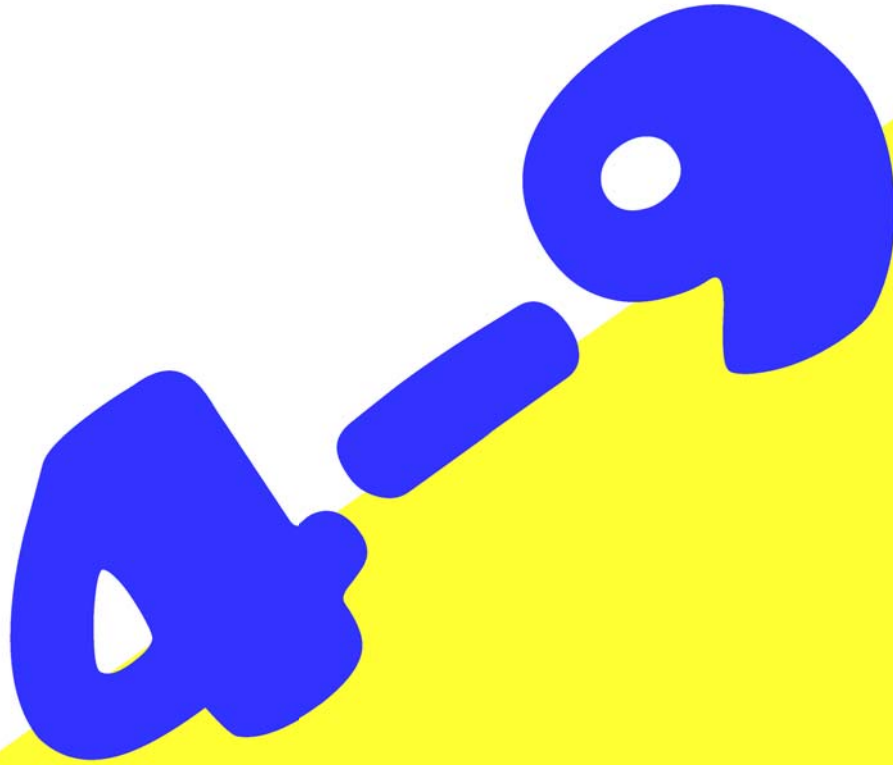


GRAMMAR PUNK
SENTENTIA GRAMMATICAE INTERPUNCTIQUE

Now Including the
Grammar Punk
4-9
Spelling/Vocabulary
Addendum



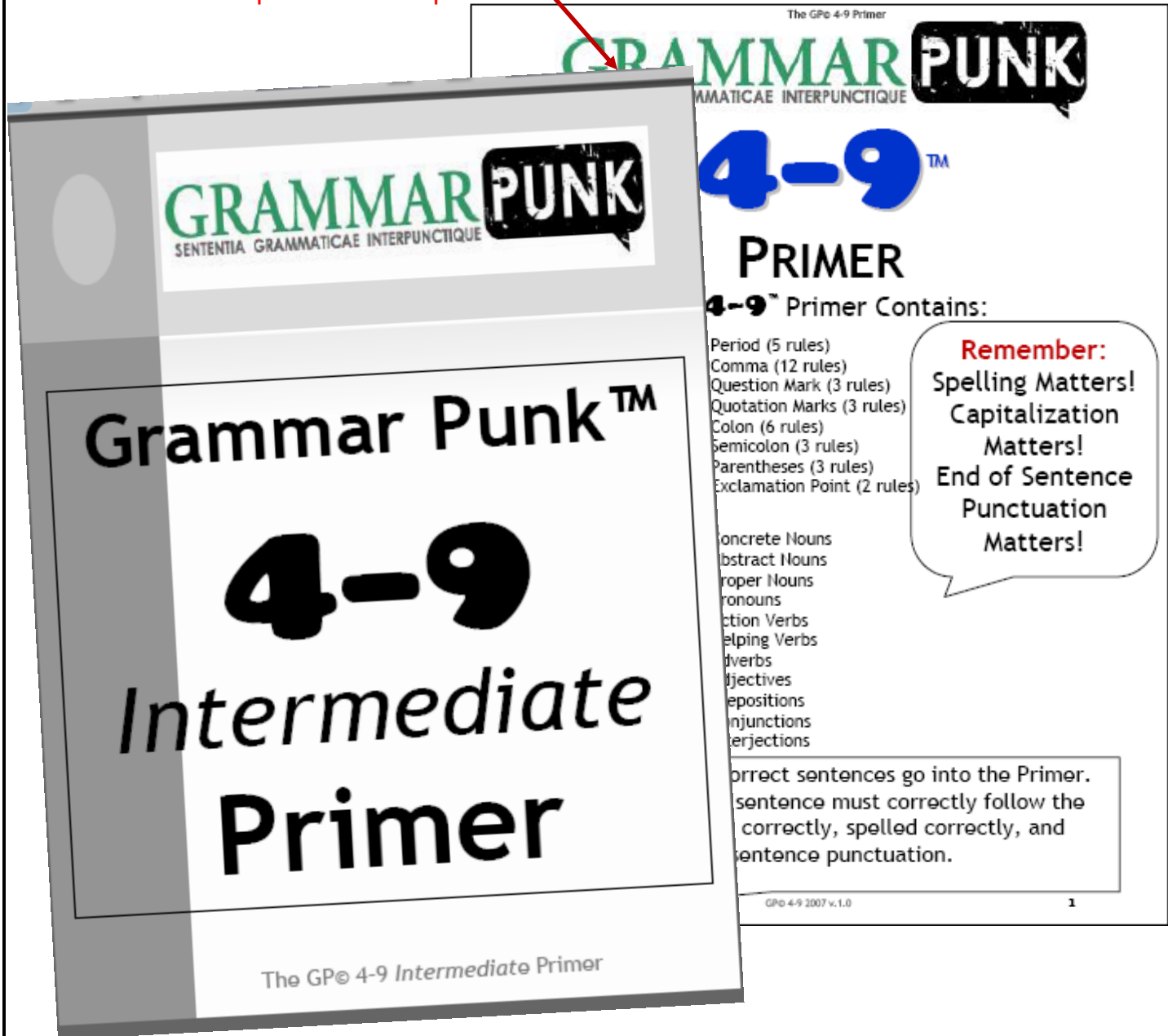
Intermediate

Curriculum, Dice,
& Story Card
Program

Grammar Punk 4-9 *Intermediate* 2010

(The red print is for explanatory purposes only; it is not included in the program curriculum.)

The *Grammar Punk™ 4-9 Intermediate Primer* is a reproducible resource that contains clear and understandable definitions of basic grammar and punctuation rules, Grammar Punk™ examples, parts of speech word examples, and space for student's own unique sentences. By going through this booklet with students and each student keeping their copy as a resource until they have the rules down cold, they will become part of their repertoire.



The Grammar Punk™ Primer



Comma | Name: _____

7. Use commas to set off items in a date.

Grammar Punk™ Example: R A 3 Adj | Jennings had an unreasonable fear of the date March 16, 1976.

Your sentence: _____

8. Use commas to set off items in an address.

Grammar Punk™ Example: T E 5 Prep | The Caterpillar Collector's Quartet meets at 2626 West Avenue, American Fork, Utah, every Tuesday.

Your sentence: _____

9. Use commas to set off the speaker's exact words from the rest of the sentence.

Grammar Punk™ Example: D O 4 Pro | She scowled, "would you please put down that doorknob?"

Your sentence: _____

10. Use commas to set off mild interjections.

Grammar Punk™ Example: M I 4 Pro | Yep, the image of Imogene in that swimsuit will be with me for time.

The Grammar Punk™ Primer

Grammar Glossary | The Eight Parts of Speech

Adjective

A type of word that modifies, changes, enhances and makes nouns or pronouns more precise. Adjectives give your nouns color, sound, movement and emotion.

Examples: bashful, big, innocent, mad, injured, wrong, shaggy, our, little, some, much, blue, light, loud, burly, hard, slow, incredible, fantastic, portable, sympathetic, joyous, luminous

Grammar Punk™ Example: W A 2 ; | The water was a deep blue; the sky above dark and menacing, waiting for rain.

Your sentence: _____

Adverb

A type of word that changes, modifies, limits and intensifies verbs, adjectives, or other adverbs. Adverbs point out the manner, time, place, cause, or degree of things. Adverbs also answer questions such as how, when, where, or how much.

Examples: quickly, very, stubbornly, once, loudly, too, daily, eternally, silently, rather, primly, here, hesitantly, quite, late, softly, exuberantly, where, most, enough, insidiously

Grammar Punk™ Example: C A 3 ? | Was the caterpillar's approach to the catastrope really to avoid it entirely?


