board with its definition. Have students provide examples.
    - Noun: person, place, thing, or idea.
    - Verb: words that show action or being.
    - Pronoun: takes the place of a noun.
    - Adjective: describes a noun or pronoun.
    - Adverb: describes a verb, adjective, or another adverb. Answers questions such as “how,” “when,” “how much.”
    - Preposition: shows a relationship between nouns, pronouns, and phrases to others words in a sentence.
    - Conjunction: links words, phrases, and clauses. (and, but, or, nor, for, so, yet)
    - Interjection: word added to sentence to show emotion. It is not grammatically related to any other part of the sentence.
  2. Provide several sample cloze sentences on the board and have students give several suggestions regarding what word would best fit the blank.

My cousin suggested I get a \_\_\_\_\_ car.
  3. Distribute the Adjectives That Fit Worksheets and group three or four students together. Encourage them to each enter a different word to complete the sentence. Include a bonus activity for those who finish quickly,
  4. Have one group read all of their word entries for one sentence.
  5. Distribute the Parts of Speech Worksheet. Have the students complete these individually. Check the answers as a whole class activity.

**Note:** This same method can be used for each part of speech.

# English Prepositions

There are more than 100 prepositions in English. Yet this is a very small number when you think of the thousands of other words (nouns, verbs etc). Prepositions are important words. We use individual prepositions more frequently than other individual words. In fact, the prepositions **of**, **to** and **in** are among the ten most frequent words in English. Here is a short list of 70 of the more common one-word prepositions. Many of these prepositions have more than one meaning.

- aboard
- about
- above
- across
- after
- against
- along
- amid
- among
- anti
- around
- as
- at
- before
- behind
- below
- beneath
- beside
- besides
- between
- beyond
- but
- by
- concerning
- considering
- despite
- down
- during
- except
- excepting
- excluding
- following
- for
- from
- in
- inside
- into
- like
- near
- of
- off
- on
- onto
- opposite
- outside
- over
- past
- per
- plus
- regarding
- round
- save
- since
- than
- through
- to
- toward
- towards
- under
- underneath
- unlike
- until
- up
- upon
- with
- within
- without

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## ADJECTIVES THAT FIT

**Directions:** The nouns in these paragraphs need to be described. Write an appropriate adjective (ONE WORD) in each of the blanks to make this paragraph clearer and more interesting.

The \_\_\_\_\_ man ran into a \_\_\_\_\_ room along with his \_\_\_\_\_ dog. They stopped because they saw a \_\_\_\_\_ body under the \_\_\_\_\_ table. Robert and his dog escaped from the room in \_\_\_\_\_ minutes. They were \_\_\_\_\_ and \_\_\_\_\_. They couldn't believe what they had seen, so they went to the \_\_\_\_\_ house next door.

The person answering the door looked \_\_\_\_\_, so they went inside and sat down. Soon another man who had \_\_\_\_\_ eyes with a \_\_\_\_\_ look in them barged into the room with a \_\_\_\_\_ shovel. Robert glanced around the \_\_\_\_\_ room for a way out. His dog gave a \_\_\_\_\_ growl, and the \_\_\_\_\_ man backed out the same way he came in.

"What are we doing in this \_\_\_\_\_ place," Robert said to his dog. They dashed to the door and headed for their \_\_\_\_\_ car. Robert picked up his \_\_\_\_\_ phone and called the \_\_\_\_\_ police station.

**Bonus points:** How would you end this story? Write your ending here using as many adjectives as you can.

**ANSWER KEY:            VARIOUS ANSWERS - EXAMPLES INCLUDED****ADJECTIVES THAT FIT**

**Directions:** The nouns in these paragraphs need to be described. Write an appropriate adjective (ONE WORD) in each of the blanks to make this paragraph clearer and more interesting.

The   **bald**   man ran into a   **small**   room along with his   **noisy**   dog. They stopped because they saw a   **dead**   body under the   **console**   table. Robert and his dog escaped from the room in   **three**   minutes. They were   **scared**   and   **quiet**  . They couldn't believe what they had seen, so they went to the   **large**   house next door.

The person answering the door looked   **friendly**  , so they went inside and sat down. Soon another man who had   **narrow**   eyes with a   **sinister**   look in them barged into the room with a   **garden**   shovel. Robert glanced around the   **living**   room for a way out. His dog gave a   **menacing**   growl, and the   **sinister**   man backed out the same way he came in.

"What are we doing in this   **weird**   place," Robert said to his dog. They dashed to the door and headed for their   **junky**   car. Robert picked up his   **wireless**   phone and called the   **closet**   police station.

**Bonus points:** How would you end this story? Write your ending here using as many adjectives as you can.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Parts of Speech

**Directions:** For each underlined word, write the appropriate part of speech in the blank at the end of the sentence.

Choose your answer from the following eight parts of speech:

noun                      pronoun                      verb                      adjective                      adverb  
preposition              conjunction              interjection

1. Samantha jingled the keys. \_\_\_\_\_
  
2. She wanted to go out. \_\_\_\_\_
  
3. She looked up at me with her brown eyes. \_\_\_\_\_
  
4. Samantha looked at me sadly. \_\_\_\_\_
  
5. Wow! What does it take for a girl to go for a walk? \_\_\_\_\_
  
6. Maybe she could meet a boyfriend on the corner. \_\_\_\_\_
  
7. It was always fun to make new friends. \_\_\_\_\_
  
8. Finally, Samantha brought her leash, and took her for a walk. \_\_\_\_\_

**ANSWER KEY:**

## Parts of Speech

**Directions:** For each underlined word, write the appropriate part of speech in the blank at the end of the sentence.

Choose your answer from the following eight parts of speech:

noun                      pronoun                      verb                      adjective                      adverb  
preposition              conjunction              interjection

1. Samantha jingled the keys. \_\_\_\_\_ verb \_\_\_\_\_
  
2. She wanted to go out. \_\_\_\_\_ pronoun \_\_\_\_\_
  
3. She looked up at me with her brown eyes. \_\_\_\_\_ adjective \_\_\_\_\_
  
4. Samantha looked at me sadly. \_\_\_\_\_ adverb \_\_\_\_\_
  
5. Wow! What does it take for a girl to go for a walk? \_\_\_\_\_ interjection \_\_\_\_\_
  
6. Maybe she could meet a boyfriend on the corner. \_\_\_\_\_ preposition \_\_\_\_\_
  
7. It was always fun to make new friends. \_\_\_\_\_ noun \_\_\_\_\_
  
8. Finally, Samantha brought her leash, and took her for a walk. \_\_\_\_\_ conjunction \_\_\_\_\_

- LEVEL:** 4.0-5.9
- STANDARD:** 21.0 Apply structural and grammatical rules of writing
- BENCHMARK:** 21.08 Write the appropriate forms of common regular and irregular verbs.
- MATERIALS:** Three banners labeled PAST, PRESENT, FUTURE, board, a clear glass globe (or an upside down bowl), a colorful scarf, A Guide to Irregular Verbs Worksheet, and Using Irregular Verbs Worksheet
- PROCEDURE:**
1. Spread the scarf on a desk and place the glass globe on it. Ask the students what they think it might be used for. (*Fortune telling*) Briefly discuss what a fortuneteller talks about (*the past and the future*).
  2. Tape the three banners across the board (*or use three sheets of newsprint*).
  3. Introduce the fact that, in speech, we don't just talk about the present, but often refer to the past and to the future. The way we do that is by changing the form of the verb in a sentence.
  4. Ask the students to give you five verbs. (*You may have to review the definition of a verb.*) Write these verbs under the PRESENT heading.
  5. With student participation, fill in the past and future forms of the verbs.
  6. Continue with five more verbs that you supply. These should be irregular verbs. (*write take, fly, know, sit, fall, see*) Ask the students what they notice about these verbs. Point out that we have some words that do not follow the regular form of adding –ed and that these are called irregular verbs.
  7. Provide your students with a handout of common irregular verbs. Advise them that there is no set rule for knowing a verb is irregular—unless you are a fortuneteller; it is just something to be memorized. Note the additional listing of the past participle of these verbs on the handout, which should then be used to explain the different usage between the simple past and the past participate.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## A GUIDE TO IRREGULAR VERBS

