

Grammar

Gremlins

Interactive Notebook
Avoiding the "Little Monsters"
in Writing



ELA Core Plans

Teacher-Written Standards-Based Lesson Plans

Thank you for purchasing this teaching unit! We hope you love it as much as we do!



DO NOT PHOTOCOPY
(Except for your own classroom)



DO NOT POST ONLINE.

Grammar Gremlins Interactive Notebook

Written by
Tammy Lewis and Shannon Temple
ELA Core Plans

www.elacoreplans.com



ELA Core Plans

Teacher-Written Standards-Based Lesson Plans

Table of Contents

Introduction

Getting Started

Student Notebook Cover Page

Student Notebook Table of Contents

Mini-Lessons, Foldables, Practice Pages, and Quizzes

It's vs. Its

Your vs. You're

To vs. Too

Accept vs. Except

A lot (It's two words!)

Review Study Guide and Review Test 1

Their, There, They're

I or Me?

Who's vs. Whose

Affect or Effect

Punctuating Dialogue

Review Study Guide and Review Test 2

Dessert vs. Desert

Principal vs. Principle

Himself and Themselves

Singular vs. Plural Pronouns

Loose vs. Lose

Review Study Guide and Review Test 3

Apostrophes

Commas with Independent Clauses

Semicolons

The Colon

Capitalization of Geographical Words and School Subjects

Capitalization of Calendar Items, Brands, and Family Names

Run-on Sentences

Fragments

Who vs. Whom

Review Study Guide and Review Test 4

Rubrics & Answer Keys

Grammar Gremlins

Introduction

They jump out at us in countless middle school essays. They lure our red pens to make endless circles and bold question marks. Occasionally, they even taunt us to create angry holes in a student's notebook paper! At the worst, they can sometimes cause us to lose sleep and wonder, "Will my students ever transfer my instruction to their writing?" What are "they"? We have chosen to call them gremlins – grammar gremlins. This species consists of errors that are repetitive and widespread among the student population.

Now, before you consider this just another grammar handbook, know that this book does not focus on the parts of speech or parts of sentences. We do not provide lessons on things such as gerund phrases or proper nouns. Instead, we take a student-friendly approach to correcting problems like *its* versus *it's* and when to use the semicolon. Some may call this "usage" instead of grammar, but to us, it is all a part of our complicated language which has its roots deep in the world of grammar!

While every grammar and usage mishap is not taught in this book, we have chosen those that have been monumental and overexposed in our own teaching experience. This book is designed to make students laugh a bit as you address the little grammar gremlins that often plague their writing. Each lesson begins with an introduction page. At the beginning of the week, the grammar gremlin is revealed, and throughout the week, the focus is placed on finding it, correcting it, and eliminating it forever! A practice page and a quiz is provided for each week.

Now, what makes this book unique and effective is the repetition involved. Traditional grammar books move from one grammar lesson to the next. The first lessons are quite often long forgotten once students reach lesson four or five. In this book, however, once a gremlin is identified, students continue to face it in quizzes. There is constant review of the previously studied gremlins, and we all know that repetition is the key to learning!

Feel free to "play-up" the gremlins in your classroom. For example, make "gremlin" comments such as "Gremlin alert!" when you find one in student writing. Challenge your students to find gremlins in print or on public signs, and create a bulletin board to showcase these pesky little monsters. Have students peer edit looking for gremlins! Just have fun with it!

What is a Gremlin?

If you look up the word gremlin, you will see a definition like the following:

An imaginary creature that damages machinery

Or

A tiny mischievous imaginary being that is blamed for faults in tools, machinery, and electronic equipment

This year, we will refer to pesky writing mistakes as “gremlins”. Think of them as mischievous, yet friendly little monsters who just love to “mess up” your grammar!

You’ll see make-believe stories about gremlins throughout these lessons, and hopefully this will make things a little fun.

Also, once we learn a “gremlin”, we will not leave it for good. Instead, we will continue practicing with it all year. This means that a “gremlin” we cover in week one will be on our last review test! This repetition will help us eliminate all of these pesky mistakes once and for all.



Interactive Notebooks

What are interactive notebooks?

