

K-3™

Elementary

**Curriculum, Dice, and
Elementary Card Program**

“Education is not the filling of a pail, but the
lighting of a fire.” –*W. B. Yeats*

Grammar Punk™ is proud to introduce grammar, punctuation, and language arts Grammar Punk™ style for your youngest students. K-3 begins at the beginning with student/teacher worksheets, dice and tons of fun, colorful, and best of all 106 NEW cards!

With this card, each of the K-3 Elementary cards is introduced and ideas, suggestions, and prompts are provided to help you use them in your individual classroom.

The K-3 Elementary Cards

The Character Cards (orange) offer students ideas, options, and a creative boost as they create sentences. Encourage students to explore the concept of including characters with traits and details in their sentences. As they begin to understand the concept of creating multi-dimensional characters they will

The Write A Sentence Cards (purple) offer students a chance to focus on specific concepts to write about. Encourage students to focus on the concept and write a sentence using the concept.

The Action Cards (blue) offer students a chance to begin the writing process. Encourage students to use the Action Cards we provide to get started.

The K-3 Elementary Cards

The Vowel Pairs (dk. pink) and Consonant Blends Cards (lt. pink) offer students opportunity for creative practice of these concepts. Students will also build their vocabularies and word creation skills. Including these words in sentences will offer students focus and freedom to write without wondering what to write about.

The Verbs and Noun Grammar Cards (green) offer students opportunity for creative practice of the concepts of verbs and nouns and their place in sentences. Students will also build their vocabularies and word creation skills. Including these words in sentences will offer students a firm grasp of basic sentence structure.

The Homonyms, Compound Words, and Contraction Word Cards (blue) offer students opportunity for creative practice of these different types of words. By becoming comfortable with the appearance and creation of these often confusing words, students will also build their vocabularies and word creation skills. Including these words in sentences will offer students redundancy and practice of these words.

The Words Ending in ed, er, and ing Suffix Cards (yellow) offer students opportunity for creative practice of the creation of words ending with these common suffixes. By practicing the rules to create these words will help build vocabularies and word creation skills.

The Word Order Puzzle Cards (med. pink) offer students a chance to play with words. Challenge students to write "what happens next" sentences. Encourage students to create their own puzzle sentences.

GRAMMAR PUNK® 2009

K-3 simply begins earlier in the process. The lessons begin with the discovery of letters, (consonants and vowels) then letters into words and words into sentences and on to beginning writing. Along with the Grammar Punk Dice and the K-3 cards, the youngest students can explore language, grammar, and punctuation the Grammar Punk way.

GP™ K-3

Elementary CURRICULUM

“Practice is the best of all instructors.” –*Publius Syrus*

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

“Education makes a people easy to lead, but difficult to drive: easy to govern, but impossible to enslave.” –*Peter Brougham*

“Tell me and I’ll forget. Show me, and I may not remember. Involve me, and I’ll understand.” –*Native American Saying*

“What we learn with pleasure we never forget.” –*Alfred Mercier*

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

“What sculpture is to a block of marble, education is to the human soul.”
–*Joseph Addison*

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

All lessons designed to fulfill the 6 Traits + 1: Conventions, Ideas, Organization, Presentation, Sentence Fluency, Voice, and Word Choice

10. **Game! Your Very Own Zoo! Word Search Puzzle - Answer Key**

11. **Game! Your Very Own Zoo! Word Search Puzzle**

12. Working with Worksheets (Teacher's copy)

13. Intro to Letters into Words!

14. Consonants

15. Consonant Blends #1 and #2: (ch, gh, ph, sh, th, wh)

16. Consonant Blends #1 Worksheet (Teacher's Copy)

17. Consonant Blends #1 Worksheet (Student Copy)

18. Consonant Blends #2 Worksheet (Teacher's Copy)

19. Consonant Blends #2 Worksheet (Student Copy)

20. Consonant Blends #3: (cr, cl, dr, gl, gr, pl, pr, sl, tr, wr)

21. Consonant Blends #3 Worksheet (Teacher's Copy)

22. Consonant Blends #3 (Worksheet (Student Copy)

23. Consonant Blends #4: (ck, ll, ly, nd, ng, nt, rd, rt, ss)

24. Consonant Blends #4: Worksheet (Teacher's Copy)

25. Consonant Blends #4: Worksheet (Student Copy)

26. Consonants - 3 Letter Blends: scr, spr, str, rst, tch

27. Consonant: 3-Letter Blends: Worksheet:(Teacher's Copy)

28. Consonant: 3-Letter Blends: Worksheet (Student Copy)

29. **Game: A Bunch of Nouns - Crossword Puzzle (Teacher's Key)**

30. **Game: A Bunch of Nouns - Crossword Puzzle**

31. Vowels

32. Vowels: Short Vowels

33. Vowels: Short Vowels: Worksheet (Teacher's Copy)

34. Vowels: Short Vowels: Worksheet (Student Copy)

35. Vowels: Long Vowels

36. Vowels: Long Vowels: Worksheet (Teacher's Copy)

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38. Vowel Pairs (Diphthongs): au, ai, ea, ee, oi, oo, ou

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40. Vowel Pairs #1: Worksheet (Student Copy)

41. Vowel Pairs #2: Worksheet (Teacher's Copy)

42. Vowel Pairs #2: Worksheet (Student Copy)

43. Vowel Pairs #3: Worksheet (Teacher's Copy)

44. Vowel Pairs #3: Worksheet (Student Copy)

45. **Game: Tangled Tongue Twisters #1 (Teacher Key)**

46. **Game: Tangled Tongue Twisters #1**

47. Words Ending In: ed, er, ing

48. Words Ending In: ed, er, ing: Teacher's Resource

49. Words Ending with ed #1: Worksheet (Teacher's Copy)

50. Words Ending with ed #1: Worksheet (Student Copy)

51. Words Ending with ed #2: Worksheet (Teacher's Copy)

52. Words Ending with ed #2: Worksheet (Student Copy)

53. Words Ending with er #1: Worksheet (Teacher's Copy)

54. Words Ending with er #1: Worksheet (Student Copy)

55. Words Ending with er #2: Worksheet (Teacher's Copy)

Each lesson contains a teacher key and reproducible student worksheets

Games, Challenges and activities abound because it is during these introductory years that students learn to love or hate this tough subject.