**Present**

am, is, are

begin

break

bring

buy

choose

do

drink

eat

get

give

go

has, have

know

leave

lose

send

see

show

speak

take

**Past**

was, were

began

broke

brought

bought

chose

did

drank

ate

got

gave

went

had

knew

left

lost

sent

saw

showed

spoke

took

**Past Participle**

been

begun

broken

brought

bought

chosen

done

drunk

eaten

gotten

given

gone

had

known

left

lost

sent

seen

showed/shown

spoken

taken

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

# IRREGULAR VERBS

**Directions:** Write the simple past and past participle of the verbs below

| <b>Irregular Present Verb</b> | <b>Past Tense</b> | <b>Past Participate</b> |
|-------------------------------|-------------------|-------------------------|
| Blow                          |                   |                         |
| Buy                           |                   |                         |
| Catch                         |                   |                         |
| Drink                         |                   |                         |
| Feel                          |                   |                         |
| Fly                           |                   |                         |
| Ride                          |                   |                         |
| Take                          |                   |                         |
| Think                         |                   |                         |
| Throw                         |                   |                         |

**ANSWER KEY:****IRREGULAR VERBS**

**Directions:** Write the simple past and past participle of the verbs below

| <b>Irregular Present Verb</b> | <b>Past Tense</b> | <b>Past Participate</b> |
|-------------------------------|-------------------|-------------------------|
| Blow                          | blew              | blown                   |
| Buy                           | bought            | buying                  |
| Catch                         | cautht            | catching                |
| Drink                         | drank             | drunk                   |
| Feel                          | felt              | feeling                 |
| Fly                           | flew              | flown                   |
| Ride                          | rode              | ridden                  |
| Take                          | took              | taken                   |
| Think                         | thought           | thinking                |
| Throw                         | threw             | thrown                  |

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Using Irregular Verbs

**Reminder:** The many forms of a verb are based on its three principal parts: the present, the past, and the past participle.

Example: help (present) helped (past) have helped (past participle)

take (present)

took (past)

have taken (past participle)

**Directions:** Underline the correct form of the verb from those given in parentheses.

1. Have you (began, begun) studying for your finals yet?
2. Sara has (broke, broken) the record for the hundred-yard dash.
3. If you have (broke, broken) the seal on that package, it can't be returned.
4. These boots aren't (broken, broke) in yet.
5. Why don't you (bring, brought) your skateboard?
6. Donna (chose, chosen) the name for the school newspaper.
7. I haven't missed that series since it (began, begun).
8. The spirited horses have (broke, broken) through the fence.
9. The victims of the automobile accident were (bring, brought) to the emergency room.
10. Martin, this class (began, begun) ten minutes ago.

**ANSWER KEY:**

## Using Irregular Verbs

**Reminder:** The many forms of a verb are based on its three principal parts: the present, the past, and the past participle.

Example: help (present) helped (past) have helped (past participle)

take (present)

took (past)

have taken (past participle)

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8. The spirited horses have (broke, broken) through the fence.
9. The victims of the automobile accident were (bring, brought) to the emergency room.
10. Martin, this class (began, begun) ten minutes ago.

- LEVEL:** 4.0-5.9
- STANDARD:** 21.0 Apply structural and grammatical rules of writing
- BENCHMARK:** 21.09 Distinguish present tenses, past tenses, and future tenses of common verbs.
- MATERIALS:** Scrap paper, board, a clear glass globe (or an upside down bowl, a colorful scarf, newspapers.
- PROCEDURE:**
1. Spread the scarf on a desk and place the glass globe on it. Ask the students what they think it might be used for (*Fortune telling*). Briefly discuss what a fortuneteller talks about (*the past and the future*).  
**Note:** If you have used this exercise before in 21.08, the students will not need an explanation.
  2. Provide one section of the newspaper to each student.
  3. Ask each student to read the first sentence of any article in the paper and to find the verb(s) in that sentence. Write the verb on the board.
  4. Decide, with input of other students, whether that verb is past, present, or future. Annotate the verb on the board with P for past, N for now, or F for future.

- LEVEL:** 4.0-5.9
- STANDARD:** 21.0 Apply structural and grammatical rules of writing
- BENCHMARK:** 21.10 Use nominative and objective cases correctly.
- MATERIALS:** Rubber ball, board, prepared newsprint charts with practice sentences, Student's Notes: Pronoun Cases, and Nominative and Objective Pronouns Worksheet
- PROCEDURE:**
1. Throw the ball to one of the students. Ask the class to tell you in one sentence what they saw. (Mr. or Ms. \_\_\_\_\_ threw the ball to Sandra.) Write that on the board.
  2. Ask Sandra to describe what happened. (Mr. or Ms. \_\_\_\_\_ threw the ball to me.) Write that on the board. Lead the students to conclude that *me* is the pronoun representing Sandra.
  3. Have Sandra throw the ball to another student.
  4. Again, ask the students to tell you what they saw. (Sandra threw the ball to Karen.) Write the sentence on the board.
  5. Ask Sandra to describe what happened. (I threw the ball to Karen.) Write that on the board. Lead the students to conclude that *I* represents Sandra. Ask Karen to describe what happened. (Sandra threw the ball to me.) Lead students to conclude that *me* refers to Karen.
  6. Discuss the fact that sometimes we use *I* and sometimes we use *me* when referring to ourselves. Lead the students to understand that in this case, the thrower of the ball called herself *I* and the receiver of the ball called herself *me*. Explain that *I* is the doer of the action or the nominative case, and that *me* is the receiver of the ball or objective case.
  7. Reinforce that **nominative case pronouns** are used as subjects and normally appear at the beginning of a sentence. **Objective case pronouns** are used as objects of verbs or prepositions and normally appear near the end of a sentence.
  8. Point out that in using pronouns as objects, we often change their form.

*Continued*

9. Practice a few sentences using *I/me*.  
Will you take *I/me* with you to the store?  
My friend and *I/me* like the same style of clothes.  
Will you call *I/me* when you get home?  
*I/me* will call you on Thursday.
10. Using the same sentences, replace the first-person pronouns with third-person pronouns.  
Will you take *he/him* with you to the store?  
Her friend and *she/her* like the same style of clothes.  
Will you call *they/them* when you get home?  
*They/them* will call you on Thursday.
11. Review Student Notes: Pronoun Case with the class.
12. Distribute Worksheets and provide time for completion.
13. Correct Numbers 1 through 6 with the class.
14. Ask volunteers to read their original sentences.

# Student Notes: Pronoun Case

Pronoun Case is really a very simple matter. There are three cases.

1. **Subjective case:** pronouns used as subject.
2. **Objective case:** pronouns used as objects of verbs or prepositions.
3. **Possessive case:** pronouns which express ownership.

| Pronouns as<br><b>SUBJECTS</b>               | Pronouns as<br><b>OBJECTS</b>                   | Pronouns that show<br><b>POSSESSION</b>   |
|--|---|---|
| I<br>You<br>He, she, it<br>We<br>They<br>Who | Me<br>You<br>Him, her, it<br>Us<br>Them<br>Whom | My (mine)<br>Your (yours)<br>His, her (hers), it (its)<br>Our (ours)<br>Their (theirs)<br>Whose |

## Some problems of case:

1. In compound structures, where there are two pronouns or a noun and a pronoun, drop the other noun for a moment. Then you can see which case you want.  
**NOT:** Bob and me travel a good deal. (Would you say, "me travel"?)  
**NOT:** He gave the flowers to Jane & I. (Would you say, "he gave the flowers to I"?)  
**NOT:** Us men like the coach. (Would you say, "us like the coach"?)
2. In comparisons. Comparisons usually follow than or as:  
 He is taller than I (am tall).  
 This helps you as much as (it helps) me.  
 She is as noisy as I (am).

Comparisons are really shorthand sentences which usually omit words, such as those in the parentheses in the sentences above. If you complete the comparison in your head, you can choose the correct case for the pronoun.

**NOT:** He is taller than me. (Would you say, "than me am tall"?)

3. In formal and semiformal writing: Use the subjective form after a form of the verb to be.  
**FORMAL:** It is I.  
**INFORMAL:** It is me.

Use whom in the objective case.

**FORMAL:** To whom am I talking?

**INFORMAL:** Who am I talking to?

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Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

# NOMINATIVE AND OBJECTIVE PRONOUNS

**Directions:** Write the correct pronoun or pronouns to complete each sentence.

1. My aunt told \_\_\_\_\_ (I/me) that she once heard Martin Luther King, Jr. speak.
2. \_\_\_\_\_ (She/Her) heard \_\_\_\_\_ (he/him) speak when she was a little girl.
3. My brother and \_\_\_\_\_ (I/me) were excited when \_\_\_\_\_ (she/her) told \_\_\_\_\_ (we/us) about how \_\_\_\_\_ (he/him) sounded.
4. At one point, \_\_\_\_\_ (she/her) thought \_\_\_\_\_ (he/him) looked directly at \_\_\_\_\_ (she/her).
5. \_\_\_\_\_ (He/Him) was such a good speaker that all the people in the crowd thought he was speaking directly to \_\_\_\_\_ (they/them).
6. All of \_\_\_\_\_ (we/us) admire Dr. King.