An interactive notebook is simply a place to record information and process ideas. It is a notebook that becomes sort of like a personalized textbook. It has a table of contents at the beginning so that students can always find reference to what they have learned.

What kind of notebook do I need to use?

Most teachers require their students to purchase the composition notebooks. These are sturdy, pages do not tear out easily, and they will hold up for years.

However, with that being said, we use five subject notebooks in our classrooms. The main reason we do this is because we teach ELA, and as all ELA teachers know, it's like teaching ten subjects all in one! We like the five subject notebooks because we can divide it into sections. Section one is where we have our *Grammar Gremlin* lessons. Each section has its own table of contents.

You may prefer to use the composition notebooks, and that is totally fine! Both types have their pros and cons. All of our pages are made to fit a composition notebook but will also fit perfectly in a spiral one.

What kind of glue do I need to use, or can I use tape?

You really need to use the Elmer's school glue. The glue sticks seem like a natural choice, but the truth is that they just do not bond the paper permanently. You will have to make sure your students know and follow the procedures for gluing, which needs to be – small dots, one inch apart. They do not need to use long strands of glue. Of course, you can always use clear tape instead of glue!

Why use interactive notebooks?

Interactive notebooks are great because they keep kids involved in the learning process and give them a sense of ownership in the lessons. Plus, when they are finished, they can keep the notebooks for years to come as a reference. Students take pride in creating their own notebooks, and involving students in each lesson helps to hold their attention!

Getting Started

- Gather materials. Students will need a notebook, glue, scissors, and art supplies like colored pencils, markers, crayons, gel-pens, highlighters. We allow our students to use whichever of these they want or even a combination. This is the part that they like the most.
- Leave four blank pages at the front for your notebook or section for the cover page and the table of contents which are included in this packet. We set up this section of our notebooks in the first week of school by gluing in these pages.
- Explain to your students what a gremlin is and discuss why you will be calling the problems in writing “grammar gremlins”. You can use our page titled “What is a Gremlin” to help you explain.
- Each Monday, introduce the “Gremlin of the Week”. Copy the mini-lesson, and pass them out to students. You can either pre-cut them or have students cut them to glue in the notebooks. Just cut the lesson out, and remove the excess white paper around it. All lessons will fit nicely in a composition notebook. These lessons are student friendly and include tricks to help students learn! Have the students glue the mini lesson on the left side of a page.
- After you teach the lesson and make sure all students understand, it is time for them to respond. On the right side of the page, use the foldables and cut-outs provided in this packet to reinforce the lesson. If you feel that more is needed, you may allow students to be creative by drawing a picture, making up a rap song, creating a poem, or something else in response.. Because time is limited and precious in our ELA classes, we only provide at the most five or six minutes for the Gremlin of the Week creative response.
- The practice pages provide a short assessment to make sure students have understood the lesson and can apply what they have learned. These pages can be done in class or assigned for homework.
- Continue to review the week’s gremlin until Friday. On Friday, give the quiz. There are quizzes provided for each Grammar Gremlin.

What's the deal with the gremlin?

Our little gremlin appears in each lesson. Facts about his gremlin world are included in all of the mini-lessons. This helps keep things interesting and will give your students something to giggle about! We have a gremlin word wall in our classrooms, where all of our gremlins go after we learn them each week. Also, after a gremlin is taught, students must be careful to edit their writing to make sure any "gremlin" we have covered is used correctly. For example, if we have already covered the semicolon as a gremlin, students are to make sure they use it correctly in their writing. If they do not, "GREMLIN ALERT!" is written right on their paper. This is great for writing instruction because the teacher can ignore the mistakes that have not been covered yet and only focus on the ones that have been taught. Students build their "editing toolbox" as the lessons progress each week.

You can add to these lessons!

Create additional handouts for students to practice. Provide more homework with the gremlin of the week by having students write sentences.

Spiraling assessment is also a component!

After every five gremlins, there is a review test. These tests reviews past weeks' gremlins and assess all that have been taught up to that point. Study guides are provided as well. This is the best part about this resource because as all teachers know, repetition is the key!

Make it fun!

