

# Parts of Speech and Spelling Rules

## Interactive Notebook

**Proper Nouns**  
 A proper noun is capitalized and gives a name to a person, place, or thing.



receive except after c e before i

Root has a soft /g/

insurance

**Verbs**  
 A verb can mentally



Drop the final e...	have-having
Keep the final e...	close-closely
Keep the final e...	peace-peaceable
Keep the final e...	courage-courageous
Keep the final e...	free-freedom
Root ends in "oe"	
Keep the final e...	eye-eyeing

**Object Case**  
 Pronouns  
 A pronoun is used to take a noun's place in the sentence.

my

**musician**

in most cases

"Hon"

"sion"

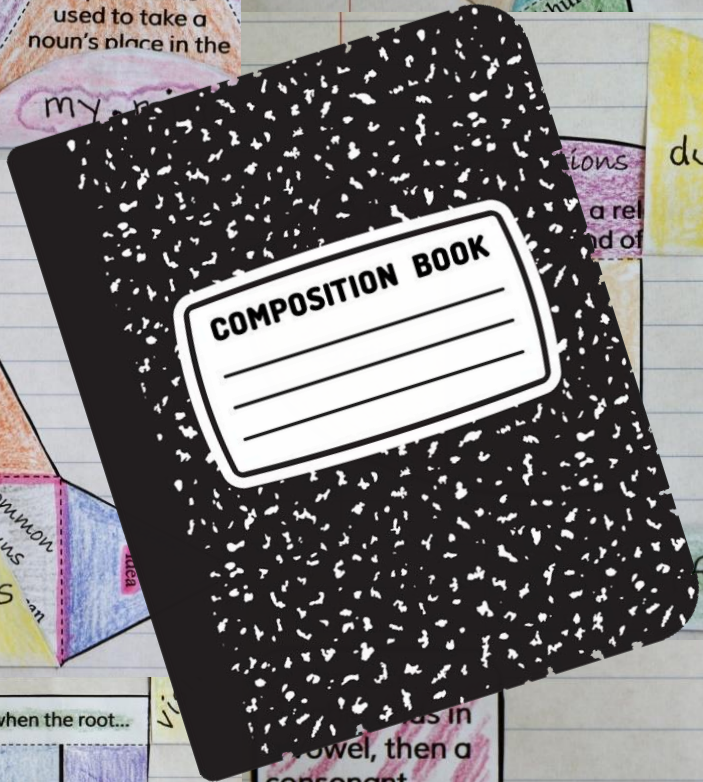
after l

shun/

**Conjunctions**  
 A conjunction joins words, phrases, or clauses to coordinate, correlate, or subordinate.

coordinate

correlate



When adding a suffix to a word ending in "y"

Keep the "y"

Keep the "y"

prettiest

**Thing**

**Uncles**

Place

Common

**Plural Noun Endings**

s in most cases, even when nouns end in y

after vowel, then o

"es" after these sounds: /s/, /x/, /z/, /ch/, or /sh/

"es" after a consonant, then an o

Change the y to i and add "es" when the word ends in a consonant, then a y

Add "able" when the root...			Add "ible" when the root...		
has a hard /c/	has a hard /g/	is a base word	ends in silent e	has a soft /c/	has a soft /g/

**What Degree?**

**How?**

Adverbs

An adverb modifies an adjective, adverb, or verb.

often

Where?

3. The ending you add begins with a vowel.

the last it, when

great

Which One?



Digital and  
Printable Versions  
with a Secret Agent  
Theme



# TEACHING GRAMMAR, USAGE, AND MECHANICS

**Grammar, Usage,  
and Mechanics  
Interactive  
Notebook  
Grades 4-8**

A collage of colorful notebook pages with various diagrams and text. A central black notebook cover is labeled 'Printable and Digital'.

**Printable  
and  
Digital**

Aligned to the Common Core

# HAVE IT YOUR WAY!

GOOGLE SLIDES,  
FORMS, SHEETS,  
and  
PRINTABLE PDFS  
A FULL YEAR OF  
LESSONS  
and TESTS



GRADES  
4, 5, 6, 7, 8 and  
HIGH SCHOOL  
FULL-YEAR  
PROGRAMS

**SYNTAX  
IN READING  
AND WRITING**

A green book cover featuring a collage of classroom photos. The author's name 'Mark Pennington' is visible.

Mark Pennington

Function-focused, sentence level program to build reading comprehension and increase writing sophistication.

The logo for the Pennsylvania Department of Education, featuring a stylized sun and the text 'Pennsylvania Department of Education'.


Aligned to Common Core Standards

## FAQs

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√ Why is the Parts of Speech Interactive Notebook (INB) free? I'm a teacher-author and have minimal funds for marketing. By offering a free program, teachers can see the quality of my teaching resources. This free program is a slice of the [Grammar, Usage, and Mechanics Interactive Notebook](#). Note that the page numbering reflects this fact.

√ How long do the INB lessons take? About an hour. Many teachers choose to divide each lesson into two half-hour segments.

√ Are answers provided for EVERYTHING in this program? Yes, except for individual writing application responses, which will vary.

√ Just how messy is this INB program? How much class time is wasted cutting, coloring, and taping or pasting in this INB program? Teachers like neat classrooms. Every effort has been made to minimize cutting, taping or pasting, and left-over scraps of trash. Unlike other INB programs, students don't have to copy down huge chunks of the lesson. Students only copy the examples and spend their time interacting with their notes, and practicing in the reading and writing contexts.

√ How much prep and correction does this program take? Prep consists of copying two three INB lesson pages for each student. The teaching is completely scripted. No prior grammar or spelling knowledge is needed. All INB lesson correction is completed by student self-correcting and editing.

√ Are there tests? Two unit tests (Lessons 1-4 and Lessons 5-8) are provided following the student lessons. Are there answers for unit tests? Yes, in fact here they are...

### Unit Test Answers

Lessons 1-4: 1. E 2. AC 3. A 4. C 5. B 6. D 7. AB 8. AD #s 9-16 Answers Will Vary

Lessons 5-8: 1. AC 2. E 3. AD 4. B 5. C 6. AB 7. D 8. A #s 9-16 Answers Will Vary

√ Do I have to create my own INB to model for students and for absent student make-ups? No, it's all done for you. Just place the teacher pages in a binder for absent students to reference.

√ Who is the amazing cartoonist? My long-time collaborator, David Rickert. Check out David's site at <http://davidrickert.com/>.

√ Where did you get such fantastic 3D Graphic Organizers? These programs use and credit the best 3D Graphic Organizers: [Tangstar](#).

## Materials Preparation

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Copy the grade-level student lessons (only two copies for each student for Lessons 1–8).

Provide composition books or spiral notebooks for each student. Grades 4 and 5 teachers will prefer wide ruled, while grades 6 on up will prefer college ruled spacing.

School glue, glue sticks, or tape. Most teachers suggest using name brand white glue and instruct students to use small dots, rather than glue squiggle lines for pasting. Tape also works well.

Scissors. Colored pencils, crayons, and/or highlighters.  
Rulers to align the 3D graphic organizers properly and crease the folds.

Decide whether you will have students cut out and paste the “input” page (the Cornell notes) on the right or left page of the INB and the “output” page (the grammar cartoon/response and the writing application) on the opposite. The traditional INB format is “input” on the right and “output” on the left.

After administering the diagnostic assessments, record student names and slashes to indicate unmastered grammar, usage, mechanics, and spelling skills on the recording matrices. Total the number of unmastered skills for each assessment item and copy the number of worksheets. Place the worksheets in accessible files for students.

Print a copy of the teacher’s edition, so absent students will be able to self-correct upon their return to class.

## Instructional Procedures

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1. Students pick up their copies of the student lesson, composition or spiral notebooks, glue, scissors, colored pencils, crayons, and/or highlighters, etc.
2. Type or write the FOCUS on the Cornell notes teacher page. Options: the essential question, behavioral objective, Standard, Depth of Knowledge level, lesson topics, learning goals, I Can statements, etc.
3. Display, read, and explain the mechanics and grammar lessons on the teacher "input" page (the Cornell notes), and direct students to write the examples in red (formatted for display) on their student "input" pages (the Cornell notes) as you teach. Check out the online links listed in the left column to see if you want to use these as part of the lesson.
4. Students write marginal annotations interact with the notes in the left column of the "input" pages. Options: main ideas, comments, questions, or connections to related mechanics or grammar content, skills, or rules. Teachers can certainly add in additional content or examples for students to copy in this column.
5. Students use the FOCUS statement to guide writing a brief SUMMARY/REFLECTION for both the mechanics and grammar lessons.
6. Students complete the practice sentences. The focus is on applying what has been learned in each lesson.
7. Display the Practice answers in red (formatted for display). Direct students to self-correct and edit.
8. Read the Sentence Dictations and direct students to write each correctly, revising as needed.
9. Display the Sentence Dictation answers in red (formatted for display). Direct students to self-correct and edit.
10. Students study the cartoon and complete both the Grammar Response and Writing Application sentences on the second "output" page.

11. Display the color grammar cartoon on the teacher "output" page and read the comment bubble(s) and caption. Direct students to self-correct and edit from the Cartoon Response answers in red (formatted for display). Teachers may choose to award points for correct answers (for example, a  $\checkmark$  mark for a correct answer). Teachers call on students to share their Writing Application sentences (answers vary) and may choose to award points for completion of the writing task.

12. Students cut out and paste or tape the "input" page (the Cornell notes) at the top and along the left edge of the notebook page. Students cut out and paste the "output" cartoon, Grammar Response, and Writing Application as one rectangle at the top and along the left edge of the opposite notebook page.

13. Students label, color, cut, and paste or tape the 3D GO as the directions specify on the teacher page photographs of the completed 3D GO. Students return materials and clean up.

14. Students return materials and clean up.

**NOTE:** See the following sample lesson with each of the 14 scripted instructional procedures modeled for you.

1. Students pick up copies of the lesson, glue or tape, scissors, colored pencils, crayons, and highlighters. 2. Type or write the FOCUS on the Cornell notes teacher page. Options: the essential question, behavioral objective, Standard, Depth of Knowledge level, lesson topics, learning goals, I Can Statements, etc.

chief of the long /i/ sound as in pie.

Spell **i before e** 'cause that's the rule  
*Rig-a-jig-jig and away we go,*

3. Display, read, explain, and annotate the mechanics and grammar lessons on the teacher "input" (the Cornell notes) projection or page and direct students to copy the examples and your annotations on their student "input" (the Cornell notes) pages as you teach.



**Exceptions to the Rule**

caffeine, conscience, either, foreign, forfeit, height, neither, protein, seize, weird

More practice? Check out these spelling worksheets at <http://bit.ly/2qRNpkl>.



But **e before i** comes after **c**,  
*Rig-a-jig-jig and away we go,*

Examples: **receive, conceive**

and when you hear **long /a/**. Hey!  
*Hi-ho, hi-ho, hi-ho.*

4. Check out the online links and resources listed in the left column to see if you want to use these as part of the lesson.

**Resources**

The parts of speech describe the function of words (the way they work) in a sentence.

Check out the **Parts of Speech Song** to practice the definition of a proper noun at <http://bit.ly/29aK4EV>.



**Parts of Speech Notes**

A **proper noun** is the name of a **person, place, or thing** and must be **capitalized**. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word.

**Don't capitalize** articles **a, an, the**, coordinating conjunctions **for, and, or**, and prepositions such as **in, by, of, on, to, and with** in the middle of titles.

5. Provide time for students to write marginal notes in the left column of the student "input" pages, titled "Links and Response." Options: main ideas, comments, questions, or connections to related mechanics or grammar content, skills, or rules, or any additional content from the left column of the teacher "input" page, titled "Links and Resources." The online links are listed on both the teacher and student pages.

**SUMMARY/REFLECTION**



6. Students write a brief SUMMARY/REFLECTION for both lessons (optional).

Cues	Mechanics Notes
<p>Listen to the <b>i before e</b> song at <a href="http://bit.ly/2c8afAb">http://bit.ly/2c8afAb</a>.</p> <p>The "ie" spelling can have the long /e/ sound as in <u>chie</u>f or the long /i/ sound as in <u>pie</u>.</p> <p>The "ei" spelling can have the long /e/ sound as in <u>cei</u>ling or the long /a/ sound as in <u>ei</u>ght.</p> <p>Exceptions: <u>weird</u></p>	<p style="text-align: center;"><b>i before e Song</b> (to the tune of "Rig 'a Jig Jig")</p> <p>Spell <b>i before e</b> 'cause that's the rule <i>Rig-a-jig-jig and away we go, that we learned back in school. Away we go, away we go!</i></p> <p>Examples: <u>believe, dried</u></p> <p>But <b>e before i</b> comes after <b>c</b>, <i>Rig-a-jig-jig and away we go,</i></p> <p>Examples: <u>recei<u>ve</u>, percei<u>ve</u></u></p> <p>and when you hear <b>long /a/</b>. Hey! <i>Hi-ho, hi-ho, hi-ho.</i></p> <p>Examples: <u>wei<u>gh</u>t, nei<u>gh</u>bor</u></p>

Cues	Parts of Speech Notes
<p>Check out the <b>Parts of Speech Song</b> to practice the definition of a proper noun at <a href="http://bit.ly/29aK4EV">http://bit.ly/29aK4EV</a>.</p> <p>Parts of speech describe the function of words (the way they work) in a sentence: proper nouns, common nouns, pronouns, adjectives, verbs, adverbs, conjunctions, prepositions.</p>	<p>A <b>proper noun</b> is the name of a <b>person, place, or thing</b> and must be <b>capitalized</b>. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word.</p> <p><b>Don't capitalize</b> articles <b>a, an, the</b>, coordinating conjunctions <b>for, and, or</b>, and prepositions such as <b>in, by, of, on, to, and with</b> in the middle of titles.</p> <p>Examples</p> <p>Person: <u>Mr. T.D. Jones</u></p> <p>Person: <u>Ms. Doe-Thomas</u></p> <p>Person: <u>Mack the Knife</u></p> <p>Place: <u>Rough and Ready</u></p> <p>Thing: <u>Bridge of Sighs</u></p>

**SUMMARY/REFLECTION**

Spell **i** before **e** except "cei" and "ei" for long /a/. Proper Nouns = capitalized person, place, thing. Don't capitalize articles, conjunctions, or prepositions in middle of titles.

## Guided Practice

7. Students complete the practice sentences. The focus is on applying what has been learned in each lesson.



2. Re-write these sentences correctly: I hurried to the art show. I was horrified to see her painting displayed next to the garbage can.

3. Re-write these sentences correctly: The special needs child had a helper, who carried supplies and pushed her wheelchair.

4. Re-write this sentence correctly: The Math was due on Friday, so their Teacher could grade it during a holiday vacation.

5. Re-write the sentence and underline the common nouns: Her bravery and self-awareness make her a wonderful member of our team.