56. Words Ending with er #2: Worksheet (Student Copy)
57. Words Ending with ing #1: Worksheet (Teacher's Copy)
58. Words Ending with ing #1: Worksheet (Student Copy)
59. Words Ending with ing #2: Worksheet (Teacher's Copy)
60. Words Ending with ing #2: Worksheet (Student Copy)
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K-3 creatively introduces students to consonants, vowels, words, words into sentences, as well as the basic rules of grammar and punctuation, while introducing and reinforcing strong writing skills.

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GP™ K-3 has a strong emphasis on introducing word creation, vocabulary building, critical thinking, building logic and problem-solving skills, creating and strengthening writing skills.

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109. Intro to Basic Punctuation Rules
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Grammar Punk K-3™ Elementary comes complete with 106 brightly colored, age-appropriate, fun cards (Names, Jobs, Places, Colors, Sounds, Taste & Smell, Feelings, Nouns, Verbs, Vowel Pairs, Consonant Blends, Compound Words, Homonyms, Word Order, Contractions, Ending in ed, er, ing, Sentences) The Elementary cards will offer literally hundreds of ideas for word and sentence And since there are so many cards you can allow students to work in groups or individually using their own imaginations and vocabularies, word-choice and interests.

Grammar Punk K-3™ Elementary 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. For your younger students you can concentrate on the consonant, vowel, and number dice.

Grammar Punk K-3™ Elementary comes complete with 1 K-3 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.

Grammar Punk K-3 allows students to learn the basics of letter and word formation at their own pace. The specialized Grammar Punk dice will introduce and incorporate the use of letters and the cards offer fun and interactive instruction that will feel more like play.

THE GRAMMAR PUNK™ ELEMENTARY CARDS

Names	Jobs	Feelings
Places	Colors	Sounds
Touch	Taste & Smell	Verbs
Nouns	Homonyms	Contractions
Compound Words	Words Ending in ed	Words Ending in er
Words Ending in ing	Word Order	Write A Sentence
Vowel Pairs	Consonant Blends	Action

The K-3™ Elementary Cards are designed to introduce, reinforce, and instill the concepts contained in the curriculum. The K-3™ cards offer teachers and students a chance to isolate and pinpoint skills by repetition. The cards will also offer students a chance to use their creativity and imaginations.

The K-3™ Elementary cards can be used in conjunction with the lessons or used as stand-alone lessons. You can have the students select cards and work as groups or show the cards on an overhead projector, or just write selections on the board.

Teachers, the use of the K-3™ Elementary cards is limited only by your students imaginations. We encourage you to use these cards for stand-alone activities, in conjunction with the lessons, or as free-writing ideas. The cards were designed to offer tools for your students to reiterate and reinforce basic rules and concepts.

They were also created to offer your students ideas and inspiration as they begin to form words into sentences and sentences into paragraphs, and paragraphs into simple stories. The “creative” cards (Names, Jobs, Locations, Emotions, Sounds, Colors, Touch, Taste & Smell, and Action) will offer students ideas to begin basic characterization, setting, concept, and plot for beginning writers. We encourage you to allow your students creativity and imaginations run free with the K-3™ Elementary Cards.

<p>Names</p> <p>Hank, Bob, Sarah, Stan, Rick, Harold, Amy, Chuck, Lou, Raymond, Jerry, Hannah, Mary, Bill, Harold, Potly, Dick, Cheryl, Murray, Quinn, Oscar, Neil, Ralph, Emma, Jill, Joy, Roger, Nelson, Jenny, Stu, Glen, Pearl, Cliff, James, Nick</p> <p>GP K-3 Example: My grandmother, Hannah, lives in Rhode Island. 1</p>	<p>JOBS</p> <p>wizard, lion tamer, racecar-driver, florist, nanny, farmer, locksmith, cake-decorator, taxi-driver, pirate, librarian, lifeguard, scientist, shoemaker, court-jester, treasure-hunter, construction-worker</p> <p>GP K-3 Example: Our librarian has read every single book in the library. 2</p>	<p>Feelings</p> <p>happy, curious, hungry, snooply, creepy, cheery, sad, cranky, bold, nice, brave, silly, naughty, lonely</p> <p>GP K-3 Example: Tom was very glad when he didn't get enough sleep. 2</p>	<p>PLACES</p> <p>on a boat, in a car, in a big city, in a park, in a tree, on a train, in an old house, in the mountains, on the phone, on a swing-set, at the circus, on an iceberg, playing ping-pong, up a tree, inside a cartoon, on horseback</p> <p>GP K-3 Example: Sitting on the back of his horse made Jack feel low to the tail. 1</p>	<p>COLORS</p> <p>cream, sandy, mauve, amber, olive, burgundy, charcoal, rust, silver, turquoise, violet, scarlet, peach</p> <p>GP K-3 Example: The bird had bright scarlet feathers and a yellow beak. 3</p>	<p>SOUNDS</p> <p>honk, bang, clunk, hum, sing, jingle, creak, quack, bonk, knock, clang, moo, ting, boom,</p> <p>GP K-3 Example: Between the quacking of the ducks and the grating of the creak, Kathy didn't sleep much at the farm. 3</p>	<p>Touch</p> <p>dry, sharp, wet, crooked, cool, pointy, feathery, coarse, damp, spiky, hot, hairy, rocky, stiff,</p> <p>GP K-3 Example: Jack likes to wear his hat soft and spiky. 3</p>
<p>Taste & Smell</p> <p>nutty, lemony, hot, salty, tangy, milky, vinegary, barbecued, fresh, spicy, licorice, bland</p> <p>GP K-3 Example: The pizza smelled spicy and delicious. 1</p>	<p>VERBS</p> <p>hitching, sneezing, glowing, talking, eating, watching, worrying, ripping, skipping, asking, treating, telling, beating, winning, crawling, working, singing, freezing, licking, teasing, treading, drawing</p> <p>GP K-3 Example: It was hot licking down the sidewalk! 5</p>	<p>NOUNS</p> <p>sandals, overcoat, pen, teeth, computer, wrinkle, garbage, battery, butterfly, house, potato, bug, envelope, mole, penguin, heart, light bulb, sack, trunk, lizard, juice, kite, nose, juice, chipmunk, ring, smile</p> <p>GP K-3 Example: The envelope was addressed to my neighbor. 3</p>	<p>HOMONYMS</p> <p>SO the reason for an action GP K-3 Example: Jack forgot to go to the store all so fast.</p> <p>SOW to plant seeds GP K-3 Example: Our class is going to sow sunflower seeds and watch them grow.</p> <p>SEW using a needle to pass thread through material GP K-3 Example: "Get the sew that definition on for you!"</p> <p>Read the homonyms and its definition out loud. Use each homonym in a sentence. 4</p>	<p>CONTRACTIONS</p> <p>have + not had + not is + not were + not</p> <p>Create a contraction from the two words. Use the word in a sentence. GP K-3 Example: It isn't always easy to take care of a new puppy. 4</p>	<p>COMPOUND WORDS</p> <p>day + light door + knob down + town eye + lash</p> <p>Put the two words together to make a compound word. Use the word in a sentence. GP K-3 Example: Our rooster doesn't walk for decades in start crawling. 2</p>	<p>Adding-ED</p> <p>Words that end with e: just add d</p> <p>GP K-3 Example: Dean was very happy when he was lured to work at the ice cream store. 1</p>
<p>Adding-ER</p> <p>Words that end with a short vowel and consonant: double the final consonant before adding ER</p> <p>GP K-3 Example: Nancy was a real sublime, even during class. 1</p>	<p>Adding-ING</p> <p>Words that end with the letter E: remove E and add ING</p> <p>GP K-3 Example: We've been hoping all week that it would stop raining. 1</p>	<p>WORD ORDER</p> <p>mountains in the distance went to a for someone took long we the go home! do kick sport you have what is ball to time kitchen found to from next frog in the batteries one a Sam pink flower fit the hide, the seek clover sheep neighborhood all the sheep and play job green manched Unscramble the sentences and rewrite them. 4</p>	<p>Write A Sentence</p> <p>that includes a COLOR</p> <p>GP K-3 Example: The purple butterfly flew high in the sky. 4</p>	<p>vowel pairs</p> <p>ie oa</p> <p>Write a word using a vowel pair. Write a sentence using the word. GP K-3 Example: We had hot dogs and root beer balls after the game. 3</p>	<p>consonant blends</p> <p>ck ll nt ss</p> <p>Write a word using a consonant pair. Write a sentence using the word. GP K-3 Example: Ann hated being the last one asked for the team. 5</p>	<p>WORDS</p> <p>every time it rains she...; he is the very best at...; his favorite comic book hero is... because...; she has always dreamed of...; even though he's afraid of heights he...; the king gave a decree that all the people had to...; they dared one another to go inside the haunted house; their boat springs a leak as they row to the middle of the lake; after the storm finally ended they... 4</p>

