

**GRAMMAR**

SENTENTIA GRAMMATICAE INTERPUNCTIQUE

**PUNK**

**9 - 1 2**

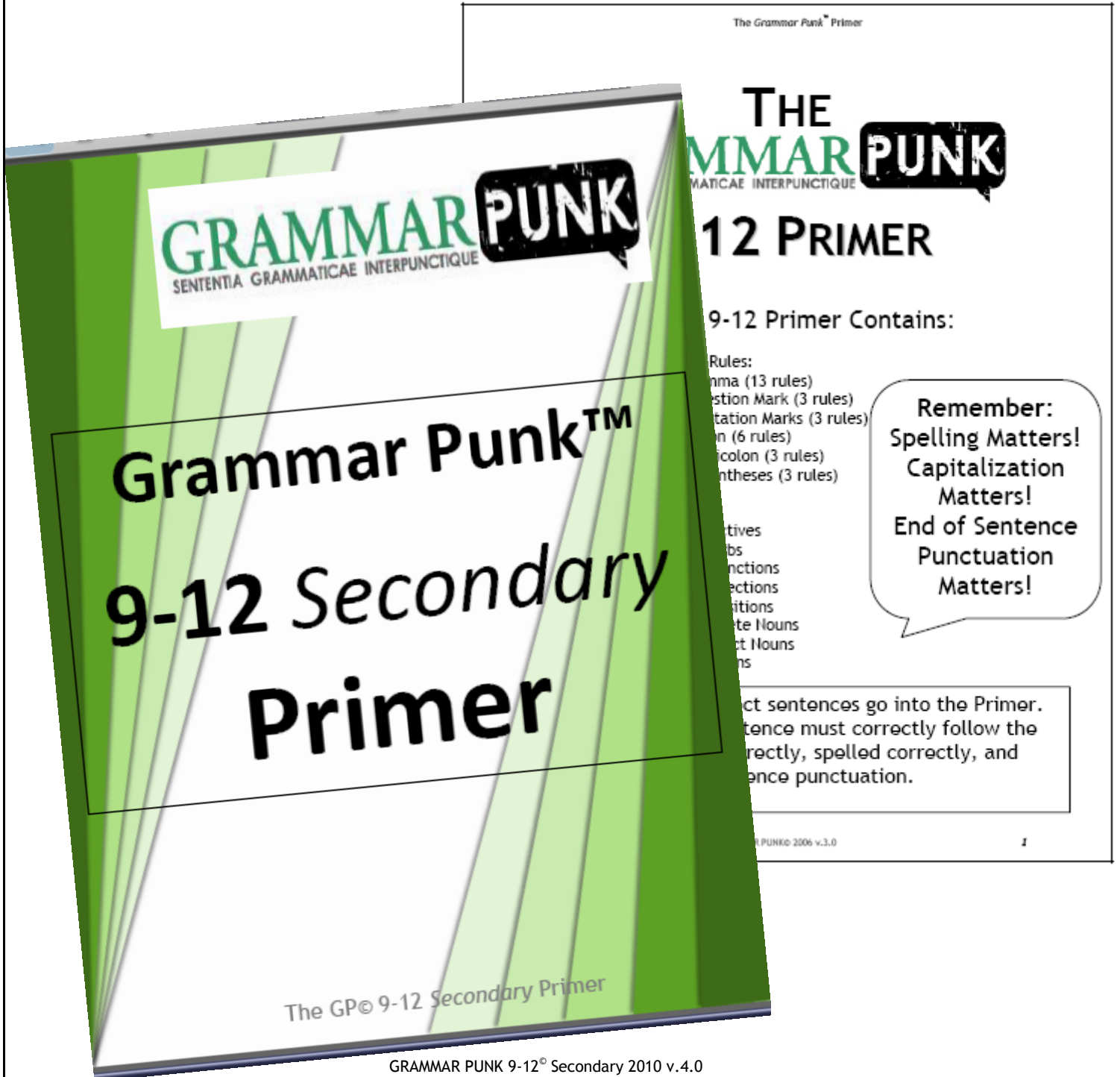
***SECONDARY***

**Curriculum,  
Dice, & IDEA  
Cards Program**

Grammar Punk Secondary 2010

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

The Grammar Punk™ 9-12 Secondary 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. Remember: Grammar Punk™ 9-12 was created by a teacher for teachers.



**Comma | Name:**

Commas separate the structural elements of sentences into manageable segments. Commas let you pause and take a breath. Hint: Think of commas as causing a soft stop.

1. Use a comma between two independent clauses that are joined by a conjunction.

Grammar Punk<sup>™</sup> Example: S A 3 Conj | Sandwiches are Stan's favorite, but Natasha prefers strawberry cheesecake.

Your sentence: \_\_\_\_\_

2. Use a comma to separate two adjectives that modify the same noun.

Grammar Punk<sup>™</sup> Example: C I 4 Adj | Deciding to pass on the spicy, incendiary Kung Pao, she reached for the fried rice.

Your sentence: \_\_\_\_\_

3. Use commas to separate parenthetical or interrupting elements within a sentence.

Grammar Punk<sup>™</sup> Example: L E 4 Adj | Whenever Kyle listens to his pink i-Pod, which he stole from his sister, he

**Grammar Glossary | The Eight Parts of Speech**

**Noun**

A naming word that gives a title to a person, place, thing, or abstract idea. Nouns can be concrete or abstract.

Examples of concrete Nouns: house, dog, France, rabbit, door, moose, flock, tulip, movie, limousine, Mr. Beeson, storm, button, Dr. Seuss, phone, brooch, London, eyetooth, couch

Grammar Punk<sup>™</sup> Example: S U 5, | The hummingbirds, flushed and flustered from their long trip, stopped at the syrup stand for a sip.

Your sentence: \_\_\_\_\_

Examples of abstract Nouns: hope, apathy, trouble, joy, panic, dismay, happiness, fear, paradox, time, mood, comfort, sympathy, enthusiasm, excitement, giddiness, knowledge

Grammar Punk<sup>™</sup> Example: N A 4, | Can't you just feel Phillip's natural, contagious enthusiasm as he cheers for the badminton team?

Your sentence: \_\_\_\_\_

**Preposition**

A word or words that show the relationship between a noun or pronoun and some other word or phrase in a sentence.

Examples: aboard, between, in, along, from, within, on, instead of, toward, regarding, at, across, without, till, to, towards, up, above, before, beside, through, since, past, among

Grammar Punk<sup>™</sup> Example: K I 3, | Hiking had never been Jane's bathwick, but she figured it was worth it to get into the knitting seminar.

Your sentence: \_\_\_\_\_

**Pronoun**

A word or words that take the place of a noun or proper noun in a sentence.

Example: I, ourselves, no one, everybody, her, who, some, theirs, all, whom, this, those, he, she, we, they, which, nobody, them, his, someone, everyone, something, me, you, us

Grammar Punk<sup>™</sup> Example: M A 2, | Mia wasn't sure how, but she seemed to have confused the shoe department for the pharmacy and now she couldn't find anyone to help her.

Your sentence: \_\_\_\_\_

Each *Grammar Punk™ 9-12 Secondary 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 9-12™* program, curriculum, cards and dice.