Monsters are very popular these days. We buy monster stickers and reward students with them when they make a 100 on a gremlin quiz. We make a Gremlin Wall and hang cute little cut out monsters with each lesson that we learn. We even bought the cutest little squishy monsters at the Dollar Tree, and on Mondays when we introduce the lesson, we toss these little fellows around. Whoever catches it either answers a question about the week's gremlin or uses it correctly in a sentence. Kids love this!

Grading

It's up to you as to how often to grade the notebooks. We are including rubrics that we use to periodically check notebooks.



Grammar Gremlins

Avoiding the "Little Monsters"
in Writing

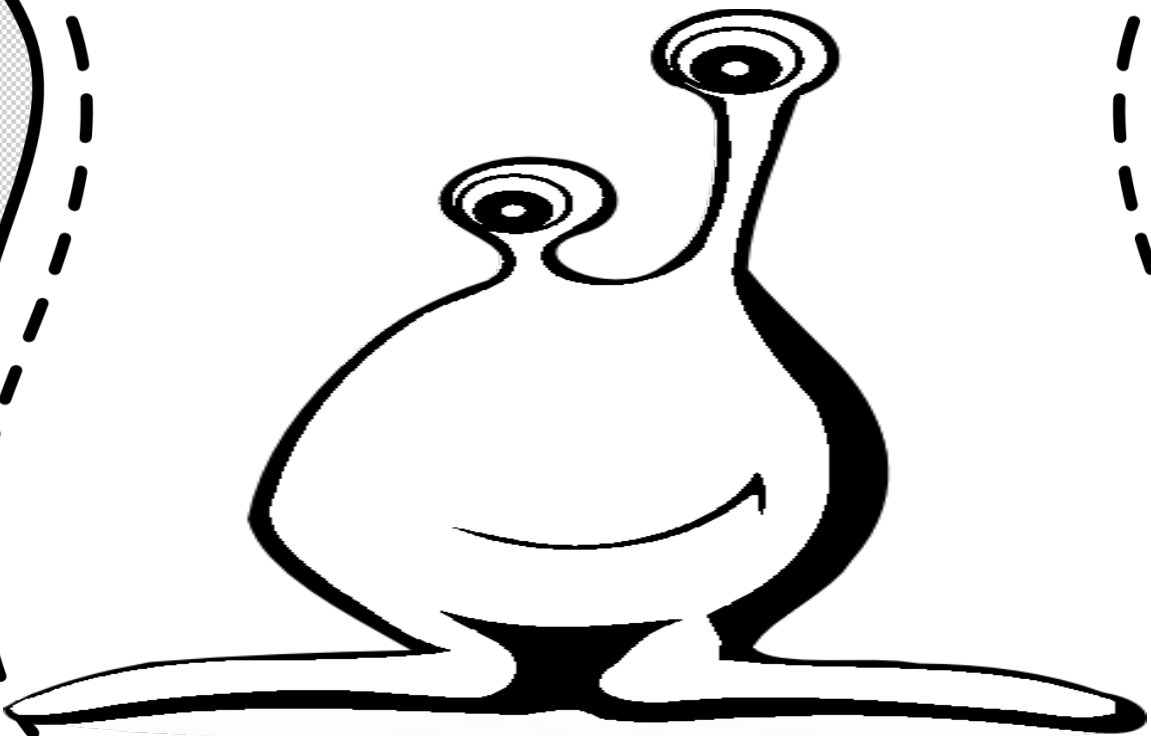
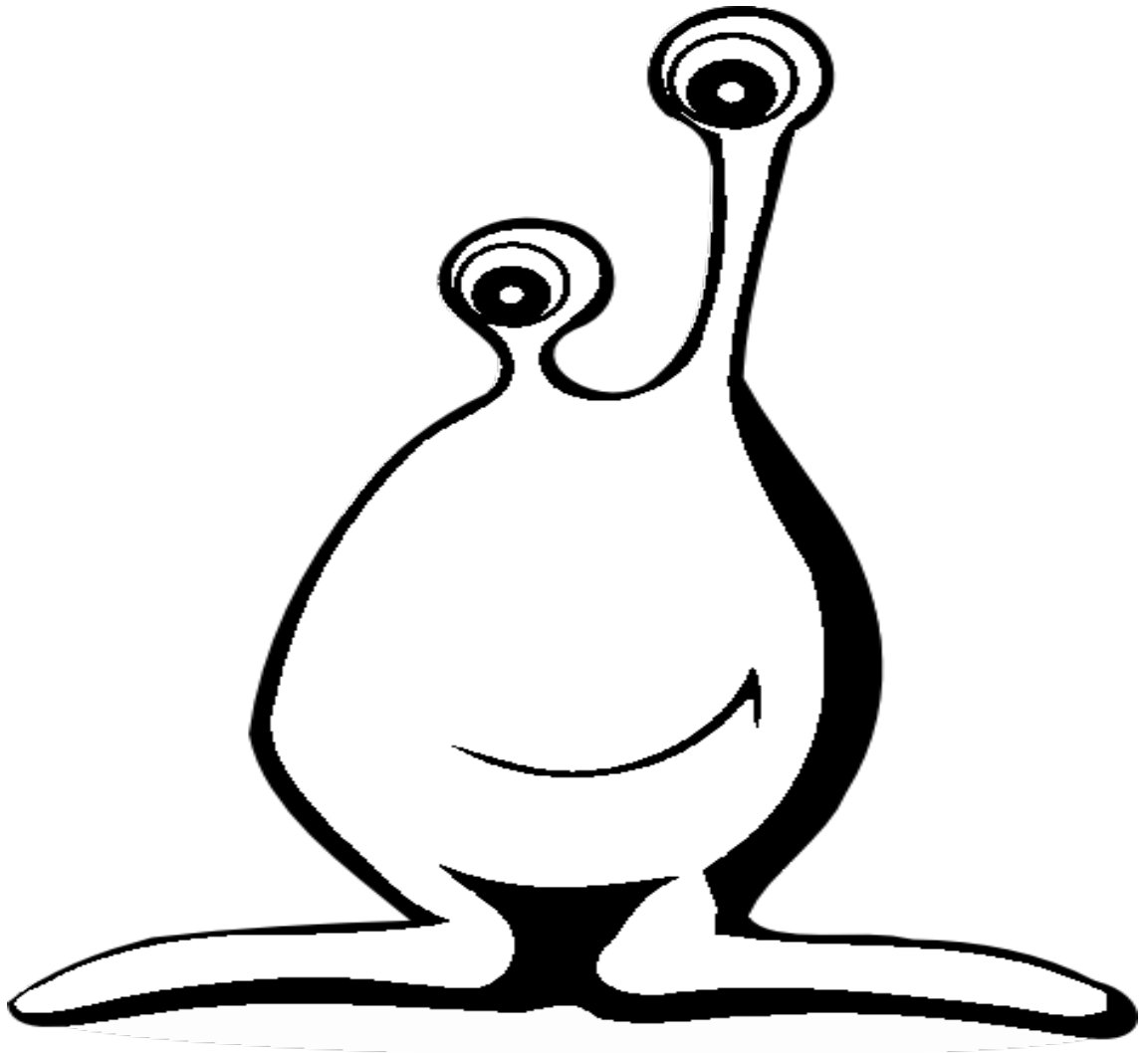