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

Consonants

Conventions, Idea, Voice, Word Choice

Objective: Students will discover the placement of letters in words as they build and develop vocabulary and spelling skills by learning consonants. Students will create words beginning with a specific consonant.

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

Each student will need paper and pencil

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

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Dice Used: C (Consonant Die) Each word created must contain the letters rolled with the consonant die.

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

Present to students:

The word consonant refers to letters of the alphabet that denote a consonant sound. Consonants consist of the letters: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Z and sometimes Y.

While warming up with a simple word list, encourage students to explore the different sounds of each beginning consonant. For beginning writers, have the students write the letters as they explore the sound.

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

1. Discuss the concept of consonants with your students by writing several on the board. Ask students to make the sound of the consonant.
2. Advise students that they will be creating a word list with each word beginning with the letter rolled with the C (consonant) die. We recommend a list of at least five words per consonant.
3. Encourage students to be as creative as they can. Remember: Spelling counts!
4. Roll the die and announce the results to the class. Write the results on the board. Teacher, write your own word list on the board along with your students. For more beginning students, they can copy your words on their own papers.
5. Encourage each student to volunteer at least one word that fulfills the requirements of the die rolled. Write the volunteered words on the board.

b c d f
g h j k l
m n p q
r s t v
w x y z

Focus

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

1. Students should be comfortable with the concept of the consonant and forming words beginning with a particular consonant.
2. Explore the sounds with your students. Read the words aloud with students until they feel comfortable with the look and sound of the consonant.
3. Emphasize unusual, complex or challenging words. Are the words single or polysyllabic? Encourage discussion of creative or unusual words.
4. Acknowledge particularly long word lists.

B = bee, bun, big, beef, book, bean; C= cat, cry, cook, cab, cent, cup, D= dog, door, did, deal, dish, drip; F=fish, fork, fry, fin, fat, food; G= gift, gab, go, goat, get, gear; H= he, hit, hear, hop, hat, hard; J= jump, jig, jest, jog, jam, job; K= kiss, kept, king, kick, kook; L= lip, lair, lamb, lend, loop, lash; M= mind, mean, moon, map, more, mush; N= no, nice, nap, next, nudge, nor; P= part, pot, pet, pit, post, peach; Q= quirk, queen, quick, quarry, quart; R= rose, rich, rent, root, rat, rush; S= soft, sand, sick, sent, such, same; T= try, tame, torn, tick, tent, turn; V= vent, voice, vain, very, vast; W= warn, wood, wick, went, word, wash; Y= yarn, yell, yawn, your, yes, yuck; Z= zoo, zone, zip, zany, zest, zoom

Consonant Blends #1 & #2: ch, gh, ph, sh, th, wh

Conventions, Ideas, Voice, Word Choice

Objective: Students will reinforce vocabulary and spelling skills as they explore consonant blends and new sounds.

Materials: Each student will need paper and pencil
One copy each of the *Consonant Blends #1 Worksheets*
One copy each of the *Consonant Blends #2 Worksheets*

Present to students:

A consonant blend or digraph is the blending of two consonants that together create one sound. Encourage students to explore the different sounds of each consonant blend. For beginning writers, have the students write the letters down as they explore the sounds.

This lesson will explore consonants blended with the letter “h”. In this exercise, these consonant blends will all appear at the beginning of the words. In the second exercise the consonant blends will appear at the end of the words.