Your sentence: _____

Conjunction

A word or words that create a connection between words or groups of words. Conjunctions bring together elements of thought, words, phrases, sentences, and paragraphs. Conjunctions denote equality of relationship between the ideas they join, telling you which idea has more importance or urgency.

Examples: for, and, but, either, or, yet, although, so, whereas, neither

Each *Grammar Punk™ 4-9 Intermediate Program* comes complete with an Owner's Manual Power Point CD. This fun step-by-step presentation walks you through the basics of using the *Grammar Punk™* program, curriculum, the cards and dice.




4-9™

Secondary Curriculum, Dice & Story Card Program

An Owner's Manual


"Education is not the filling of a pail, but the lighting of a fire." —W. B. Yeats

THE GP 4-9™ TOOLS



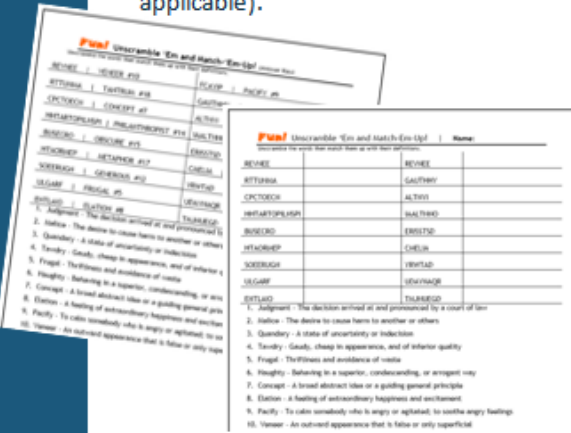
TACKLING THE LESSONS

- The **4-9™** Curriculum is about so much more than basic Grammar and Punctuation.
- The **4-9™** lessons encompass ALL 6 Traits + 1 from Vickie Spandel's guidelines. The specific trait is identified at the top of every lesson page.
- The **4-9™** lessons are designed to fulfill a wide range of Language Arts topics.



THE GP 4-9™ GAMES

- GP **4-9** is all about Fun. There are several games, activities, and challenges included throughout the curriculum.
- Each game includes an Answer Key (if applicable).



DAY 1

FE 3

Teacher's Sentence:

Feeling quite sad, Feldman decided that the perfect remedy was to eat ice cream.



DAY 2

- Now, roll the yellow **Grammar Die**.
- Announce and write the results on the board.

SA 3 Adj. (Adjective)

Teacher's Example Sentence:

Sam finds it **difficult** to skateboard and chew gum at the same time.

DAY 3

- Ask a student to read the rule and the example sentence from the **Primer** aloud.
- Give further instruction and further explanation of the rule if necessary.
- Encourage discussion to ensure every student feels comfortable with the rule.

Grammar Punk™ Tip #4

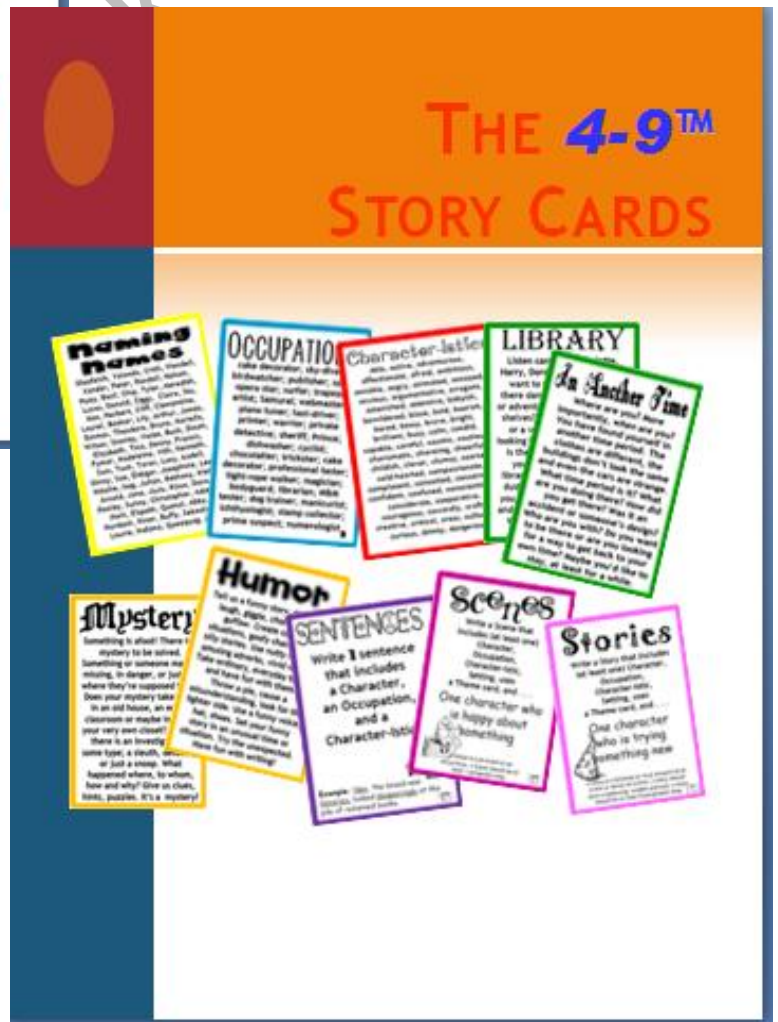
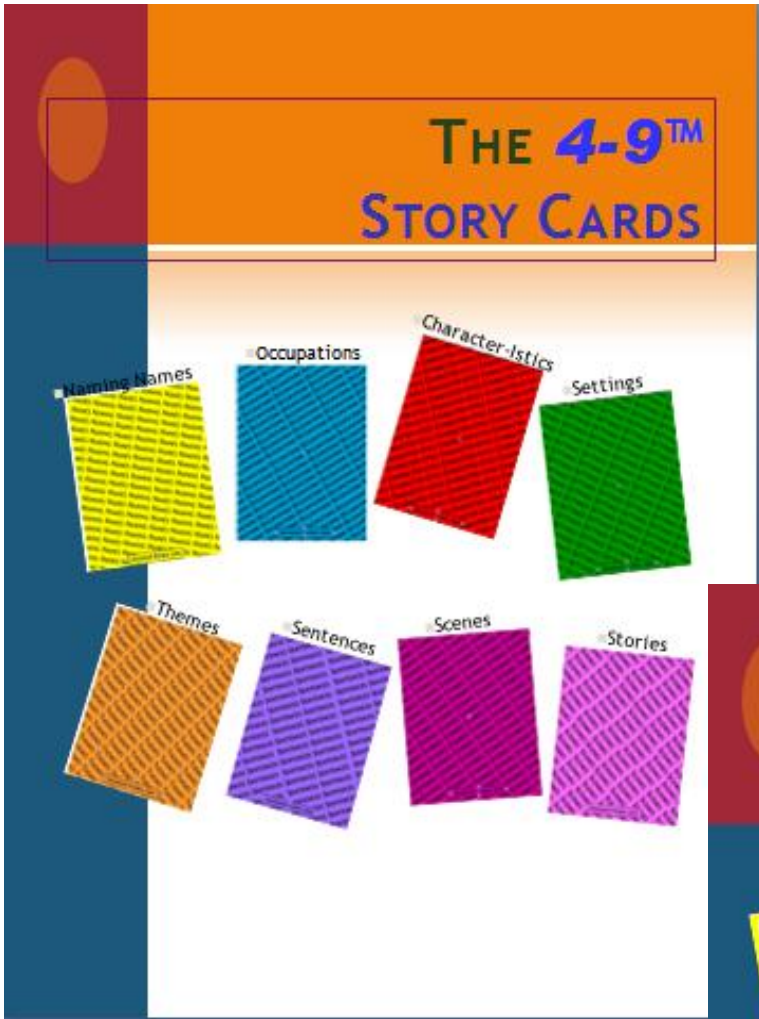
Encourage students to name the attributes of the specific rules. Repetition is everything!

DAYS 4-12

- Repeating the previous steps, complete 1 to 2 rules per day until ALL **Punctuation** rules have been completed.
- Proceed to the next rule at your student's pace.
- Repeat rules and exercises until students are comfortable and familiar with the rule.
- We recommend the remaining **punctuation rules** be completed in order of appearance in the **Primer**.




Each *Grammar Punk™ 4-9 Intermediate Program* comes complete with 1 set of 4-9 Story Cards (66 cards!) and 1 4-9 Story Card Booklet. These fun and interactive cards will offer your students tons of ideas for writing prompts, assignments, and just plain fun. The Story Booklet walks you through the use and inspiration to use the cards with your students, complete with examples, writing tips, challenges, and games.