6. Re-write the sentence and underline the common nouns. [Bracket] the collective common noun: The flock of Canadian geese remained in the park despite efforts to remove the birds.

## Guided Practice

1. Re-write these sentences correctly: I yeild to the

8. Display the Practice answers in red (formatted for display). Direct students to self-correct and edit. Many teachers will choose to award points for this task.

documents were a hoax.



I yield to the researcher's conclusion that the supposed ancient documents were a hoax.

2. Re-write this sentence correctly: The concieted young man failed to keep his receipt.

The conceited young man failed to keep his receipt.

3. Re-write this sentence correctly: Our teacher tried to fiegn surprise, because her friend accidentally told her about the party.

Our teacher tried to feign surprise, because her friend accidentally told her about the party.

4. Re-write this sentence correctly: Let's have lunch at Eat An Apple in the food court at the Sunrise Mall.

Let's have lunch at Eat an Apple in the food court at the Sunrise Mall.

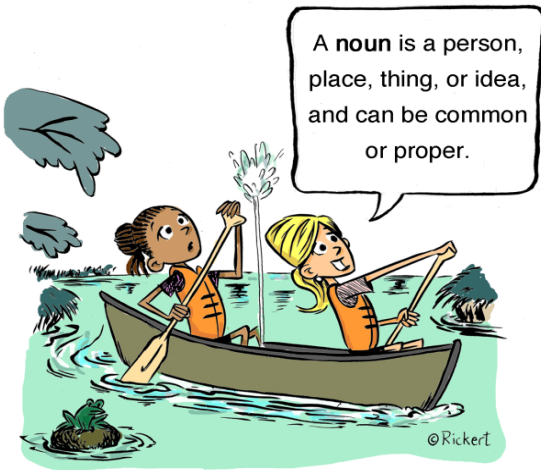
5. Re-write the sentence and underline the proper nouns: The family visited Cardiff by the Sea on their vacation to see Uncle J. P. at his ranch.

Proper Nouns: Cardiff by the Sea, Uncle J.P.

6. Re-write this sentence correctly: We saw the Statue Of Liberty and toured Ellis Island in New York city.

We saw the Statue of Liberty and toured Ellis Island in New York City.

# nouns



Katie and Deb paddled their canoe down the stream while enjoying the peace and quiet.

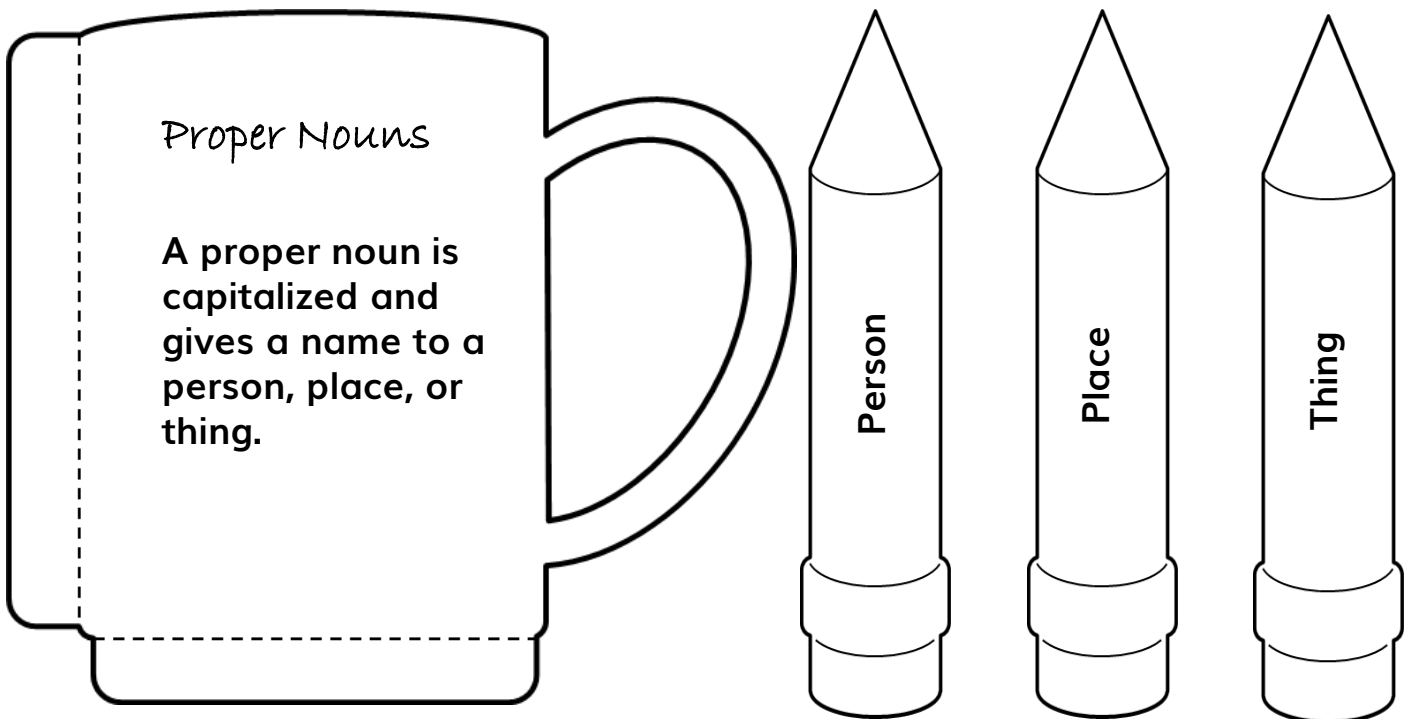
<http://davidrickert.com>



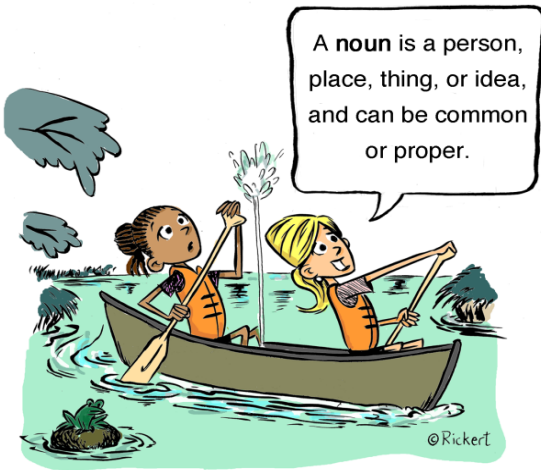
Cartoon Response
Identify the proper nouns in the caption.
9. Students study the cartoon and complete both the Cartoon Response and Writing Application sentences on the second student "output" page.
↓
Writing Application
Write a sentence or two, using all three types of proper nouns.
The <u>President of the United States</u> lives in the <u>White House</u> in <u>Washington D.C.</u>

**Directions:** 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. 3. Write examples for each type of proper noun on the back of the pencils and place the pencils in the mug.

## Student Page Sample



# nouns



Katie and Deb paddled their canoe down the stream while enjoying the peace and quiet.

10. Display the grammar cartoon on the teacher "output" page and read the comment bubble(s) and caption. Write the Cartoon Response answers on the board and direct students to self-correct.

Common Nouns: canoe, stream, peace, quiet

**Writing Application**

11. Call on students to share their Writing Application sentences (answers vary). Teachers may choose to award points for these tasks.

The President of the United States lives in the White House in Washington D.C.

12. Display the 3D Graphic Organizer and review directions.

**Directions:** 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. 3. Write examples for each type of proper noun on the back of the pencils and place the pencils in the mug.

## Teacher Page Sample

Fold at the dotted lines.

Proper Nouns

A proper noun is capitalized and gives a name to a person, place, or thing.

Cut at the solid lines.

Color or highlight the front and back to match.

Person Place Thing

Write examples for each type of proper noun on the back of the pencils.

Glue or tape the tabs.

13. Students cut out and glue or tape the "input" page (the Cornell notes) at the top and along the left edge of the notebook page and the Practice page on the opposite notebook page. Students cut out and glue or tape the "output" cartoon, Cartoon Response, and Writing Application as one rectangle at the top and along the left edge of the opposite notebook page. Students cut out and glue or tape the 3D Graphic Organizer at the bottom of this page.



Katie and Deb paddled their canoe down the stream while enjoying the peace and quiet.

Common Nouns: canoe, stream, peace, quiet
<b>Writing Application</b>
Write a sentence or two, using all three types of proper nouns.
The <u>President of the United States</u> lives in the <u>White House</u> in <u>Washington D.C.</u>

14. Students return materials and clean up.

**Student Output Page Sample**

Pencils BACK

**FOCUS** 🔍

Resources	Mechanics Notes
<p>The "ie" spelling can have the long /e/ sound as in <b>chief</b> or the long /i/ sound as in <b>pie</b>.</p> <p>The "ei" spelling can have the long /e/ sound as in <b>ceiling</b> or the long /a/ sound as in <b>eight</b>.</p> <p><b>Exceptions to the Rule</b></p> <p>caffeine, conscience, either, foreign, forfeit, height, neither, protein, seize, weird</p> <p>More practice? Check out these spelling worksheets at <a href="http://bit.ly/2qRNpkl">http://bit.ly/2qRNpkl</a>.</p>	<p style="text-align: center;"><b>i before e Song</b> <a href="http://bit.ly/2c8afAb">http://bit.ly/2c8afAb</a> (to the tune of "Rig 'a Jig Jig")</p> <p><b>Spell i before e 'cause that's the rule</b> <i>Rig-a-jig-jig and away we go, that we learned back in school. Away we go, away we go!</i></p> <p><b>Examples: believe, dried</b></p> <p><b>But e before i comes after c,</b> <i>Rig-a-jig-jig and away we go,</i></p> <p><b>Examples: receive, conceive</b></p> <p><b>and when you hear long /a/. Hey!</b> <i>Hi-ho, hi-ho, hi-ho.</i></p> <p><b>Examples: weight, neighbor</b></p>

Resources	Parts of Speech Notes
<p>The parts of speech describe the function of words (the way they work) in a sentence.</p> <p>Check out the <b>Parts of Speech Song</b> to practice the definition of a proper noun at <a href="http://bit.ly/29aK4EV">http://bit.ly/29aK4EV</a>.</p>	<p>A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word.</p> <p>Don't capitalize articles <b>a, an, the</b>, coordinating conjunctions <b>for, and, or</b>, and prepositions such as <b>in, by, of, on, to</b>, and <b>with</b> in the middle of titles.</p> <p><b>Examples</b></p> <p>Person: <b>Mr. T.D. Jones</b>            Person: <b>Ms. Doe-Thomas</b>            Person: <b>Mack the Knife</b>            Place: <b>Rough and Ready</b>            Thing: <b>Bridge of Sighs</b></p>

**SUMMARY/REFLECTION**

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## Guided Practice

1. Re-write these sentences correctly: I yeild to the researcher's conclusion that the supposed ancient documents were a hoax.

I yield to the researcher's conclusion that the supposed ancient documents were a hoax.

2. Re-write this sentence correctly: The concieted young man failed to keep his receipt.

The conceited young man failed to keep his receipt.

3. Re-write this sentence correctly: Our teacher tried to fiegn surprise, because her friend accidentally told her about the party.

Our teacher tried to feign surprise, because her friend accidentally told her about the party.

4. Re-write this sentence correctly: Let's have lunch at Eat An Apple in the food court at the Sunrise Mall.

Let's have lunch at Eat an Apple in the food court at the Sunrise Mall.

5. Re-write the sentence and underline the proper nouns: The family visited Cardiff by the Sea on their vacation to see Uncle J. P. at his ranch.

Proper Nouns: Cardiff by the Sea, Uncle J.P.

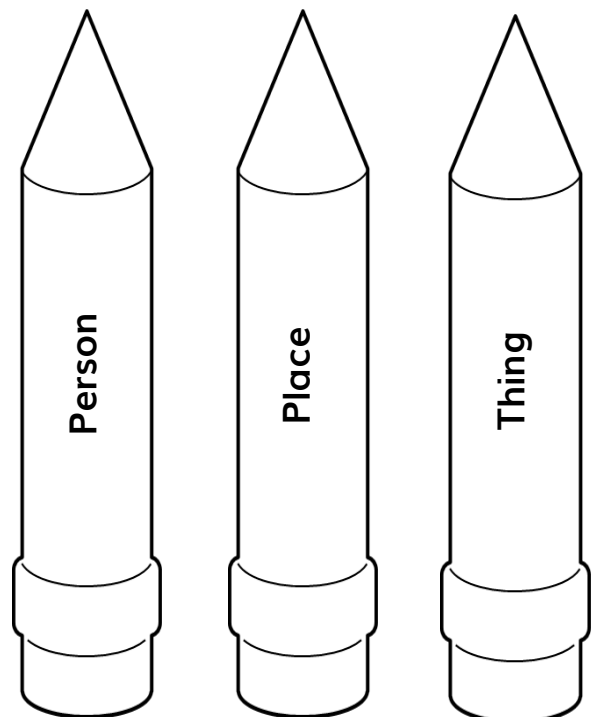
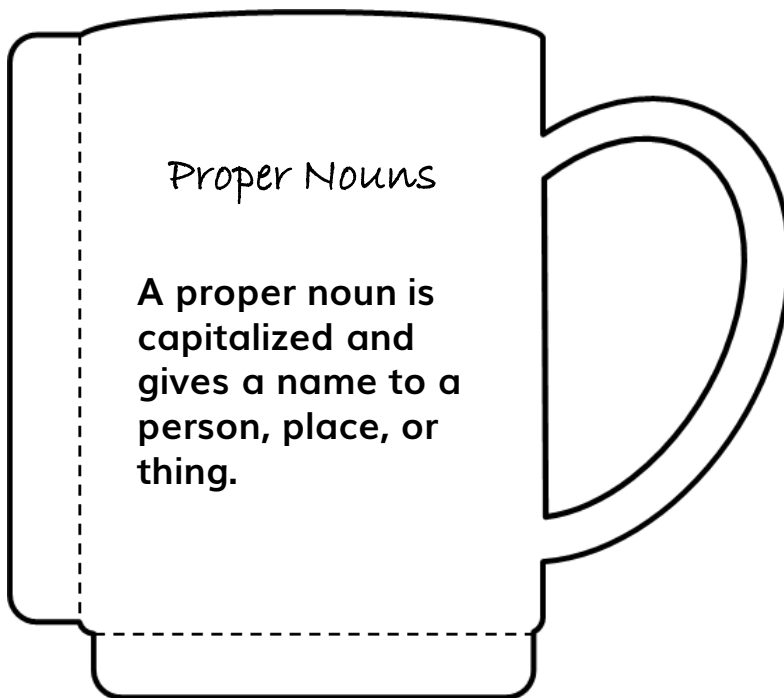
6. Re-write this sentence correctly: We saw the Statue Of Liberty and toured Ellis Island in New York city.

We saw the Statue of Liberty and toured Ellis Island in New York City.

## 3d Graphic Organizers

### Directions

1. Color or highlight.
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Write examples for each type of proper noun on the back of the pencils and place the pencils in the mug.