**GRAMMAR PUNK**  
SENTENTIA GRAMMATICAE INTERFUNCITIVE

# Using The Grammar Punk 9-12™

## Dice, Curriculum & IDEA Cards Program

### A Tutorial

### Day 1

- Once students have been paired up, tell them that they will be working as teams to create a list of **10** words that contain the two letters rolled from the 2 white dice, (the consonant (C) and vowel (V) dice). **DICE WORDS**
- Remind students that the letters may—and should—appear in **ANY** arrangement or order in their words.
- Tell students that you will be creating your own list of **DICE WORDS** on the board while they are working on theirs.

### Day 2

Next, advise students that you will be rolling the **Grammar Die**.

- **Adj.** (Adjective)
- **Adv.** (Adverb)
- **Conj.** (Conjunction)
- **Interj.** (Interjection)
- **Prep.** (Preposition)
- **Pro.** (Pronoun)



"An ounce of action is worth a ton of theory." – Friedrich Engels

### DAY 1

Example: **Teacher's Word List**  
(Write these on the board, too)

feeling	refer
leaf	relief
ferret	selfish
leaflet	perfect
life	Feldman

(proper noun, so capitalize)

## DAY 2

### Review:

- Pair up students
- Roll the white consonant (C) and vowel (V) dice
- Teacher, write results on board
- Teacher and teams create **DICE WORD** lists
- Roll the # (number) die. Teacher and students will select that many **DICE WORDS** from individual lists to include in ONE sentence.

## DAY 2

- Encourage students to try and identify the **part of speech** in their existing sentences.
- Even if they aren't sure if their sentence contains the **part of speech** rolled, encourage them to make the attempt.

### Grammar Punk™ Tip #2

This is a good indicator of each student's familiarity and comfort level with the 8 Parts of Speech.

## INTRODUCING THE GRAMMAR PUNK™ PRIMER

### The *Primer*:

- Details the most commonly used punctuation rules
- Defines and demonstrates the 8 parts of speech
- Includes *Grammar Punk™* examples
- Requires student participation and comprehension
- Is a "personal" resource for each and every student

## DAYS 13-16 (APPROXIMATELY)

### The 8 Parts of Speech

- Once students have completed the **Punctuation** Rules, they will be ready to tackle the **8 Parts of Speech**.
- This is when the **Punctuation** Die will be introduced.





# GRAMMAR PUNK<sup>TM</sup> 9-12

## SECONDARY CURRICULUM

“Grammar is to a writer what anatomy is to a sculptor, or the scales to a musician. You may loathe it, it may bore you, but nothing will replace it, and once mastered it will support you like a rock.”  
—*B. J. Chute*

“All I know about grammar is its infinite power. To shift the structure of a sentence alters the meaning of that sentence, as definitely and inflexibly as the position of a camera alters the meaning of the object photographed.” —*Joan Didion*

“To get the right word in the right place is a rare achievement. To condense the diffused light of a page of thought into the luminous flash of a single sentence is worthy to rank as a prize composition just by itself... Anybody can have ideas—the difficulty is to express them without squandering a quire of paper on an idea that ought to be reduced to one glittering paragraph.” —*Mark Twain*

# Table of Contents

The 9-12 Primer, a cool reproducible little packet of basic punctuation rules and the 8 parts of speech. Each student will receive a copy of 9-12 The Primer. They will write their own sentences in the spaces provided and keep The 9-12 Primer as a resource. And by using The 9-12 Primer the basic rules of grammar and punctuation will be learned, reinforced, and remembered. We promise.

## THE GRAMMAR PUNK™ 9-12 SECONDARY PRIMER

1. Grammar Punk™ Primer (Cover Page)
2. Colon
3. Comma
4. Comma
5. Parentheses
6. Question Mark
7. Quotation Marks
8. Semicolon
9. Grammar Glossary | The Eight Parts of Speech I
10. Grammar Glossary | The Eight Parts of Speech II

1. Grammar Punk™ Curriculum and Dice System
2. Table of Contents
3. Table of Contents
4. Table of Contents
5. Table of Contents
6. Introduction and Rationale
7. Acknowledgements and References
8. About the Grammar Punk™ Authors
9. The Grammar Punk™ Dice
10. Three Sentences a Day with the Grammar Punk™ Primer

### WARMING UP WITH GRAMMAR PUNK™

Each 9-12 lesson contains aspects of the 6 Traits + 1. The specific trait(s) will be listed at the top of each lesson.

6 Traits Key: Conventions= Con | Ideas= Id | Organization= Org | Sentence Fluency= SF | Word Choice= WC | Voice = V

11. Warming Up With Grammar Punk™ (Section Header)
12. Words! Warming Up with Words (WC)
13. Words! Words and the 8 Parts of Speech (WC)
14. Articles (Con, Id, Org, SF, WC, V)
15. Articles Worksheet (Teacher's Copy)
16. Articles Worksheet
17. Synonyms & Antonyms (Con, Id, Org, SF, WC, V)
18. Synonyms & Antonyms Worksheet (Teacher's Copy)
19. Synonyms & Antonyms Worksheet
20. Prefixes (Con, WC)
21. Student Resource: Prefixes
22. Student Resource: Prefixes
23. Prefixes I: Worksheet (Teacher's Copy)
24. Prefixes I: Worksheet
25. Prefixes II: Worksheet (Teacher's Copy)
26. Prefixes II: Worksheet
27. Suffixes (Con, WC)
28. Student Resource: Suffixes
29. Student Resource: Suffixes
30. Suffixes I: Worksheet (Teacher's Copy)
31. Suffixes I: Worksheet
32. Suffixes II: Worksheet (Teacher's Copy)
33. Suffixes II: Worksheet

Each lesson contains a teacher key and reproducible student worksheets

34. Roots (Con, WC)
35. Student Resource: Roots
36. Student Resource: Roots
37. Student Resource: Roots
38. Roots I: Worksheet (Teacher's Copy)
39. Roots I: Worksheet
40. Roots II: Worksheet (Teacher's Copy)
41. Roots II: Worksheet
42. Put It All Together! Prefixes, Roots, and Suffixes
43. Put It All Together!: Worksheet (Teacher's Copy)
44. Put It All Together!, continued (Teacher's Copy)
45. Put It All Together!: Worksheet
46. Put It All Together!, continued
47. Sentences! Warming Up with Words into Sentences (Con, WC)
48. Subject / Verb! Warming up by Identifying Subjects and Verbs (Con, WC)
49. Clauses and Phrases (Con, WC)
50. Clauses and Phrases Worksheet (Teacher's Copy)
51. Clauses and Phrases Worksheet
52. Grammatical Sentence Structures (Con, SF , WC)
53. Grammatical Sentence Structures Worksheet (Teacher's Copy)
54. Grammatical Sentence Structures Worksheet
55. Basic Sentence Types (Con, SF, WC)
56. Basic Sentence Types Worksheet

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

57. Fun With Words - Word Search Puzzle
58. Fun With Words - Word List

## 59. THE GRAMMAR PUNK™ MINI-LESSONS

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60. Agreement (Con, SF, WC)
61. Agreement Worksheet (Teacher's Copy)
62. Agreement Worksheet
63. Alliteration - Activity (Id, WC)
64. Apostrophe (WC)
65. Contractions (WC)
66. Contractions Worksheet (Teacher's Copy)
67. Contractions Worksheet
68. Creative Rush Write (Con, Id, Org, SF, WC, V)
69. Dashes (WC)
70. Dialogue: Conversation (Id, Con, Org, SF, WC V)
71. Ellipses (WC)

ELL students respond enthusiastically to Grammar Punk 9-12. 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.