Grammar Punk™

Story Cards



4-9



Ready, Set, Write!

Character-istics

Once students have selected a name, they can begin the process of fleshing out their characters with character traits—or *Character-istics*.

The 5 *Character-istics* Cards include a wide range of character foibles, quirks, and traits. The *Character-istics* Cards were designed to get students thinking about the characters they are creating. By applying traits and characteristics, students will learn to see their characters as multi-dimensional.

Encouraging character development through fun activities like this one can help students have more interest in their writing.

Encouraging students to make their stories more interesting by adding character traits can help them create more compelling characters.

Nellie's habit of always including a character trait in her stories has helped her create more interesting characters.

Paragraphs

From Sentences to Paragraphs

A paragraph is a piece of writing that consists of one or more sentences, begins on a new and often indented line, and contains a distinct idea or the words of one speaker.

And it's so much more than that. Paragraphs are the building blocks of story! Graduating from words, to sentences to paragraphs is a very big deal and should be treated so. A paragraph in a story is a way of breaking up the flow of words, ideas, concepts, action, conflict, etc. Paragraphs keep a story from running together. Scenes should be formed through the use of paragraphs (see next section).

Here are some concepts to look for in paragraphs:

- Introduction of scene
- Introduction of complication, set
- Change in action
- A way to build suspense
- A way to add conflict
- A place to add character

Note: A new paragraph begins with a dialogue tag.

SCENES

Scene

Theme: Mystery

Occupation: Store Clerk

Setting: Toy Store

Character-Istic: Frightened Stories

Character: Dana

Topic: involves a character overcoming a fear

Dana was frightened. It was late, it was dark, and she was alone in a store she wasn't familiar with. All good reasons for her to be jumping at every little sound. This was what she got for being nice and agreeing to cover for Bill, the night watchman, while he ran a quick errand.

The Pinocchio Toy Store, where they both worked, was huge and echoing and, at the moment, pretty creepy. It was also completely empty, with the exception of one small-statured, brown-haired, blue-eyed woman who was fervently wishing she were somewhere, anywhere else.

Bill had been gone for more than an hour—forty-five minutes longer than their agreement—and as yet there was no sign of him. Dana had jumped from curious to nervous to irritated to pretty darned near terrified half out of her wits in the last five of those forty-five minutes. Where was he? Had something happened to him? How long should she wait before giving in to her worst imaginings and running like a scared rabbit?

And what was she supposed to do if the row of stuffed teddy bears, bunnies, and hippos crept any closer?

Remember when learning grammar meant reading, correcting, and rewriting already created sentences from a 20 year old text book? Remember rote memorizations of rules, correcting dorky sentences, and, gulp, diagramming sentences? Good news, Grammar Punk™4-9 is here. Just imagine announcing to your students, “It’s time for grammar lessons,” and having them respond with cheers instead of moans and groans. Impossible you say. Not with the Grammar Punk™ 4-9 Intermediate Curriculum, Dice & Story Card Program.

The creator of Grammar Punk™ is an English teacher who noticed that not much had changed in the way basic grammar and punctuation was taught—and that this was not a good thing. Not for him as a teacher, nor his students. “There’s got to be a better way.” Thus, Grammar Punk™ was born.

GP™ 4-9

Intermediate

CURRICULUM

“A gifted teacher is as rare as a gifted doctor, and makes far less money.”
—Theodore Seuss Geisel (Dr. Seuss)

“From now on, ending a sentence with a preposition is something up with which I will not put. —*Winston Churchill*

“My spelling is Wobbly. It’s good spelling but it Wobbles, and the letters get in the wrong places. —*A. A. Milne*

“I am always ready to learn although I do not always like being taught.”
—*Winston Churchill*

“Learning is not attained by chance; it must be sought for with ardor and attended to with diligence.” —*Abigail Adams*

Table of Contents

The 4-9 Primer, a cool reproducible little packet of basic punctuation rules and the 8 parts of speech. Each student will receive a copy of The 4-9 Primer. They will write their own sentences in the spaces provided and keep The 4-9 Primer as a resource. And by using The 4-9 Primer the basic rules of grammar and punctuation will be learned, reinforced, and remembered. We promise.

THE GP™ 4-9 PRIMER

1. GP™ 4-9 PRIMER (Cover Page)
2. Period
3. Comma
4. Comma
5. Question Mark
6. Quotation Marks
7. Colon
8. Semicolon
9. Parentheses
10. Exclamation Point
11. Parts of Speech
12. Parts of Speech
13. Parts of Speech
14. Parts of Speech

2. Table of Contents
3. Table of Contents
4. Table of Contents
5. Introduction and Rationale
6. Acknowledgements and References
7. About The Authors
8. The Grammar Punk™ Dice

Each lesson contains aspects of the 6 Traits + 1. The specific trait(s) will be listed at the top of each lesson.

6 Traits + 1 Key: Conventions= Con Ideas= Id Organization= Org Presentations = Pre Sentence Fluency= SF Word Choice = WC Voice = V

9. Fun! Grammar Rocks! Word Search Puzzle
10. Intro to Words!
11. Words!
12. Words into Sentences
13. Subject/Verb! Warming up by Identifying Subjects and Verbs Capitalization
14. Capitalization
15. Student Resource: Capitalization
16. Capitalization Worksheet (Teacher's Copy)
17. Capitalization Worksheet
18. Articles
19. Articles: Worksheet (Teacher's Copy)
20. Articles: Worksheet

Each lesson contains a teacher key and reproducible student worksheets

Games, challenges and activities abound because grammar is a tough subject that should be fun to learn—and teach!

21. Fun! Building Bob, Creating Carol, Making Margaret and Assembling Arnold! (Teacher's Copy)
22. Fun! Building Bob, Creating Carol, Making Margaret and Assembling Arnold!
23. Compound Words
24. Compound Words: Worksheet
25. Synonyms & Antonyms
26. Synonyms & Antonyms: Worksheet (Teacher's Copy)
27. Synonyms & Antonyms: Worksheet
28. Fun! Unscramble 'Em and Match 'Em Up! (Answer Key)
29. Fun! Unscramble 'Em and Match 'Em Up!
30. Introduction to Roots, Prefixes and Suffixes
31. Introduction to Roots, Prefixes and Suffixes
32. Prefixes
33. Prefixes I: Worksheet (Teacher's Copy)

34. Prefixes I: Worksheet
35. Prefixes II: Worksheet (Teacher's Copy)
36. Prefixes II: Worksheet
37. Roots
38. Roots I: Worksheet (Teacher's Copy)
39. Roots I: Worksheet
40. Roots II: Worksheet (Teacher's Copy)
41. Roots II: Worksheet
42. Suffixes
43. Suffixes I: Worksheet (Teacher's Copy)
44. Suffixes I: Worksheet
45. Suffixes II: Worksheet (Teacher's Copy)
46. Suffixes II: Worksheet
47. Put It All Together! Prefixes, Suffixes and Roots
48. Put It All Together! Prefixes, Suffixes and Roots Worksheet (Teacher's Copy)
49. Put It All Together! Prefixes, Suffixes and Roots Worksheet
50. Fun! Misspelled | or | Misspelled? Words
51. Fun! Fun! Misspelled | or | Misspelled? Words

Grammar Punk is not just about grammar and punctuation. A complete and comprehensive array of Language Arts lessons are also included.

52. The Possessive Apostrophe
53. The Possessive Apostrophe Worksheet (Teacher's Copy)
54. The Possessive Apostrophe Worksheet
55. The Contraction Apostrophe
56. The Contraction Apostrophe: Worksheet (Teacher's Copy)
57. The Contraction Apostrophe: Worksheet
58. Homonyms
59. Homonyms Worksheet
60. Homonyms Worksheet
61. Homonyms Worksheet
62. Homonyms Worksheet
63. Homonyms
64. Fun! Harmonizing With Homonyms (Answer Key)
65. Fun! Harmonizing With Homonyms
66. Words Into Sentences!
67. Clauses and Phrases
68. Clauses and Phrases: Worksheet (Teacher's Copy)
69. Clauses and Phrases: Worksheet
70. Agreement
71. Agreement: Worksheet (Teacher's Copy)
72. Agreement: Worksheet
73. Sentence Structures
74. Sentence Structures: Worksheet (Teacher's Copy)
75. Sentence Structures: Worksheet
76. Basic Sentence Types
77. Basic Sentence Types: Worksheet
78. Fun! Puzzling Grammar Game

Grammar and Punctuation lessons are reiterated in more depth with group activities and lots of interaction.