FOCUS 🔍	
Resources	Mechanics Notes
<p>The root is the meaning part of the word. If the root is a complete word, it is a <i>base word</i>.</p> <p>Remind students that a suffix is a syllable following the last root.</p> <p>If the final <i>y</i> is accented, it has a long /i/ sound, such as in "cyclone." If the final <i>y</i> is not accented, it usually has the long /e/ sound, such as in "baby."</p> <p>More practice? Check out these spelling worksheets at <a href="http://bit.ly/2rYjKL0">http://bit.ly/2rYjKL0</a>.</p>	<p><b>Hickory Dickory Y</b> <a href="http://bit.ly/2cvcZWI">http://bit.ly/2cvcZWI</a> (to the tune of "Hickory Dickory Dock")</p> <p>If a root ends in a vowel and after that a <i>y</i>, <i>Hickory, dickory dock. The mouse ran up the clock.</i> <b>just keep the <i>y</i>—and then said I, "Add on the suffix to end."</b> <i>The clock struck one—the mouse ran down.</i> <i>Hickory dickory dock.</i></p> <p>Examples: <b>delay—delayed</b></p> <p>But if a consonant then a <i>y</i> should end a word, <i>Hickory, dickory dock. The mouse ran up the clock.</i> <b>just change the <i>y</i> into an <i>i</i></b> <i>The clock struck two—the mouse ran down,</i> <b>except if the suffix has <i>i</i>.</b> <i>Hickory dickory dock.</i></p> <p>Examples: <b>copy—copying, pretty—prettiest</b></p>
Resources	Parts of Speech Notes
<p>Check out the <b>Parts of Speech Song</b> to practice the definition of a common noun at <a href="http://bit.ly/29aK4EV">http://bit.ly/29aK4EV</a>.</p> <p>The articles are "a," "an," and "the." The "a" is used before words beginning with consonants, such as "a bear," while the "an" is used before words beginning with vowels, such as "an apple." "The" is more specific than "a" or "an."</p>	<p>A common noun can have an article before an idea, person, place, or thing. Common nouns are usually less specific than proper nouns.</p> <p>Examples</p> <p><b>Idea: the peace</b> <b>Person: an uncle</b> <b>Place: a school</b> <b>Thing: the rocks</b></p> <p>Some common nouns are <i>collective nouns</i> and refer to a group of people, animals, or things. Collective nouns act as one unit and so match with singular verbs, such as "That <i>class is noisy</i>."</p> <p>Examples: <b>class, team, family, public</b></p>
SUMMARY/REFLECTION	

## Guided Practice

1. Re-write this sentence correctly: The employees obeyed their employers' work safety rules.

The employees obeyed their employers' work safety rules.

2. Re-write these sentences correctly: I hurried to the art show. I was horrified to see her painting displayed next to the garbage can.

I hurried to the art show. I was horrified to see her painting displayed next to the garbage can.

3. Re-write these sentences correctly: The special needs child had a helper, who carried supplies and pushed her wheelchair.

The special needs child had a helper, who carried supplies and pushed her wheelchair.

4. Re-write this sentence correctly: The Math was due on Friday, so their Teacher could grade it during a holiday vacation.

The math was due on Friday, so their teacher could grade it during the holiday vacation.

5. Re-write the sentence and underline the common nouns:

Her bravery and self-awareness make her a wonderful member of our team.

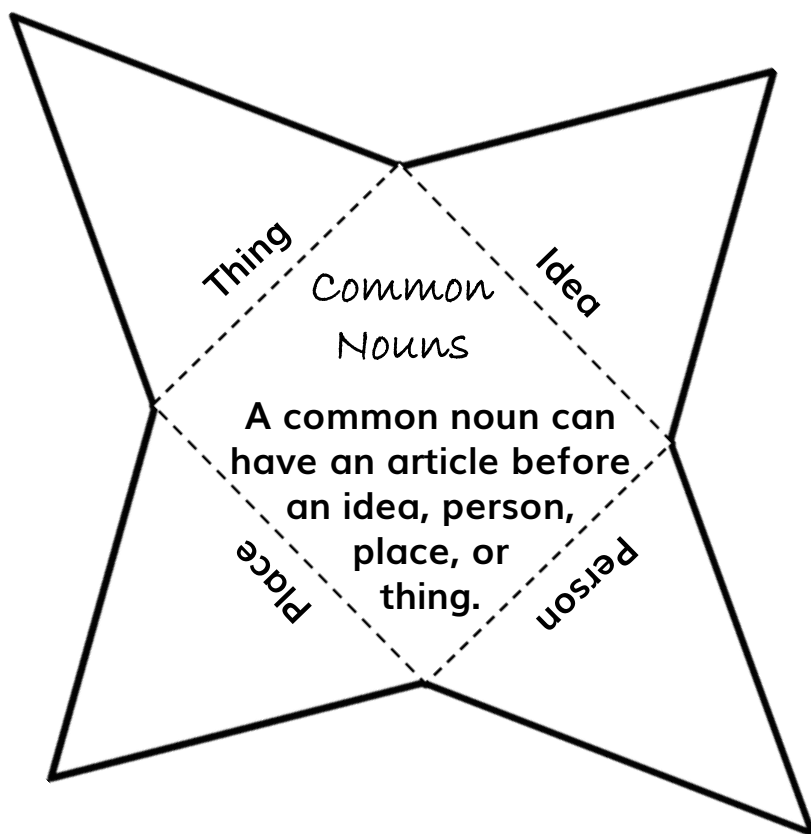
6. Re-write the sentence and underline the common nouns. [Bracket] the collective common noun:

The [flock] of Canadian geese remained in the park despite efforts to remove the birds.

## 3d Graphic Organizers

### Directions

1. Color or highlight.
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Write examples for each type of common noun on the back of the flaps.



FOCUS 🔍	
Resources	Mechanics Notes
<p>If the final <i>e</i> follows just one consonant, the vowel before is usually a long sound, such as in "line."</p> <p>The root is the meaning part of the word. If the root is a complete word, it is a <i>base word</i>.</p> <p>Remind students that a suffix is a syllable following the last root.</p> <p>More practice? Check out these spelling worksheets at <a href="http://bit.ly/2qVq8Cs">http://bit.ly/2qVq8Cs</a>.</p>	<p><b>Final <i>e</i> Memory Rap</b> <a href="http://bit.ly/2cuR5Fy">http://bit.ly/2cuR5Fy</a></p> <p>Drop the final <i>e</i> when adding on an ending if it starts with a vowel up front. Keep the final <i>e</i> when adding on an ending if it starts with a consonant.</p> <p><b>Examples: have–having; close–closely</b></p> <p>Also keep the <i>e</i> when you hear soft /<i>c</i>/ or /<i>g</i>/ before "able" or "o-u-s."</p> <p><b>Examples: peace–peaceable, courage–courageous</b></p> <p>Mostly keep the <i>e</i> when the ending is "y-e", "e-e", or even "o-e". YEO!</p> <p><b>Examples: eye–eyeing, free–freedom, shoe–shoeing</b></p>
Resources	Parts of Speech Notes
<p>If unsure whether a pronoun should be in the subject case or object case, rephrase the sentence with the pronoun at the start of the sentence and drop any connected nouns.</p> <p><b>Example:</b> At five o'clock John and <u>me</u> always ate dinner. <u>Me</u> always ate dinner at five o'clock.</p> <p>Change to Subject Case Pronoun: I always ate dinner at five o'clock.</p> <p>English is a polite language. Always place / or <i>me</i> last in compound subjects or objects.</p>	<p>A pronoun is used to take a noun's place. Singular or plural pronouns are classified as first, second, or third person.</p> <p>A <i>subject case pronoun</i> acts as the subject of a sentence.</p> <p><b>Examples: I, we (first person); you (second person); he, she, it, who, they (third person)</b></p> <p>An <i>object case pronoun</i> receives the action of the verb.</p> <p><b>Examples: me, us (first person); you (second person); him, her, it, whom, them (third person)</b></p> <p>A <i>possessive case pronoun</i> shows ownership.</p> <p><b>Examples: my, our (first person); your (second person); his, her, its, their (third person)</b></p> <p>When a possessive pronoun is used without a noun, the verb must match the noun which the pronoun represents.</p> <p><b>Examples: mine, ours (first person); yours (second person); his, hers, its, theirs (third person)</b></p>
<b>SUMMARY/REFLECTION</b>	

## Guided Practice

1. Re-write this sentence correctly: Is she agreeable to letting me publish some of her writing in my journal?

Is she agreeable to letting me publish some of her writing in my journal?

2. Re-write this sentence correctly: Tom was pursuing his goals, but he could not hide his discouragement sometimes.

Tom was pursuing his goals, but he could not hide his discouragement sometimes.

3. Re-write these sentences correctly: She texts him, but he won't respond. It bothered hers, but she was quite used to them by now.

She texts him, but he won't respond. It bothered her, but she was quite used to it (or him) by now.

4. Re-write this sentence correctly: They enjoyed yours book report, but you should let they revise its more.

They enjoyed your book report, but you should let them revise it more.

5. Re-write these sentences and underline the pronouns:

He doesn't understand whom you mean. Is it he or is it it Pedro?

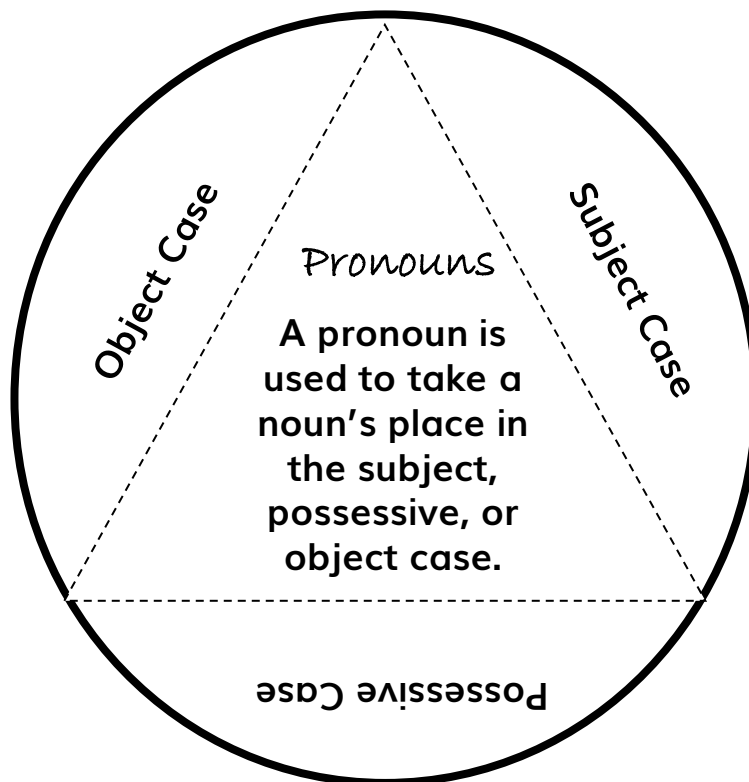
6. Re-write the sentence and underline the pronouns:

Who stole them and where did they hide the candy bars?

## 3d Graphic Organizers

### Directions

1. Color or highlight.
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Write examples for each type of pronoun on the back of the flaps.



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Resources	Mechanics Notes
<p>The root is the meaning part of the word. If the root is a complete word, it is a <i>base word</i>. The root may be accented or unaccented.</p> <p>Remind students that a suffix is a syllable following the last root.</p> <p><b>Exceptions to the Rule:</b> acquitted, busing, excellent, transferable</p> <p>More practice? Check out these spelling worksheets at <a href="http://bit.ly/2qZZ0xp">http://bit.ly/2qZZ0xp</a>.</p>	<p><b>Consonant Doubling Doodle</b> <a href="http://bit.ly/2bP2tHm">http://bit.ly/2bP2tHm</a> (to the tune of "Yankee Doodle")</p> <p><b>Double the last consonant when adding on an ending</b> <i>Yankee Doodle went to town 'a riding on a pony</i> <b>if these three do all agree (on this you'll be depending):</b> <i>Stuck a feather in his cap and called it macaroni.</i></p> <p><b>Is the accent at the end?</b> <i>Yankee Doodle keep it up!</i></p> <p><b>With a vowel then consonant?</b> <i>Yankee Doodle da-an-dy</i></p> <p><b>Does the ending you must add begin with a vowel?</b> <i>Mind the music and the step and with the girls be handy.</i></p> <p><b>Examples:</b> <b>commit-com/mít-committed</b></p>
Resources	Parts of Speech Notes
<p>Check out the <b>Parts of Speech Song</b> to practice the definition of an adjective at <a href="http://bit.ly/29aK4EV">http://bit.ly/29aK4EV</a>.</p> <p>Note that the song teaches adjectives in the proper written order.</p>	<p>An adjective modifies a noun with Which one? How many? or What kind? When using more than one adjective to modify the same noun in a sentence, follow this order of adjectival functions: Which One-How Many-What Kind.</p> <p><b>Examples</b></p> <p><b>Which One:</b> <b>blue</b> <b>How Many:</b> <b>few</b> <b>What Kind:</b> <b>great</b></p> <p>Place adjectives before nouns, even when they are compound adjectives. A compound adjective joins two or more adjectives with a hyphen (-) to modify a single noun or pronoun. Don't use a hyphen if you can use the word <i>and</i> between the two adjectives.</p> <p><b>Examples:</b> <b>good-looking shirt, part-time job</b></p> <p>Don't use redundant adjectives. Redundant means something that is unnecessary or repetitive.</p> <p><b>Examples:</b> <b>free gift, unexpected surprise, fast jet</b></p>
SUMMARY/REFLECTION	

## Guided Practice

1. Re-write this sentence correctly: The students rejected the new cafeteria menu and stoped buying the school lunches.

The students rejected the new cafeteria menu and stopped buying the school lunches.

2. Re-write this sentence correctly: Mr. Jones permitted 30 minutes for the test, but accidentally allowed us 40 minutes to finish.

Mr. Jones permitted 30 minutes for the test, but accidentally allowed us 40 minutes to finish.

3. Re-write this sentence correctly: It was at night late when I lay my head down on the soft two pillows.

It was late at night when I lay my head down on the two soft pillows.

4. Re-write this sentence correctly: I don't want to go until I get my prize well-deserved, but we have to leave in five short minutes.

I don't want to leave until I get my well-deserved prize, but we have to leave in five short minutes.