**Directions:** Write a sentence using the objective form of the pronoun that is in parentheses.

**Sample** (him) I gave the tickets to him.

7. (me) \_\_\_\_\_

8. (them) \_\_\_\_\_

9. (us) \_\_\_\_\_

10. (her) \_\_\_\_\_

**ANSWER KEY:**

## **NOMINATIVE AND OBJECTIVE PRONOUNS**

**Directions:** Write the correct pronoun or pronouns to complete each sentence.

1. My aunt told me (I/me) that she once heard Martin Luther King, Jr. speak.
2. She (She/Her) heard him (he/him) speak when she was a little girl.
3. My brother and I (I/me) were excited when she (she/her) told us (we/us) about how he (he/him) sounded.
4. At one point, she (she/her) thought he (he/him) looked directly at her (she/her).
5. He (He/Him) was such a good speaker that all the people in the crowd thought he was speaking directly to them (they/them).
6. All of us (we/us) admire Dr. King.

**Directions:** Write a sentence using the objective form of the pronoun that is in parentheses.

**Sample** (him) I gave the tickets to him.

7. (me) Tanya gave here tickets to me.
8. (them) I told them not to do that.
9. (us) Mandy wants to go to the movie with us.
10. (her) Sam doesn't like her, though

- LEVEL:** 4.0-5.9
- STANDARD:** 21.0 Apply structural and grammatical rules of writing
- BENCHMARK:** 21.11 Identify phrases, independent clauses, and dependent clauses.
- MATERIALS:** Three pages torn from a magazine, five or six pamphlets, a pair of bookends, board, Phrases and Clauses Worksheet
- PROCEDURE:**
1. Ask a couple of students to come to the front of the room and try to make the sheets of paper stand on the desk without support. Repeat with the pamphlets, then with the bookends.
  2. Ask what we call a person who cannot support himself—like a child, for example. (dependent) Then ask what we call someone who does support him or herself (independent). Write the words **dependent** and **independent** on the board.
  3. Advise the class that they are going to learn 4 new terms used in writing. Add the word **phrase** to the board.
  4. Define **phrase** as any group of words and point out that, like the pages of the magazine, they can never stand-alone. Give two or three examples of phrases:  
In the living room    through the agency    with regret
  5. Write the word **clause** after the word **dependent** . Explain that like a phrase, a clause is a group of words, but it is stronger because it has a subject and a predicate. But, like the pamphlets, it still cannot stand alone. Give two or three examples:  
When I get to your house  
Because it is raining  
Since you made such a big fuss about it
  6. Locate the subject and predicate in the dependent clauses.
  7. Finally, write the word **clause** after the word **independent** pointing out that this group of words also has a subject and a verb, but, like the bookends, it can stand-alone and make complete sense. Again, give two or three examples  
We can sit down and talk about the problem.  
I was able to get a better job.  
I decided not to take the trip.

*Continued*

8. Demonstrate that we can use the bookends to support the pages and that we can use the independent clauses to support phrases. Give examples:  
We can sit down and talk about the problem in the living room.  
You must go through the agency to hire her as a home health aide.  
With regret, I decided not to take the trip.
9. Have a student show that the pamphlets can stand up with use of the bookends. In the same way we can use independent clauses to support dependent clauses. Give examples:  
When I get to your house, we can sit down and talk about the problem.  
Because it is raining, I cannot wait at the bus stop.  
Since you made such a big fuss about it, I decided not to take the trip
10. Distribute the Phrases and Clauses Worksheet and go over the first three items. Allow time for completion of the worksheet. Collect and check the worksheets, using the results as a guide to do a review lesson.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **PHRASES AND CLAUSES**

- Reminder:** Phrase: A group of words missing a subject or a verb.  
Dependent clause: A group of words that has a subject and predicate but cannot stand alone.  
Independent clause: A group of words that makes a complete sentence by itself.

**Directions:** Each of the following items is a group of words. In the space before the item, mark P if it is a phrase, D if it is a dependent clause and I if it is an independent clause. If it is an independent clause, place the correct end punctuation mark at the end.

- \_\_\_\_\_ 1. Over my head
- \_\_\_\_\_ 2. Because I was afraid
- \_\_\_\_\_ 3. I didn't get very much sleep
- \_\_\_\_\_ 4. That night
- \_\_\_\_\_ 5. I knew what happened
- \_\_\_\_\_ 6. So that I could get some rest
- \_\_\_\_\_ 7. I heard the cat's meow
- \_\_\_\_\_ 8. Sitting by the broken plate licking the crumbs
- \_\_\_\_\_ 9. When I finally got up
- \_\_\_\_\_ 10. I got so tired
- \_\_\_\_\_ 11. Even though I counted sheep
- \_\_\_\_\_ 12. Ear plugs would be a good investment
- \_\_\_\_\_ 13. I never realized how losing sleep affected me
- \_\_\_\_\_ 14. The next day
- \_\_\_\_\_ 15. When I got to work
- \_\_\_\_\_ 16. I forgot to lock the door of my car
- \_\_\_\_\_ 17. Walking into the parking garage
- \_\_\_\_\_ 18. Did you ever get a strange feeling that someone was around you
- \_\_\_\_\_ 19. On the back of my neck
- \_\_\_\_\_ 20. All because I hadn't had enough sleep

**ANSWER KEY:****PHRASES AND CLAUSES**

- Reminder:** Phrase: A group of words missing a subject or a verb.  
Dependent clause: A group of words that has a subject and predicate but cannot stand alone.  
Independent clause: A group of words that makes a complete sentence by itself.

**Directions:** Each of the following items is a group of words. In the space before the item, mark P if it is a phrase, D if it is a dependent clause and I if it is an independent clause. If it is an independent clause, place the correct end punctuation mark at the end.

- P   1. Over my head  
  D   2. Because I was afraid  
  I   3. I didn't get very much sleep  
  P   4. That night  
  I   5. I knew what happened  
  D   6. So that I could get some rest  
  I   7. I heard the cat's meow  
  P   8. Sitting by the broken plate licking the crumbs  
  D   9. When I finally got up  
  I   10. I got so tired  
  D   11. Even though I counted sheep  
  I   12. Ear plugs would be a good investment  
  I   13. I never realized how losing sleep affected me  
  P   14. The next day  
  D   15. When I got to work  
  I   16. I forgot to lock the door of my car  
  P   17. Walking into the parking garage  
  I   18. Did you ever get a strange feeling that someone was around you  
  P   19. On the back of my neck  
  D   20. All because I hadn't had enough sleep

- LEVEL:** 4.0-5.9
- STANDARD:** 21.0 Apply structural and grammatical rules of writing
- BENCHMARK:** 21.12 Write correctly worded and punctuated complex sentences.
- MATERIALS:** Chart, board, Writing Complex Sentences Worksheet.
- PROCEDURE:**
1. Prepare a chart listing a number of words that introduce dependent clauses such as *although, since, because, whenever, etc.* Post it before beginning the lesson.
  2. Review dependent and independent clauses (See 21.11). Inform the students that the words on the chart often begin dependent clauses.
  3. Ask three students to come to the board, have each student pick one of the words on the chart, and then have each write a dependent clause beginning with that word and ending with a comma. (*Direct them to write as high up on the board as they can.*)
  4. Let those students sit down. Call on three more students, direct them to each attach an independent clause to one of the dependent clauses, and to end the entire sentence with a period.
  5. Explain that this type of sentence with both a dependent and an independent clause is called a complex sentence. Clarify that the term *complex* means complicated, and they have just shown that, with some practice, they can master the writing of complex sentences.
  6. Review simple and compound sentences with the students.
  7. Send another three students to the board. Direct them to write any short sentence they can think of. Before they sit down, have them add any word from the chart they choose.
  8. Point out to the class that the added word begins a dependent clause and, ask for volunteers to complete the sentences and put in the final punctuation.

*Continued*

9. Once all the sentences are on the board, ask them what punctuation mark was used in the first set of sentences, but not in the second set (*a comma*). Explain that we use a comma after a dependent clause only when it comes at the beginning of a sentence (or when it comes before the independent clause). Have the students practice reading the sentences on the board aloud, noting that they do pause in the first set of sentences but not in the second. Remind them that the comma is an indication that our voice should pause.
10. Provide each student with a Writing Complex Sentences Worksheet, and have the students practice writing complex sentences.
11. When the students are finished with the worksheet, lead them through an evaluation of their work reiterating any points on which they seem uncertain.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

# WRITING COMPLEX SENTENCES

**Reminder:** A complex sentence is more *complicated* than a simple sentence because it contains both a dependent and an independent clause.