Exercise:

1. Explore consonant blends with students by encouraging them to say aloud the sound the letters make.
2. Explore words made with these sounds with students by writing several words beginning with consonant blends on the board.
 - a. Explain to students that the h is silent. Explain that the gh consonant blend can make a hard g sound or an f sound.
 - b. Explain to students that the ph digraph makes an f sound.
3. Encourage students to say the words aloud and become familiar with consonant blends and the sounds they create.
4. Give each student a worksheet entitled *Consonant Blends #1*.
5. In Section 1, students will select the correct word containing a consonant blend pair to finish the sentences.
6. Once students have completed the worksheets ask for volunteers to read the sentences aloud.
7. Discuss the words that contain the consonant blends.
8. Repeat the exercises with *Consonant Blends #2*. In this exercise the digraph will appear at the end of the words.

b c d f
g h j k l
m n p q
r s t v
w x y z

Focus

1. Students should be comfortable with the concept of the consonant blends and forming words beginning with consonant blends.
2. Explore the sounds with your students. Read the words aloud with students until they feel comfortable with the look and sound of the consonant.
3. Students should understand that two letters together can create a new sound.
4. Students should begin to feel familiar with the most common consonant blends and the sounds they make.
5. Teachers, explore other consonant blends with students by exploring other blends not shown here.

child, chirp, chick, chin, chase, rich, birch, grouch, search, such, inch, munch, church, perch, punch, bunch, bench, search; ghost, ghou, rough, tough, dough, cough, high, sigh; phone, phrase, photo; graph; shine, ship, shame, share, sheep, shore, shell, shark; push, bash, crash, crush, dish, wish, wash, bush, lash, fish, mesh, squish, mash; thing, that, then, thin, thank, these, this, thirst, thorn; with, bath, math, teeth, wrath, wreath, truth; where, when, white, whack, wheat, whole, whale, wheel

Section 1

Select the correct word (in the box) to finish the sentences below.

Chin	think	shoe	ghost
Phone	shirt	thud	chop

1. The pumpkin hit the ground with a thud.
2. Jan wants to dress up as a ghost for Halloween.
3. The cat had milk on his furry little chin.
4. Our teacher likes us to think about our homework.
5. We asked Sam to chop lots of wood for the winter.
6. Dan looked all over but he couldn't find his shoe.
7. Jack always had a hard time with the buttons on that shirt.
8. Carol was happy to hear her grandmother's voice on the phone.

GH, SH, PH, SH, TH, WH

Section 1

Select the correct word (in the box) to finish the sentences below.

Chin	Think	shoe	ghost
Phone	Shirt	thud	chop

1. The pumpkin hit the ground with a _____.
2. Jan wants to dress up as a _____ for Halloween.
3. The cat had milk on his furry little _____.
4. Our teacher likes us to _____ about our homework.
5. We asked Sam to _____ lots of wood for the winter.
6. Dan looked all over but he couldn't find his _____.
7. Jack always had a hard time with the buttons on that _____.
8. Carol was happy to hear her grandmother's voice on the _____.



Vowels

Conventions, Ideas, Voice, Word Choice

Objective: Students will discover the placement of letters in words as they build and develop vocabulary and spelling skills by learning vowels. Students will create words beginning with a specific vowel.

Materials: Each student will need paper and pencil

Grammar Punk™

Dice Used: V (Vowel Die) Each word created must contain at least one of the letters rolled with the vowel die.

Present to students:

A vowel is a letter of the alphabet standing for a spoken vowel. Vowel sounds are made with the vocal tract open. All normal English words contain at least one vowel. Vowels consist of the letters A E I O U. The letter Y can also be thought of as a vowel though it also behaves as a consonant when it is at the beginning of a word.

Encourage students to explore the different sounds of each vowel. For beginning writers, have the students write the letters as they explore the sounds.

Exercise:

a e i o u

1. Advise students that they will be creating a word list with each word containing the specific V (vowel) die rolled. We recommend a list of at least five words. Teacher, if the vowel U is rolled you might want to reroll. Or write several U words on the board for students to copy (unicorn, universe, union, undo, uncle, use, under, ugly, up, unite, unique, upstairs.)
2. Encourage students to be as creative as they can.
3. Roll the die and announce the results to the class. Write the results on the board. Teacher, write your own word list on the board along with your students.
4. Encourage each student to volunteer at least one word that fulfills the requirements of the die rolled. Write the volunteered words on the board, (writing each word only once).
5. Once each student has volunteered at least one word, repeat steps 3-5 once more.
6. When two separate word lists have been generated, discuss the words.

Focus

1. Students should be comfortable with the concept of the vowel and forming words containing that vowel.
2. Explore the sounds with your students. Read the words aloud with students until they feel comfortable with the look and sound of the vowels.
3. Emphasize unusual, complex or challenging words. Are the words single or polysyllabic? Encourage discussion of creative or unusual words.

apple, ant, art, add, actor, after, agree, aim, alley, alive, afraid, apt, artist, attack, awful, awake; elephant, egg, editor, either, elm, end, ego, elite, error; itch, inch, idea, if, ill, idiot, irritate, icicle, irk, interest, igloo; octopus, odd, off, oh, oil, oink, olive, operate, orchid, order, own, old; uncle, ugly, ulcer, umpire, undo, upward, up, urge, use

Vowels: Short Vowels

Conventions, Ideas, Voice, Word Choice

Objective: Students will discover the placement of letters in words as they build and develop vocabulary and spelling skills by learning vowels and the sounds they make.

Materials: Each student will need paper and pencil
One copy each of the *Short Vowel Sounds* worksheet

Present to students:

A vowel is a letter of the alphabet standing for a spoken vowel. Vowel sounds are made with the vocal tract open. All normal English words contain at least one vowel. In linguistics, vowel length is the perceived duration of a vowel sound.

Explain to students that the concept of “short” and “long” is referring to the sound of the letter itself. Share with students words that contain short vowel sounds. Encourage students to explore the different sounds of short vowels. For beginning writers, have the students write the letters as they explore the sounds.

Short vowels do not depend on another letter (such as e, i, or y) to give them a “short” sound.