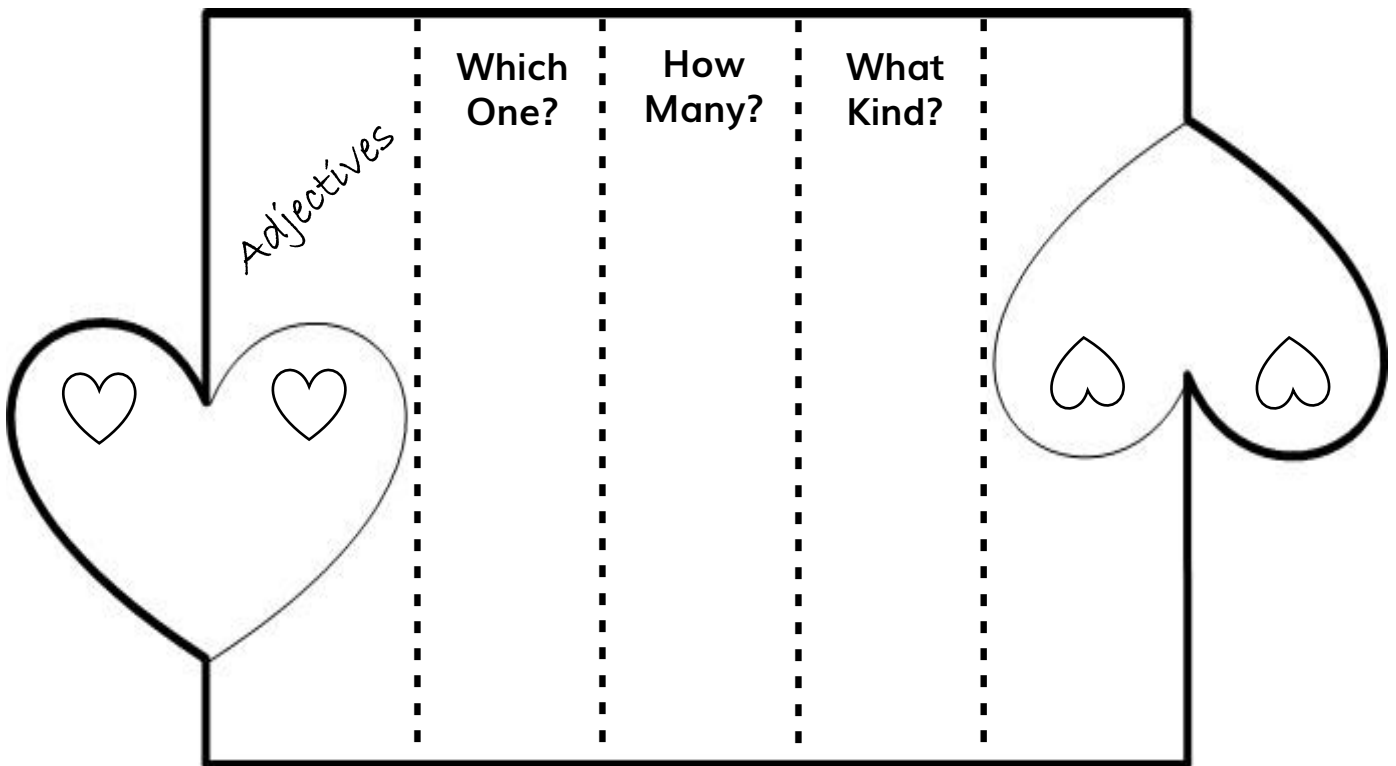
5. Re-write the sentence and underline the adjectives: It's a crazy idea, but it's the only real approach that just might work.

6. Re-write the sentence and underline the adjectives: After ten weeks we were frustrated that we hadn't improved, but now we see that it takes more time than we thought to get better.

## 3d Graphic Organizers

### Directions

1. Color or highlight.
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Write examples for each type of adjective on the back of the flaps.



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Resources	Spelling Rule
<p>The root is the meaning part of the word. If the root is a complete word, it is a <i>base word</i>.</p> <p>Remind students that a suffix is a syllable following the last root.</p> <p><b>Exceptions to the Rule:</b> assistance, different, perseverance, resistance</p> <p>More practice? Check out these spelling worksheets at <a href="http://bit.ly/2sLthRR">http://bit.ly/2sLthRR</a> and <a href="http://bit.ly/2sxlere">http://bit.ly/2sxlere</a>.</p>	<p style="text-align: center;"><b>This Old "an" or "en"</b> <a href="http://bit.ly/2bP2JWN">http://bit.ly/2bP2JWN</a> (to the tune of "This Old Man")</p> <p><b>If you see, "e-a-r", or there is a "u-r-e",</b> <i>This old man, he played one, he played nick-nack on my thumb in the root, or if you hear hard /c/ or /g/,</i> <i>With a nick-nack paddy-whack, give a dog a bone,</i> <b>then spell "ant", "ance", or "ancy".</b></p> <p><b>Examples: vacancy, elegant, clearance, insurance</b></p> <p><i>This old man came rolling home.</i></p> <p><b>If you see, "id" like "fid", or there is an "e-r-e"</b> <i>This old man, he played two, he played nick-nack on my shoe in the root, or if you hear soft /c/ or /g/,</i> <i>With a nick-nack paddy-whack, give a dog a bone,</i> <b>then spell "ent", "ence", or "ency".</b> <i>This old man came rolling home.</i></p> <p><b>Examples: magnificent, emergency, confidence, reverence</b></p>

Resources	Parts of Speech Notes
<p>Check out the three types of verbs and practice the <b>Parts of Speech Song</b> at <a href="http://bit.ly/29aK4EV">http://bit.ly/29aK4EV</a>.</p> <p>State of being verbs link a noun to something else in the sentence. State of being verbs include the "to be" verbs: <i>is, am, are, was, were, be, being, been</i>, and others such as <i>become, seem, look, feel, smell, and appear</i>.</p> <p>Reference the <b>How to Eliminate "To Be" Verbs in Writing</b> article at <a href="http://bit.ly/29dykVg">http://bit.ly/29dykVg</a>. Print out the colorful poster.</p>	<p>A verb can mentally or physically act or states what a subject is to be.</p> <p><b>Examples</b></p> <p><b>Mental: thought, believe, will imagine</b> <b>Physical: run, jump, will swim</b> <b>State of Being Verbs: is, am, are, was, were, be, being, been</b></p> <p>When a "to be" verb or other verb links a noun to something else in the sentence to rename or describe it, it is called a <i>linking verb</i>.</p> <p><b>Linking Verbs: seem, look, feel, sound, taste</b></p> <p>The "to be" verb, the "to have" verb (have, has, had), and the "to do" verb (do, does, did, done) can be placed before a main verb as a <i>helping verb</i> to show verb tense (past, present, future). The <i>conditional</i> helping verbs (could, should, would, can, shall, will, may, might, must) show possibility.</p> <p><b>Helping Verbs: is running, had lived, did like, could help</b></p>

<b>SUMMARY/REFLECTION</b>

## Guided Practice

1. Re-write this sentence correctly: The young girl's appearance was different than that of her friends.

The young girl's appearance was different than that of her friends.

2. Re-write this sentence correctly: It may be significant to note that the detergent he used included bleach.

It may be significant to note that the detergent he used included bleach.

3. Re-write the sentence and underline the mental verbs. [Bracket] the physical verbs: I can't conceive of a different way to communicate our company's vision.

I can't conceive of a different way [to communicate] our company's vision.

4. Re-write the sentence and underline the "to be" verbs. [Bracket] the physical verbs: Being twelve years old means that you are in seventh grade and attend middle or junior high school.

Being twelve years old means that you are in seventh grade and [attend] middle or junior high school.

5. Re-write the sentence and underline the linking verbs: It sounds like he is willing to taste her appetizers.

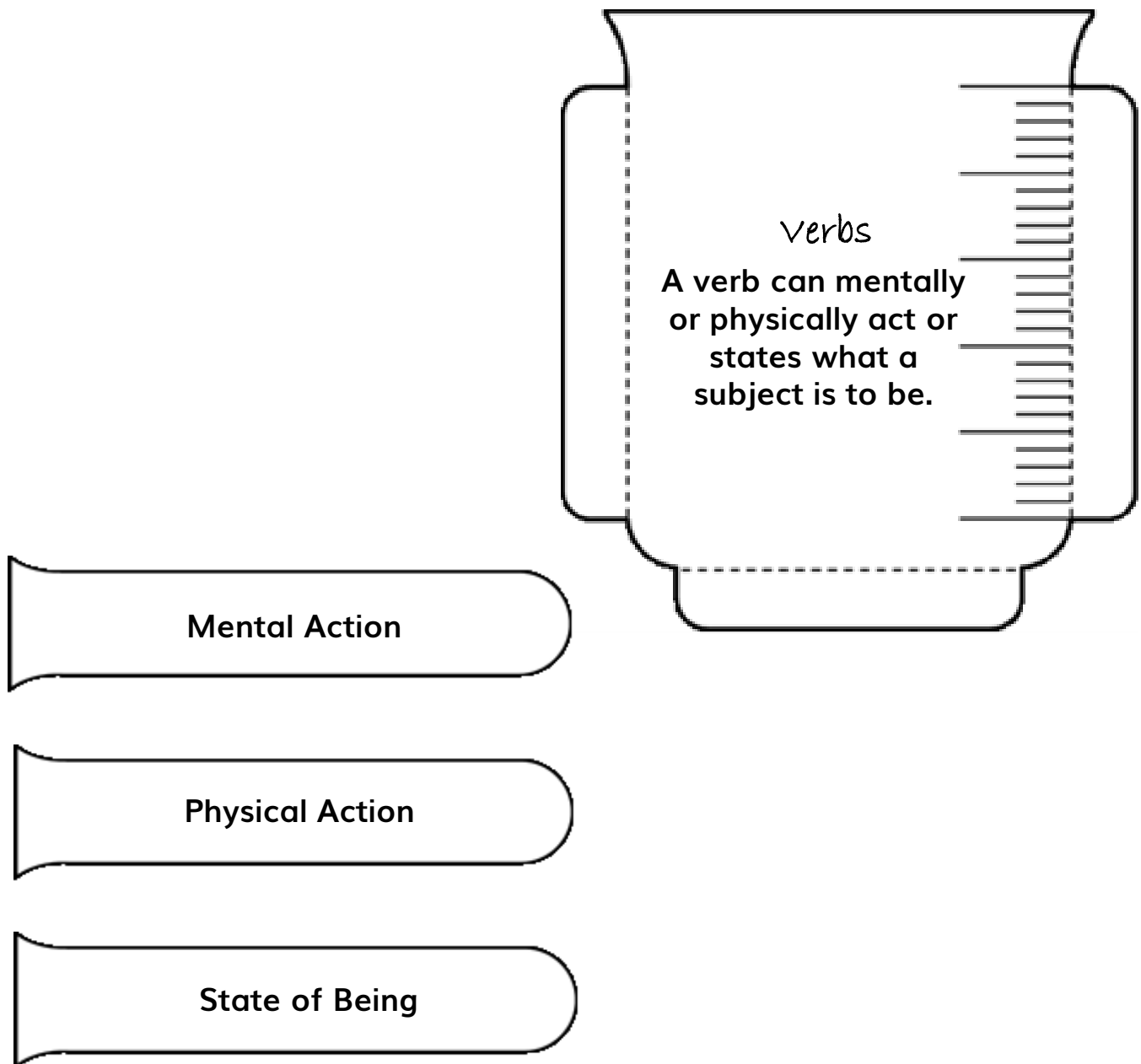
6. Re-write the sentence and underline the helping verbs:

My friends did ask if they could come to the party.

## 3d Graphic Organizers

### Directions

1. Color or highlight.
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Write examples for each type of verb on the back of the test tubes and place them in the beaker.



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Resources	Mechanics Notes
<p>The root is the meaning part of the word. If the root is a complete word, it is a <i>base word</i>.</p> <p>Remind students that a suffix is a syllable following the last root.</p> <p><b>Exceptions to the Rule:</b> collapsible, flexible, formidable, inevitable, irresistible, memorable, portable, probable</p> <p>More practice? Check out these spelling worksheets at <a href="http://bit.ly/2qVbBqA">http://bit.ly/2qVbBqA</a> and <a href="http://bit.ly/2rNxoQi">http://bit.ly/2rNxoQi</a>.</p>	<p>John "able" or "ible" Schmidt <a href="http://bit.ly/2bZEuHG">http://bit.ly/2bZEuHG</a> (to the tune of "John Jacob Jingleheimer Schmidt")</p> <p>Base words add "able" to the end, as do word parts, <i>John Jacob Jingleheimer Schmidt: that's my name, too.</i> that end in silent <u>e</u> or with hard /c/ or /g/, <i>Whenever we go out, the people always shout,</i></p> <p>Examples: <b>despicable, navigable, teachable, likeable</b></p> <p>but for all others add "i-b-l-e". <i>Saying, "John Jacob Jingleheimer Schmidt."</i></p> <p>Examples: <b>reducible, eligible, visible, permissible</b></p>
Resources	Parts of Speech Notes
<p>Check out the four questions adverbs ask of adjectives, adverbs, or verbs in the <b>Parts of Speech Song</b> at <a href="http://bit.ly/29aK4EV">http://bit.ly/29aK4EV</a>.</p> <p>Note that the song teaches adverbs in the proper written order.</p> <p>Use specific, vivid verbs rather than weak verbs supported with adverbs.</p> <p>Avoid these overused adverbs: definitely, extremely, really, seriously, truly, and very.</p>	<p>An adverb modifies an adjective, adverb, or verb with What degree? How? Where? or When? Many adverbs end in "_ly."</p> <p>Examples</p> <p>What Degree: <b>more</b> How: <b>slowly</b> Where: <b>there</b> When: <b>later</b></p> <p>Modifying an Adjective: <b>He acts <u>too</u> emotional.</b> Modifying an Adverb: <b>She walks <u>unusually</u> slowly.</b> Modifying a Verb: <b>I walked <u>here and there</u>.</b></p> <p>Adverbs can be part of a phrase (a group of related words). Avoid stringing together adverbial phrases.</p> <p>Example: <b>He walked like a turtle, slow as molasses.</b></p>
SUMMARY/REFLECTION	

## Guided Practice

1. Re-write this sentence correctly: Even though the television volume was barely audible, the woman talked unbelievably loud.

Even though the television volume was barely audible, the woman talked unbelievably loud.

2. Re-write this sentence correctly: The highway sign read, "Chains advisable" even though there was only a negligible amount of snow.

The highway sign read, "Chains advisable" even though there was only a negligible amount of snow.

3. Re-write the sentence and underline the adverbs which answer *What Degree*.

Tom ultimately agreed with his wife that less is usually better.

4. Re-write the sentence and underline the adverbs which answer *How*.

She acted secretively when she suspiciously dropped the letter on his desk.

5. Re-write the sentence and underline the adverbs and adverb phrases which answer *Where*.

Somewhere in the woods, the children walked around looking for wild mushrooms.