Simple sentence    *I love my dog.*

Complex sentence    *I love my dog because he always loves me.*

If the dependent clause comes first in the sentence, a comma **must** follow it.

Dependent first    *Because my dog always loves me, I love him.*

**Directions:** Below are ten dependent and ten independent clauses. On a separate sheet of paper, combine a clause from each column to form a complex sentence. Remember, you can write the dependent clause first, or you can put it after the independent clause. It's your choice, but be careful to use the correct punctuation. You must include 5 with the dependent clause first and 5 with it last, for a total of 10 sentences.

---

## INDEPENDENT

---

it is a good day for the beach  
children often use incorrect grammar  
I plan to return in about six months  
I prefer taking a bus  
let's get this job done  
follow Elm Road  
meet me in front of the theater  
he woke up at seven o'clock  
the days are getting longer  
I have to work two jobs

---

## DEPENDENT

---

before it is too late  
because winter is coming  
although I get very tired  
because the wind isn't blowing  
when their parents are not educated  
since he went to bed early  
whenever I get a chance  
although I must leave school  
when you come to the stoplight  
after you finish work

**ANSWER KEY:            VARIOUS ANSWERS - Examples Included**

# WRITING COMPLEX SENTENCES

**Reminder:** A complex sentence is more *complicated* than a simple sentence because it contains both a dependent and an independent clause.

Simple sentence    *I love my dog.*

Complex sentence    *I love my dog because he always loves me.*

If the dependent clause comes first in the sentence, a comma **must** follow it.

Dependent first    *Because my dog always loves me, I love him.*

**Directions:** Below are ten dependent and ten independent clauses. On a separate sheet of paper, combine a clause from each column to form a complex sentence. Remember, you can write the dependent clause first, or you can put it after the independent clause. It's your choice, but be careful to use the correct punctuation. You must include 5 with the dependent clause first and 5 with it last, for a total of 10 sentences.

---

## INDEPENDENT

---

it is a good day for the beach  
children often use incorrect grammar  
I plan to return in about six months  
I prefer taking a bus  
let's get this job done  
follow Elm Road  
meet me in front of the theater  
he woke up at seven o'clock  
the days are getting longer  
I have to work two jobs

---

## DEPENDENT

---

before it is too late  
because winter is coming  
although I get very tired  
because the wind isn't blowing  
when their parents are not educated  
since he went to bed early  
whenever I get a chance  
although I must leave school  
when you come to the stoplight  
after you finish work

1. It is a good day for the beach after you finish work.
2. Let's get this job done because winter is coming.
3. Follow Elm Road when you come to the stoplight.

- LEVEL:** 4.0-5.9
- STANDARD:** 21.0 Apply structural and grammatical rules of writing
- BENCHMARK:** 21.13 Recognize and create logical paragraph breaks.
- MATERIALS:** Copies of an unparagraphed essay of no more than five short paragraphs, A small tool cabinet with drawers labeled with color names, An assortment of different colored push pins, timer and Teacher's Paragraphed Essay Worksheets.
- PROCEDURE:**
1. Tell the students you are doing an experiment to see how quickly they can put the push pins in the appropriate drawers. Place the tool cabinet on a table, and pour the push pins on the table next to the tool cabinet. (Using a towel on the table will keep the pins from rolling.) Start the timer and let them go at it. Stop the timer and note the time elapsed. Congratulate them on a job of sorting well done.
  2. Point out that we must also sort out our ideas when we write putting together those sentences which go with one main idea. A group of sentences connected to one main idea is called a paragraph.
  3. Provide the students with copies of the Teacher's Paragraphed Essay Worksheet. Read the essay aloud to them.
  4. Tell the students that you will read the essay one more time. This time they are to mark a paragraph sign (the reversed P) with their pencil at a point that the writer seems to start a new idea. Read the essay a second time.
  5. Find out where each took the first paragraph break. If there is disagreement, discuss the logic used. (Keep in mind that paragraphing is often a subjective decision.)
  6. Proceed through the entire essay as in Step 4 and 5.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **Teacher's Paragraphed Essay 1**

A high school diploma or a high school equivalency diploma is vital for success in today's society. One manager at a large company says that he won't hire a person without a diploma. The military wants enlistees to have completed formal education before beginning active duty. Training schools and colleges require applicants to have a high school diploma. Adults 18 and older can earn a high school diploma through home study or at adult education centers. More than one million adults do so each year. Of these, more than two-thirds pass the five tests required for a high school equivalency diploma, more commonly known as the GED. I believe one student put it best when he said that the GED offered him a second chance at life. Another explained that a terrible burden had been lifted from her shoulders. "No doubt about it. My GED made all the difference," declared a recently promoted office worker.

**ANSWER KEY:**

## **Teacher's Paragraphed Essay**

A high school diploma or a high school equivalency diploma is vital for success in today's society. One manager at a large company says that he won't hire a person without a diploma. The military wants enlistees to have completed formal education before beginning active duty. Training schools and colleges require applicants to have a high school diploma.

Adults 18 and older can earn a high school diploma through home study or at adult education centers. More than one million adults do so each year. Of these, more than two-thirds pass the five tests required for a high school equivalency diploma, more commonly known as the GED.

I believe one student put it best when he said that the GED offered him a second chance at life. Another explained that a terrible burden had been lifted from her shoulders.

"No doubt about it. My GED made all the difference," declared a recently promoted office worker.

- LEVEL:** 4.0-5.9
- STANDARD:** 21.0 Apply structural and grammatical rules of writing
- BENCHMARK:** 21.14 Indent Paragraphs
- MATERIALS:** Content area textbook, board, notebook paper, and pens
- PROCEDURE:**
1. Hold up the textbook open to a page that contains dense text, but with paragraphs.
  2. Ask the students how they can tell, without reading the words, that the writer is starting a new idea. (There is a space at the beginning of the line.)
  3. Explain that this is called *indenting* and that it is a way of helping the reader know that something new is coming—that the writer is starting a new paragraph.
  4. Ask the students to open any book and guess about how many spaces one should indent. (You'll get various answers.) Tell them there is no rule, but when writing it should be about an inch or the width of a thumb. On the computer, indenting is done with the tab key and is 5 character spaces.
  5. Tell the students it is time to practice. You will lead them through writing a short essay by putting a guide on the board. They are to write the answers and decide when to indent.
  6. On the board, put the outline of the essay.
    - Title: My Family**
    - I. Who is in it**
    - II. Person one**
    - III. Person two**
    - IV. Person three**
    - V. How I feel about my family**
  7. Give a lot of guidance on content for the essay. Let the students write for about ten minutes.
  8. Lead a discussion about when they decided to start a new paragraph. Check the papers to verify that they did indeed indent.

- LEVEL:** 4.0-5.9
- STANDARD:** 22.0 Communicate ideas and information through the writing process
- BENCHMARK:** 22.01 Prepare for writing by brainstorming verbally and in writing, focusing on a central idea found in the brainstorming, generating and organizing ideas related to the central focus, and identifying the specific purpose for writing.
- MATERIALS:** Scrap paper, notebook paper, and the board.
- PROCEDURE:**
1. Remind your students that, as part of the GED, they will be required to write an essay. Assure them that you will try to make it easy for them by giving them lots of help and lots of practice.
  2. Briefly discuss the fact that the GED essay topics will be subjects they will be familiar with. However, make sure they understand that the topic will be decided for them and that they **must** write about that topic. Introduce the day's topic and write it on the board: **Describe a reunion or celebration that you attended with members of your family.**
  3. Organize the students in groups of four. Include yourself in one of the groups. Tell them that the first step in writing is to think—which is called pre-writing. Right now, you want them to think aloud and talk with those in their group about a family reunion or celebration.
  4. After five minutes of lively discussion, call the class to silence and pass out unlined paper. Direct the students to each draw a circle the size of soda can bottom in the middle of the paper. Inside that circle, they are to write the family occasion they would like to tell about. The teacher does the same on the board.
  5. Explain that one way of pre-writing is to draw a spider—formally known as a cluster web. The occasion they have chosen to write about is the body of the spider. The spider can have as many legs as they have ideas to put into their essay. Begin by working on your own spider on the board. Assure them that they may or may not write on all the ideas, but the more ideas they have, the easier it will be to write.
  6. Finally, direct them to circle three of the ideas that they wish to include in their essay.
  7. Have the students put their names on their brainstorming plan and turn it in.