79. Basic Punctuation Skills
80. Introducing: The Period
81. Introducing: The Period Worksheet (Teacher's Copy)
82. Introducing: The Period Worksheet
83. Introducing: The Comma
84. Introducing: The Comma Worksheet (Teacher's Copy)
85. Introducing: The Comma Worksheet
86. Introducing: The Question Mark
87. Introducing: The Question Mark Worksheet (Teacher's Copy)
88. Introducing: The Question Mark Worksheet
89. Introducing: The Quotation Marks
90. Introducing: The Quotation Marks Worksheet (Teacher's Copy)
91. Introducing: Quotation Marks Worksheet
92. Introducing: The Colon
93. Introducing: The Colon Worksheet (Teacher's Copy)

- 94. Introducing: The Colon Worksheet
- 95. Fun! Put It All Together (Answer Key)
- 96. Fun! Put It All Together

Each worksheet contains an introduction to the lesson with: stated objectives that briefly outline the goals and purpose for the exercise, a brief, at-a-glance summary detailing the requirements of the lesson, step-by-step procedures, a clearly stated purpose, and a literary excerpt pertaining specifically to the lesson.

- 97. Introducing: The Semicolon
- 98. Introducing: The Semicolon Worksheet (Teacher's Copy)
- 99. Introducing: The Semicolon Worksheet
- 100. Introducing: The Parentheses
- 101. Introducing: The Parentheses Worksheet (Teacher's Copy)
- 102. Introducing: The Parentheses Worksheet
- 103. Introducing: The Exclamation Mark
- 104. Introducing: The Exclamation Mark Worksheet
- 105. Fun! Replace the "Wrong" Word (Answer Key)
- 106. Fun! Replace the "Wrong" Word
- 107. The 8 Parts of Speech
- 108. Introducing: The Concrete Noun
- 109. Introducing: The Concrete Noun: Worksheet
- 110. Introducing: The Abstract Noun
- 111. Introducing: The Abstract Noun Worksheet (Teacher's Copy)
- 112. Introducing: The Abstract Noun Worksheet
- 113. Fun! A Collection of Collective Nouns
- 114. Introducing: The Proper Noun
- 115. Introducing: The Proper Noun Worksheet (Teacher's Copy)
- 116. Introducing: The Proper Noun Worksheet
- 117. Introducing: The Pronoun
- 118. Introducing: The Pronoun: Worksheet (Teacher's Copy)
- 119. Introducing: The Pronoun: Worksheet
- 120. Introducing: The Action Verb
- 121. Introducing: The Action Verb: Worksheet (Teacher's Copy)
- 122. Introducing: The Action Verb: Worksheet
- 123. Introducing: The Helping Verb
- 124. Introducing: The Helping Verb: Worksheet (Teacher's Copy)
- 125. Introducing: The Helping Verb: Worksheet
- 126. Fun! Alike And Different (Answer Key)
- 127. Fun! Alike And Different
- 128. Verb Tenses
- 129. Student Resource: Verb Tenses
- 130. Student Resource: Verb Tenses
- 131. Worksheet: Verb Tenses
- 132. Introducing: The Adverb
- 133. Introducing: The Adverb: Worksheet (Teacher's Copy)
- 134. Introducing: The Adverb: Worksheet
- 135. Introducing: The Adjective
- 136. Introducing: The Adjective: Worksheet
- 137. Introducing: The Preposition
- 138. Introducing: The Preposition: Worksheet (Teacher's Copy)
- 139. Introducing: The Preposition: Worksheet
- 140. Introducing: The Conjunction
- 141. Introducing: The Conjunction: Worksheet (Teacher's Copy)
- 142. Introducing: The Conjunction: Worksheet
- 143. Introducing: The Interjection
- 144. Introducing! The Interjection: The Worksheet
- 145. Fun! Scrambled Words Tile Game (Answer Key)
- 146. Fun! Scrambled Words Tile Game

Grammar Punk is all about writing! The best way to create, encourage, and strengthen writing skills is to make sure students write. If possible, every day.

- 147. Writing Skills!
- 148. Sentence Fluency: Topic Sentence 
- 149. Sentence Fluency: Writing For An Audience | Writing: Letters
- 150. Sentence Fluency: Writing For An Audience | Book Reports
- 151. Student Resource: Writing For An Audience | Book Reports

- 152. Sentence Fluency: Let it Flow!
- 153. Poetry: Rhyming
- 154. Fun! Find A Word Puzzle
- 155. Fun! Find A Word Puzzle - Word List

ELL Instructors: Each of the lessons in the beginning sections of the GP™ 4-9 curriculum may be easily adapted to your ELL students. Because the dice and Story Cards offer nearly endless variations, students can repeat the lessons as necessary.

ELL students respond enthusiastically to Grammar Punk™. The Grammar Punk™ Dice will allow students to take each concept one at a time and work at their own pace. Because they will be creating their own words and sentences they will strengthen their language skills while learning basic grammar and punctuation. If students are just beginning they can copy off the board or from the worksheets which will strengthen their skills through practice and reiteration.

- 156. ELL: English Language Learners
- 157. ELL: Alphabet List
- 158. ELL: Alphabet List Worksheet
- 159. ELL: Categorical Words
- 160. ELL: Categorical Words Worksheet
- 161. ELL: Word Lists
- 162. ELL: Select-A-Word Exercise
- 163. ELL: Select-A-Word Exercise: Worksheet (Teacher's Copy)
- 164. ELL: Select-A-Word Exercise: Worksheet

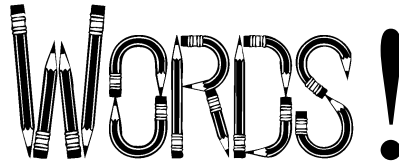
Grammar Punk™ 4-9 Intermediate also comes complete with **66 4-9 Story Cards** which are already cut, laminated and ready to use—no templates! The 4-9 Cards (Naming Names, Character-Istics, Occupations, Themes, Settings, sentences, Scenes and Stories) will offer literally hundreds of ideas for sentence and story creation. And since there are so many cards you can allow students to work in groups or individually, crafting their own characters, sentences, and stories using their own imaginations and vocabularies, word-choice and interests.

Grammar Punk™ 4-9 Intermediate comes complete with **2 sets of 6 specialized dice** (consonant, vowel, number, punctuation, parts of speech, topic) which offer another set of tools to introduce, reinforce, and illuminate the complexities of grammar and punctuation. Because they are required to fulfill specific requirements students are challenged, even compelled, to give much more thought to their word, grammar and punctuation choices, thus learning grammar in the context of their own writing.

Grammar Punk™ 4-9 Intermediate comes complete with 1 4-9 Tutorial CD. This PowerPoint presentation will walk you through each step of using the curriculum, dice and cards. The presentation also offers ideas and suggestions to use the program.

Bonus! Grammar Punk™ Homework: *GP Homework™* has been carefully created to supplement, reinforce and reiterate the training of basic grammar and punctuation rules, conventions and applications. *GP Homework™* is perfect for struggling students, students who are having difficulty grasping the concepts, or even those students who just want to perfect their skills while they expand their creativity. The cleverly crafted *GP Homework™* lessons are short, easy to understand and immensely effective as they emphasize, stimulate and repetitively reinforce the rules in bite-sized lessons, designed to stave off boredom.

The Grammar Punk™ 4-9 lessons begin with the simple concepts such as letters into words, then words into sentences then graduating to more complex ideas. The lessons do not need to be taught in order but can be utilized according to your student's individual needs.



“I am a Bear of Very Little Brain, and long words bother me.” —A. A. Milne

“It is more fun to talk with someone who doesn't use long, difficult words but rather short, easy words like “What about lunch?” —A. A. Milne (*Pooh's Little Instruction Book*)

“The more that you read, the more things you will know. The more that you learn, the more places you'll go.” —Dr. Seuss

Every lesson has a clearly stated objective that briefly outlines the goals for the exercise.

Words into Sentences

Conventions, Word Choice

Objective: Students will reinforce vocabulary skills as they write word lists and incorporate those words into unique sentences.

Materials: Each lesson lists the materials needed for the exercise.

Materials: Each student will need paper and pencil

Each lesson details the *minimum* number of dice needed to complete the exercise.

Grammar Punk™

Dice Used: C V (Teacher, write dice results on the board.)

Each lesson offers a brief summary to be presented to students detailing the requirements of the lesson.

Present to students:

Students will begin by creating a word list, and then use those words to create sentences.

Exercise: Each lesson contains a step-by-step procedure for the exercise.