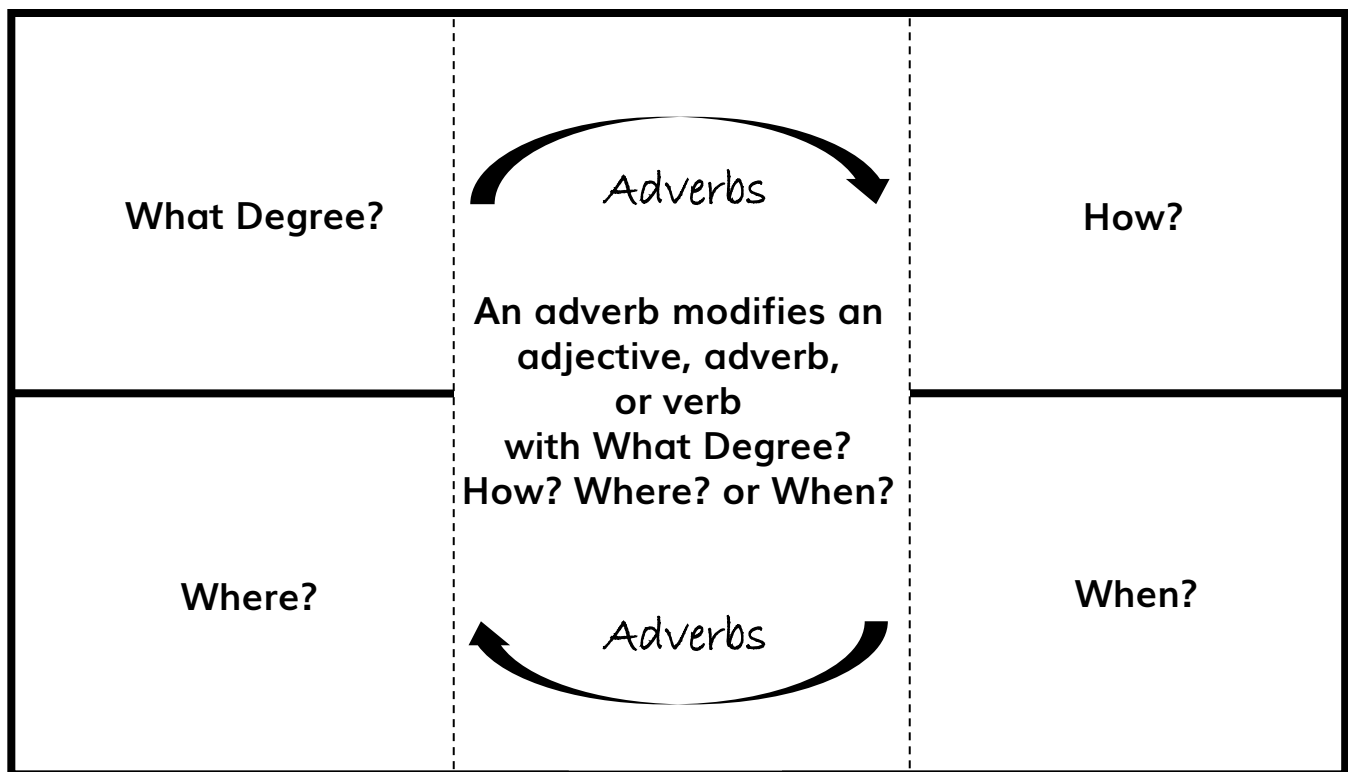
6. Re-write the sentence and underline the adverbs and adverb phrases which answer *When*.

I can often tell when she wants to leave though she seldom will say so.

### 3d Graphic Organizers

#### Directions

1. Color or highlight.
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Write examples for each type of adverb on the back of the flaps.



**FOCUS** 🔍

Resources	Mechanics Notes
<p>The root is the meaning part of the word. If the root is a complete word, it is a <i>base word</i>.</p> <p>Remind students that a suffix is a syllable following the last root.</p> <p><b>Exceptions to the Rule:</b> The "mit" root changes to "mis" and adds on "sion." Example: permit-permission</p> <p>More practice? Check out these spelling worksheets at <a href="http://bit.ly/2sbfxmR">http://bit.ly/2sbfxmR</a>.</p>	<p style="text-align: center;"><b>Ending "ion" Twinkle</b> <a href="http://bit.ly/2c1tAjd">http://bit.ly/2c1tAjd</a> (to the tune of "Twinkle Twinkle Little Star")</p> <p><b>1. If the /shun/ sound you do hear and it follows / or s,</b> <i>Twinkle, twinkle little star, How I wonder what you are.</i> <b>or if you hear a /zyun/ –for both spell "s-i-o-n".</b> <i>Up above the world so high, Like a diamond in the sky.</i> <b>Both these rules will serve you well, learning all the ways to spell.</b> <i>Twinkle, twinkle little star, How I wonder what you are.</i></p> <p><b>Examples: expulsion, passion, ilusion</b></p> <p><b>2. When a person you describe, you should spell "c-i-a-n".</b> <i>Twinkle, twinkle little star, How I wonder what you are.</i> <b>In most every other case, simply spell "t-i-o-n".</b> <i>Up above the world so high, Like a diamond in the sky.</i> <b>Both these rules will serve you well, learning all the ways to spell.</b> <i>Twinkle, twinkle little star, How I wonder what you are.</i></p> <p><b>Examples: musician, condition</b></p>

Resources	Parts of Speech Notes
<p>Check out the conjunctions in the <b>Parts of Speech Song</b> at <a href="http://bit.ly/29aK4EV">http://bit.ly/29aK4EV</a>.</p> <p>Print these colorful posters for each of the three types of conjunctions: <a href="https://bit.ly/2VzBjiG">https://bit.ly/2VzBjiG</a></p>	<p>A conjunction joins words, phrases, or clauses to coordinate, correlate, or subordinate.</p> <p>The common coordinate conjunctions are F.A.N.B.O.Y.S.</p> <p><b>F = for; A = and; N = nor; B = but; O = or; Y = yet; S = so</b></p> <p>Correlative conjunctions are paired conjunctions.</p> <p><b>either–or, whether–or, both... and–but...also</b></p> <p>Subordinating conjunctions begin adverbial clauses. The <b>BUD IS WISE, BUT HOT AAA WWW</b> memory trick will help you memorize the subordinating conjunctions. A clause has a noun and a connected verb.</p> <p><b>BUD</b> before, unless, despite (in spite of) <b>IS</b> in order that, so <b>WISE</b>, while, if, since, even though (if) <b>BUT</b> because, until, that <b>HOT</b> how, once, than <b>AAA</b> after, although (though), as (as if, as long as, as though) <b>WWW</b> whether, when (whenever), where (wherever)</p>

<b>SUMMARY/REFLECTION</b>

## Guided Practice

1. Re-write this sentence correctly:

The mathematician earned a commission on every sale of his long division product.

2. Re-write this sentence correctly:

Some compulsion drove her to respond in silence to his frequent aggression.

3. Re-write the sentence and underline the coordinating conjunctions:

We ate breakfast and lunch together, not lunch, so we all planned on gathering for dinner.

4. Re-write the sentence and underline the correlative conjunctions:

Both Mr. Lewis and Ms. Kinney's classes donated to the canned food drive.

5. Re-write the sentence and underline the subordinating conjunctions:

As long as you practice daily, you will continue to improve despite what you may think.

6. Re-write the sentence and underline the subordinating conjunctions:

So we could get along, we tried to keep quiet while they talked in spite of their attempts to engage us in their conversation.

### 3d Graphic Organizers

#### Directions

1. Color or highlight.
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Write examples for each type of conjunction on the back of the flaps.

<p><i>Conjunctions</i></p> <p>A conjunction joins words, phrases, or clauses to coordinate, correlate, or subordinate.</p>	<p>coordinate</p>
	<p>correlate</p>
	<p>subordinate</p>

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Resources	Mechanics Notes
<p><b>Exceptions to the Rule:</b> The <i>o</i> forms "oes". <b>Example:</b> echo-echoes Vowel sound changes. <b>Example:</b> foot-feet The "is" forms "es". <b>Example:</b> oasis-oases Unchanged plurals. <b>Example:</b> deer-deer Latin plurals: <b>Example:</b> cactus-cacti</p> <p>More practice? Check out these spelling worksheets at <a href="http://bit.ly/2saVqFj">http://bit.ly/2saVqFj</a>.</p>	<p><b>Plurals Had a Little Lamb</b> <a href="http://bit.ly/2caBN9u">http://bit.ly/2caBN9u</a> (to the tune of "Mary Had a Little Lamb")</p> <p><b>1. If there is a vowel before the letters <i>o</i> or <i>y</i>,</b> <i>Mary had a little lamb, little lamb, little lamb.</i> <b>"Add an <i>s</i> onto the end and to most nouns," said I.</b> <i>Mary had a little lamb. Its fleece was white as snow.</i></p> <p><b>2. If there is a consonant before the <i>o</i> or <i>y</i>,</b> <i>And everywhere that Mary went, Mary went, Mary went.</i> <b>"Add "e-s" onto the end, but change the <i>y</i> to <i>i</i>."</b> <i>Everywhere that Mary went the lamb was sure to go.</i></p> <p><b>Examples:</b> stereos, days, potatoes, bunnies</p> <p><b>3. "Add "e-s" onto an <i>x</i>, to /ch/, /sh/, /s/, or z.</b> <i>It followed her to school one day, school one day, school one day.</i> <b>Also add onto an <i>f</i>, but change the <i>f</i> to <i>v</i>."</b> <i>It followed her to school one day, which was against the rules.</i></p> <p><b>Examples:</b> boxes, inches, lashes, gases, prizes, knives</p>
Resources	Parts of Speech Notes
<p>Check out the definition of a prepositional phrase in the <b>Parts of Speech Song</b> at <a href="http://bit.ly/29aK4EV">http://bit.ly/29aK4EV</a>.</p> <p>The subject of a sentence is never part of a prepositional phrase.</p> <p>Avoid these unnecessary prepositions: In connection with, In (With) regard to, In relation to, With respect to, In the case of, With reference to __.</p>	<p>A preposition shows some relationship, location, time, or position between the preposition and its object. The preposition is always part of a phrase and comes before its object. The preposition asks "What?" or "Whom?" and the object provides the answer.</p> <p><b>Examples</b></p> <p><b>Relationship:</b> with the children <b>Location:</b> on the wall <b>Time:</b> at noon <b>Position:</b> through the window</p> <p>aboard, about, above, according to, across, after, against, along, among, around, as, as to, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, for, from, in, inside, instead of, into, in place of, in spite of, like, near, next, of, off, on, onto, outside, out of, over, past, since, than, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without</p>
SUMMARY/REFLECTION	

## Guided Practice

1. Re-write this sentence correctly: The house painters uses the same paintbrushs for each room to get perfect matches.

The house painters use the same paintbrushes for each room to get perfect matches.

2. Re-write these sentences correctly: Their work portfolioes went to the wrong addresses. Fortunately, the security videos located them.

Their work portfolios went to the wrong addresses. Fortunately, the security videos located them.

3. Re-write this sentence and underline the *location* prepositions:

Beyond the river and over the mountains, we traveled throughout the countryside.

4. Re-write this sentence and underline the *position* prepositions:

Above the clouds the birds flew in their v-formation past hills and valleys.

5. Re-write this sentence and underline the *time* prepositions:

Since the last game we always cheered during the National Anthem.

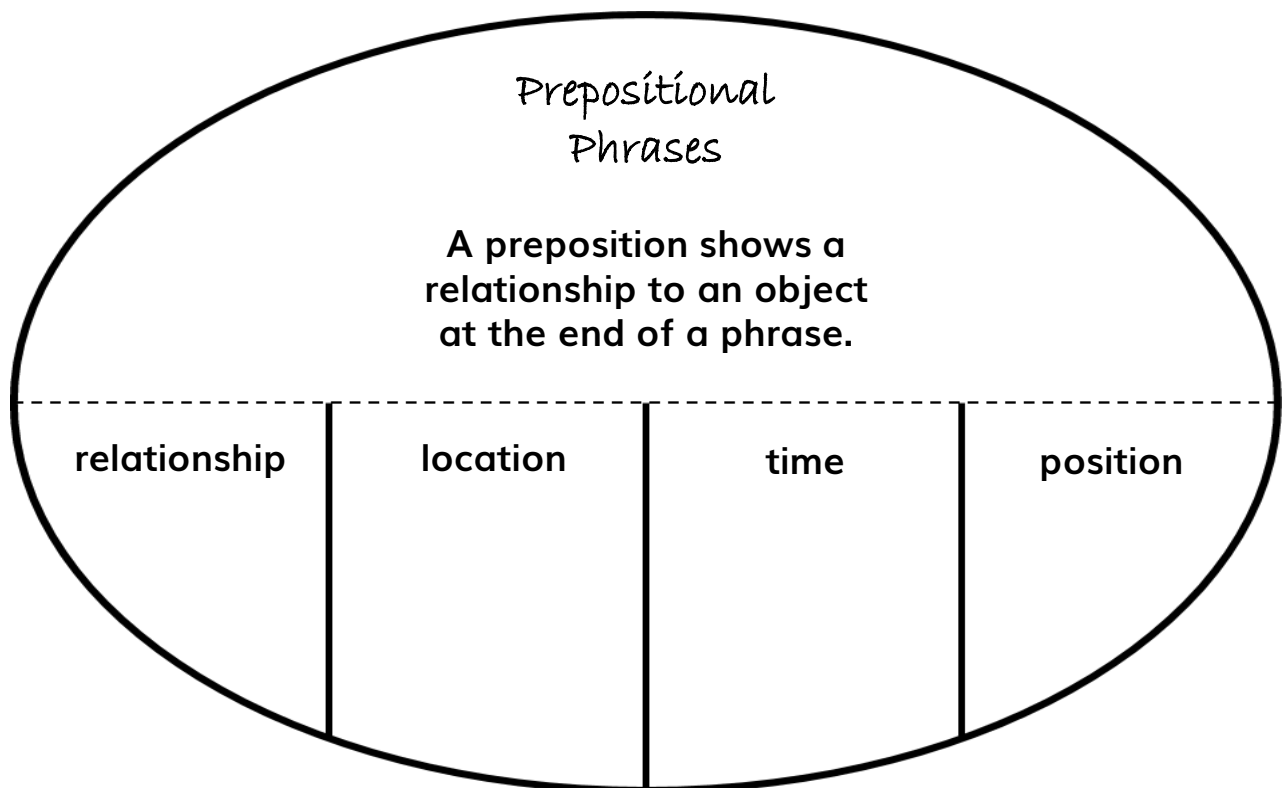
6. Re-write these sentences and underline the prepositions:

Everyone stays until the final out. During the earlier part of the season this was not the case.

## 3d Graphic Organizers

### Directions

1. Color or highlight.
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Write examples for each type of prepositional phrase on the back of the flaps.