ELL Instructors: Each of the lessons in the beginning sections of the *Grammar Punk* curriculum may be easily adapted to your ELL students.

72. ELL: Alphabet List (Id, Con, WC)
73. ELL: Alphabet List Worksheet
74. ELL: Categorical Words (Id, Con, WC)
75. ELL: Categorical Words Worksheet
76. ELL: Word Lists (Id, Con, WC)
77. ELL: Select-A-Word (Id, Con, WC)
78. ELL: Select-A-Word Worksheet (Teacher's Copy)
79. ELL: Select-A-Word Worksheet
80. Gerunds (Con, Id, WC)

81. Hero/Heroine Journey (Id, Con, Org, SF, WC, V)
82. Metaphors (Id, SF, WC, V)
83. Metaphors Worksheet (Teacher's Copy)
84. Metaphors Worksheet
85. Participles (Con, Id, WC)
86. Peer Editing: Colon (Con, WC)
87. Peer Editing Worksheet: Colon
88. Peer Editing Worksheet: Colon
89. Peer Editing: Comma (Con, WC)
90. Peer Editing Worksheet: Comma
91. Peer Editing Worksheet: Comma
92. Peer Editing Worksheet: Comma
93. Peer Editing: Parentheses (Con, WC)
94. Peer Editing Worksheet: Parentheses
95. Peer Editing: Question Mark (Con, WC)
96. Peer Editing Worksheet: Question Mark
97. Peer Editing: Quotation Marks (Con, WC)
98. Peer Editing Worksheet: Quotation Marks
99. Peer Editing: Semicolon (Con, WC)
100. Peer Editing Worksheet: Semicolon
101. Peer Editing: Three Rules of Punctuation (Con, Id, WC)
102. Peer Editing: Adjectives (Con, WC)
103. Peer Editing: Adverbs (Con, WC)
104. Peer Editing: Conjunctions (Con, WC)
105. Peer Editing: Interjections (Con, WC)
106. Peer Editing: Nouns (Con, WC)
107. Just For Fun: A Collection of Collective Nouns
108. Peer Editing: Prepositions (Con, WC)
109. Peer Editing: Pronouns (Con, WC)
110. Peer Editing: Action Verbs (Con, WC)
111. Peer Editing: Helping Verbs (Con, WC)
112. Peer Editing: Helping Verbs Worksheet (Teacher's Copy)
113. Peer Editing: Helping Verbs Worksheet
114. Peer Editing: Verb Tenses (Con, WC)
115. Peer Editing Worksheet: Verb Tenses
116. Grammar Lover's Puzzle
117. Grammar Lover's Puzzle Word List - Key
118. Grammar Lover's Puzzle Word List

**Grammar Punk 9-12 is not just about grammar and punctuation. A complete and comprehensive array of Language Arts lessons are also included.**

119. Peer Editing: Commonly Confused Words (Con, WC)
120. Peer Editing Worksheet: Commonly Confused Words
121. Peer Editing Worksheet: Commonly Confused Words
122. Peer Editing Worksheet: Commonly Confused Words
123. Commonly Confused Words: Challenges
124. Peer Editing: Homonyms
125. Peer Editing: Homonyms
126. Peer Editing Worksheet: Homonyms
127. Peer Editing Worksheet: Homonyms
128. Peer Editing Worksheet: Homonyms
129. Homonyms: Challenges
130. Fun With Grammar Puzzle
131. Fun With Grammar Puzzle - Word List

**Grammar Punk 9-12 is all about writing! The best way to create, encourage, and strengthen writing skills is to make sure students write. If possible, every day.**

132. Peer Editing: Elementary My Dear Student (Con, WC)
133. Personification (Con, Id, Org, SF, WC V)
134. Personification Worksheet
135. Poetry: The Haiku (Con, Id, Org, SF, WC, V)
136. Poetry: Rhyming (Con, Id, Org, SF, WC, V)
137. Poetry: Writing in Verse (Con, Id, Org, SF, WC, V)

138. Commonly Confusing Crossword Puzzle
139. Commonly Confusing Crossword Puzzle - Answer Key
140. Commonly Confusing Crossword Puzzle - List
141. Sentence Fluency: Let it Flow! (Con, Id, Org, SF, WC, V)
142. Sentence Fluency: Let it Flow! Worksheet
143. Sentence Fluency: Topic Sentence (Con, Id, Org, SF, WC, V)
144. Sentence Fluency: Sentence Variety I (Con, Id, Org, SF, WC, V)
145. Sentence Fluency: Sentence Variety II - Activity (Con, Id, Org, SF, WC, V)
146. Sentence Fluency: Voice (Con, Id, Org, SF, WC, V)
147. Sentence Fluency: Voices and Settings
148. Sentence Fluency: Writing for an Audience (Con, Id, Org, SF, WC, V)
149. Sentence Fluency: Writing for an Audience Worksheet
150. Sentence Fluency: Writing for an Audience | Business Letters (Con, Id, Org, SF, WC, V)
151. Business Letters Format
152. Sentence Fluency: Writing for an Audience | Email Etiquette (Con, Id, Org, SF, WC, V)
153. Sentence Fluency: Writing for an Audience | Email Etiquette Worksheet
154. Sentence Fluency: Just for Fun | Humorously Speaking (Con, Id, Org, SF, WC, V)
155. Sentence Fluency: Just for Fun | Mysteriously Speaking (Con, Id, Org, SF, WC, V)
156. Sentence Fluency: Just for Fun | Sci-Fi-ically Speaking (Con, Id, Org, SF, WC, V)
157. Similes (Id, SF, WC, V)
158. Theme I: Poetry (WC, V)
159. Theme II: Literary Short Story (WC, V)
160. Theme III: Literary Novel (WC, V)

**Grammar Punk 9-12 gives your students a well-rounded experience with writing exercises that revolve around famous works of art.**

161. Visual Art: *American Gothic* by Grant Wood (WC, V)
162. Visual Art: *The Boating Party* by Mary Cassatt (WC, V)
163. Visual Art: *Chama River, Ghost Ranch* by Georgia O'Keefe (WC, V)
164. Visual Art: *Green Stripe* by Henri Matisse (WC, V)
165. Visual Art: *Mona Lisa* by Leonardo Da Vinci (WC, V)
166. Visual Art: *The Persistence of Memory* by Salvador Dali (WC, V)
167. Visual Art: *San Francisco Bay* by Alexander Chen (WC, V)
168. Visual Art: *The School of Athens* by Raphael (WC, V)
169. Visual Art: *The Starry Night* by Vincent Van Gogh (WC, V)
170. Visual Art: *Whistler's Mother* by James McNeill Whistler (WC, V)
171. Grammar Punk™ Fun And Games
172. Grammar Punk™ Games: Flip It Up and Slap It Down
173. Grammar Punk Games: Sentence Relay
174. Grammar Punk Games: Storytellers

**Grammar Punk 9-12 Secondary 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 9-12 Secondary comes complete with 1 9-12 Tutorial CD. This PowerPoint presentation will walk you through each step of using the curriculum and dice. The presentation also offers ideas and suggestions to use the program.**

**Bonus! Grammar Punk Homework: A fun program that includes tons of “homework” assignments for struggling students, students who need to refresh, or just want a challenge. Fun, Challenges, and Rules.**