1. Advise students that they will be making a word list that contains one letter each rolled with the C (consonant) and V (vowel) dice. They will then write sentences containing those words.
2. Roll the dice and announce the results to the class. Write the results on the board.
3. Each student will write *at least* five words that fulfill the requirements of the dice rolled. Encourage students to “mix and match” the letters, remind them that the letters rolled can appear in ANY ORDER within the words.
4. Ask students to volunteer words from their lists. Write at least fifteen volunteered words on the board.
5. Students will then write 3 sentences (minimum) using one (at least) of the words written on the board. Students will underline the dice words.
6. Once students have finished, encourage them to share their sentences with the rest of the class.
7. As the sentences are read aloud, cross the words off the list as they are used.
8. If there are words left after the last student has read their sentence aloud, challenge students to write a sentence containing all of the remaining words (within reason). Ask for the most humorous or creative results to be read aloud.

Focus

Each lesson contains a clearly stated purpose and expectation for each exercise.

1. Students should feel familiar and comfortable with the basic format of sentence structure.
2. Students should begin to feel comfortable with fitting specific words (and their meaning or definitions) into their sentences
3. Discuss unusual or complex sentence patterns.

Each lesson contains a literary excerpt and/or example pertaining to the lesson.

GP™ 4-9 Example:

P E | purple, sleeping, pet, leap, people, step, leopard
The sleeping cat was tangled in a ball of purple yarn.

Articles

Conventions, Word Choice

Objective: Students will reinforce vocabulary and spelling skills as they become more familiar with articles.

Materials: Each student will need paper and pencil
A copy each of the *Articles* worksheet

Grammar Punk™

Dice Used: C V # (Teacher, write dice results on the board.)

Present to students:

There are two types of articles: definite and indefinite.

The type of article you use depends mainly on whether you are referring to a *general* member of a group, or to a *specific* member of a group.

The is a **definite** article. The definite article is used before singular and plural nouns when the noun is **specific**: the dog (a specific dog.)

A and **an** are **indefinite** articles. Indefinite articles are used with singular nouns when the noun referred to is **general**: a dog (any old dog.)

Exercise:

1. Give each student a worksheet entitled *Articles*.
2. In Section I, students will select the correct article (circle) in the sentences on the worksheet.
3. In Section II, students will create their own unique sentences fulfilling the dice requirements and including the article indicated (space provided on worksheets.) Students will **circle** the article(s) and **underline** the dice words.
4. Roll the required dice and announce the results to the class. Write the results on the board.
5. Encourage students to be as creative as they can.
6. Once the worksheet is completed, discuss the results.
7. On a volunteer basis, students will share their sentences with the rest of the class.

Focus

1. Students should understand and be able to identify articles and be familiar with usage.
2. Students should understand how to identify both the letter a word begins with as well as the sound the word begins with (vowel or consonant sound) when applying articles.

Challenge!

For students ready for the 'challenge', roll the G and/or P dice as students create their sentences.

Articles: Worksheet | (Teacher's Copy)

How do I know when to use *the*, *a*, or *an*?

The is a definite article, which means the noun it refers to is **specific**. **Example:** The dog belongs to Joey. (It's Joey's dog, not just any old dog.)

A and **an** are indefinite articles, which means the nouns they refer to are **general**. **Example:** Joey brought home a dog today. (This would be any old dog.)

Remember: Use **a** when the noun you are referring to **begins** with a consonant—or a consonant **sound**. Use **an** when the noun you are referring to **begins** with a vowel—or a vowel **sound**.

Section I

Circle the correct "articles" in the following sentences.

- The** / **A** / **An** caterpillar and the potato bug often played at the ladybugs' house since she had a / **an** indoor pool.
- Claire wasn't sure if it was polite to ask for both a piece of cherry pie and a / **an** almond-huckleberry tart.
- The / **A** / **An** stimulating occupation might be taste-testing **the** / a / **an** M&Ms as they come off the conveyer belt.
- Isn't there already a / **an** Margaret, a / **an** Emily, and a / **an** honest-to-goodness aardvark in your story?

Section II

Write a sentence that contains the article listed and includes the correct number of dice words (written on the board.) **Circle** the articles and **underline** the dice words.

GP™ 4-9 Examples: G E 3 | The gopher particularly enjoyed an occasional visit to Mrs. Smith's vegetable garden.

1. A

2. The

3. An

4. A

Articles: Worksheet | Name:

How do I know when to use *the*, *a*, or *an*?

The is a definite article, which means the noun it refers to is **specific**. **Example:** The dog belongs to Joey. (It's Joey's dog, not just any old dog.)

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Section I

Circle the correct articles in the following sentences.

1. The / A / An caterpillar and the potato bug often played at the ladybugs' house since she had a / an indoor pool.
2. Claire wasn't sure if it was polite to ask for both a piece of cherry pie and a / an almond-huckleberry tart.
3. The / A / An interesting occupation would be taste-testing the / a / an M&Ms as they come off the conveyer belt.
4. Isn't there already a / an Margaret, a / an Emily, and a / an honest-to-goodness aardvark in your story?

Section II

Write a sentence that contains at least one article and includes the correct number of dice words (written on the board.) Circle the articles and underline the dice words.

GP™ 4-9 Examples: G E 3 | The gopher particularly enjoyed an occasional visit to Mrs. Smith's vegetable garden.

1. A

2. The

3. An

4. A

Fun! Unscramble 'Em and Match-'Em-Up! (Answer Key)

Unscramble the words then match them up with their definitions.

REVNEE VENEER #10	FCAYIP PACIFY #9
RTTUNMA TANTRUM #18	GAUTHHY HAUGHTY #6
CPCTOECN CONCEPT #7	ALTNYI LITANY #11
HHTARTOPIILNSPI PHILANTHROPIST #14	IAALTNNO NATIONAL #16
BUSECRO OBSCURE #15	ERISSTSD DISTRESS #13
HTAORMEP METAPHOR #17	CMELIA MALICE #2
SOEERUGN GENEROUS #12	YRWTAD TAWDRY #4
ULGARF FRUGAL #5	UDAYNAQR QUANDRY #3
ENTLAIO ELATION #8	TMJNUEGD JUDGMENT #1

- Judgment - The decision arrived at and pronounced by a court of law
- Malice - The desire to cause harm to another or others
- Quandary - A state of uncertainty or indecision
- Tawdry - Gaudy, cheap in appearance, and of inferior quality
- Frugal - Thriftiness and avoidance of waste
- Haughty - Behaving in a superior, condescending, or arrogant way
- Concept - A broad abstract idea or a guiding general principle
- Elation - A feeling of extraordinary happiness and excitement
- Pacify - To calm somebody who is angry or agitated; to soothe angry feelings
- Veneer - An outward appearance that is false or only superficial
- Litany - A long and repetitious list of things such as complaints or problems
- Generous - A willingness to give money, help, or time freely
- Distress - Mental suffering, caused by grief, anxiety, or unhappiness
- Philanthropist - A desire to improve the material, social, and spiritual welfare of humanity, especially through charitable activities
- Obscure - Difficult to understand because of not being fully or clearly expressed
- National - Relating or belonging to, or representing a nation
- Metaphor - Language that involves figures of speech or symbolism
- Tantrum - An outburst of anger, especially a childish display of rage or bad temper

Fun! Unscramble 'Em and Match-Em-Up! | Name: _____

Unscramble the words then match them up with their definitions.

REVNEE		FCAYIP	
RTTUNMA		GAUTHHY	
CPCTOECN		ALTNYI	
HHTARTOPIILNSPI		IAALTNNO	
BUSECRO		ERISSTSD	
HTAORMEP		CMELIA	
SOEERUGN		YRWTAD	
ULGARF		UDAYNAQR	
ENTLAIO		TMJNUEGD	

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- Tantrum - An outburst of anger, especially a childish display of rage or bad temper

Prefixes

Conventions, Word Choice

Objective: Students will explore word formation with prefixes.

Materials: Each student will need paper and pencil
A copy of the *Prefixes* worksheet

Grammar Punk™

Dice Used: C V # (Teacher, write dice results on the board.)

Present to students:

A prefix is a word element that is placed in front of a root, changing the word's meaning or making a new word. Prefixes are not independent words but letters attached to the beginning of words to modify their meanings.

Note: Examine the prefix of a word and you can get a good idea of the word's use, meaning and even definition. *Prefixed and suffixes are called affixes because they are attached to a root.*

Examples of Prefixes: pre, un, dis, non, re, im, in, bi, de, anti, aqua, ex, geo

Exercise:

1. Give each student a worksheet entitled *Prefixed I*.
2. In Section I of *Prefixed I*, students will identify the prefix by reading the sentence and then checking the box next to the correct prefix definition.
3. Once students have completed the *Prefixed I* worksheet, discuss the results.
4. Next, give each student a worksheet entitled *Prefixed II*.
5. In Section I of *Prefixed II*, students will write words that begin with the prefix listed in each box, (2 words minimum.) This can be a class activity with students volunteering words and then filling in the worksheet, or it may be used as an individual exercise.
6. Next students will write their own unique sentences that fulfill the dice requirements and contain at least one prefix example (space is provided on the worksheet.) Students will circle the prefix and underline the dice words.
7. Once the worksheet is completed, discuss the results.
8. On a volunteer basis, students will share their sentences with the rest of the class.