Table of Contents

Date	Grammar Lesson	Page #



It's vs. Its

It's always means it is or it has.

The apostrophe in it's takes the place of the missing letter.

It is = it's ~ Here the *i* is missing. **It has** = it's ~ Here the letters *h* and *a* are missing.

It's been a long time since the gremlin drank coffee without lemon. (It has been a long time...)

It's time to get a trim when a gremlin trips over its own fur! (It is time to...)

Test it! Try it is or it has in your sentence. If it sounds right, use it's. If it sounds weird, use its.

Its is a possessive pronoun.

Use it to show possession. If something belongs to "it", use *its*.

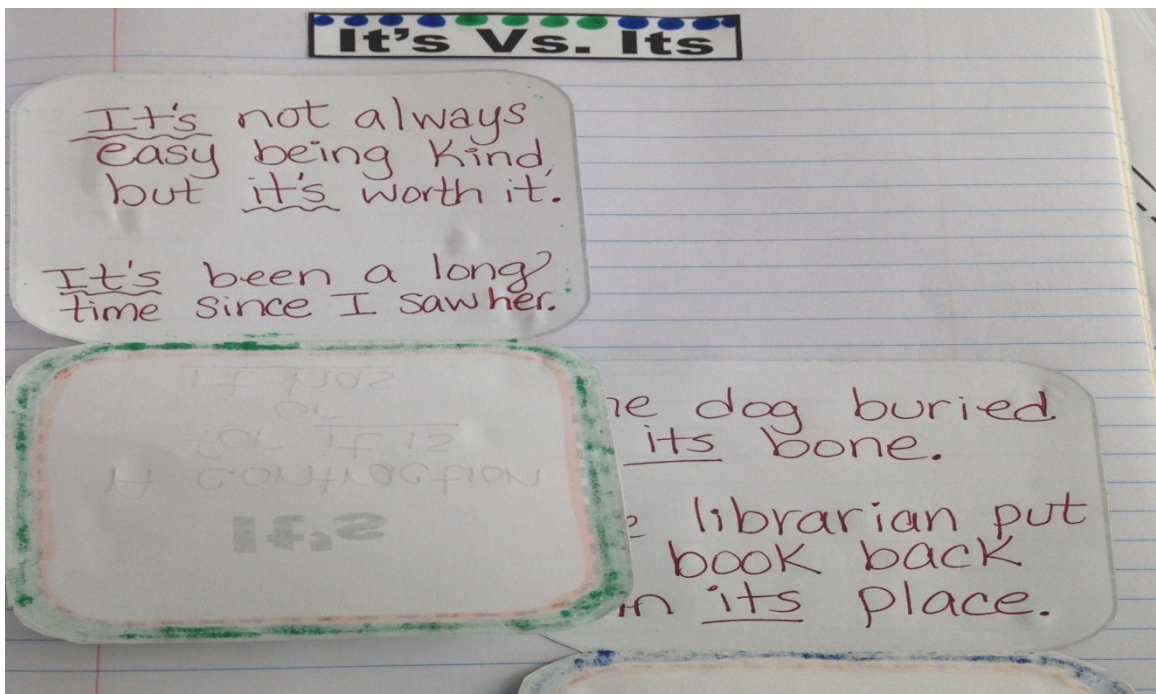
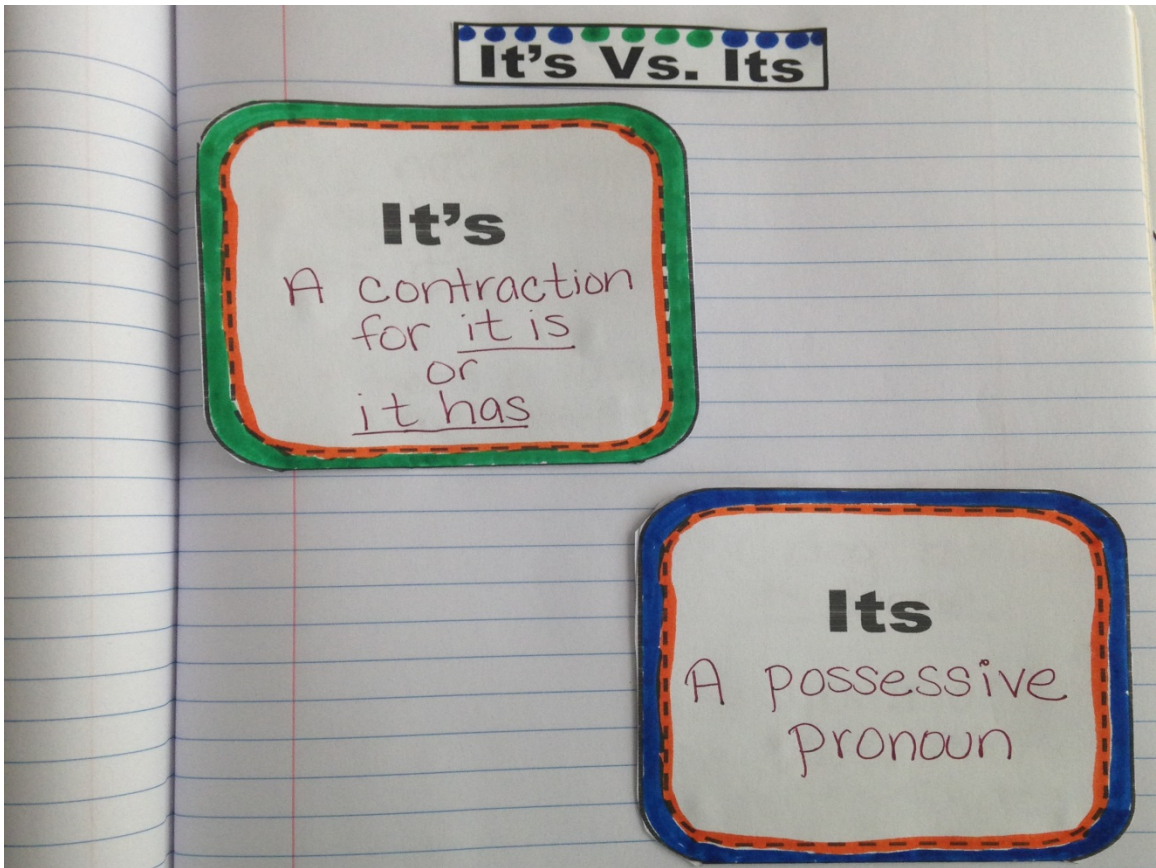
Ex. its bone, its house