## Synonyms & Antonyms

*Conventions, Word Choice*

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

**Objective:** Students will reinforce vocabulary and spelling skills as they explore synonyms and antonyms.

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

**Materials:** Each student will need paper and pencil  
One copy each of the *Synonyms & Antonyms* worksheet

**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:**

**Synonyms** are words that have a **similar** meaning to another word.

**Antonyms** are words with the **opposite** meaning to another word.

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

1. Supply each student with a worksheet entitled *Synonyms & Antonyms*.
2. In Section I, students will identify the 2 synonyms in the list (of 4 words).
3. In Section II, students will identify the 2 antonyms in the list (of 4 words).
4. In Section III, students will identify the underlined words in the sentences as either synonyms or antonyms.
5. Once students have completed Sections I, II and III, discuss the results.
6. In Section IV, students will create their own unique sentences, fulfilling the dice requirements and including one synonym or antonym in their sentence (space provided on the worksheet.) Students will circle the synonym or antonym and underline the dice words.
7. Roll the required dice. Announce the results to the class.
8. Repeat steps 6-7 until the worksheet is completed.
9. On a volunteer basis, students will share their sentences with the rest of the class.

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

### Focus

1. Students should understand the difference between synonyms and antonyms.
2. Students should be familiar with the specific attributes of synonyms and antonyms.
3. Discuss unusual or complex sentence patterns.

### Challenge!

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

**Synonyms & Antonyms: Worksheet** | Teacher's Copy**Section I**Circle the two **synonyms** in each set of words (similar meaning.)

prod	urge	Difficulty	character
careen	stroll	Amble	dance
pretend	chatter	Pretense	talk
bucket	bottle	Pail	pot

**Section II**Circle the two **antonyms** in each set of words (opposite meaning.)

dull	nice	Shy	sharp
up	behind	Ahead	over
early	late	Morning	noon
whisper	murmur	Talk	shout

**Section III**

There are two words in each selection below that are either synonyms or antonyms. Put an **S** (for "synonym") or an **A** (for "antonym") in the blank after each number to indicate how the words are related. Circle the pair of **synonyms** or **antonyms**. There may be more than one choice.

- S   I couldn't **recall** her name and worse, I don't even **remember** where we first met.
- A   and   S   "What is that **terrible** smell?" Tom asked, wrinkling his nose. "That **wonderful** **fragrance** is my famous meatloaf!" Melinda said, bursting into tears.
- S   Stella was so **shocked** to learn that her diamond earrings were just common glass, that she was truly **traumatized**.
- A   Holding the door for Margaret was a **polite** thing to do, letting it slam in Harold's face was rather **rude**.

**Section IV:**

Write a sentence that contains one synonym or antonym and includes the correct number of dice words (written on the board.) Circle the synonym or antonym and underline the dice words.

*Grammar Punk™ Elementary Example: L U 2 Antonym* | My aunt Jane is usually very **generous**, but when it comes to handing out her apple strudel, she's downright **stingy**.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Synonyms & Antonyms: Worksheet** | **Name:** \_\_\_\_\_**Section I**Circle the two **synonyms** in each set of words (similar meaning.)

prod	urge	Difficulty	character
careen	stroll	Amble	dance
pretend	chatter	Pretense	talk
bucket	bottle	Pail	pot

**Section II**Circle the two **antonyms** in each set of words (opposite meaning.)

dull	nice	Shy	sharp
up	behind	Ahead	over
early	late	Morning	noon
whisper	murmur	Talk	shout

**Section III**

There are two words in each selection below that are either synonyms or antonyms. Put an **S** (for “synonym”) or an **A** (for “antonym”) in the blank after each number to indicate how the words are related. Circle the pair of **synonyms** or **antonyms**. There may be more than one choice.

1. \_\_\_\_\_ I couldn't recall her name and worse, I don't even remember where we first met.
2. \_\_\_\_\_ “What is that terrible smell?” Tom asked, wrinkling his nose. “That wonderful fragrance is my famous meatloaf!” Melinda said, bursting into tears.
3. \_\_\_\_\_ Stella was so shocked to learn that her diamond earrings were just common glass, that she was truly traumatized.
4. \_\_\_\_\_ Holding the door for Margaret was a polite thing to do, letting it slam in Harold's face was rather rude.

**Section IV:**

Write a sentence that contains one synonym or antonym and includes the correct number of dice words (written on the board.) Circle the synonym or antonym and underline the dice words.

**Grammar Punk™ Elementary Example: L U 2 Antonym** | My aunt Jane is usually very **generous**, but when it comes to handing out her apple strudel, she's downright **stingy**.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

## Alliteration

*Idea, Word Choice*

**Objective:** Students will become familiar with alliteration through examples given in this exercise and their own writing.

**Materials:** Each student will need paper and pencil

**Time:** 15 minutes

### Grammar Punk™

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

#### Present to students:

Alliteration is the repetition of the same sounds or kinds of sounds at the beginning of words or on the stressed syllables. Alliteration gives a poetic or literary effect. Alliteration is also referred to as “head rhyme.”

#### Alliterative Examples:

Tongue Twisters: Peter Piper picked a peck of pickled peppers; she sells seashells down by the seashore; rubber baby buggy bumpers.

Clichés: The sweet smell of success; a dime a dozen; jump for joy

Poetry: Ancient poets often used alliteration instead of rhyme.

#### Exercise:

1. Roll the required dice and announce the results to the class.
2. Students will write a sentence that fulfills the requirements of the dice and uses as much alliteration as possible. Review the *Grammar Punk™ Primer* if necessary.
3. Repeat until students have written three sentences.
4. On a volunteer basis, students will share their sentences.

#### Focus

1. Encourage discussion of alliteration.
2. Discuss the challenge and fun of writing in alliteration.
3. Read the literary quotation(s) (below).

**Grammar Punk™ Example:** P E 4 Pro ? | Pete Penguin parked his purple Pontiac in the parking lot, didn't he?

#### Alliterative Activity

Encourage students to have fun with alliteration and their own creativity.

Roll the C V and # dice.

Encourage students to write the longest sentence they can, fulfilling the dice requirements and using as much alliteration as possible.

## Apostrophe

Word choice

**Objective:** Students will become familiar with the rules pertaining to the apostrophe through examples given in this exercise and their own writing.

**Materials:** Each student will need paper and pencil

**Time:** 20 minutes

**Grammar Punk™**

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

**Present to students:**

The apostrophe has two basic uses:

- a) to show the possessive form of most singular nouns. Possessive in this form denotes possession. For example: the dog's bone; the stork's egg; the porcupine's shoes. The possessive form of plural nouns which end in *s* is usually made by adding just an apostrophe. For example: Mr. Jones' accordion; The Beesons' radiator.
- b) to show the omission of a letter or letters (see *Contractions*)

**Tips:** Add 's to the singular form of the word (even if it ends in -s or s sound): the horse's ankles

Add 's to the plural forms that do not end in -s: the children's hamster

Add 's to the end of plural nouns that end in -s: houses' windows

Add 's to the end of compound words: my brother-in-law's socks

Add 's to the last noun to show joint possession of an object: Xavier, Lucretia and Bo's lottery ticket

Reason **not** to use apostrophes: To denote plurals: bananas (not banana's), icicles, flowers, books

**Exercise:**

1. Roll the dice and announce the results to the class.
2. Students will write a sentence that fulfills the requirements of the dice and includes the possessive form of each of the nouns shown below.
3. Review the *Grammar Punk™ Primer* if necessary.
4. On a volunteer basis, students will share their sentences with the rest of the class.
  - a. Dog
  - b. Geese
  - c. Chef
  - d. Men
  - e. Tigers
  - f. Boys
  - g. Hearts
  - h. Militias

**Grammar Punk™ Example:** M U 2 | The dog's umbrella is under the muumuus in the hall closet.

**Focus**

1. Discuss the varied forms of pluralizing.
2. Read the literary quotation(s) (below).

**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

**Time:** 20 minutes

**Grammar Punk™**

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

**Exercise:**

1. Supply each student with a copy of the *Alphabet List* worksheet.
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 with each letter from the list below to form a word. Use the space provided next to the letter. 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: \_\_\_\_\_

\_\_\_\_\_

## Peer Editing: Colon

*Conventions, Word Choice*

**Objective:** Students will reinforce their knowledge of grammar and punctuation rules by writing unique sentences that follow different rules for the colon. They will also check their classmates' sentences for accuracy.