Focus

1. Students should understand the role of prefixes in the formation of words.
2. Students should understand how the prefix changes, affects or dictates a words meaning or definition.

Challenge!

For students ready for the 'challenge', roll the #, G and/or P dice as students create their sentences.

Prefixes I: Worksheet | (Teacher's Copy)**Section I**

Select the correct definition of the prefix used in each sentence (put a check mark in the correct box.)

1. The act of drawing or pulling something over a surface is known as traction. Therefore, what does the prefix **tract-** mean?

- To question
- To believe
- To draw or drag**
- A sound

2. To be in opposition, to make a statement that opposes or disagrees with somebody or something is a contradiction. Therefore, what does the prefix **contra-** mean?

- To yield
- To circle
- Against, opposite**
- Between

3. Something that operates by itself, such as a washing machine is said to be automatic. Therefore, what does the prefix **auto-** mean?

- Self**
- Time
- To yield
- To drag or draw

4. Something that is good to you, or for you, is called a benefit. Therefore, what does the prefix **bene-** mean?

- To go
- To create
- Good, well**
- Harmful

5. If you can hear something loud and clear, the sound is audible. Therefore, what does the prefix **audi-** mean?

- To see
- To hear**
- Between
- Instead of

Prefixes I: Worksheet | Name:**Section I**

Select the correct definition of the prefix used in each sentence (put a check mark in the correct box.)

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- Self
- Time
- To yield
- To drag or draw

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- To go
- To create
- Good, well
- Harmful

5. If you can hear something loud and clear, the sound is audible. Therefore, what does the prefix **audi-** mean?

- To see
- To hear
- Between
- Instead of

WORDS INTO SENTENCES

“Be who you are and say what you feel, because those who mind don't matter and those who matter don't mind.” –*Dr. Seuss*

“I like nonsense; it wakes up the brain cells. Fantasy is a necessary ingredient in living. It's a way of looking at life through the wrong end of a telescope. Which is what I do, and that enables you to laugh at life's realities.” –*Dr. Seuss*

“I have heard there are troubles of more than one kind. Some come from ahead and some come from behind. But I've bought a big bat. I'm all ready you see. Now my troubles are going to have troubles with me!” –*Dr. Seuss*

Clauses and Phrases

Conventions, Word Choice

Objective: Students will learn to identify clauses and phrases.

Materials: Each student will need paper and pencil
A copy of the *Clauses and Phrases* worksheet

Grammar Punk™

Dice Used: C V # (Teacher, write dice results on the board.)

Present to students:

Phrases are groups of words that lack subject and verb combinations. Phrases *can not* stand on their own as complete sentences.

Example:

- Leaving behind the cat.
- Because of her brilliant smile.
- Before the first raccoon arrived.

A phrase differs from a dependent clause because phrases generally lack a subject.

Clauses are also groups of words that contain both a subject and verb. Clauses may be dependent, which means they are “dependent” upon other words to make them a complete sentence. Dependent clauses are often referred to as “sentence fragments.”

Examples:

- Since she collects other people’s lunch money.
- When the saints go marching in.
- Because she smiled at him.

or

Independent clauses can stand on their own, or be combined with another sentence or sentences to form compound or complex sentences (see Grammatical Sentence Structures.) An independent clause is a sentence.

Examples:

- Nancy Sue is not overly fond of caterpillars.
- He took the dog for a walk.
- Scott is sharpening his pencil.

Exercise:

1. Give each student a worksheet entitled *Clauses and Phrases*.
2. In Section I, students will circle the dependent clause.
3. In Section II, using a separate piece of paper, students will rewrite the dependent clauses in order to create independent clauses.
4. In Section III, students will write a sentence that contains at least one independent clause and includes the correct number of dice words.
5. Roll the required dice and announce the results to the class. Write the results on the board.

Focus

1. Discuss the differences between a clause and a phrase.
2. Discuss the difference between independent and dependent clauses.
3. Encourage students to find the phrases that may be part of their sentences.

Challenge!

For students ready for the ‘challenge’, roll the G and/or P dice as students create their sentences.

Clauses and Phrases Worksheet | (Teacher's Copy)

How do I know if it's a phrase or a clause?

- a) An independent clause is a collection of grammatically-related words which includes a verb and a subject. An independent clause makes sense by itself and can even be its own sentence.
- b) A dependent clause is a group of words that contains a subject and verb but does not express a complete thought. A dependent clause can not stand by itself. Dependent clauses are often referred to as "sentence fragments".
- c) A phrase is a collection of words that may have nouns or verbs but does not have a subject interacting with a verb. A phrase differs from a dependent clause because phrases generally lack a subject.

Section I

Circle the Dependent Clause

- a) **Although Wendell held his daughter.**
- b) Candy did not want to marry.
- c) **Because Stanley was laughing at the joke.**
- d) **While the judge takes a dim view of blue jeans in court.**
- e) The alligator has escaped from his pond.
- f) **Although it could be reversed on appeal.**

Section II

Make the following dependent clauses into independent clauses.

Example: Because she hates cake. | Dee Dee refuses to attend birthday parties because she hates cake.

- 1. When your father gets home.
- 2. And now it's too late.
- 3. The first day of winter.
- 4. And then she.
- 5. Although it was not the first time.

Section III

Write a sentence that contains at least one independent clause and includes the correct number of dice words (written on the board.) **Circle** the independent clause and **underline** the dice words.

GP™ 4-9 Example: M E 4 | The peacocks met in the meadow to discuss the situation with the meadowlarks; it was clear something had to be done.

- 1. _____

- 2. _____

- 3. _____

Clauses and Phrases Worksheet | Name:

How do I know if it's a phrase or a clause?

- a) An independent clause is a collection of grammatically-related words which includes a verb and a subject. An independent clause makes sense by itself and can even be its own sentence.
- b) A dependent clause is a group of words that contains a subject and verb but does not express a complete thought. A dependent clause can not stand by itself. Dependent clauses are often referred to as "sentence fragments".
- c) A phrase is a collection of words that may have nouns or verbs but does not have a subject interacting with a verb. A phrase differs from a dependent clause because phrases generally lack a subject.

Section I

Circle the Dependent Clause

- a) Although Wendell held his daughter.
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Section III

Write a sentence that contains at least one independent clause and includes the correct number of dice words (written on the board.) **Circle** the independent clause and **underline** the dice words.

GP™ 4-9 Example: M E 4 | The peacocks met in the meadow to discuss the situation with the meadowlarks; it was clear something had to be done.

- 1. _____

- 2. _____

- 3. _____

Introducing: The Comma

Conventions, Word Choice

Objective: Students will learn the different rules that apply to the comma.

Materials: Each student will need paper and pencil
A copy of the *Introducing: The Comma* worksheet

Grammar Punk™

Dice Used: C V # (Teacher, write dice results on the board.)

Present to students:

Commas allow you to pause and take a breath. Commas separate the structural elements of sentences into manageable segments.

Exercise:

1. Encourage discussion of the different uses of the comma before beginning the exercises.
2. Give each student a worksheet entitled *Introducing: The Comma*.
3. In Section I, students will correct the sentences by adding commas in the appropriate places in the sentences.
4. Once students have completed Section I, discuss the results.
5. In Section II, students will write their own unique sentences (on a separate piece of paper) that fulfill the dice requirements and contain at least one comma. Students will underline the dice words.
6. Roll the required dice and announce the results to the class. Write the results on the board.
7. On a volunteer basis, students will share their sentences with the rest of the class.
8. **Advanced exercise:** Students will identify the role the comma is playing in each sentence. (See the *GP™ 4-9 Primer*.)

Focus

1. Students should understand the use and function of commas.
2. Students should feel comfortable with commas.

Challenge!

For students ready for the 'challenge', roll the G and/or P dice as students create their sentences.

Introducing: The Comma | (Teacher's Copy)

Teacher, we suggest you work through the *GP 4-8 Primer™* with your students in conjunction with/or before you begin these lessons. Tackle each punctuation rule one at a time, concentrating on each rule until students have a high comfort level. At that point, move on to the exercises (on the worksheet) and challenge students to use those rules correctly.

How do I know when to use a comma? Commas tell you when to pause for emphasis or ease of reading, when a phrase or idea should be separated (yet still connected) to the rest of the sentence, and when words are part of a series.

Section I

Students: Rewrite the sentences below, inserting commas where they belong.