While the gremlin was going crazy about its lost pet hippopotamus, its mommy was making a lost and found poster on the computer.

Practice (Choose the correct word in the parenthesis.)

1. The gremlin ate (it's its) favorite lunch- a spinach and chocolate sandwich.
2. The gremlin said, "(It's Its) almost time to walk my pet mouse."
3. After working in the garden, the gremlin washed (it's its) feet.

Foldable View



It's vs. Its

Notebook Foldable

Foldable Directions: Cut out each shape. Do not cut dotted lines. Fold the shape in half so that the words *it's* and *its* are facing up. Glue each box into notebook. Write the definition of each word under the word. Lift each square, and inside, write two sentences using the word.

It's

Its

Glue here.

Glue here.

It's vs. Its Practice

Directions: For numbers 1 – 4, write *its* or *it's* on the lines. For numbers 5 – 6, write two sentences of your own using *its* and *it's* at least one time each. Keep the gremlin nightlight story going. 😊

1. _____ a best kept secret.
2. Did you know that each and every gremlin keeps a night light in _____ room because gremlins are secretly scared of the dark!
3. Although _____ been centuries since a gremlin has seen a nightly monster, they all keep nightlights handy.
4. _____ quite surprising to most people.
5. _____

6. _____

KEY

Practice (Choose the correct word in the parenthesis.)

1. The gremlin ate (it's **its**) favorite lunch- a spinach and chocolate sandwich.
2. The gremlin said, “(**it's** its) almost time to walk my pet mouse.”
3. After working in the garden, the gremlin washed (it's **its**) feet.

Directions: For numbers 1 – 3, write *its* or *it's* on the lines. For numbers 4 – 5, write two sentences of your own using *its* and *it's* at least one time each. Keep the gremlin nightlight story going. 😊

1. **It's** a best kept secret.
2. Did you know that each and every gremlin keeps a night light in **its** room because gremlins are secretly scared of the dark!
3. Although **it's** been centuries since a gremlin has seen a nightly monster, they all keep nightlights handy.
4. **It's** quite surprising to most people.
5. **For a gremlin, it's critical to have a nightlight to be able to get any sleep at all.**
6. **It's been proven that gremlins need twelve hours of sleep each night, and without a nightlight, that is not possible.**

It's vs. Its Quiz

Name: _____

Directions: Write *it's* or *its* on each line.

1. She lost her puppy when the frisky poodle hopped out of _____ box.
2. _____ getting dark earlier now, so you will have to hurry.
3. As she ran to the backdoor, she said to herself, " _____ been a long time since I have had a job interview."
4. Because her pocketbook is new, _____ tags are still in place.
5. The boat fell over on _____ side.
6. _____ too hot outside to do anything at all today!
7. Each year when we drive to Florida, _____ very crowded!
8. _____ past time for you to return your library book.
9. Our town has seen half of _____ residents move to larger cities for work.
10. _____ going to be impossible to pay attention to him!
11. I just know _____ in the closet.
12. The team is missing _____ starting center for the game tonight.
13. The kitten is busy chasing _____ tail.
14. I think there is little chance _____ going to rain today.
15. The pizza slipped out of _____ box and plopped onto the floor.