**Materials:** Each student will need paper and pencil  
A copy of the *Peer Editing: Colon* worksheets  
One set of *Grammar Punk*<sup>™</sup> Dice per group of 5 students

**Time:** 30 - 50 minutes

**Grammar Punk**<sup>™</sup>

**Dice Used:** C V # G

**Present to students:**

Colons introduce or call attention to what follows them.

**Exercise:**

1. Divide the class into groups of 4 - 5 students. Supply each group with a set of dice and *Peer Editing: Colon* worksheets for each student.
2. Within each group, students will take turns rolling the dice for each rule and sentence, and announcing the results to the group.
3. Students will write their own sentence below each rule on the worksheet. When finished, students will give their worksheet to a partner (or peer editor) for checking. Peer editors will put a check mark (✓) next to the rule if the sentence does not meet the colon rule requirement—as well as the dice requirement—and an ex (x) when the sentence is correct. Students will then review incorrect sentences together, allowing the original student to correct any errors.
4. Worksheets should not be “peer edited” until they are completed.

**Note:** Each worksheet rule is designed with space for two sentences. Students will only write one sentence during this exercise—the other sentence is designed to be completed as homework. Sentences written at home must show the correct use of the colon rule(s), but will not need to fulfill the *Grammar Punk*<sup>™</sup> Dice requirements. The second sentence can be checked by peer editors during the following class session.

### Focus

1. Discuss each rule of the colon.
2. Discuss how the placement of colons calls attention to the information following it.
3. Teacher, double-check students peer-editing worksheets for accuracy.
4. Read the literary quotation(s) (below).



## Peer Editing Worksheet: Colon | Name:

After writing your own sentence below each rule, give it to a partner for checking. They will put a slash mark ( / ) next to the rule if your sentence does not meet the rule for the colon and the *Grammar Punk*<sup>™</sup> Dice requirements, and an ex ( X ) when your sentence is correct. Review the *Grammar Punk*<sup>™</sup> Primer if necessary.

1. Use a colon after the salutation of a business letter.

**Grammar Punk**<sup>™</sup> Example: L E 3 Pro | Dear Mr. Leidecker: I'd like more info about your line of Weed-Whackers.

Your sentence: \_\_\_\_\_

\_\_\_\_\_

Homework sentence: \_\_\_\_\_

\_\_\_\_\_

2. Use a colon between the hours, minutes, and seconds of a number indicating time.

**Grammar Punk**<sup>™</sup> Example: A C 2 Prep | The meeting of The Accordion Players of America begins at 12:34 on Thursday.

Your sentence: \_\_\_\_\_

\_\_\_\_\_

Homework sentence: \_\_\_\_\_

\_\_\_\_\_

3. Use a colon at the end of a sentence to emphasize another word, phrase or clause.

**Grammar Punk**<sup>™</sup> Example: L A 2 Adv | The rules are always clear: no elephants allowed.

Your sentence: \_\_\_\_\_

\_\_\_\_\_

Homework sentence: \_\_\_\_\_

\_\_\_\_\_

4. Use a colon at the beginning of instructions or directives.

**Grammar Punk**<sup>™</sup> Example: T O 3 Prep | Washing Directions: Do not throw this topaz sweater in with your jeans.

Your sentence: \_\_\_\_\_

\_\_\_\_\_

Homework sentence: \_\_\_\_\_

\_\_\_\_\_


**Peer Editing Worksheet: Colon | Name:**

5. Use a colon to introduce a list.

**Grammar Punk**™ Example: S U 3 Conj | The box contained the essentials: three toothbrushes, six ducks and four umbrellas.

Your sentence: \_\_\_\_\_

\_\_\_\_\_

Homework sentence: \_\_\_\_\_

\_\_\_\_\_

6. Use a colon between a title and a subtitle, chapter and verse, or volume and page.

**Grammar Punk**™ Example: P I 2 Adj | “Skippy: The Tale of a Misunderstood Chipmunk” is required reading for forest rangers.

Your sentence: \_\_\_\_\_

\_\_\_\_\_

Homework sentence: \_\_\_\_\_

\_\_\_\_\_

7. Do not misuse the colon by placing it between a verb and its complement, OR between a preposition and its object.

**Incorrect**: I watched a new show about: ballroom dancing.

**Note**: Change the words before the colon to form an independent clause.

**Correct**: Yesterday, I watched a new show: Ballroom Dancers of the Ukraine.

Peer Editor's Name: \_\_\_\_\_

## Peer Editing: Prepositions

*Conventions, Word Choice*

**Objective:** Students will become familiar with prepositions while writing unique sentences. Students will also reinforce this knowledge by altering each other's sentences by changing the preposition use.

**Materials:** Each student will need paper and pencil

**Time:** 20 minutes

**Grammar Punk™**

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

**Present to students:**

**Preposition:** A word or words that show(s) the relationship between two words or phrases in a sentence. Prepositions show the temporal, spatial or logical relationship of a noun or pronoun to some other word.

**Examples of Prepositions:** aboard, between, in, above, on, it, toward, regarding, at, beneath, beside, over, during, without, around, except, from, till, throughout, until, despite, among, beyond, since, inside, fore, like, near