GP™ 4-9 Example: The dragon was especially fond of his pink, purple and green polka-dotted pogo stick.

1. The closet was filled with shoes, hats, and galoshes, ready for the rainy day.

2. Susan, who is very popular, couldn't believe she hadn't been invited to the birthday party.

3. The giraffes, polar bears, and ostriches are Jack's favorite part of the zoo.

4. Dan was saving up for the shiny yellow, blue, and purple bike.

5. "Yuck," Nancy shrieked as the mouse ran across her foot.

Section II

Write sentences that include at least one comma and the correct number of dice words (written on the board.) Underline the dice words.

GP™ 4-9 Example: F A 2 | Sam's favorite part of the day is breakfast, followed by lunch, and then dinner.

1. _____

2. _____

3. _____

4. _____

Introducing: The Comma | **Name:**

,

How do I know when to use a comma? Commas tell you when to pause for emphasis or ease of reading, when a phrase or idea should be separated (yet still connected) to the rest of the sentence, and when words are part of a series.

Section I

Students: Rewrite the sentences below, inserting commas where they belong.

GP™ 4-9 Example: The dragon was especially fond of his pink, purple and green polka-dotted pogo stick.

1. The closet was filled with shoes hats and galoshes ready for the rainy day.

2. Susan who is very popular couldn't believe she hadn't been invited to the birthday party.

3. The giraffes polar bears and ostriches are Jack's favorite part of the zoo.

4. Dan was saving up for the brand new shiny yellow blue and purple bike.

5. "Yuck" Nancy shrieked as the mouse ran across her foot.

Section II

Write sentences that include at least one comma and the correct number of dice words (written on the board.) Underline the dice words.

GP™ 4-9 Example: F A 2 | Sam's favorite part of the day is breakfast, followed by lunch, and then dinner.

1. _____

2. _____

3. _____

4. _____

Introducing: The Concrete Noun

Conventions, Word Choice

Objective: Students will learn to identify and use concrete nouns.

Materials: Each student will need paper and pencil
A copy of the *Introducing: The Concrete Noun* worksheet

Grammar Punk™

Dice Used: C V # (Teacher, write dice results on the board.)

Present to students:

Noun: A naming word that gives a title to a person, place, thing, abstraction or idea.

In this section we'll talk about **concrete** nouns. Concrete nouns are words that give names to things that can be seen or touched because they exist in reality, not just as an idea or concept.

Concrete noun examples: house, armadillo, ice cream, sweater, pencil, skateboard, Nevada, hat, flowers, chandelier, bookends, teapots, armchair, toaster, cat, ocean, judge, guitar, automobile, bunny, mittens, dog, egg, yo-yo

Exercise:

1. Give each student a worksheet entitled *Introducing: The Concrete Noun*.
2. In Section I, students will write down *at least* one concrete noun per letter of the alphabet (space provided on worksheet.)
3. Once students have completed Section I, discuss the results. Teacher "reward" clever, unusual or complex concrete nouns.
4. In Section II, students will write unique sentences that fulfill the dice requirements and contain the number of concrete nouns as dictated by the # (number) die. Students will circle the concrete nouns and underline the dice words.
5. Roll the required dice and announce the results to the class. Write the results on the board.
6. On a volunteer basis, students will share their sentences with the rest of the class.

Focus

1. Students should understand concrete nouns.
2. Students should feel comfortable with the differences.
3. Acknowledge and encourage discussion of creative or unusual concrete nouns.

Challenge!

For students ready for the 'challenge', roll the G and/or P dice as students create their sentences.

Introducing: The Concrete Noun Worksheet | Name:

Teacher, we suggest you work through the *GP 4-8 Primer™* with your students in conjunction with/or before you begin these lessons. Tackle each part of speech one at a time, concentrating on each type until students have a high comfort level. At that point, move on to the exercises (on the worksheet) and challenge students to use those rules correctly.

How do I know if a noun is a concrete noun? Use your senses to detect concrete nouns. If you can see, hear, touch, taste, smell a thing it is a concrete noun. When you think of nouns, think NAMES.

Section I

A	H
B	I
C	J
D	K
E	L
F	M
G	N
O	U
P	V
Q	W
R	X
S	Y
T	Z

Section II

Write sentences that include at least one concrete noun from the list above and the correct number of dice words (written on the board.) **Circle** the concrete nouns and **underline** the dice words.

GP™ 4-9 Example: S A 5 | Justin was understandably proud of the collection of starfish, clamshells, seahorses, snails and crabs he'd found on the beach that morning.

1. _____
2. _____
3. _____
4. _____
5. _____

Introducing: The Adjective

Conventions, Word Choice

Objective: Students will learn to identify and use adjectives.

Materials: Each student will need paper and pencil
A copy of the *Introducing: The Adjective* worksheet

Grammar Punk™

Dice Used: C V # (Teacher, write dice results on the board.)

Present to students:

Adjective: A type of word that modifies, describes, enhances, identifies, changes, illuminates, focuses, or makes more precise nouns and pronouns. Adjectives allow you to give detail, dimension and sensory information to your sentences.

Examples of Adjectives: big, blue, light, loud, burly, hard, slow, incredible, amazing, sticky, awesome, raucous, soft, small, dark, hideous, battered, angry, simple, terrible, old, careless, beautiful, excellent, precious, distinct

Exercise:

1. Give each student a worksheet entitled *Introducing: The Adjective*.
2. In Section I, students will add descriptive adjectives to the nouns listed on the worksheet.
3. In Section II, students will write their own nouns and then add adjectives to describe those nouns.
4. Once students have completed Sections I and II discuss the results.
5. In Section III, students will write sentences utilizing the noun and at least one adjective. Students will circle the adjectives and underline the dice words.
6. Roll the required dice and announce the results to the class. Write the results on the board.
7. Once the worksheet is completed, discuss the results.
8. On a volunteer basis, students will share their nouns, modifying adjectives and sentences with the rest of the class.

Focus

1. Students should understand how adjectives add precision, description and clarity to their nouns and pronouns.
2. Students should be familiar with and be able to identify adjectives.

Ideas for Adjective Play:

Cut pictures out of magazines, or look at photographs. Ask students to describe the scenes, and then identify the adjectives that were used.

Challenge!

For students ready for the 'challenge', roll the G and/or P dice as students create their sentences.

Introducing: The Adjective Worksheet | Name:

Teacher, we suggest you work through the *GP K - 9 Primer™* with your students in conjunction with/*or before* you begin these lessons. Tackle each part of speech one at a time, concentrating on each type until students have a high comfort level. At that point, move on to the exercises (on the worksheet) and challenge students to use those rules correctly.

How do I know if a word is an adjective? Adjectives give your nouns or pronouns color, sound, movement and emotion. Adjectives tell you *what kind* of person, place or thing is being described.

Section I

Use adjectives to describe the nouns listed below.

Example: Flower | colorful, fragrant, red, poisonous, lacy, silky, beautiful

Noun	Adjective(s)
1. lion	_____
1. chocolate	_____
2. baseball	_____
3. ocean	_____
4. paper	_____
5. Halloween	_____

Section II

Put a noun in the first column. Use adjectives to describe the noun.

Noun	Adjective(s)
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

Section III

Write sentences that include **at least one** adjective and the correct number of dice words (written on the board.) Circle the adjectives and underline the dice words.

GP™ 4-9 Example: W E 3 | That is certainly a large, woolly, blue sweater your wiener dog is wearing.

1. _____
2. _____
3. _____
4. _____

Sentence Fluency: Writing for an Audience | Letters

Conventions, Ideas, Organization, Presentation, Sentence Fluency, Word Choice, Voice

Objective: Students will reinforce grammar and punctuation rules while learning to adapt their writing style to a variety of audiences.

Materials: Each student will need paper and pencil

Present: Writing is most effective when the author understands—and adapts the style of the writing to—their intended audience. This is best accomplished by establishing an awareness and rapport with the audience: by choosing words, style and tone that are appropriate to the age, occasion, and personality of the audience.

Teacher, discuss this concept with students before they begin writing their letters. Remind them to be aware of the words and tone they would use when writing to different people.

Exercise:

1. Advise students that they will be writing a letter (at least 3 paragraphs) to 3 different audiences.
2. List the Audience Suggestions (listed below) on the board. Students may choose any 3.
3. On a separate piece of paper, students will write 3 letters (one each to the specific audience chosen.)
4. Remind students to write the letter as if the intended audience (or person) was going to read it.
5. On a volunteer basis, students will share at least one of their letters with the rest of the class.

Focus

1. Encourage discussion concerning the word choices made based on the audience targeted.
2. Discuss the different grammar choices students made according to the audience targeted.
3. Discuss the different punctuation rule choices students made according to the audience targeted.