**FOCUS** 🔍

Cues	Mechanics Notes
<p>Check out the article and listen to the <b>i before e</b> song at <a href="http://bit.ly/2c8afAb">http://bit.ly/2c8afAb</a>.</p> <p>More practice? Check out these spelling worksheets at <a href="http://bit.ly/2qRNpkl">http://bit.ly/2qRNpkl</a>.</p>	<p style="text-align: center;"><b>i before e Song (to the tune of "Rig 'a Jig Jig")</b></p> <p><b>Spell i before e 'cause that's the rule</b>  <i>Rig-a-jig-jig and away we go,            that we learned back in school.            Away we go, away we go!</i></p> <p><b>Examples:</b> _____</p> <p><b>But e before i comes after c,</b>  <i>Rig-a-jig-jig and away we go,</i></p> <p><b>Examples:</b> _____</p> <p><b>and when you hear long /a/. Hey!</b>  <i>Hi-ho, hi-ho, hi-ho.</i></p> <p><b>Examples:</b> _____</p>

Cues	Parts of Speech Notes
<p>Check out the <b>Parts of Speech Song</b> to practice the definition of a proper noun at <a href="http://bit.ly/29aK4EV">http://bit.ly/29aK4EV</a>.</p>	<p>A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word.</p> <p>Don't capitalize articles <b>a, an, the</b>, coordinating conjunctions <b>for, and, or</b>, and prepositions such as <b>in, by, of, on, to, and with</b> in the middle of titles.</p> <p><b>Examples</b></p> <p><b>Person:</b> _____</p> <p><b>Person:</b> _____</p> <p><b>Person:</b> _____</p> <p><b>Place:</b> _____</p> <p><b>Thing:</b> _____</p>

<b>SUMMARY/REFLECTION</b>

## Guided Practice

1. Re-write these sentences correctly: I yeild to the researcher's conclusion that the supposed ancient documents were a hoax.

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2. Re-write this sentence correctly: The concieted young man failed to keep his receipt.

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3. Re-write this sentence correctly: Our teacher tried to fiegn surprise, because her friend accidentally told her about the party.

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4. Re-write this sentence correctly: Let's have lunch at Eat An Apple in the food court at the Sunrise Mall.

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5. Re-write the sentence and underline the proper nouns: The family visited Cardiff by the Sea on their vacation to see Uncle J. P. at his ranch.

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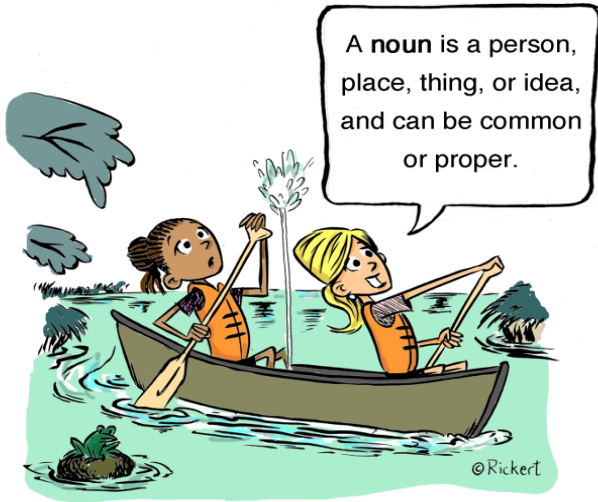
6. Re-write this sentence correctly: We saw the Statue Of Liberty and toured Ellis Island in New York city.

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# nouns

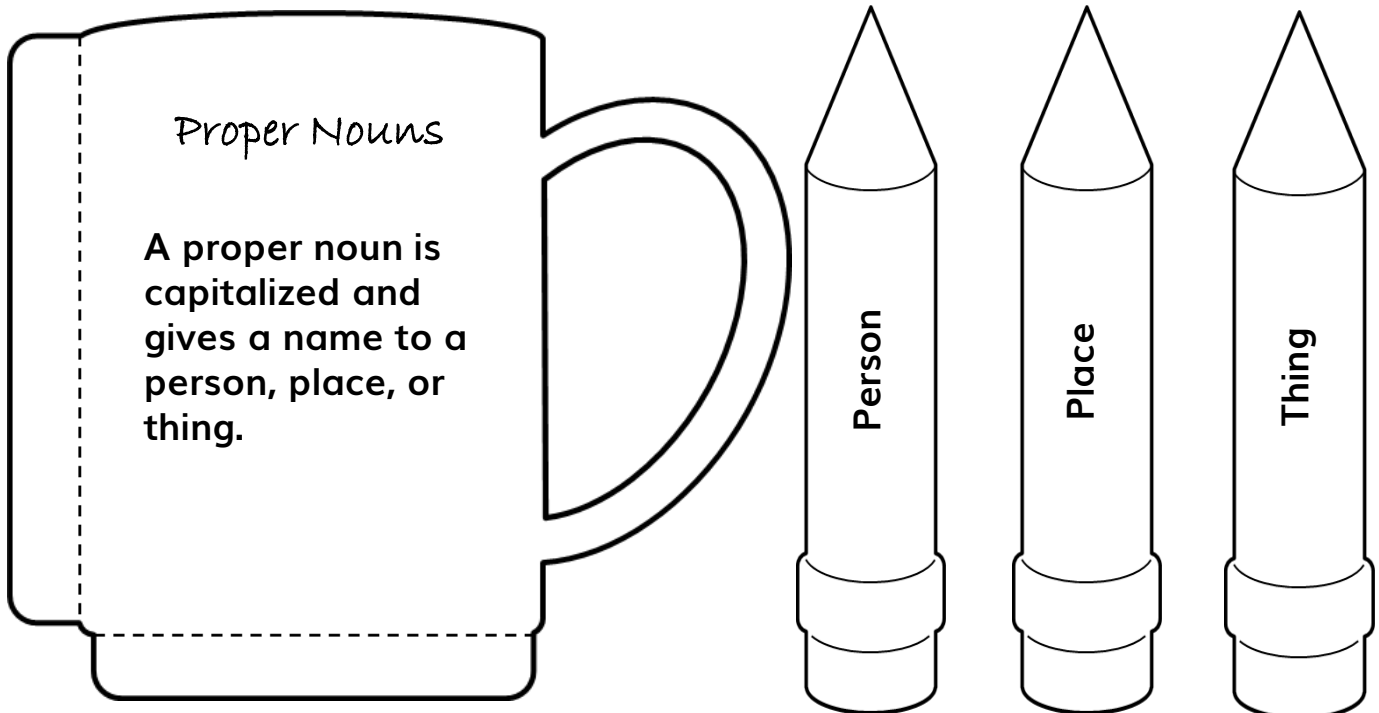


Katie and Deb paddled their canoe down the stream while enjoying the peace and quiet.

<http://davidrickert.com>

Cartoon Response
Identify the proper nouns in the caption.
Proper Nouns:
Common Nouns:
Writing Application
Write a sentence or two, using all three types of proper nouns.

**Directions:** 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. 3. Write examples for each type of proper noun on the back of the pencils and place the pencils in the mug.



FOCUS 🔍	
Cues	Mechanics Notes
<p>Check out the article and listen to the <b>Hickory Dickory Y</b> song at <a href="http://bit.ly/2cvcZWI">http://bit.ly/2cvcZWI</a>.</p> <p>More practice? Check out these spelling worksheets at <a href="http://bit.ly/2rYjKL0">http://bit.ly/2rYjKL0</a>.</p>	<p><b>Hickory Dickory Y</b> (to the tune of "Hickory Dickory Dock")</p> <p>If a root ends in a vowel and after that a <b>y</b>,  <i>Hickory, dickory dock. The mouse ran up the clock.</i>  <b>just keep the y—and then said I, "Add on the suffix to end."</b>  <i>The clock struck one—the mouse ran down.</i>  <i>Hickory dickory dock.</i></p> <p>Examples: _____</p> <p>But if a consonant then a <b>y</b> should end a word,  <i>Hickory, dickory dock. The mouse ran up the clock.</i>  <b>just change the y into an i</b>  <i>The clock struck two—the mouse ran down,</i>  <b>except if the suffix has i.</b>  <i>Hickory dickory dock.</i></p> <p>Examples: _____</p>
Cues	Parts of Speech Notes
<p>Check out the <b>Parts of Speech Song</b> to practice the definition of a common noun at <a href="http://bit.ly/29aK4EV">http://bit.ly/29aK4EV</a>.</p>	<p>A common noun is an idea, person, place, or thing. It can act or be acted upon and is capitalized only at the start of a sentence.</p> <p>Examples</p> <p>Idea: _____</p> <p>Person: _____</p> <p>Place: _____</p> <p>Thing: _____</p> <p>Some common nouns are <i>collective nouns</i> and refer to a group of people, animals, or things. Collective nouns act as one unit and so match with singular verbs, such as "That class <i>is</i> noisy."</p> <p>Examples: _____</p>
<b>SUMMARY/REFLECTION</b>	

## Guided Practice

1. Re-write this sentence correctly: The employees obeyed their employers' work safety rules.

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2. Re-write these sentences correctly: I hurried to the art show. I was horrified to see her painting displayed next to the garbage can.

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3. Re-write these sentences correctly: The special needs child had a helper, who carried supplies and pushed her wheelchair.

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4. Re-write this sentence correctly: The Math was due on Friday, so their Teacher could grade it during a holiday vacation.

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5. Re-write the sentence and underline the common nouns: Her bravery and self-awareness make her a wonderful member of our team.

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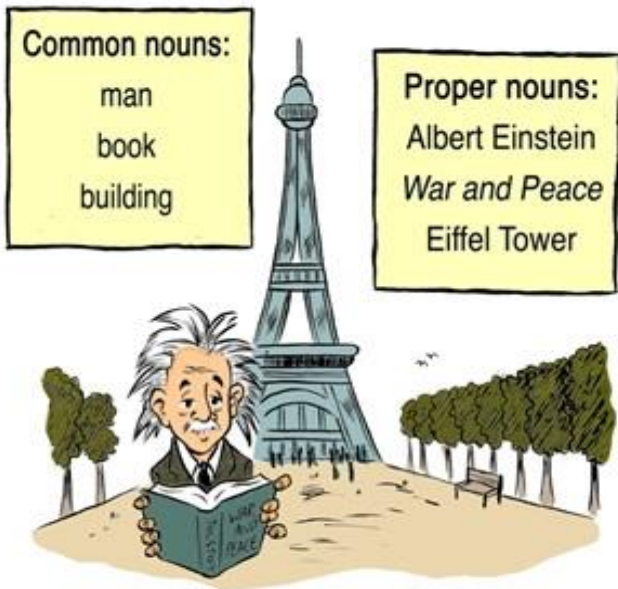
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6. Re-write the sentence and underline the common nouns. [Bracket] the collective common noun: The flock of Canadian geese remained in the park despite efforts to remove the birds.

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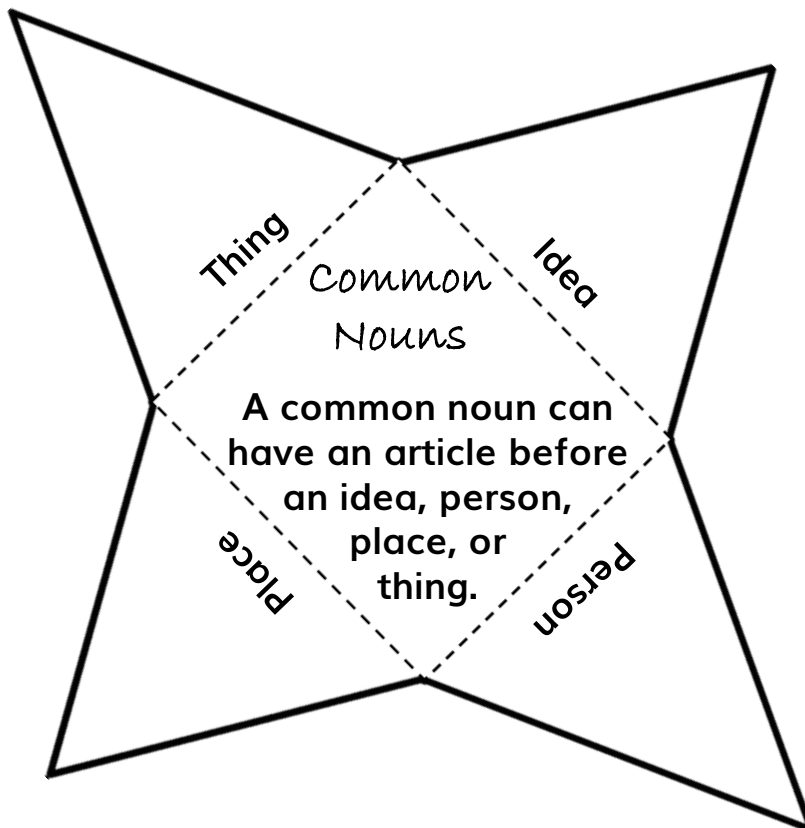
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**PROPER NOUN:**  
SPECIFIC THING, CAPITALIZED  
**COMMON NOUN:**  
GENERAL THING, NOT CAPITALIZED

Cartoon Response
Explain how common nouns are
different than proper nouns.
Writing Application
Write a sentence or two, using all four
types of common nouns.

**Directions:** 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. 3. Write examples for each type of common noun on the back of the flaps.



**FOCUS** 🔍

Cues	Mechanics Notes
<p>Check out the article and listen to the <b>Final e Memory Rap</b> at <a href="http://bit.ly/2cuR5Fy">http://bit.ly/2cuR5Fy</a>.</p> <p>More practice? Check out these spelling worksheets at <a href="http://bit.ly/2qVq8Cs">http://bit.ly/2qVq8Cs</a>.</p>	<p style="text-align: center;"><b>Final e Memory Rap</b></p> <p>Drop the final <i>e</i> when adding on an ending if it starts with a vowel up front. Keep the final <i>e</i> when adding on an ending if it starts with a consonant.</p> <p><b>Examples:</b> _____</p> <p>Also keep the <i>e</i> when you hear soft /c/ or /g/ before "able" or "o-u-s."</p> <p><b>Examples:</b> _____</p> <p>Mostly keep the <i>e</i> when the ending is "y-e", "e-e", or even "o-e". YEO!</p> <p><b>Examples:</b> _____</p>

Cues	Parts of Speech Notes
<p>Check out the <b>Parts of Speech Song</b> to practice the definition of a pronoun at <a href="http://bit.ly/29aK4EV">http://bit.ly/29aK4EV</a>.</p>	<p>A pronoun is used to take a noun's place. Singular or plural pronouns are classified as first, second, or third person.</p> <p>A <i>subject case pronoun</i> acts as the subject of a sentence.</p> <p><b>Examples:</b> _____</p> <p>An <i>object case pronoun</i> receives the action of the verb.</p> <p><b>Examples:</b> _____</p> <p>A <i>possessive case pronoun</i> shows ownership and may be used before a noun or without a noun.</p> <p><b>Examples:</b> _____</p> <p>When a possessive pronoun is used without a noun, the verb must match the noun which the pronoun represents.</p> <p><b>Examples:</b> _____</p>

<b>SUMMARY/REFLECTION</b>

## Guided Practice

1. Re-write this sentence correctly: Is she agreeable to letting me publish some of her writing in my journal?

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2. Re-write this sentence correctly: Tom was pursuing his goals, but he could not hide his discouragement sometimes.