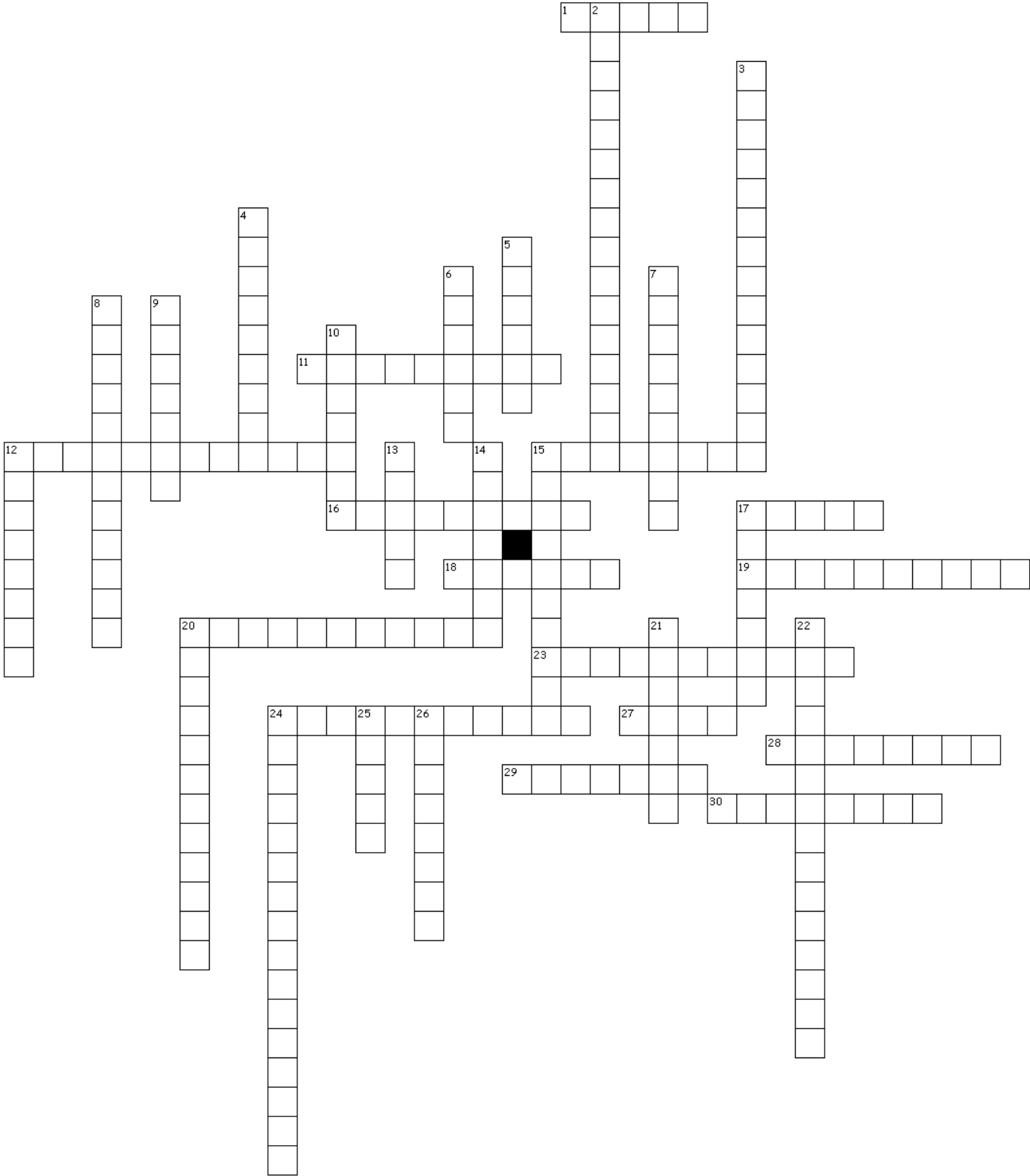
**Exercise:**

1. Arrange students into pairs.
2. Roll the required dice and announce the results to the class.
3. Students will write a sentence that fulfills the dice requirements and contains at least one preposition. Review the *Grammar Punk™ Primer* if necessary.
4. Students will then pass their paper to their peer. That student will insert their own preposition (writing it below) into their peer's existing sentence.
5. Roll the required dice and announce the results to the class.
6. Students will write a sentence that fulfills the dice requirements and contains at least one preposition.
7. Students will then pass their paper back to the original author. Each student will use the same preposition their peer used and write their own unique sentence.
8. On a volunteer basis, students will share their sentences with the rest of the class.

### Focus

1. Discuss how the use of different prepositions can completely change the feel of each sentence.
2. Discuss unusual use of prepositions.
3. Read the literary quotation(s) (below).

# Grammar Lover's Puzzle



## Grammar Lover's Puzzle - Word List Key

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### Across

1. **Verbs:** type of word that expresses action, existence, condition, events, or states of being
11. **Metaphors:** language that involves figures of speech or symbolism and does not literally represent real things
12. **Alliteration:** the poetic or literary effect achieved by using several words that begin with the same or similar consonants.
15. **Articles:** a word used with a noun that specifies whether the noun is definite or indefinite.
16. **Semicolon:** punctuation mark used to separate parts of a sentence or list and indicating a pause longer than a comma but shorter than a period
17. **Colon:** a punctuation symbol that introduces or calls attention to what follows it.
18. **Poetry:** a literary work written in verse, in particular verse writing of high quality, great beauty, emotional sincerity or intensity, or profound insight.
19. **Adjectives:** a word that qualifies or describes a noun or pronoun
20. **Conjunction:** a word or words that create a connection or join words, phrases or clauses.
23. **Parentheses:** punctuation symbols that are used to add further information to a sentence that is clearly separated from the rest of the sentence.
24. **Participles:** a form of a verb that is used to form complex tenses, such as "was loving" and "has loved" in English, and may also be used as an adjective
27. **Noun:** a word or group of words of a particular person, place, or thing.
28. **Homonyms:** words that are spelled the same way as one or more other words but have a different meaning.
29. **Synonym:** words that mean the same, or almost the same, as another word
30. **Ellipses:** a printed mark, usually three dots used to indicate that something has been omitted from a text

### Down

2. **Exclamation Point:** a punctuation mark used after an exclamation or interjection, and sometimes after a command.
3. **Quotation Marks:** used to mark the beginning and end of a quotation.
4. **Agreement:** words that show the correspondence of the number, case, gender, or person of one word with that of another word, especially in the same sentence.
5. **Adverb:** a type of word that modifies, describes, changes, enhances, limits, describes or gives detail to verbs, adjectives or other adverbs.
6. **Dashes:** a short horizontal line used as a punctuation mark, often in place of a comma or colon, or as a sign that certain letters or words have been omitted.
7. **Sentences:** a group of words or a single word that expresses a complete thought, feeling, or idea.
8. **Question Mark:** a punctuation mark that ends all direct questions.
9. **Phrases:** a string of words that form a grammatical unit, usually within a clause or sentence
10. **Gerunds:** nouns formed from a verb, describing an action, state, or process, formed from the verb's -ing form
12. **Abstract:** not relating to concrete objects but expressing something that can only be appreciated intellectually.
13. **Comma:** a punctuation symbol that separates the structural elements of sentences into manageable segments.
14. **Pronoun:** a word that substitutes for a noun or a noun phrase.
15. **Apostrophe:** the punctuation mark used to show where letters are omitted from a word, to mark the possessive, and sometimes to form the plural of numbers, letters, and symbols.
17. **Clauses:** a group of words consisting of a subject and its verb, which may be dependent or independent.
20. **Contractions:** a shortened form or shortening of a word or phrase
21. **Antonym:** words that mean the opposite of another word.
22. **Personification:** a representation of an abstract quality or notion as a human being, especially in art or literature.
24. **Punctuation Marks:** a symbol, for example, a comma, period, or question mark, is used to organize writing.
25. **Theme:** distinct, recurring, and unifying quality or idea.
26. **Concrete:** able to be seen or touched because it exists in reality, not just as an idea.