*Continued*

8. In the next class, return the plans and tell the students that you wish to help them write their essay. Give each student a sheet of lined notebook paper. Direct them to fold it into four sections. In the margin of the paper have them write the following:

|                 |  |
|-----------------|--|
| first section:  | What they have in the center of their plan |
| second section: | One circled item                           |
| third section:  | Another circled item                       |
| fourth section: | Another circled item                       |
9. Tell the students there is another kind of pre-writing, which involves writing whatever you think about an idea—free writing. Beginning with the second section and using a minute timer, direct the students to write everything they can think of about that particular idea. Continue with the third and fourth sections.
10. Hand out paperclips for each student to clip together his or her two pre-writing efforts. Collect the packets.
11. Return the packets in a third class session. Tell the students they are now ready to write. Provide the following plan for the essay on the board:

|                     |   |
|---------------------|---|
| Paragraph 1-        | Grab the reader's attention & answer the question |
| Paragraphs 2, 3, 4- | Give reasons and examples                         |
| Paragraph 5 -       | End by telling what you feel or believe.          |
12. Tell the students that they can use all their planning materials to write and allow sufficient time for completion of the essay - either in the classroom or at home.
13. Collect the completed essays and evaluate them for correct use of capitalization, punctuation, verb tense use, and logic. Return them to the students allowing time for the students to ask questions about the evaluation they have received.

|                   |   |
|-------------------|---|
| <b>LEVEL:</b>     | 4.0-5.9   |
| <b>STANDARD:</b>  | 22.0 Communicate ideas and information through the writing process  |
| <b>BENCHMARK:</b> | 22.01 Prepare for writing by brainstorming verbally and in writing, focusing on a central idea found in the brainstorming, generating and organizing ideas related to the central focus, and identifying the specific purpose for writing.  |
| <b>MATERIALS:</b> | Board   |
| <b>PROCEDURE:</b> | <ol style="list-style-type: none"><li>1. The class will list types of crimes prevalent in society today and develop a consensus on the top five most serious crimes. The class will brainstorm prevention techniques and alternative punitive measures that might be useful in controlling crime.</li><li>2. Give three case scenarios where a different crime has been committed. Have small groups establish a possible motive, a prevention technique that could have been used, and a different consequence than one that is usually given for that crime. The groups will share with each other and receive feedback on their thinking. Students will record and take notes on these discussions to be used later.</li><li>3. Have the students write an essay on ways to control crime using the pre-writing notes and planning process that they have already practiced with earlier essays.</li></ol> |

- LEVEL:** 4.0-5.9
- STANDARD:** 22.0 Communicate ideas and information through the writing process
- BENCHMARK:** 22.02 Demonstrate a logical organizational pattern that includes a beginning, middle, and ending.
- MATERIALS:** Order in Writing Worksheet
- PROCEDURE:**
1. Emphasize that each piece of writing needs a beginning, a middle, and an ending in order to satisfy the reader.
  2. Discuss with the students what the beginning of a piece of writing should tell them. (What is the author writing about?) This is called the introduction of an essay.
  3. Discuss with the students what they expect the ending to contain. (How is the topic of the writing resolved?) This is called the conclusion of an essay.
  4. Give students the Order in Writing Worksheet to work on using better organization in their writing.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Order in Writing

**Reminder:** An essay describing how to do something must be arranged logically—that is, “First things first.” Keep that in mind as you write on the topic below. Remember to make your plan FIRST. Also, be sure that your writing contains an introduction, body and conclusion.

**Directions:** “Dear Abby” has taken a day off, and you have been asked to write her advice column. In about 200 words, answer the question below:

Dear Abby,

Every time I apply for a job and get turned down, I become very angry. I usually yell at my family, and then hide in my room for a week eating M & M’s. Can you suggest a better way to handle my anger?

Sincerely,

Hot Head

**ANSWER KEY:      VARIOUS ANSWERS**

## **Order in Writing**

**Reminder:** An essay describing how to do something must be arranged logically—that is, “First things first.” Keep that in mind as you write on the topic below. Remember to make your plan **FIRST**. Also, be sure that your writing contains an introduction, body and conclusion.

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Sincerely,

Hot Head

**LEVEL:** 4.0-5.9

**STANDARD:** 22.0 Communicate ideas and information through the writing process

**BENCHMARK:** 22.02 Demonstrate a logical organizational pattern that includes a beginning, middle, and ending.

**MATERIALS:**

- PROCEDURE:**
1. Define a descriptive essay as an essay that describes a person, a place, a thing, or a situation.
  2. Instruct the students to write a descriptive essay on the topic below. The essay should be about 200 words long.
  3. Tell the students from time to time, either experiences or witnesses conflict when two persons, two groups, or two forces strike against one another. Describe a particular conflict that you know something about. Some things you can include are:
    - The reason for the conflict
    - Who is or was involved
    - How the conflict appeared to others
    - What the feelings were
    - Which solutions were tried
    - Which solutions worked—if any
    - Who won - if anyone
  4. Find and share one or two examples of a descriptive passage discussing a particular conflict. Use this to discuss and delineate the organizational pattern used by the author.

- LEVEL:** 4.0-5.9
- STANDARD:** 22.0 Communicate ideas and information through the writing process
- BENCHMARK:** 22.02 Demonstrate a logical organizational pattern that includes a beginning, middle, and ending.
- MATERIALS:** Copies of a middle section of several short stories or essays with open space at the top and bottom of the page, and the board.
- PROCEDURE:**
1. Present each student with one of the story cores and direct them to read their selection silently. (You can find these easily in a Pre-GED Reading Practice Exercises book.)
  2. Ask the students what they think these pieces of writing still need. (a beginning and an ending).
  3. Emphasize that each work of writing needs a beginning, a middle, and an ending in order to satisfy the reader.
  4. Discuss with the students what they would like the beginning of their selection to tell them. (What the story is about...Who the characters are...Where the story takes place.) List these on the board under the heading "beginning."
  5. Discuss with the students what they expect the ending to contain. (How the story turns out...What happens to the characters) and list those answers under "endings."
  6. Point out that sometimes when we write, we begin with the middle of a story or essay and that many authors do the same. But in order for the reader to want to read what you write and to be satisfied with it, your story or essay needs an attention-grabbing beginning and a solid ending.
  7. Ask each student to make up both a beginning and an ending for the selection he or she has read.

# **The Ghostway**

by Tony Hillerman

Chee moved quietly to his left, away from the field of vision of anyone who might be looking through the hole. Then he moved silently to the wall and along it. He stood beside the hole, back pressed to the planking. Pistol raised. Listening.

Something moved. Something sniffled. Moved again. Chee breathed as lightly as he could. And waited. He heard sounds and long silences. The sun was below the horizon now, and the light had shifted far down the range of colors to the darkest red. Over the ridge to the west he could see Venus, bright against the dark sky. Soon it would be night.

There was the sound of feet on earth, of cloth scraping, and a form emerged through the hole. First a stocking cap, black. Then the shoulders of a navy pea coat, then a boot and a leg—a form crouching to make its way through the low hole.

“Hold it,” Chee said. “Don’t move.”

A startled yell. The figure jumped through the hole, stumbled. Chee grabbed.

He realized almost instantly he had caught a child. The arm he gripped through the cloth was small, thin. The struggle was only momentary, the product of panic quickly controlled. A girl, Chee saw. A Navajo. But when she spoke, it was in English.

“Turn me loose,” she said, in a breathless, frightened voice. “I’ve got to go

now.”

Chee found he was shaking. The girl had handled this startling encounter better than he had. “Need to know some things first,” Chee said, “I’m a policeman.”

“I’ve got to go,” she said. She pulled tentatively against his grip and relaxed, waiting.

“Your horse,” Chee said. “You took her last night from over at Two Gray Hills.” “Borrowed it,” the girl said. “I’ve got to go now and take her back.”

“What are you doing here?” Chee asked. “In the hogan?”

“It’s my hogan,” she said. “I live here.”

“It is the hogan of Hosteen Ashlie Begay,” Chee said. “Or it was. Now it is a *chindi* [evil spirit left behind when a person dies] hogan. Didn’t you notice that?”

It was a foolish question. After all, he’d just caught her coming out of the corpse hole. She didn’t bother to answer. She said nothing at all, simply standing slumped and motionless.

“It was stupid going in there,” Chee said. “What were you doing?”

“He was my grandfather,” the girl said. For the first time she lapsed into Navajo, using the noun that means the father of my mother. “I was just sitting in there. Remembering things.” It took a moment to say it because now tears were streaming down her cheeks. “My grandfather would leave no *chindi* behind him.

He was a holy man. There was nothing in him bad that would make a *chindi*.”