Audience Suggestions

- A relative, (grandparent, aunt, uncle, brother, sister: *Thank you letter*
- A group of Kindergarten students: *Sharing a favorite children's book*
- Your closest friends: *Writing them a letter while on vacation*
- A fan letter to a favorite person: *A movie star, athlete, music star, teacher, etc.*
- A complaint letter: *Dissatisfaction with a product, service, etc.*
- A letter home from summer camp. *Happy, not happy, want to come home, want to stay forever, etc.*

ELL: Alphabet List*Conventions, Ideas, Word choice*

Objective: Students will discover new words as they make a list that utilizes each letter of the alphabet.

Materials: Each student will need paper and pencil
A copy of the *Alphabet List* worksheet

Grammar Punk™

Dice Used: V # (Teacher, write dice results on the board.)

Exercise:

1. Give each student a worksheet entitled *Alphabet List*.
2. Roll the **vowel** die, and have students combine it with the letters on the worksheet to form a word.
3. Students will write the word (from the combination of the **vowel** die and the letter on the worksheet) in the space provided next to the letter.
4. Students should be encouraged to use names of places and people with which they are familiar, as well as exploring new words. Remind students that the letters may be in **any order** within the word.
5. Encourage students to write **more than one word** for each letter of the alphabet.
6. When the worksheets have been completed, encourage students to share their words. Discuss unique, difficult and creative words.
7. Roll the # die.
8. Students will now write a sentence that uses words from their list and corresponds with the number rolled by the die. For example, if the number rolled is 3, students must write sentences that include at least **three** words from their lists.
9. Encourage students to share their sentences with the class.
10. Read the literary quotation (below). *This quotation is intended to encourage students rather than exemplify the lesson.*

Focus

1. Discuss the sentences created by the students.
2. Acknowledge unique or complex sentences.
3. Encourage discussion about first forming a word list then incorporating those words into their own unique sentences.

ELL: Alphabet List Worksheet | **Name:** _____

Combine the **vowel** rolled and combine it with each letter from the list below to form a word. Use the space provided below. Challenge yourself to write more than one word per each blank. Letters may be in **any order** within the word.

A _____

N _____

B _____

O _____

C _____

P _____

D _____

Q _____

E _____

R _____

F _____

S _____

G _____

T _____

H _____

U _____

I _____

V _____

J _____

W _____

K _____

X _____

L _____

Y _____

M _____

Z _____

Roll the number die. Pick that many words from your list and include them in your sentence.

Your sentence: _____

Your sentence: _____

Your sentence: _____

NEW! Because we think spelling is just as important as strong grammar and punctuation skills, we've given teachers yet another resource: a bunch of grade specific spelling/vocabulary words, games, and puzzles to help students build these necessary skills

GP™ 4-9

Intermediate

**SPELLING/VOCABULARY
LISTS, EXERCISES, & GAMES
ADDENDUM**

X. In our alphabet being a needless letter has an added invincibility to the attacks of the spelling reformers, and like them, will doubtless last as long as the language.
—*Ambrose Bierce*

Take care that you never spell a word wrong. Always before you write a word, consider how it is spelled, and, if you do not remember, turn to a dictionary. It produces great praise to a lady to spell well. —*Thomas Jefferson to his daughter*

My spelling is Wobbly. It's good spelling but it Wobbles, and the letters get in the wrong places. —*A. A. Milne*

The limits of my language are the limits of my mind. All I know is what I have words for. —*Ludwig Wittgenstein*

Creating Stellar Spellers

Spelling is a literacy ability that reflects language and non-language cognitive processes. Good spelling, like good writing essentially comes down to one thing: practice. Because our language is so complex and made up of so many disparate parts, doing is learning.

Spelling can feel like a black and white issue, it can even feel like a state of mind. “I’m a bad speller, always have been.” can become a self-fulfilling prophecy. Getting students interested in spelling has never been more challenging. Creativity is key. Here are some things to remember when creating stellar spellers.

- Be careful. Bad spelling is an easy habit to develop. Don’t be complacent.
- Edit. Look twice. Misspelled words will often “look” wrong.
- Get comfortable looking up words. The dictionary is your friend. “But how do I look up a word if I don’t know how it’s spelled?” Sound it out and look for the first few letters of the word; finding it will be easier than you think.
- Spell-checkers lie. They’ll catch the gross errors but they won’t tell you that you’ve used a homonym incorrectly. They can offer guidelines but learn to depend on your own spelling skills.
- The old adage “sound it out” still holds true. It’s a good way to get a feel for a word. We often slur the letters in words together in speech which can make the spelling that much more misleading. Laboratory isn’t spelled labratory, Wednesday isn’t spelled Wendsday, it’s February not Febuary. Encourage students to say words aloud as they sound them out.
- Break it down. Learn to spell words by syllables. Encourage students to learn to identify and sound words out by syllables and the elements of the words.
- A sound grounding in the prefix, root, and suffixes of words is invaluable (see prefix, root, and suffix in the 9-12 Secondary and 4-9 Intermediate programs.)
- Word Wall. Having a word wall is a great strategy for new and intermediate learners to be exposed to the words they need to become familiar with. It is helpful to alphabetize the word list, which will strengthen that skill as well as allowing students to locate the word they need.
- Utilize the Grammar Punk™ Dice to expand student vocabularies. The more students write the stronger their spelling skills will become.

Good spelling is powerful. Your vocabulary will expand, so will your self-esteem.

4th Grade Spelling/Vocabulary List

able above act address agree airport alarm alive alphabet although	always among animal answer aren't army asleep aunt avenue baking	bandage baskets began believe belong below benches between blanket bloom	boil bold books bottle bought break breath brick bridge broil	broke broken brook broom brought brushes bubble bucket building built
burned busy button buying cabins calf cardboard caring carrying catch	cause celery center certain chance changing chicken chief choice choose	chose circle clock clothing coast coin comb common corner cotton	couch cough couldn't counting couple cousin cover cracked crayon crime	crow crowd crush crying curl damage damp danger dare deaf
dear death decide deer didn't died dirt disappear discovered divide	double downstairs drain drawer drew drill dump during earn earth	edge either elbow electric engine enough evening everybody except exciting	false famous fear feather felt fence few fifth fixed flight	floor flour flow fold follow footprint forest forever forgive fork
forty fourth fresh friends fright frost frown fruit fry garden	gentle germ giant glue grandfather grandmother groceries ground habit hair	handful harsh he'll he's health heat herself highest hiking hitting	hobby holidays honey hope hoping hospital hour however hungry hurry	husband important insect insist interested invite island jacket jail jaw

4th Grade Vocabulary Puzzle

I	I	E	M	X	O	N	E	W	W	E	R	S	Z	I	P	P	E	R	D
Z	I	N	G	I	O	R	L	O	M	D	G	I	T	J	G	V	X	E	E
E	C	J	T	T	N	E	D	R	U	N	H	A	P	P	Y	G	R	H	W
W	I	S	H	E	S	B	D	R	N	I	D	Y	D	G	R	E	T	T	J
H	E	I	I	C	R	M	I	O	X	U	I	O	P	N	V	T	A	A	D
I	N	U	M	I	C	E	M	M	H	E	H	U	S	O	A	E	M	F	Q
G	S	W	M	R	D	M	S	O	E	E	S	R	C	L	T	B	Y	D	Y
H	N	D	X	T	O	E	P	T	V	H	O	S	P	I	T	A	L	N	J
E	G	I	N	C	G	R	O	C	E	R	I	E	S	V	R	H	K	A	S
S	S	I	D	E	W	A	L	K	R	D	V	L	Z	B	U	P	C	R	N
T	A	O	B	L	I	A	S	A	Y	K	V	F	E	F	C	L	I	G	L
X	S	C	S	E	I	R	A	R	B	I	L	Z	N	H	K	A	U	T	F
Q	I	I	D	T	S	U	F	O	O	T	P	R	I	N	T	Y	Q	Y	B
O	X	L	S	J	E	R	B	W	D	C	E	C	T	S	D	G	S	T	K
Q	E	B	Q	N	D	K	U	M	Y	H	K	T	N	Z	G	R	E	Z	X
P	J	U	A	S	I	S	C	N	T	E	S	W	E	S	O	O	L	T	S
I	B	P	O	L	E	E	K	A	N	N	O	R	L	N	R	U	T	E	R
J	D	Z	R	F	D	U	E	K	J	D	P	E	A	G	L	N	I	M	O
D	T	X	U	R	G	W	T	O	I	X	Y	H	V	Z	A	D	T	A	D
J	E	L	R	D	V	S	S	I	O	W	F	D	O	Y	D	E	G	O	K