Exercise:

a e i o u

Words with short vowels will NOT end with e or y. Words that end with two consonants will always have a short vowel sound.

Focus

1. Explore words made with short vowel sounds with students by writing several words containing the short vowel sounds on the board.
 2. Encourage students to say the words aloud and become familiar with short vowel sounds.
 3. Give each student a worksheet entitled *Short Vowel Sounds*.
 4. In Section 1, students will identify the words that contain short vowel sounds by circling the word that has the same sound as the word in the first column.
 5. In Section 2, students will then create their own unique sentences, selecting one of the short vowel sound words and including it in their sentences. Students will circle the short vowel sound word.
 6. Encourage students to be as creative as they can as they create their sentences.
 7. On a volunteer basis, students will share their sentences with the rest of the class.
1. Students should understand what a short vowel sound is.
 2. Encourage students to read the words aloud to become comfortable with the sounds of short vowels.

add, bad, cat, bench, bear, bomb, clock, dock, drip, drop, fond, fix, give, gash, gab, hit, hot, hut, hand, inch, ill, job, land, lamp, lend, lip, lost, must, moss, man, mad, mist, nod, nip, nick, nap, next, odd, dog, pond, rod, pall, pin, pun, pet, putt, quick, quell, risk, rasp, rinse, risky, rip, ship, shop, sink, stop, slim, sod, slat, stand, top, tip, tuck, trim, tap, trip, trick, track, trek, fuss, bus, wash, want, wind, yawn, yell, yarn, yam, yellow

Short Vowel Sounds: Worksheet | (Teacher's Copy)

Section 1

Circle the words that contain the same sound as the word in the first column.

1.	sun	<u>Mud</u>	bad	brick	made
2.	drop	Mope	deep	dear	<u>stop</u>
3.	stick	<u>Trick</u>	bike	nice	fire
4.	dent	Seen	<u>rent</u>	seed	rice
5.	fan	Fame	rain	<u>man</u>	main
6.	fish	<u>Dish</u>	fry	shy	shine
7.	call	<u>hall</u>	seal	feel	reel
8.	lamp	rain	laid	<u>fast</u>	reed

Section 2

Write a sentence that contains one word with a short vowel sound. You may choose from the list above or create a new word. Circle the word.

1. Your sentence: _____

2. Your sentence: _____

3. Your sentence: _____

4. Your sentence: _____

5. Your sentence: _____

Section 1

Circle the words that contain the same sound as the word in the first column.

1.	sun	mud	bad	brick	made
2.	drop	mope	deep	dear	stop
3.	stick	trick	bike	nice	fire
4.	dent	seen	rent	seed	rice
5.	fan	fame	rain	man	main
6.	fish	dish	fry	shy	shine
7.	call	hall	seal	feel	reel
8.	lamp	rain	laid	fast	reed

Section 2

Write a sentence that contains one word with a short vowel sound. You may choose from the list above or create a new word. Circle the word.

1. Your sentence: _____

2. Your sentence: _____

3. Your sentence: _____

4. Your sentence: _____

5. Your sentence: _____

Vowel Pairs (Diphthongs): au, ai, ea, ee, oi, oo, ou

Conventions, Ideas, Voice, Word Choice

Objective: Students will reinforce vocabulary and spelling skills as they explore vowel pairs and new sounds.

Materials: Each student will need paper and pencil
One copy each of the *Vowel Pairs #1* worksheet
One copy each of the *Vowel Pairs #2* worksheet
One copy each of the *Vowel Pairs #3* worksheet

Present to students:

A vowel pair or diphthong is the blending of two vowel sounds that together create one sound. The sound made can be either a short or long vowel sound. Encourage students to explore the different sounds of each vowel pair. For beginning writers, have the students write the letters as they explore the sounds.

Exercise:

The same diphthongs may have more than one sound.
Examples:
laugh, cause;
pain, pail, steal,
stead; though,
thought, read,
read, steal,
stead

1. Explore words made with diphthongs or vowel pairs with students by writing several words containing the vowel pairs on the board.
2. Encourage students to say the words aloud and become familiar with vowel pairs and the sounds they make.
3. Give each student a worksheet entitled *Vowel Pairs #1*.
4. In Section 1, students will identify the words that contain vowel pairs by circling the correct word.
5. In Section 2, students will then create their own unique sentences, selecting one of the vowel pair words and including it in their sentences. Students will circle the word that contains the vowel pair.
6. Encourage students to be as creative as they can as they create their sentences.
7. With *Vowel Pairs #2* students will identify the word that contains the same vowel pair as the word in the first column.
8. As students identify the word, ask for volunteers to read the words aloud.
9. With *Vowel Pairs #3* students will fill in the correct vowel pair to complete the definitions.

Focus

1. Encourage students to be aware of the different sounds the same vowel pairs may make.
2. Students should become familiar with the most common vowel pairs and the sounds they make.

cause, pause, daughter, caught, haughty, laugh, naughty; pain, gain, pail, bail, fail, hail, jail, mail, nail, rail, sail, tail; peach, each, beach, dear, fear, gear, hear, near, pear, rear, tear, sear, wear; sleep, deep, beet, feet, feel, keel, kneel, peel, reel, wheel, meet; point, boil, coil, foil, broil, join, loin, noise, poise, roil, soil, toil; coon, goon, loon, noon, poor, root, scoot, stool, fool, door, moon; found, bound, around, dour, flour, hour, pour, sour, tour, bough, tough, ouch, couch, dough, four, house, louse, mouse, roust, thought, though, should, would, could, cloud, aloud, mound, sound, hound, pound

Vowel Pairs #1: Worksheet | (Teacher's Copy)

Section 1

Circle the word that contains a vowel pair.

1.	<u>soil</u>	bone	fate
2.	end	many	<u>dear</u>
3.	kind	<u>point</u>	sock
	<u>cause</u>	dirt	rock
5.	have	pin	<u>peak</u>
6.	<u>mouth</u>	love	pore
7.	fine	<u>goose</u>	stone
8.	dock	file	<u>found</u>

Section 2

Write a sentence that contains one word with a vowel pair. You may choose from the list above or create a new word. Circle the word.