“It wasn’t your grandfather who died in there,” Chee said. “It was a man named Albert Gorman. A nephew of Ashlie Begay.” Chee paused a moment, trying to sort out the Begay family. “An uncle of yours, I think.”

The girl’s face had been forlorn as a child’s face can be. Now it was radiant. “Grandfather’s alive? He’s really alive? Where is he?”

“I don’t know,” Chee said. “Gone to live with some relatives, I guess. We came up here last week to get Gorman, and we found Gorman had died. And that.” Chee pointed at the corpse hole. “Hosteen Begay buried Gorman out there, and packed up his horse, and sealed up his hogan, and went away.”

The girl looked thoughtful.

“Where would he go?” Chee asked. The girl would be Margaret Sosi. No question about that. Two birds with one stone. One stolen pinto mare and the horse thief, plus one missing St. Catherine’s student. “Hosteen Begay is your mother’s father. Would he. . .?” He remembered then that the mother of Margaret Billy Sosi was dead.

“No,” Margaret said.

“Somebody else then?”

“Almost everybody went to California. A long time ago. My mother’s sisters. My great-grandmother. Some people live over in the Canoncito Reservation, but...” Her voice trailed off, became suddenly suspicious. “Why do you want to find him?”

## Excerpt from *I, Robo*

by Tony Hillerman

He [Alfred Lanning] said, "Susan...you heard that...the ship's gone. I sent those two field men inside half an hour ago. You'll have to see The Brain again."

Susan Calvin said with enforced calm, "Brain, what happened to the ship?"

The Brain said happily, "The ship I built, Miss Susan?"

"That's right. What happened to it?"

"Why, nothing at all. The two men that were supposed to test it were inside, and we were all set. So I sent it off."

"Oh—Well, that's nice." The psychologist felt some difficulty in breathing. "Do you think they'll be all right?"

"Right as anything, Miss Susan. I've taken care of it all. It's a bee-yoo-tiful ship."

"Yes, Brain, it *is* beautiful, but you think they have enough food, don't you? They'll be comfortable?"

"Plenty of food."

"This business might be a shock to them, Brain. Unexpected, you know."

The brain tossed it off, "They'll be all right. It ought to be interesting for them."

"Interesting? How?"

"Just interesting," said The Brain, slyly.

"Susan," whispered Lanning in a fuming whisper, "ask him if death comes into it. Ask him what the dangers are."

Susan Calvin's expression contorted with fury, "Keep quiet!" In a shaken voice, she said to The Brain, "We can commu-

nicate with the ship, can't we, Brain?"

"Oh, they can hear you if you call by radio. I've taken care of that."

"Thanks. That's all for now."

Once outside, Lanning lashed out ragingly, "Great Galaxy, Susan, if this gets out, it will ruin all of us. We've got to get those men back. Why didn't you ask if there was danger of death—straight out?"

"Because," said Calvin, with a weary frustration, "that's just what I can't mention. If it's got a case of dilemma, it's about death. Anything that would bring it up badly might knock it completely out. Will we be better off then? Now, look, it said we could communicate with them. Let's do so, get their location, and bring them back. They probably can't use the controls themselves; The Brain is probably handling them remotely. Come!"

It was quite a while before Powell shook himself together.

"Mike," he said out of cold lips, "did you feel any acceleration?"

Donovan's eyes were blank, "Huh? No...no."

And then the redhead's fists clenched and he was out of his seat with sudden frenzied energy and up against the cold, wide-curving glass. There was nothing to see but stars.

He turned, "Greg, they must have started the machine while we were inside. Greg, it's a put-up-job; they fixed it up with the robot to jerry us into being

the try-out boys, in case we were thinking of backing out.”

Powell said, “What are you talking about? What’s the good of sending us out if we don’t know how to run the machine? How are we supposed to bring it back? No, this ship left by itself, and without any apparent acceleration.” He rose, and walked the floor slowly. The metal walls dinned back the clangor of his steps.

He said tonelessly, “Mike, this is the most confusing situation we’ve ever been up against.”

“That,” said Donovan, bitterly, “is news to me. I was just beginning to have a very swell time, when you told me.”

Powell ignored that. “No acceleration—which means the ship works on a principle different from any known.”

“Different from any we know, anyway.”

“Different from *any* known. There are no engines within reach of manual control. Maybe they’re built into the walls. Maybe that’s why they’re thick as they are.”

“What are you mumbling about?” demanded Donovan.

“Why not listen? I’m saying whatever powers this ship is enclosed, and evidently not meant to be handled. The ship is running by remote control.”

“The Brain’s control?”

“Why not?”

“Then you think we’ll stay out here till The Brain brings us back.”

“It could be. If so, let’s wait quietly. The Brain is a robot. It’s got to follow the First Law. It can’t hurt a human being.”

- LEVEL:** 4.0-5.9
- STANDARD:** 22.0 Communicate ideas and information through the writing process
- BENCHMARK:** 22.03 Effectively use familiar words, supporting details, and transitional devices.
- MATERIALS:** Adding the Details Worksheet, board, Transition Word List.
- PROCEDURE:**
1. Read the students the following paragraph:  
We went to a big city. We stayed three days. It was fun.  
We want to go again.
  2. Ask the students what they think about that story.  
(Expect *dull, boring, short*).
  3. Pass out the worksheet and lead a discussion about what the paragraph needs. List those things in outline form on the board. Explain that these are called details and that details make writing interesting.  
Example: **We went to a big city.**  
*Name of the city*
    - Why did they go?
    - How did they travel?
    - We stayed three days.
    - Where did they stay?
    - What did they see and do?
  4. Pair up the students and ask them to use their imagination to fill in the details of the paragraph on one worksheet. Tell them to make it as unusual and interesting as they possibly can.
  5. After all pairs of students have completed their stories, explain the use of transition words in writing. Transition words are phrases or words used to connect an idea to the next. An author uses transitions to help the reader progress from one significant idea to the next.
  6. Pass out the Transition Word List.
  7. As you move around the room, help students incorporate transition words into their writing.
  8. Let one person of each pair share the embellished story.  
Expect some laughs.
  9. Ask the students to tell you what they learned from the exercise.  
(That offering details makes writing more interesting.)  
(That transition words help connect the main idea to the details.)

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Transition Word List

---

**To show:****Possible Words to Use**

---

**addition / continuation:**

additionally  
afterwards  
again  
also  
and  
as was previously stated  
at last  
at length  
at the same time  
besides  
embracing  
encompassing  
eventually  
extending  
first  
furthermore  
in addition

including  
initially  
later  
likewise  
meanwhile moreover  
next  
overall  
presently  
previously  
second  
since  
soon  
subsequently  
supplementing  
then  
to begin with  
while

---

**contrast:**

although  
but  
conversely  
despite  
however  
in contrast  
indeed  
in spite of  
instead  
namely

nevertheless  
nonetheless  
notwithstanding  
on the other hand  
on the contrary  
regardless  
still  
though  
yet  
while

---

**To show:****Possible Words to Use**

---

**exemplification /  
illustration:**

as an illustration  
for example  
for instance  
in other words  
in particular  
that is

---

**conclusion / result:**

as a consequence  
as a result  
consequently  
hence  
then  
therefore  
thus

---

**similarity:**

again  
also  
and  
as a matter of fact  
as well  
besides  
for example  
furthermore  
likewise  
in a like manner  
in addition  
in the same way  
in a similar case  
similarly

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **Adding the Details**

**Directions:** Below are four simple sentences which form the skeletons of an essay. In the space that follows each sentence, add details that build up the essay and make it more interesting and informative. This is fiction, so you can let your imagination run wild. If you want to add words to the original sentences, just rewrite them.

We went to the big city.

We stayed three days.

It was fun.

We want to go again.

**ANSWER KEY: VARIOUS ANSWERS**

## **Adding the Details**

**Directions:** Below are four simple sentences which form the skeletons of an essay. In the space that follows each sentence, add details that build up the essay and make it more interesting and informative. This is fiction, so you can let your imagination run wild. If you want to add words to the original sentences, just rewrite them.

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**LEVEL:** 4.0-5.9

**STANDARD:** 22.0 Communicate ideas and information through the writing process

**BENCHMARK:** 22.04 Draft, revise, and edit writing for a variety of occasions, audiences, and purposes in a variety of content areas.

- PROCEDURE:**
1. Lead the students in a discussion on the role of a person making a complaint. Have the students choose an area, such as retail or food service, and generate a complaint to share.
  2. Have the students describe the context of the complaint, who it is to be directed to, and strategies for presenting the complaint. Other students should give feedback reflecting the recipient of the complaint's point of view.
  3. Have the students outline a letter of complaint using effective strategies to defuse recipient issues.
  4. Have the students draft and critique in small groups their written letters of complaint. Have the students edit, and revise, and mail, if appropriate.