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3. Re-write these sentences correctly: She texts him, but he won't respond. It bothered hers, but she was quite used to them by now.

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4. Re-write this sentence correctly: They enjoyed yours book report, but you should let they revise its more.

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5. Re-write these sentences and underline the pronouns: He doesn't understand whom you mean. Is it he or is it Pedro?

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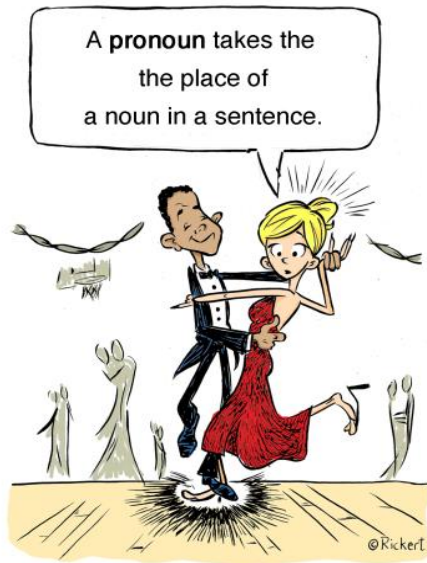
6. Re-write the sentence and underline the pronouns: Who stole them and where did they hide the candy bars?

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# PRONOUNS

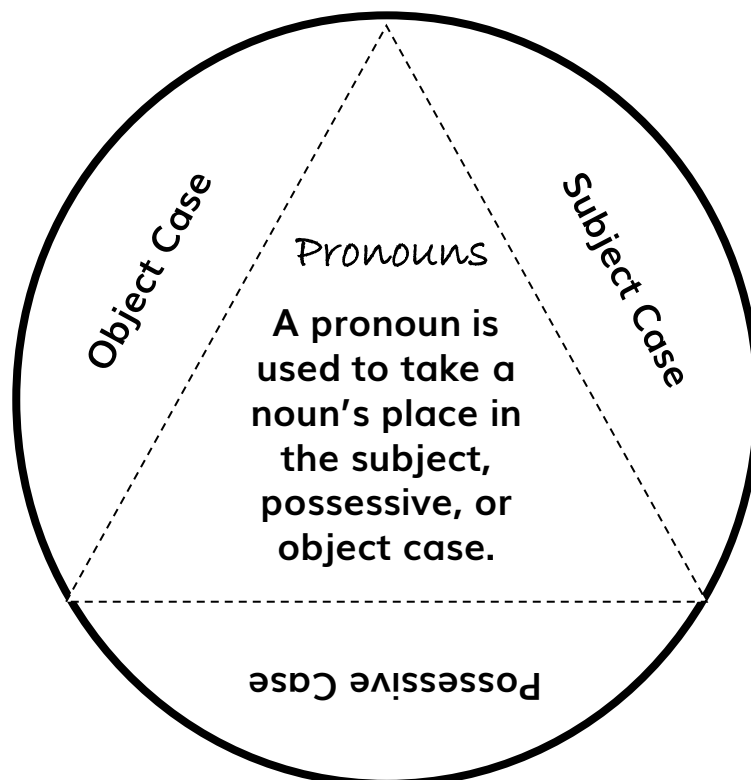


John and Katie went to **their** school's dance. **She** knew how to waltz. **He** didn't. Katie wished **she** had not agreed to go with **him**.

<http://davidrickert.com>

Cartoon Response
From the sentences in the caption, list
the pronouns which take the place of
these nouns. John:
Katie:
John and Katie:
Writing Application
Write a sentence or two, using all three
types of pronouns <sup>15</sup>

Directions: 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. 3. Write examples for each type of pronoun case on the back of the flaps.



**FOCUS** 🔍

Cues	Mechanics Notes
<p>Check out the article and listen to the <b>Consonant Doubling Doodle</b> song at <a href="http://bit.ly/2bP2tHm">http://bit.ly/2bP2tHm</a>.</p> <p>More practice? Check out these spelling worksheets at <a href="http://bit.ly/2qZZ0xp">http://bit.ly/2qZZ0xp</a>.</p>	<p><b>Consonant Doubling Doodle</b> (to the tune of "Yankee Doodle")</p> <p><b>Double the last consonant when adding on an ending</b>  <i>Yankee Doodle went to town 'a riding on a pony</i>  <b>if these three do all agree (on this you'll be depending):</b>  <i>Stuck a feather in his cap and called it macaroni.</i></p> <p><b>Is the accent at the end?</b>  <i>Yankee Doodle keep it up!</i></p> <p><b>With a vowel then consonant?</b>  <i>Yankee Doodle da-an-dy</i></p> <p><b>Does the ending you must add begin with a vowel?</b>  <i>Mind the music and the step and with the girls be handy.</i></p> <p>Examples: _____</p>

Cues	Parts of Speech Notes
<p>Check out the <b>Parts of Speech Song</b> to practice the definition of an adjective at <a href="http://bit.ly/29aK4EV">http://bit.ly/29aK4EV</a>.</p>	<p>An adjective modifies a noun with Which one? How many? or What kind? When using more than one adjective to modify the same noun in a sentence, follow this order of adjectival functions: Which One-How Many-What Kind.</p> <p><b>Examples</b></p> <p><b>Which One:</b> _____</p> <p><b>How Many:</b> _____</p> <p><b>What Kind:</b> _____</p> <p>Place adjectives before nouns, even when they are compound adjectives. A compound adjective joins two or more adjectives with a hyphen (-) to modify a single noun or pronoun. Don't use a hyphen if you can use the word <i>and</i> between the two adjectives.</p> <p><b>Examples:</b> _____</p> <p>Don't use redundant adjectives. Redundant means something that is unnecessary or repetitive.</p> <p><b>Examples:</b> _____</p>

SUMMARY/REFLECTION	

## Guided Practice

1. Re-write this sentence correctly: The students rejected the new cafeteria menu and stoped buying the school lunches.

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2. Re-write this sentence correctly: Mr. Jones permitted 30 minutes for the test, but accidentally allowed us 40 minutes to finish.

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3. Re-write this sentence correctly: It was at night late when I lay my head down on the soft two pillows.

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4. Re-write this sentence correctly: I don't want to go until I get my prize well-deserved, but we have to leave in five short minutes.

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5. Re-write the sentence and underline the adjectives: It's a crazy idea, but it's the only real approach that just might work.

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6. Re-write the sentence and underline the adjectives: After ten weeks we were frustrated that we hadn't improved, but now we see that it takes more time than we thought to get better.

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# adjectives

Adjectives tell which one, what kind, and how many. They modify nouns.



Katie is a **graceful** ballerina, but Nicole is **clumsy**. Even after **several** lessons, Nicole's **horrible** pirouettes ruined the **dance** recital.

## Cartoon Response

From the sentences in the caption, list the different types of adjectives.

Which One?

How Many?

What Kind?

## Writing Application

From the sentences in the caption, list the different types of adjectives.


Directions: 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. 3. Write sentences for each type of adjective on the back of the flaps.

Adjectives

**Which One?**

**How Many?**

**What Kind?**

**FOCUS** 🔍

Cues	Mechanics Notes
<p>Check out the article and listen to to the <b>This Old "an" and "en"</b> song at <a href="http://bit.ly/2bP2JWN">http://bit.ly/2bP2JWN</a>.</p> <p>More practice? Check out these spelling worksheets at <a href="http://bit.ly/2sLthRR">http://bit.ly/2sLthRR</a> and <a href="http://bit.ly/2sxlere">http://bit.ly/2sxlere</a>.</p>	<p style="text-align: center;"><b>This Old "an" or "en" (to the tune of "This Old Man")</b></p> <p>If you see, "e-a-r", or there is a "u-r-e",  <i>This old man, he played one, he played nick-nack on my thumb in the root, or if you hear hard /c/or /g/,            With a nick-nack paddy-whack, give a dog a bone, then spell "ant", "ance", or "ancy".</i></p> <p>Examples: _____</p> <p><i>This old man came rolling home.</i></p> <p>If you see, "id" like "fid", or there is an "e-r-e"  <i>This old man, he played two, he played nick-nack on my shoe in the root, or if you hear soft /c/or /g/,            With a nick-nack paddy-whack, give a dog a bone, then spell "ent", "ence", or "ency".</i></p> <p><i>This old man came rolling home.</i></p> <p>Examples: _____</p>

Cues	Parts of Speech Notes
<p>Check out the three types of verbs and practice the <b>Parts of Speech Song</b> at <a href="http://bit.ly/29aK4EV">http://bit.ly/29aK4EV</a>.</p>	<p>A verb can mentally or physically act or states what a subject is to be.</p> <p>Examples</p> <p>Mental: _____</p> <p>Physical: _____</p> <p>State of Being Verbs: _____</p> <p>When a "to be" verb or other verb links a noun to something else in the sentence to rename or describe it, it is called a <i>linking verb</i>.</p> <p>Linking Verbs: _____</p> <p>The "to be" verb, the "to have" verb (have, has, had), and the "to do" verb (do, does, did, done) can be placed before a main verb as a <i>helping verb</i> to show verb tense (past, present, future). The <i>conditional</i> helping verbs (could, should, would, can, shall, will, may, might, must) show possibility.</p> <p>Helping Verbs: _____</p>

<b>SUMMARY/REFLECTION</b>

## Guided Practice

1. Re-write this sentence correctly: The young girl's appearance was different than that of her friends.

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2. Re-write this sentence correctly: It may be significant to note that the detergent he used included bleach.

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3. Re-write the sentence and underline the mental verbs. [Bracket] the physical verbs: I can't conceive of a different way to communicate our company's vision.

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4. Re-write the sentence and underline the "to be" verbs. [Bracket] the physical verbs: Being twelve years old means that you are in seventh grade and attend middle or junior high school.

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5. Re-write the sentence and underline the linking verbs: It sounds like he is willing to taste her appetizers.

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6. Re-write the sentence and underline the helping verbs: My friends did ask if they could come to the party.

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# verbs

Verbs show action or a state of being. They can be either **action** or **linking**.



Deb **enjoys** running and **exercises** every day. She **is** very fit. However, today she **might have run** too long.

**Directions:** 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. 3. Write sentences for each type of verb on the back of the test tubes and place them in the beaker..

Mental Action

Physical Action

State of Being

## Cartoon Response

From the sentences in the caption, list the different types of verbs.

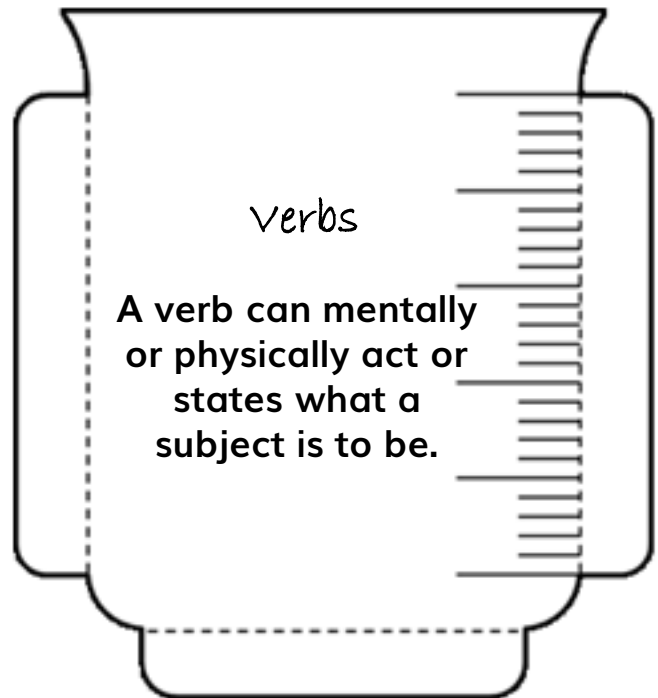
Mental Action:

Physical Action:

State of Being:

## Writing Application

Write a sentence or two, using all three types of verbs.



**FOCUS** 🔍

Cues	Mechanics Notes
<p>Check out the article and listen to the <b>John "able" or "ible" Schmidt</b> song at <a href="http://bit.ly/2bZEuHG">http://bit.ly/2bZEuHG</a>.</p> <p>More practice? Check out these spelling worksheets at <a href="http://bit.ly/2qVbBqA">http://bit.ly/2qVbBqA</a> and <a href="http://bit.ly/2rNxoQi">http://bit.ly/2rNxoQi</a>.</p>	<p style="text-align: center;"><b>John "able" or "ible" Schmidt</b> (to the tune of "John Jacob Jingleheimer Schmidt")</p> <p>Base words add "able" to the end, as do word parts, <i>John Jacob Jingleheimer Schmidt: that's my name, too.</i> that end in silent <u>e</u> or with hard /c/ or /g/, <i>Whenever we go out, the people always shout,</i></p> <p>Examples: _____</p> <p>but for all others add "i-b-l-e". <i>Saying, "John Jacob Jingleheimer Schmidt."</i></p> <p>Examples: _____</p>

Cues	Parts of Speech Notes
<p>Check out the four questions adverbs ask of adjectives, adverbs, or verbs in the <b>Parts of Speech Song</b> at <a href="http://bit.ly/29aK4EV">http://bit.ly/29aK4EV</a>.</p>	<p>An adverb modifies an adjective, adverb, or verb with What degree? How? Where? or When? Many adverbs end in "_ly."</p> <p>Examples</p> <p>What Degree: _____</p> <p>How: _____</p> <p>Where: _____</p> <p>When: _____</p> <p>Modifying an Adjective: _____</p> <p>Modifying an Adverb: _____</p> <p>Modifying a Verb: _____</p> <p>Adverbs can be part of a phrase (a group of related words). Avoid stringing together adverbial phrases.</p> <p>Examples: _____</p> <p>_____</p>

<b>SUMMARY/REFLECTION</b>

## Guided Practice

1. Re-write this sentence correctly: Even though the television volume was barely audible, the woman talked unbelievably loud.

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2. Re-write this sentence correctly: The highway sign read, "Chains advisable" even though there was only a negligible amount of snow.

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3. Re-write the sentence and underline the adverbs which answer *What Degree*. Tom ultimately agreed with his wife that less is usually better.

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4. Re-write the sentence and underline the adverbs which answer *How*. She acted secretively when she suspiciously dropped the letter on his desk.

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5. Re-write the sentence and underline the adverbs and adverb phrases which answer *Where*. Somewhere in the woods, the children walked around looking for wild mushrooms.

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6. Re-write the sentence and underline the adverbs and adverb phrases which answer *When*. I can often tell when she wants to leave though she seldom will say so.

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# adverbs



Sam and Nicole **very carefully** climbed the tree. Nicole **nervously** sat on a branch and hoped they wouldn't fall **soon**.

Cartoon Response
Identify the adverbs found in the caption.
What Degree?
How?
Where?
When?
Writing Application
Write a sentence or two, using all four types of adverbs.