1. Your sentence: _____

2. Your sentence: _____

3. Your sentence: _____

4. Your sentence: _____

5. Your sentence: _____

Section 1

Circle the word that contains a vowel pair.

1.	soil	bone	fate
2.	end	many	dear
3.	kind	point	sock
4.	cause	dirt	rock
5.	have	pin	peak
6.	mouth	love	pore
7.	fine	goose	stone
8.	dock	file	found

Section 2

Write a sentence that contains one word with a vowel pair. You may choose from the list above or create a new word. Circle the word.

1. Your sentence: _____

2. Your sentence: _____

3. Your sentence: _____

4. Your sentence: _____

5. Your sentence: _____

WORDS INTO SENTENCES

In the following exercises you and your students will explore capitalization, contractions, subjects, and sentence structures.

As you work through these concepts, you might go through the worksheets together with your students or allow them to work through the worksheets on their own.

If your students are ready for the challenge you can also use the consonant and vowel dice along with the lessons. Roll the dice, write the results on the board and instruct students to include a “dice word” in their sentences. A dice word is a word that will contain the consonant and vowel rolled. They can then graduate to the number die, creating the number of dice words rolled and adding them to their sentences.

The dice can also be used on their own to facilitate word practice, vocabulary practice, and sentence practice.

The K-3™ cards can also be used in conjunction with the lessons or used as stand-alone lessons. You can have the students select cards to work as groups, show the cards on an overhead projector, or just write selections on the board.

“We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself.” –*Lloyd Alexander*

“The purpose of learning is growing, and our minds, unlike our bodies, can continue growing as long as we live.” –*Mortimer Adler*

“Being ignorant is not so much a shame as being unwilling to learn.”
–*Benjamin Franklin*

“Good writers are those who keep the language efficient. That is to say, keep it accurate, keep it clear.” –*Ezra Pound*

Simple Subjects

Conventions, Ideas, Voice, Word Choice

Objective: Students will become familiar with creating and identifying the subject in sentences. They will also learn to identify the simple subjects in their own sentences.

Materials: Each student will need paper and pencil
One copy of the *Simple Subjects* worksheet

Present to students:

A sentence is a group of words expressing a complete thought. A sentence must have a subject and a verb (or predicate). (Verbs will be covered later.)

A simple subject is a single noun or pronoun that tells the who or what the sentence is about. The subject of a sentence tells who or what is performing the action (verb) in the sentence.

Explain to students that a simple sentence will have a simple subject. Creating simple sentences will allow students to become firmly familiar with the construction of sentences, subjects, and verbs.

Exercise:

1. Explore the concept of simple sentence structures by writing a few simple sentences on the board. Circle the simple subjects in the sentences.
2. Give each student a worksheet entitled *Simple Subjects*.
3. In Section 1, students will identify the simple subject in the sentences by circling them.
4. In Section 2, students will select a subject to complete the sentences.

Focus

1. Students should feel comfortable identifying simple subjects.
2. Students should feel comfortable with what a subject is and the part it plays in a sentence.
3. Students should understand how the subject of a sentence is identified and identifiable.

Simple Subjects: Worksheet | (Teacher's Copy)

Section 1

Circle the simple subject in the following sentences.

1. The **flower** turned its face towards the sun.
2. **Lenny** kicked the winning field goal.
3. The **clock** stopped at twelve o'clock.
4. My **cat** sleeps on my feet at night.
5. The **movie** is about to start.
6. **Dad** is barbecuing hamburgers for dinner.

Section 2

Fill in the simple subject to complete the sentences.

town	she	boy
balloon	pig	book

1. The _____ town _____ was about to celebrate its fifty-year anniversary.
2. _____ She _____ took a deep breath before jumping into the pool.
3. Her _____ balloon _____ floated in the breeze.
4. That _____ boy _____ is in my math class.
5. The _____ pig _____ happily wallowed in the mud puddle.
6. My _____ book _____ is due back at the library.

Section 1

Circle the simple subject in the following sentences.

1. The flower turned its face towards the sun.
2. Lenny kicked the winning field goal.
3. The clock on the wall stopped at twelve o'clock.
4. My cat sleeps on my feet at night.
5. The movie is about to start.
6. Dad is barbecuing hamburgers for dinner.

Section 2

Fill in the simple subject to complete the sentences.

town	she	boy
balloon	pig	book

1. The _____ was about to celebrate its fifty-year anniversary.
2. _____ took a deep breath before jumping into the pool.
3. Her _____ floated in the breeze.
4. That _____ is in my math class.
5. The _____ happily wallowed in the mud puddle.
6. My _____ is due back at the library.

Commas

Conventions, Ideas, Voice, Word Choice

,

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

Materials: Each student will need paper and pencil
A copy of the *Comma #1* worksheet
A copy of the *Comma #2* worksheet

Present to students:

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

Explain to students that commas allow pauses for ease of reading. A good way to raise student comfort level with commas and other punctuation rules is for students to both create their own sentences using the symbols and to read them aloud. Reading sentences aloud with your students will enable them to hear where proper punctuation should be inserted.

In these lessons students will become familiar with the following comma rules:

- a. Use commas to separate individual words, phrases or clauses in a series
- b. Use commas to set off items in a date
- c. Use commas to set off items in an address
- d. Use commas to separate large numbers

Exercise:

1. Encourage discussion of the different uses of the comma before beginning the exercises.
2. Give each student a worksheet entitled *Commas #1*.
3. In Section 1, students will correctly insert commas.
4. Once students have completed Section 1, discuss the results.
5. In Section 2, students will then write their own unique sentences that contain at least one comma.
6. Give each student a worksheet entitled *Commas #2*.
7. In Section 1, students will insert words to complete the sentences by filling in the spaces. This is an exercise you can complete with your students.
8. In Section 2, students will identify correct sentences and incorrect sentences by filling in the letter W for wrong and R for right.
9. On a volunteer basis, students will share their sentences with the rest of the class.

Focus

1. Students should understand the use and function of commas.
2. Students should feel comfortable with the basic use of commas.
3. Students should begin to feel familiar with punctuation in sentences.
4. Students should have some comfort level with reading/editing their sentences to get a feel for proper punctuation.