- LEVEL:** 4.0-5.9
- STANDARD:** 22.0 Communicate ideas and information through the writing process
- BENCHMARK:** 22.04 Draft, revise, and edit writing for a variety of occasions, audiences, and purposes in a variety of content areas.
- MATERIALS:** Copies of Student’s Writing Checklist Worksheet and a Sample Essay.
- PROCEDURE:**
1. Once your students are comfortable writing essays, introduce the Student’s Writing Checklist. Inform them that before they turn in an essay, they are to pick up a copy of the checklist, use it as a guide to go over their essay, and attach it to the essay and turn both pieces in together.
  2. Provide each student with a copy of the sample essay or display it with an overhead projector. The essay should be handwritten and include obvious omissions of punctuation and capitalization, misspellings, and illegible sections.
  3. Go through each item on the checklist and find those parts of the essay that need editing.
  4. Discuss the benefits of having another person—fellow student or family member—read a piece of writing. Point out that authors always do this. (You might read the acknowledgment from a book thanking those who read it in process.)
  5. Answer any questions the students may have about this checklist and implement its use.
- If class size permits, you may put an essay from each of your students on an overhead projector and revise it using the Student’s Writing Checklist.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **STUDENT'S WRITING CHECKLIST**

**Directions:** Examine your writing by going over each item. When you are satisfied with your work, put a checkmark after the item. Then turn in this checklist with your essay.

I have started my essay with an introduction that grabs the reader's attention. \_\_\_\_\_

My introduction is in a separate paragraph. \_\_\_\_\_

I have begun each sentence with a capital letter. \_\_\_\_\_

I have capitalized the names of particular people and places. \_\_\_\_\_

I have put a period, question mark, or exclamation point at the end of each sentence. \_\_\_\_\_

I have checked the spelling of all words. \_\_\_\_\_

I have re-read my essay **OUT LOUD** to be sure it makes sense. \_\_\_\_\_

My conclusion summarizes what I am saying in the essay and is in a separate paragraph. \_\_\_\_\_

My handwriting is easy for anyone to read. \_\_\_\_\_

**Once you are satisfied with your work, ask another person to read it and offer suggestions.**

My essay was read by: \_\_\_\_\_

Writer's signature: \_\_\_\_\_

- LEVEL:** 4.0-5.9
- STANDARD:** 23.0 Use speaking strategies effectively
- BENCHMARK:** 23.01 Speak clearly at an understandable rate and use appropriate volume.
- MATERIALS:** Ben Franklin’s Aphorisms and cue cards with short sayings on them such as “A penny saved is a penny earned.”
- PROCEDURE:**
1. Station students in two lines designated “Speakers” and “Listeners” on opposite sides of the room.
  2. Give each student in the speakers’ line a cue card to read, and instruct the listeners to repeat what is said to them.
  3. Have the first speaker read his or her saying.
  4. Ask one listener at random to repeat what he or she heard. If he or she is unable to repeat, ask him what the speaker could do to make it easier for him or her to hear.
  5. If necessary, ask the speaker to try to heed the advice given and read his or her saying again. Ask the original listener to repeat what he or she heard.
  6. Repeat as necessary until the saying is understood.
  7. Ask the listeners if they would have any other advice for the speaker, i.e., lower the tone or the speed.
  8. Choose another speaker and repeat Steps 3 through 7.
  9. Change the line designation so that all students get the opportunity to be both a speaker and a listener.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **Ben Franklin's Aphorisms**

1. At the workingman's house, hunger looks in but does not enter.
2. There are no ugly loves nor handsome prisons.
3. Love your neighbor; yet don't pull down your hedge.
4. No gains without pains.
5. Fish and visitors stink after three days.
6. The cat in gloves catches no mice.
7. You may be too cunning for one but not for all.
8. Keep thy shop, and thy shop will keep thee.
9. Beware of little expenses; a small leak will sink a great ship.
10. He that falls in love with himself will have no rivals.

- LEVEL:** 4.0-5.9
- STANDARD:** 23.0 Use speaking strategies effectively
- BENCHMARK:** 23.02 Participate as a contributor and occasionally act as a leader in a group discussion.
- MATERIALS:** Newspapers; board; and sets of four index cards where each set has cards labeled Reader, Questioner, Writer, and Encourager.
- PROCEDURE:**
1. From the newspaper, select a short article of interest to your students.
  2. On the board, list three or four questions about the article that require some analysis or synthesis.
  3. Divide students into groups of four. Give each group a set of index cards face down and instruct them to draw a card.
  4. Establish a discussion period of five to ten minutes at some point of the session. Explain that you are going to give them a few minutes to talk about a particular article in the paper, and they each have a duty to perform.  
Explain the duties as follows:
    - Reader: To read aloud the article to be discussed.
    - Questioner: To read the questions listed on the board.
    - Writer: To write the answers to the questions.
    - Encourager: To make sure everyone in the group participates.
  5. Allow the groups to function.
  6. Repeat the procedure for at least four successive sessions making it a rule that they must take a different role each time.

**LEVEL:** 4.0-5.9

**STANDARD:** 23.0 Use speaking strategies effectively

**BENCHMARK:** 23.03 Organize a speech using a basic beginning, middle, and ending.

**MATERIALS:** Various books or magazines containing jokes and 3 colors of index cards.

- PROCEDURE:**
1. Provide a few days' warning for a "Tell Your Best Joke" hour so that the students can come up with a joke to tell the class. It can be one that they have heard or one that they have read.
  2. Show them the books and magazines you have assembled.
  3. Establish ground rules:
    - No profanity or off-color humor
    - Five-minute time limit for telling the joke
    - Everyone must laugh at every joke; no heckling
    - Every joke must have a beginning, a middle, and an ending.
  4. Instruct the students to plan to tell their joke, not read it, but to use index cards for notes, a pink one for the beginning, a white one for the middle, and a blue one for the ending.
  5. Discuss what the beginning should do. (Set up the circumstances.)
  6. Discuss what the middle should do. (Describe what is said and done.)
  7. Discuss what the ending should do. (Provide the punch line.)
  8. Direct the students to get the three cards from you as soon as they decide what joke they will tell. Once they have made their notes, they are to privately tell the joke to you.
  9. Hold the joke hour. It might be fun to serve a simple snack like popcorn.

**LEVEL:** 4.0-5.9

**STANDARD:** 24.0 Perform computer activities

**BENCHMARK:** 24.01 Demonstrate steps necessary to boot up a computer system, i.e., Windows or Macintosh.

**MATERIALS:** Computer station, poster board, and markers

**PROCEDURE:**

1. Develop an understanding of “boot up” in terms of a computer. Ask the students if they have any ideas about how that term came to be used. (Ex.: Giving someone the boot gets that person moving. We want to get the computer moving.) Write “boot” on the poster board headed Computer Terms and add a definition:

boot—to get the computer ready to use

2. Demonstrate the steps to starting the particular system your class is using, i.e., turn on power to the monitor, and then turn on power to bring up the desktop.
3. Demonstrate how to shut down the computer, i.e., hit Start or Exit and follow prompts.
4. Give each student the opportunity to boot up the computer and to shut it down.
5. In the following class session, repeat the boot up and shut down processes with each student.

**LEVEL:** 4.0-5.9

**STANDARD:** 24.0 Perform computer activities

**BENCHMARK:** 24.02 Utilize computer directories to locate files.

**MATERIALS:** Several specific files loaded on the computer in various drives and files, a diskette, and/or a CD containing information files.

- PROCEDURE:**
1. Review the steps necessary to boot up a computer system from the previous benchmark.
  2. Gather no more than 4 students around the computer, and demonstrate how to find the program files on C Drive. Select a specific file, and open it.
  3. Close the file and return to the desktop. Select another student to sit at the computer. Name a file in the C Drive you wish the student to open. Offer assistance if necessary. Repeat this procedure with each student in the group.
  4. Explain that the files just located were actually stored on the computer, but that it is possible to store information outside the computer and bring it up to use through the computer. Discuss the reasons for doing this, i.e., saving space on C Drive, portability, and confidentiality.
  5. Show the students a floppy diskette and/or a CD containing various files.
  6. Demonstrate how to open a file on the diskette/CD.
  7. Select a student and direct him or her to open a particular file on either the diskette or CD. Provide assistance if necessary. Repeat the process with each student in the group.
  8. It may be helpful to provide supplementary related written or individual activities depending on the number of students compared to the number of computer work stations available.