**Grammar Lover's Puzzle - Word List** | **Name:****Across**

1. A type of word that expresses action, existence, condition, events, or states of being.
11. Figurative language that involves figures of speech or symbolism and does not literally represent real things.
12. The poetic or literary effect achieved by using several words that begin with the same or similar consonants.
15. A word used with a noun that specifies whether the noun is definite or indefinite.
16. A punctuation mark used to separate parts of a sentence or list and indicating a pause longer than a comma but shorter than a period.
17. A punctuation symbol that introduces or calls attention to what follows it.
18. A literary work written in verse, in particular verse writing of high quality, great beauty, emotional sincerity or intensity, or profound insight.
19. A word that qualifies or describes a noun or pronoun.
20. A word or words that create a connection or join words, phrases or clauses.
23. Punctuation symbols that are used to add further information to a sentence that is clearly separated from the rest of the sentence.
24. A form of a verb that is used to form complex tenses, such as "was loving" and "has loved" in English, and may also be used as an adjective
27. Word that give names to a particular person, place, or thing.
28. Words that are spelled the same way as one or more other words but have a different meaning.
29. Words that mean the same, or almost the same, as another word.
30. A punctuation mark, usually three dots, used to indicate that something has been omitted from a text.

**Down**

2. A punctuation mark used after an exclamation or interjection, and sometimes after a command.
3. A punctuation mark used to mark the beginning and end of a quotation.
4. Words that show the correspondence of the number, case, gender, or person of one word with that of another word, especially in the same sentence.
5. A type of word that modifies, describes, changes, enhances, limits, describes or gives detail to verbs, adjectives or other adverbs.
6. A short horizontal line used as a punctuation mark, often in place of a comma or colon, or as a sign that certain letters or words have been omitted.
7. A group of words or a single word that expresses a complete thought, feeling, or idea.
8. A punctuation mark that ends all direct questions.
9. A string of words that form a grammatical unit, usually within a clause or sentence.
10. A noun formed from a verb, describing an action, state, or process, formed from the verb's -ing form.
12. A word not relating to concrete objects but expressing something that can only be appreciated intellectually.
13. A punctuation symbol that separates the structural elements of sentences into manageable segments.
14. A word that substitutes for a noun or a noun phrase.
15. The punctuation mark used to show where letters are omitted from a word, to mark the possessive, and sometimes to form the plural of numbers, letters, and symbols.
17. A group of words consisting of a subject and its verb, which may be dependent or independent.
20. A shortened form or shortening of a word or phrase.
21. A word that means the opposite of another word.
22. A representation of an abstract quality or notion as a human being, especially in art or literature
24. Punctuation symbols, for example, a comma, period, or question mark, used to organize writing.
25. A distinct, recurring, and unifying quality or idea.
26. Something that is able to be seen or touched because it exists in reality, not just as an idea.

## Poetry: The Haiku

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

**Objective:** Students will learn to reinforce their knowledge of grammar and creative use of language while writing their own unique haikus.

**Materials:** Each student will need paper and pencil

**Time:** 15 minutes

### Grammar Punk™

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

### Present to students:

- a) Haikus are Japanese in origin
  - I. Haikus usually focus on an element of nature
- b) Haikus are three lines long, with the following syllabic form (roughly):
  - I. First line = 5 syllables
  - II. Second line = 7 syllables
  - III. Third line = 5 syllables

**Note:** Haikus often read like one carefully written sentence (as opposed to two or three mini, choppy sentences).

### Exercise:

1. Roll the required dice and announce the results to the class.
2. Students will write a haiku that fulfills the dice requirements and meets the criteria for haikus. Review the *Grammar Punk™ Primer* if necessary.
3. On a volunteer basis, students will share their sentences with the rest of the class.

### Focus

1. Discuss how limiting the syllables make the usage of certain words more challenging—and interesting.
2. Read the literary quotation(s) (below).

#### Grammar Punk™ Example: F O

The dragonfly flits  
A ladybug fidgets, fretful  
The cat watches, rapt

The first cold shower;  
Even the monkey  
seems to want  
A little coat of straw.  
—Basho

Blossoms at night,  
and the faces of people  
moved by music.  
—Kobayashi Issa

A catfish laughs.  
It thinks of other catfishes  
In other ponds.  
—Koi Nagata

#### Haiku Activity

Renga is a very old Japanese “game” of poetry where a haiku was *broken* so that different authors wrote each line.

1. Separate students into pairs.
2. Each student will take turns writing a line of the haiku until they have completed 2 haikus.
3. Share with the class.

## Sentence Fluency: Voice

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

**Objective:** Students will practice writing with voice, while reinforcing their knowledge of grammar and punctuation.

**Materials:** Each student will need paper and pencil

**Time:** 25 minutes

**Grammar Punk™**

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

**Present to students:**

Voice can be defined as the writer's awareness and effective use of such elements as diction, tone, syntax, word choice, emotion, description, characterization. Voice targets a specific audience to create a clear and distinct personality of the writer. It is how your words "sound" on paper.

**Activity:**

Students will select one "setting" (see next page) and write three sentences using 3 different "voices," Students should study the setting, then write the sentence with the emotion, word choices and tone required by the voice(s) while fulfilling the dice requirements.

1. Divide students into groups of 4-5 students.
2. Each group will select one setting. Every student in the group will write a sentence using the same setting.
3. Each student will then select a voice. Individual students will write a sentence with the setting selected by the group, using the voice they've selected.
4. Roll the dice and announce the results to the class.
5. The students will then create their own sentences, using the setting and voice and fulfilling the dice requirements. Review the *Grammar Punk™ Primer* if necessary.
6. Students will share their sentences with their group. Encourage group discussion about how the voices differ while the setting remained the same.
7. Repeat steps 3-6. Students will keep the same setting and use another "voice" until they have each written 3 sentences.
8. On a volunteer basis, students will share their sentences.

### Focus

1. Encourage discussion of how using a different voice made the students put themselves into their character's place.
2. Ask which voices were easy or difficult for them. Which were their favorites? Which voice felt "natural" to them while they were writing their sentence?
3. Encourage discussion of voice in favorite books, TV, movies, etc.

**Grammar Punk™ Examples: Setting : On a Train | Voice: Frightened | Happy | Child-like**

**F A 3 Adj** | Serena looked out at the unfamiliar scenery, dread coiling in her stomach; she could only hope that the farther away she got, the safer she would be.

**B U 3 Conj.** | A laugh bubbled up like a bouncing butterfly and Dana, peeking at her fellow train passengers, clapped a hand over her mouth to still a giggle.

**T A 5 Adv** | Her very first train trip, a really neat seat by the window and her dumb brother hadn't even been invited; this was the best birthday ever!

## Sentence Fluency: Voices and Settings

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### Settings

- a) On a train
- b) In an amusement park
- c) Waiting for a bus/train/plane
- d) Crash-landed on an alien planet
- e) Crash-landed on a deserted island
- f) In another time period
- g) On a stormy night
- h) In the middle of a novel (of your choice)
- i) In a park
- j) At the beach
- k) In an old house
- l) Camping in the mountains

### Voices

- a) Frightened
- b) Curious
- c) Amused
- d) Suspicious
- e) Mischievous
- f) Happy
- g) Child-like
- h) Elderly
- i) Impatient/exasperated
- j) Angry
- k) An animal or inanimate object of some kind (personification)

Grammar Punk

**Visual Art: *The Persistence of Memory* by Salvador Dali***Word Choice, Voice*

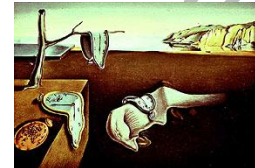
**Objective:** Students will explore creative language as well as reinforce their knowledge of grammar and punctuation as they learn about a famous work of art; they will do this by writing a unique paragraph in response to their reaction to the artwork.