Directions: 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. 3. Write sentences for each type of adverb on the back of the flaps.

What Degree?	<p style="font-size: 2em;">Adverbs</p> <p>An adverb modifies an adjective, adverb, or verb with What Degree? How? Where? or When?</p>	How?
Where?	<p style="font-size: 2em;">Adverbs</p>	When?

**FOCUS** 🔍

Cues	Mechanics Notes
<p>Check out the article and listen to the <b>Ending "ion" Twinkle</b> song at <a href="http://bit.ly/2c1tAjd">http://bit.ly/2c1tAjd</a>.</p> <p>More practice? Check out these spelling worksheets at <a href="http://bit.ly/2sbfxmR">http://bit.ly/2sbfxmR</a>.</p>	<p style="text-align: center;"><b>Ending "ion" Twinkle</b> (to the tune of "Twinkle Twinkle Little Star")</p> <p><b>1. If the /shun/ sound you do hear and it follows / or s, Twinkle, twinkle little star, How I wonder what you are. or if you hear a /zyun/ –for both spell "s-i-o-n".</b> <i>Up above the world so high, Like a diamond in the sky.</i> <b>Both these rules will serve you well, learning all the ways to spell.</b> <i>Twinkle, twinkle little star, How I wonder what you are.</i></p> <p>Examples: _____</p> <p><b>2. When a person you describe, you should spell "c-i-a-n".</b> <i>Twinkle, twinkle little star, How I wonder what you are.</i> <b>In most every other case, simply spell "t-i-o-n".</b> <i>Up above the world so high, Like a diamond in the sky.</i> <b>Both these rules will serve you well, learning all the ways to spell.</b> <i>Twinkle, twinkle little star, How I wonder what you are.</i></p> <p>Examples: _____</p>

Cues	Parts of Speech Notes
<p>Check out the three types of conjunctions in the <b>Parts of Speech Song</b> at <a href="http://bit.ly/29aK4EV">http://bit.ly/29aK4EV</a>.</p>	<p>A conjunction joins words, phrases, or clauses to coordinate, correlate, or subordinate.</p> <p>The common coordinate conjunctions are F.A.N.B.O.Y.S.</p> <p>_____</p> <p>Correlative conjunctions are paired conjunctions.</p> <p>_____</p> <p>Subordinating conjunctions begin adverbial clauses. The <b>BUD IS WISE, BUT HOT AAA WWW</b> memory trick will help you memorize the subordinating conjunctions. A clause has a noun and a connected verb.</p> <p>_____ before, unless, despite (in spite of) _____ in order that, so _____, while, if, since, even though (if) _____ because, until, that _____ how, once, than _____ after, although (though), as (as if, as long as, as though) _____ whether, when (whenever), where (wherever)</p>

<b>SUMMARY/REFLECTION</b>

## Guided Practice

1. Re-write this sentence correctly: The mathematician earned a commission on every sale of his long division product.

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2. Re-write this sentence correctly: Some compulsion drove her to respond in silence to his frequent aggression.

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3. Re-write the sentence and underline the coordinating conjunctions: We ate breakfast and lunch together, not lunch, so we all planned on gathering for dinner.

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4. Re-write the sentence and underline the correlative conjunctions: Both Mr. Lewis and Ms. Kinney's classes donated to the canned food drive.

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5. Re-write the sentence and underline the subordinating conjunctions: As long as you practice daily, you will continue to improve despite what you may think.

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6. Re-write the sentence and underline the subordinating conjunctions: So we could get along, we tried to keep quiet while they talked in spite of their attempts to engage us in their conversation.

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# Conjunctions

Conjunctions connect words, sentences, phrases, or clauses together.



Wayne **and** Valerie opened a lemonade stand, **but** it was too cold **so** they didn't make any money.

<http://davidrickert.com>

Directions: 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. 3. Write sentences for each type of conjunction on the back of the flaps.

<b>Cartoon Response</b>
Identify the conjunctions in the caption.
<b>Writing Application</b>
Write a sentence or two, using all three types of conjunctions.

<p style="text-align: center;"><i>Conjunctions</i></p> <p>A conjunction joins words, phrases, or clauses to coordinate, correlate, or subordinate.</p>	coordinate
	correlate
	subordinate

**FOCUS** 🔍

Cues	Mechanics Notes
<p>Check out the article and listen to the <b>Plurals Had a Little Lamb</b> song at <a href="http://bit.ly/2caBN9u">http://bit.ly/2caBN9u</a>.</p> <p>More practice? Check out these spelling worksheets at <a href="http://bit.ly/2saVqFj">http://bit.ly/2saVqFj</a>.</p>	<p style="text-align: center;"><b>Plurals Had a Little Lamb</b> (to the tune of "Mary Had a Little Lamb")</p> <p><b>1. If there is a vowel before the letters <i>o</i> or <i>y</i>,</b> <i>Mary had a little lamb, little lamb, little lamb.</i> <b>"Add an <i>s</i> onto the end and to most nouns,"</b> said I. <i>Mary had a little lamb. Its fleece was white as snow.</i></p> <p><b>2. If there is a consonant before the <i>o</i> or <i>y</i>,</b> <i>And everywhere that Mary went, Mary went, Mary went.</i> <b>"Add "e-s" onto the end, but change the <i>y</i> to <i>i</i>."</b> <i>Everywhere that Mary went the lamb was sure to go.</i></p> <p>Examples: _____</p> <p><b>3. "Add "e-s" onto an <i>x</i>, to /ch/, /sh/, /s/, or z.</b> <i>It followed her to school one day, school one day, school one day.</i> <b>Also add onto an <i>f</i>, but change the <i>f</i> to <i>v</i>."</b> <i>It followed her to school one day, which was against the rules.</i></p> <p>Examples: _____</p>

Cues	Parts of Speech Notes
<p>Check out the definition of a prepositional phrase in the <b>Parts of Speech Song</b> at <a href="http://bit.ly/29aK4EV">http://bit.ly/29aK4EV</a>.</p>	<p>A preposition shows some relationship, location, time, or position between the preposition and its object. The preposition is always part of a phrase and comes before its object. The preposition asks "What?" or "Whom?" and the object provides the answer.</p> <p>Examples</p> <p>Relationship: _____</p> <p>Location: _____</p> <p>Time: _____</p> <p>Position: _____</p> <p>aboard, about, above, according to, across, after, against, along, among, around, as, as to, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, for, from, in, inside, instead of, into, in place of, in spite of, like, near, next, of, off, on, onto, outside, out of, over, past, since, than, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without</p>

<b>SUMMARY/REFLECTION</b>

## Guided Practice

1. Re-write this sentence correctly: The house painters uses the same paintbrushs for each room to get perfect matches.

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2. Re-write these sentences correctly: Their work portfolioes went to the wrong addresses. Fortunately, the security videos located them.

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3. Re-write this sentence and underline the *location* prepositions: Beyond the river and over the mountains, we traveled throughout the countryside.

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4. Re-write this sentence and underline the *position* prepositions: Above the clouds the birds flew in their v-formation past hills and valleys.

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5. Re-write this sentence and underline the *time* prepositions: Since the last game we always cheered during the National Anthem.

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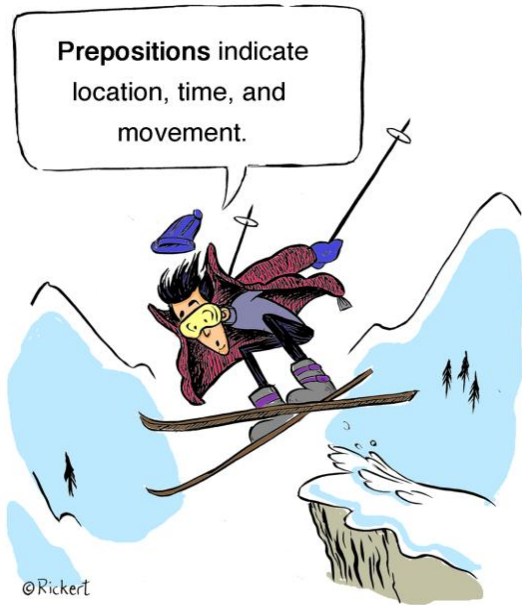
6. Re-write these sentences and underline the prepositions: Everyone stays until the final out. During the earlier part of the season this was not the case.

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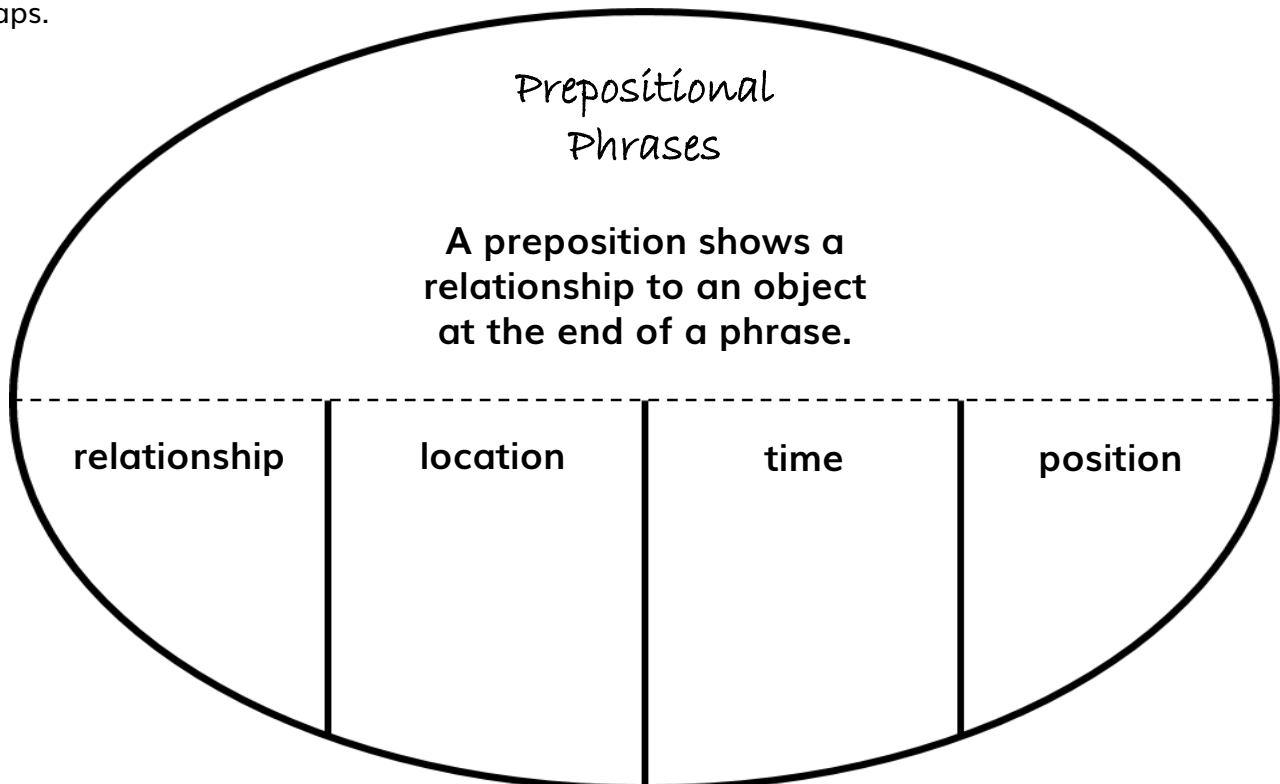
# PREPOSITIONS



In the afternoon Norman skied down the mountain through the trees and over the cliff.

<b>Cartoon Response</b>
Identify the prepositions in the caption.
<b>Writing Application</b>
Write a sentence or two, using all three types of prepositions.

**Directions:** 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. 3. Write examples for each type of prepositional phrase on the back of the flaps.



## Parts of Speech and Spelling Rules Test: Lessons 1–4

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Directions: Place the capital letter(s) that best matches to the left of the number.

- |                               |                                                       |
|-------------------------------|-------------------------------------------------------|
| ___1. j before g Rule         | A. Change to j if root ends in consonant then y.      |
| ___2. Proper nouns            | B. Keep with a soft /c/ or /g/ then "able" or "ible." |
| ___3. Final y Rule            | C. Idea, person, place or thing.                      |
| ___4. Common nouns            | D. Subjective, possessive, or object case.            |
| ___5. Silent final g Rule     | E. "ei" after c or sounding like long /a/             |
| ___6. Pronouns                | AB. Yes, if all three agree. No, if they don't.       |
| ___7. Consonant Doubling Rule | AC. Capitalized to name a person, place, or thing.    |
| ___8. Adjectives              | AD. Which one? How many? What kind?                   |

Directions: Please respond in complete sentences.

9. Write a sentence including two of your own "ei" spellings. \_\_\_\_\_

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10. Write a sentence including two types of proper nouns. \_\_\_\_\_

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11. Write a sentence, using two words with suffixes which change and keep the final y. \_\_\_\_\_

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12. Write a sentence including two types of common nouns. \_\_\_\_\_

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13. Write a sentence, using two words with suffixes which drop and keep the final e.

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14. Write a sentence including two types of pronouns. \_\_\_\_\_

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15. Write a sentence, using two words with suffixes which double and don't double the final consonant. \_\_\_\_\_

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16. Write a sentence including two types of adjectives. \_\_\_\_\_

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## Parts of Speech and Spelling Rules Test: Lessons 5–8

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Directions: Place the capital letter(s) that best matches to the left of the number.

- |                             |                                                                                              |
|-----------------------------|----------------------------------------------------------------------------------------------|
| ___1. "an_" or "en_" Rule   | A. Show a relationship to an object.                                                         |
| ___2. Verbs                 | B. What degree? How? Where? When?                                                            |
| ___3. "able" or "ible" Rule | C. "cian" for a person.                                                                      |
| ___4. Adverbs               | D. Change f to "ves".                                                                        |
| ___5. /ion/ Rule            | E. Mental or physical action or state of being.                                              |
| ___6. Conjunctions          | AB. Coordinate, correlate, subordinate.                                                      |
| ___7. Plurals Rule          | AC. One spelling if root ends in "ear" or "ure" and the other if root ends in "id" or "ere." |
| ___8. Prepositions          | AD. Depends upon whether root is complete or incomplete.                                     |

Directions: Please respond in complete sentences.

9. Write a sentence, using two words with "an\_" and "en\_" suffixes. \_\_\_\_\_

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10. Write a sentence including two types of verbs. \_\_\_\_\_

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11. Write a sentence, using two words with "able" and "ible" suffixes. \_\_\_\_\_

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12. Write a sentence including two types of adverbs. \_\_\_\_\_

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13. Write a sentence, using three words with "sion," "cian," and "tion" suffixes. \_\_\_\_\_

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14. Write a sentence including two types of conjunctions. \_\_\_\_\_

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15. Write a sentence, using plural spellings for two nouns ending in *o* and *y*. \_\_\_\_\_

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16. Write a sentence with a prepositional phrase at the beginning. \_\_\_\_\_

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