Section 1

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

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

2. The birthday party would be held on October 31, 2009.

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

4. Dan's class had collected \$1,462.56 for the class trip to Disneyland.

5. Bill's new address is 150 South Elm Street, Houston, Texas.

Section 2

Write sentences that include at least one comma.

1. _____

2. _____

3. _____

4. _____

Section 1

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

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

2. The birthday party would be held on October 31 2009.

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

4. Dan's class had collected \$1462.56 for the class trip to Disneyland.

5. Bill's new address is 150 South Elm Street Houston Texas.

Section 2

Write sentences that include at least one comma.

1. _____

2. _____

3. _____

4. _____

Abstract Nouns

Conventions, Ideas, Voice, Word Choice

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

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

Present to students:

Nouns are naming words that give a title to a person, place, thing, abstraction or idea.

Abstract nouns give name to a quality or idea rather than something you can detect with your senses. Abstract nouns are the names we give to feelings or ideas.

Discuss this concept with students before beginning the exercises. Abstract nouns can be tricky to explain. Make it a personal experience for your students. Discuss feelings and ideas like truth, freedom, fear, happiness. Explain that these emotions or ideas have names—abstract nouns.

Exercise:

1. Encourage discussion of abstract nouns before beginning the exercises.
2. Ask students to volunteer several simple abstract nouns by recalling emotions or ideas from various sources.
3. Give each student a worksheet entitled *Abstract Nouns*.
4. In Section 1, students will match the definitions with the correct abstract noun.
5. Teacher, this might be a good lesson to do together as a class activity.
6. Once students have completed Section 1 discuss the results.
7. In Section 2, students will write unique sentences that contain one abstract noun. Students will circle the abstract nouns.
8. On a volunteer basis, students will share their sentences with the rest of the class.

Focus

1. Students should understand abstract nouns.
2. Students should feel comfortable with the differences between concrete and abstract nouns.
3. Students should begin to understand that abstract nouns are “things” that can’t be perceived with the senses but are “abstract.”
4. Acknowledge and encourage discussion of creative or unusual abstract nouns.

curiosity, justice, childhood, dedication, trust, fantasy, hope, fear, wonder, joy, integrity, calamity, happiness, innocence, infatuation, decency, confusion, fright, exasperation, dignity, determination, dread, courage

Section 1

happiness	fear	trust
joke	hope	joy

Match the abstract noun (above) to the correct definition.

1. _____ hope _____: to have a wish to get or do something or for something to happen
2. _____ trust _____: confidence in and reliance on good qualities
3. _____ happiness _____: feeling or showing pleasure or joy
4. _____ joke _____: a story or idea that is intended to be funny
5. _____ joy _____: feelings of great happiness, especially of an elevated kind
6. _____ fear _____: a feeling of anxiety or apprehension caused by the presence or anticipation of danger

Section 2

Write sentences that include at least one abstract noun. Circle the abstract noun.

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

Section 1

happiness	fear	trust
joke	hope	joy

Match the abstract noun (above) to the correct definition.

1. _____ : to have a wish to get or do something or for something to happen
2. _____ : confidence in and reliance on good qualities
3. _____ : feeling or showing pleasure or joy
4. _____ : a story or idea that is intended to be funny
5. _____ : feelings of great happiness, especially of an elevated kind
6. _____ : a feeling of anxiety or apprehension caused by the presence or anticipation of danger

Section 2

Write sentences that include at least one abstract noun. Circle the abstract noun.

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

Fun With Adjectives

Answer Key

Across

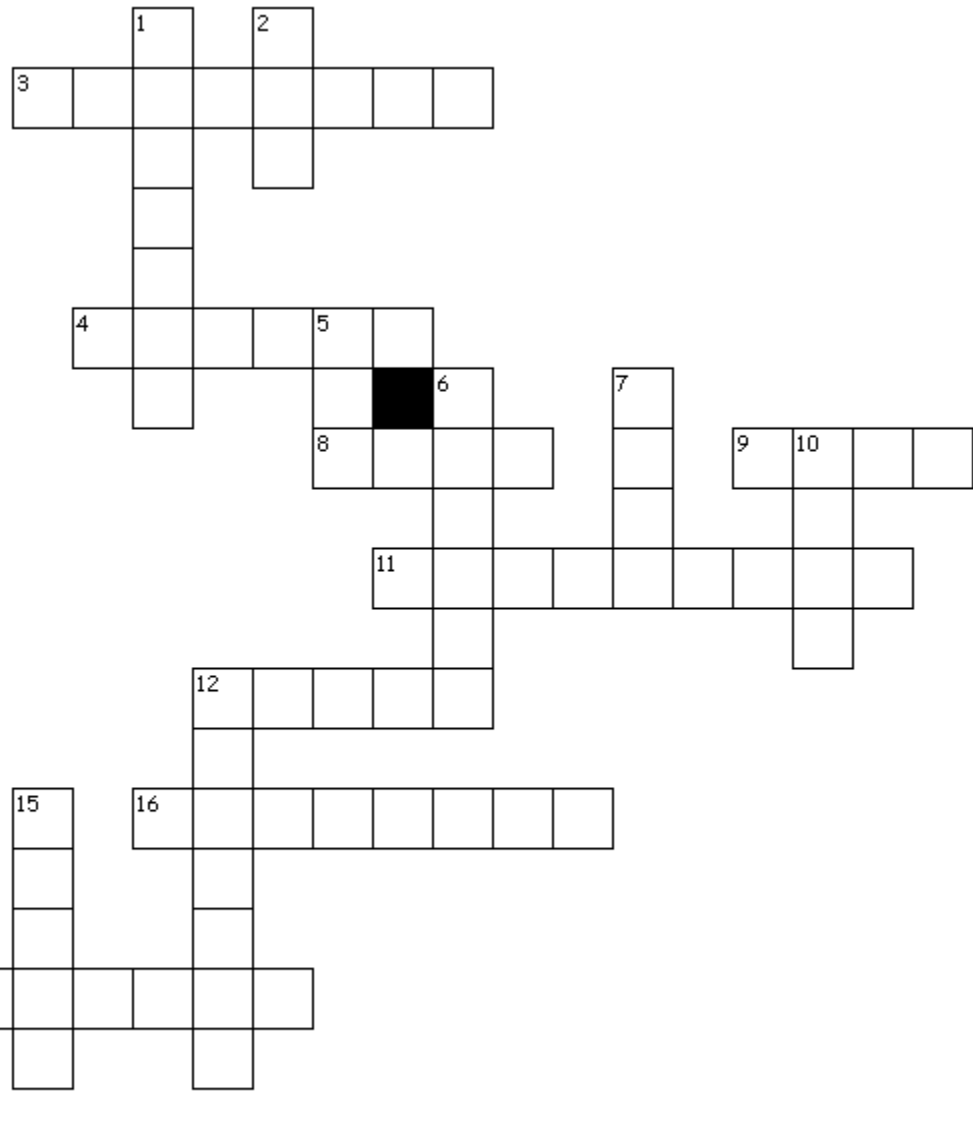
- 3. **terrible**: very unpleasant or awful
- 4. **yellow**: the color of the sun
- 8. **dark**: having little or no light
- 9. **slow**: not moving at a fast pace
- 11. **beautiful**: very pleasing to look at
- 12. **angry**: feeling extremely annoyed or mad
- 16. **careless**: not giving careful attention
- 17. **excellent**: of a very high quality or standard