**LEVEL:** 4.0-5.9

**STANDARD:** 24.0 Perform computer activities

**BENCHMARK:** 24.03 Create and save documents using a word processing program.

**MATERIALS:** Diskettes or CD's and Word Processing Practice Worksheet

- PROCEDURE:**
1. Gather a group of four students around a computer, review booting up the computer, and locating the word processing program. Let one of the students carry out those steps.
  2. Seat a second student at the computer. Guide him or her through opening the word processing program. Explain that in this session they are going to learn to use the word processing program and save their work.
  3. Discuss why we save work on the computer—so that we can come back to it at another time.
  4. Issue each student a diskette or CD. (*For purposes of brevity, we will refer only to a diskette through this lesson.*) Advise them that these are their personal diskettes. Have each student write his or her name on the label.
  5. Have a third student sit at the computer. Demonstrate how to insert the diskette. Explain that using the word processing program is like typing on sheets of paper. Direct the student to type his or her name. Then have him or her erase his or her last name by using the edit *cut* command. Then have him or her use the *undo edit* command to replace his or her last name. Finally, show him or her how to use the save command, designate the appropriate drive, and name his or her file. Once his or her file is saved, show him or her how to remove the diskette.
  6. Repeat Step five with each of the students in the group. Encourage the students to take notes for use later of the commands, process, etc.
  7. Provide each student with a copy of the Word Processing Practice Worksheet and direct him or her to use the word processing program to answer the questions and save the answers on his or her diskette.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Word Processing Practice

# MY LIFE SO FAR

**Directions:** Answer as many of the following questions as you can. Some questions only require a yes or no answer. Others will take a few words or a sentence. Enter your answers on the computer and save the completed document to your diskette. Be sure to give this file a name.

1. What is your full name?
2. When is your birthday?
3. In what state were you born?
4. How many brothers do you have?
5. How many sisters do you have?
6. Have you ever been married?
7. What type of music do you like?
8. If you had one day to do whatever you wanted, what would you do?
9. What is your favorite food?
10. Do you think it is more important to be good looking or to be smart?
11. Who is your best friend?
12. Why do you like that person?
13. If you were given \$100 and had to spend it today, what would you spend it on?
14. Where would you like to travel?
15. What do you think is your best quality?
16. Are you an American citizen?
17. Have you ever voted in a presidential election?
18. Who is the President of the United States right now?
19. Who will cook your next meal?
20. Did you think this questionnaire was fun to answer?

**ANSWER KEY:      VARIOUS ANSWERS -**

***Successful completion will be verified by  
completed document saved correctly to diskette.***

**Word Processing Practice  
MY LIFE SO FAR**

**Directions:** Answer as many of the following questions as you can. Some questions only require a yes or no answer. Others will take a few words or a sentence. Enter your answers on the computer and save the completed document to your diskette. Be sure to give this file a name.

1.     What is your full name?
2.     When is your birthday?
3.     In what state were you born?
4.     How many brothers do you have?
5.     How many sisters do you have?
6.     Have you ever been married?
7.     What type of music do you like?
8.     If you had one day to do whatever you wanted, what would you do?
9.     What is your favorite food?
10.    Do you think it is more important to be good looking or to be smart?
11.    Who is your best friend?
12.    Why do you like that person?
13.    If you were given \$100 and had to spend it today, what would you spend it on?
14.    Where would you like to travel?
15.    What do you think is your best quality?
16.    Are you an American citizen?
17.    Have you ever voted in a presidential election?
18.    Who is the President of the United States right now?
19.    Who will cook your next meal?
20.    Did you think this questionnaire was fun to answer?

- LEVEL:** 4.0-5.9
- STANDARD:** 24.0 Perform computer activities
- BENCHMARK:** 24.04 Keyboard material from handwritten copy.
- MATERIALS:** Computers and essays written by students
- PROCEDURE:**
1. Work with a group of three or four students at a computer station. Each of the students needs to have the handwritten copy of an essay or paragraph he or she has written.
  2. Direct one student to sit in front of the computer, boot it up if necessary, open the word processing program, and insert his or her personal diskette.
  3. Explain to the group that often we write something by hand and then decide or are required to put it on the computer. Advise the students that most businesses and college classes require materials to be computer produced.
  4. Help the student sitting at the computer to find a good placement for the essay material to be copied. Teach the technique of using a guide such as a folded sheet of blank paper to follow lines across the page of the handwritten copy.
  5. Use this opportunity to promote the use of instructional typing programs, such as, Mavis Beacon.
  6. If other computers are available, help the other students in the group begin typing their essays. *(If there is only one computer, the others will have to work at other times. You might set up a schedule or sign-up sheet for computer use.)*

**LEVEL:** 4.0-5.9

**STANDARD:** 24.0 Perform computer activities

**BENCHMARK:** 24.05 Demonstrate proper keyboarding techniques while using an instructional program.

**MATERIALS:** A typing tutorial program, such as, Mavis Beacon.

**PROCEDURE:**

1. Discuss the importance of knowing keyboarding skills. Have the students list on the board all the places where they have noticed computers being used. Lead them to conclude the necessity of this skill for employment, personal, and educational applications.
2. Select as many students as you have copies of the tutorial. Place them at computers and walk them through the opening of the program. Give them plenty of encouragement and positive reinforcement assuring them that each will set an individual pace of learning.
3. Allow the students time to work through the first lesson.
4. Repeat with other students until all have been introduced to the program.
5. Establish a system of signing up one day in advance for computer time on a schedule sheet indicating time increments of 20 or 30 minutes.

- LEVEL:** 4.0-5.9
- STANDARD:** 24.0 Perform computer activities
- BENCHMARK:** 24.06 Retrieve, interpret, and record computerized information, e.g., find and print information from a web site.
- MATERIALS:** Computers and Weaving Through the World Wide Web Worksheet, and printed directions and questions sheet you will make.
- PROCEDURE:**
1. Prepare a set of directions and questions taking students to several web sites to retrieve and print information. (*See sample.*)
  2. Demonstrate to a pair of students the procedure for logging onto the Internet and the procedure for leaving the Internet.
  3. Let each student practice the above procedures.
  4. Explain the use of the www. address form in order to reach a particular site. Demonstrate a few examples for schools or businesses in the local area.
  5. Provide the group with a direction/question sheet to be completed as a team. After each question, the students are to switch positions.  
The positions are:  
Computer Operator (who punches the keys)  
Director (who reads the directions and questions)
  6. Supervise the students as they navigate the first two or three questions. Then let them work on their own.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **Weaving Through The World Wide Web**

1. Access the Internet.
2. Bring up [www.hometown.org](http://www.hometown.org)
3. Locate the population of hometown. Print the page on which it appears.
4. Find the listing of hotels in hometown. Print the list.
5. Bring up [www.generalmotors.com](http://www.generalmotors.com)
6. Find the address for the corporation. Print it out.
7. Bring up [www.amazon.com](http://www.amazon.com)
8. Look for the book, [The Five People You'll Meet in Heaven](#)
9. Find the listing of the used copies of the book.
10. Locate the least expensive used copy of the book.  
Print the page on which that information appears.

**ANSWER KEY:      VARIOUS ANSWERS -**

***Successful completion will be verified by  
correct and corresponding print-outs.***

## **Weaving Through The World Wide Web**

1. Access the Internet.
2. Bring up [www.hometown.org](http://www.hometown.org)
3. Locate the population of hometown. Print the page on which it appears.
4. Find the listing of hotels in hometown. Print the list.
5. Bring up [www.generalmotors.com](http://www.generalmotors.com)
6. Find the address for the corporation. Print it out.
7. Bring up [www.amazon.com](http://www.amazon.com)
8. Look for the book, [The Five People You'll Meet in Heaven](#)
9. Find the listing of the used copies of the book.
10. Locate the least expensive used copy of the book.  
Print the page on which that information appears.

**LEVEL:** 4.0-5.9

**STANDARD:** 24.0 Perform computer activities

**BENCHMARK:** 24.07 Demonstrate good housekeeping at his or her workstation.

**MATERIALS:** Newsprint, posterboard, markers

- PROCEDURE:**
1. Divide the students into groups of four. Give each group a pad of lined paper.
  2. Ask the students to appoint one member of their group to write down their ideas about what procedures should be followed to keep the computer stations clean and in good working order. Explain that this is a brainstorming session and that *every idea* anyone comes up with is to be written down.
  3. Allow five to ten minutes for discussion in the groups.
  4. Tape two sheets of newsprint to the wall. Ask each group in turn to give you their ideas. If an idea is a duplicate of one already mentioned, add a star to that line.
  5. Discuss with the group if any of the ideas can be combined into one statement.
  6. Once a set of standards has been established, ask for a student volunteer to make a poster stating the standards to be displayed in the computer area.