**Materials:** Each student will need paper and pencil

**Time:** 20 minutes

**Grammar Punk™**

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



**Present to students:**

Display the painting and read the following abstract regarding the painting: *The Persistence of Memory* by Salvador Dali

*The Persistence of Memory, 1931*, by artist Salvador Dalí is a well-known surrealist piece. Surrealism is a cultural, artistic, and intellectual movement oriented toward the liberation of the mind by emphasizing the critical and imaginative faculties of the "unconscious mind" and the attainment of a state different from, "more than," and ultimately "truer" than everyday. The painting has also been known as *Soft Watches*. The artist was moved to include the famous melting-clock imagery after a vision he had following a snack of Camembert cheese—the clocks, therefore, have the texture of the soft cheese. The painting shows four soft watches, one of which has a fly on it and another is being devoured by ants. This is widely seen as a commentary that time is less rigid than we may believe.

**Exercise:**

1. Students will write a topic sentence that describes or explains their initial response or impression of the artwork shown, while it fulfills the dice requirements.
2. Students will then write one paragraph (at least)—without dice requirements—that expounds further on their response, thoughts or emotions to the art.

**Focus**

1. Encourage students to analyze the work beyond their initial impression.
2. Encourage discussion of the period, style and movement of each piece of artwork.
3. Encourage discussion of the artist's motivation.
4. Discuss student's unique word choices and interpretation.
5. Emphasize the use of grammar choices; especially adverbs and adjectives.

**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™ 9-12

## *Secondary*

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

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

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 (1842 - 1914)

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

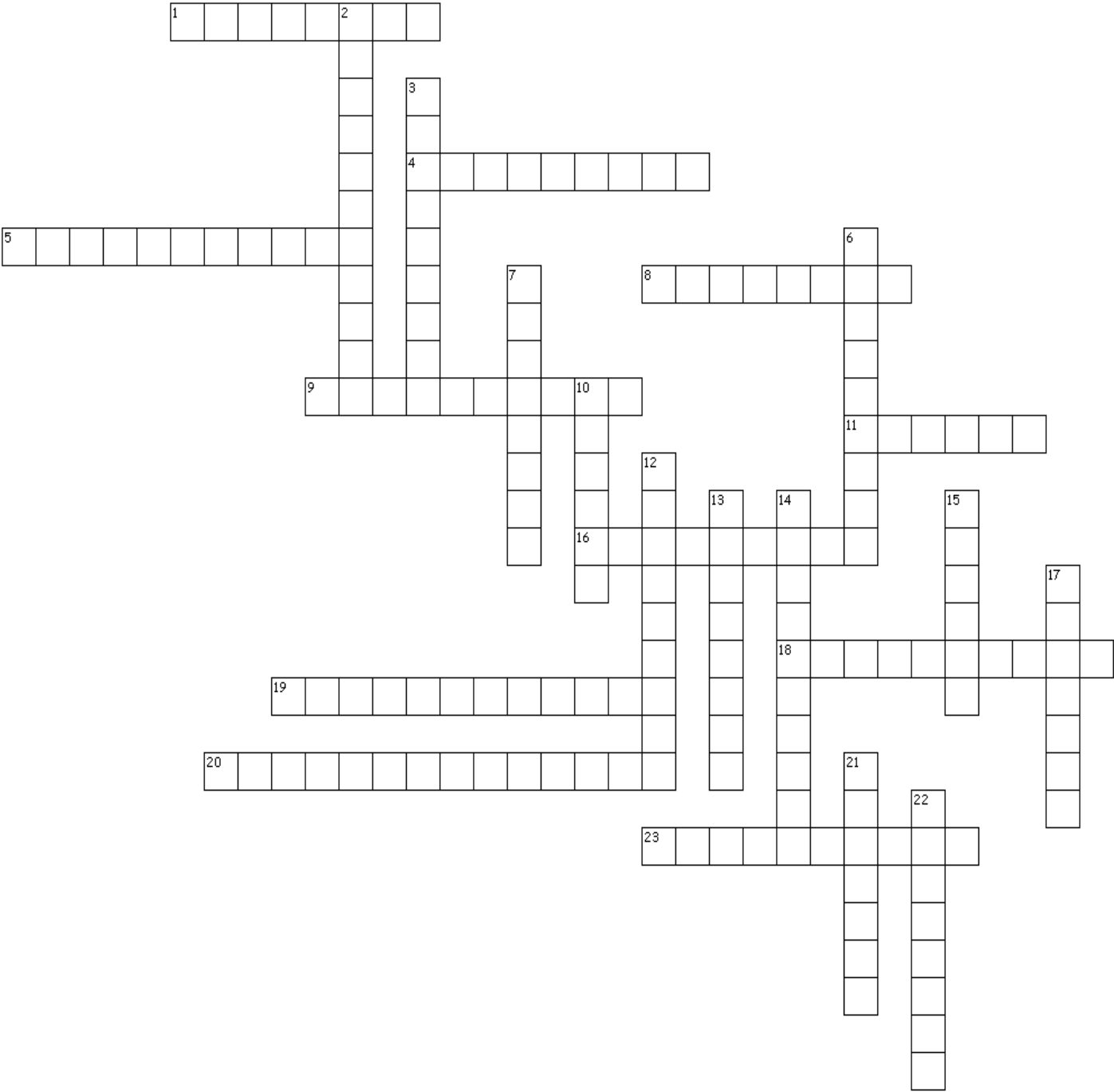
Spelling is a literacy ability that reflects language and non-language cognitive processes. Good spelling, like good writing essentially comes down to one thing: practice. Because our language is so complex and made up of so many disparate parts, doing is learning.

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.
- Don’t forget to 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 or commonly confused word 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.

# 9th Grade Vocabulary Crossword Puzzle



11<sup>th</sup> Grade Spelling/Vocabulary List

abashed abdicate abrasion abridge abstain accost acquisition acid adage addict	adulterated affable affectation affix aftermath aggression alienate align alimony alleviate	ambiguous amplitude analogy anesthetic annals antecedent antiquated aperture arbitration ascertain	ascribe askew aspiration assail assimilate atheist attaché audit aversion awry	beneficiary bequeath biennial binder bizarre boycott brevity broach brusque bulwark
burlesque burnish candid capitalist caricature carouse cataract cavalcade celestial cessation	cite claimant collaborate collective commemorate commentary commune compassion compatible complacent	composite composure concave conception cogitating concoct concur concussion condescend condiment	condolence condone confection confederation congeal congenial consecrate constitute contemptuous contend	context contortion converse cosmopolitan covet criterion cuisine cyst debonair decrepit
defer depict deplete derange derelict desirous deter detriment deviate devious	devoid dexterity diagnosis differential diffuse dilapidated discern discourse discredit discrepancy	disdainful disgorge disheveled disperse disproportionate dissimilar dissociate distraught docile doleful	dubious dynasty eddy egotism elegy elliptical emaciated eminent emphatic encumbered	engross enliven ensue entail epic epitaph equity erratic erroneous essence
evoke excerpt excruciating exhilarated explicit expulsion extortion exultation fabricate facet	facilitate faction fastidious feline fervent fervor fetter fidelity financier fissure	flagrant fluctuate forage forbearance franchise fraudulent gauntlet gibe glower glut	graphic guise gullible gusto habitable habitat hallucination hazard hypothesis idealism	idolatry immaculate immaterial immobile impale impassive impediment impending imperial implicate

## 12th Grade Vocabulary Word Search Puzzle

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