Down

- 1. **crooked**: curved, bent or twisted
- 2. **big**: of great size
- 5. **old**: having lived for many years
- 6. **creepy**: causing fear or uneasiness
- 7. **soft**: smooth to the touch
- 10. **loud**: high in volume of sound
- 12. **amazing**: outstandingly good or admirable
- 13. **blue**: the color of the sky
- 14. **sticky**: covered in something gluey
- 15. **small**: of relatively little size

Fun With Adjectives

angry
old
soft
slow
creepy
terrible
beautiful
blue
amazing
dark
loud
big
sticky
careless
excellent
crooked
yellow
small



Across

- 3. very unpleasant or awful
- 4. the color of the sun
- 8. having little or no light
- 9. not moving at a fast pace
- 11. very pleasing to look at
- 12. feeling extremely annoyed or mad
- 16. not giving careful attention
- 17. of a very high quality or standard

Down

- 1. curved, bent or twisted
- 2. of great size
- 5. having lived for many years
- 6. causing fear or uneasiness
- 7. smooth to the touch
- 10. high in volume of sound
- 12. outstandingly good or admirable
- 13. the color of the sky
- 14. covered in something gluey
- 15. of relatively little size

Rhyming Words

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

Objective: Students will learn to identify and write rhyming words.

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

Present to Students:

Rhyme is a repetition of identical or similar sounds in two or more different words.

Simple rhymes are defined as a sameness of the final sounds in lines of verse or in words. A rhyme can be a piece of poetry with corresponding sounds at the ends of the lines.

Introduce students to the fun of rhyme by reading from some of the more wonderful rhyme-masters: Dr. Seuss, Lewis Carroll, Sandra Boynton, to name just a few. Encourage students to hear how the rhyming words make the otherwise ordinary sentence fun and memorable.

Exercise:

1. Discuss the concept of rhyme with your students by listing some simple words on the board.
2. Encourage students to find a rhyming word for every word on the board.
3. Give each student a copy of the *Rhyming Words* worksheet.
4. In Section 1, students will identify the words that rhyme with the word in the first column by circling the word.
5. In Section 2, students will select the two rhyming words to complete the sentences.

Focus

1. Students should understand the concept of rhyming words.
2. Students should feel comfortable identifying rhyming words.
3. Students should feel familiar with creating rhyming words.

And when you're alone, there's a very good chance
you'll meet things that scare you right out of your pants.
There are some, down the road between hither and yon,
that can scare you so much you won't want to go on.

But on you will go
though the weather be foul
On you will go
though your enemies prowl
On you will go
though the Hakken-Kraks howl
Onward up many
a frightening creek,
though your arms may get sore
and your sneakers may leak.

On and on you will hike
and I know you'll hike far
and face up to your problems
whatever they are.
Oh, The Places You'll Go! —Dr. Seuss

Rhyming Words: Worksheet | (Teacher's Copy)

Section 1

Circle the word that rhymes with the word in the first column.

1.	cat	fate	hat	shirt	bait
2.	joke	hope	stone	fool	poke
3.	feel	deal	feet	sheet	deep
4.	bake	fair	shape	take	fail
5.	friend	mind	find	free	mend
6.	bell	hill	shell	will	shall
7.	shy	fly	flue	blew	say
8.	play	plea	plum	bay	plan

Section 2

Select two rhyming words to fill in the spaces in the sentences below.

who	afraid	face	rain	wood	race	bill	braid
meow	surely	should	early	grain	hill	zoo	how

1. The explorer climbed the hill to find the bird with the golden bill.
2. We've had lots of rain which really made the grain grow.
3. Oddly enough, the kitten didn't seem to know how to meow.
4. I'm afraid Stella's braid is hopelessly tangled.
5. John really should chop more wood before winter comes.
6. Do you know who is taking us to the zoo?
7. You should have seen the smile on Nate's face when he won the race last week.
8. Surely you're going to get to school early since the big test is today.

Rhyming Words: Worksheet | Name: _____

Section 1

Circle the word that rhymes with the word in the first column.

1.	cat	fate	hat	shirt	bait
2.	joke	hope	stone	fool	poke
3.	feel	deal	feet	sheet	deep
4.	bake	fair	shape	take	fail
5.	friend	mind	find	free	mend
6.	bell	hill	shell	will	shall
7.	shy	fly	flue	blew	say
8.	play	plea	plum	bay	plan

Section 2

Select two rhyming words to fill in the spaces in the sentences below.

who	afraid	face	rain	wood	race	bill	braid
meow	surely	should	early	grain	hill	zoo	how

- The explorer climbed the _____ hill _____ to find the bird with the golden _____ bill _____.
- We've had lots of _____ which really made the _____ grow.
- Oddly enough, the kitten didn't seem to know _____ to _____.
- I'm _____ Stella's _____ is hopelessly tangled.
- John really _____ chop more _____ before winter comes.
- Do you know _____ is taking us to the _____?
- You should have seen the smile on Nate's _____ when he won the _____ last week.
- _____ you're going to get to school _____ since the big test is today.