It's vs. Its Quiz

Name: Key

Directions: Write it's or its on each line.

1. She lost her puppy when the frisky poodle hopped out of its box.
2. It's getting dark earlier now, so you will have to hurry.
3. As she ran to the backdoor, she said to herself, "It's been a long time since I have had a job interview."
4. Because her pocketbook is new, its tags are still in place.
5. The boat fell over on its side.
6. It's too hot outside to do anything at all today!
7. Each year when we drive to Florida, it's very crowded!
8. It's past time for you to return your library book.
9. Our town has seen half of its residents move to larger cities for work.
10. It's going to be impossible to pay attention to him!
11. I just know it's in the closet.
12. The team is missing its starting center for the game tonight.
13. The kitten is busy chasing its tail.
14. I think there is little chance it's going to rain today.
15. The pizza slipped out of its box and plopped onto the floor.

Your vs. You're

You're stands for you are! The apostrophe in you're takes the place of the missing letter *a*.

You're in big trouble, Mr. Gremlin if you do not stop tapping your claw on that desk!

It is not acceptable to use your when you mean you are.

Test it. Replace the word your with you are in your sentence. If it sounds right, use *you're*. If it doesn't sound right, use *your*.

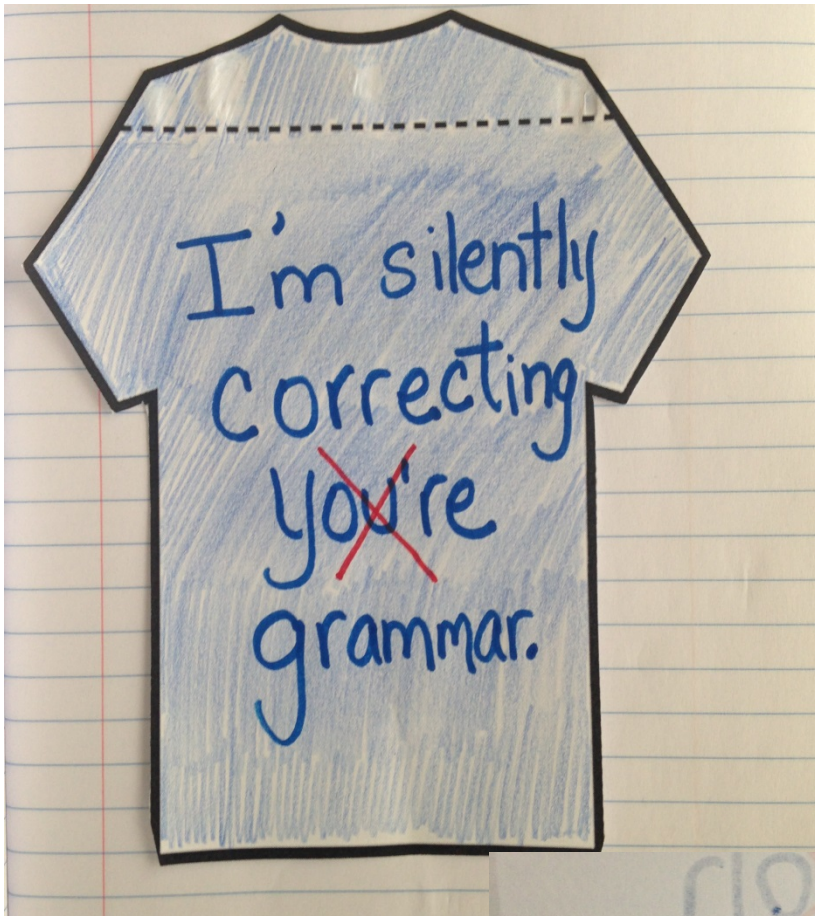
Your is a possessive pronoun. If something belongs to someone, use *your*.

It's **your** prerogative if you choose not to believe in gremlins!

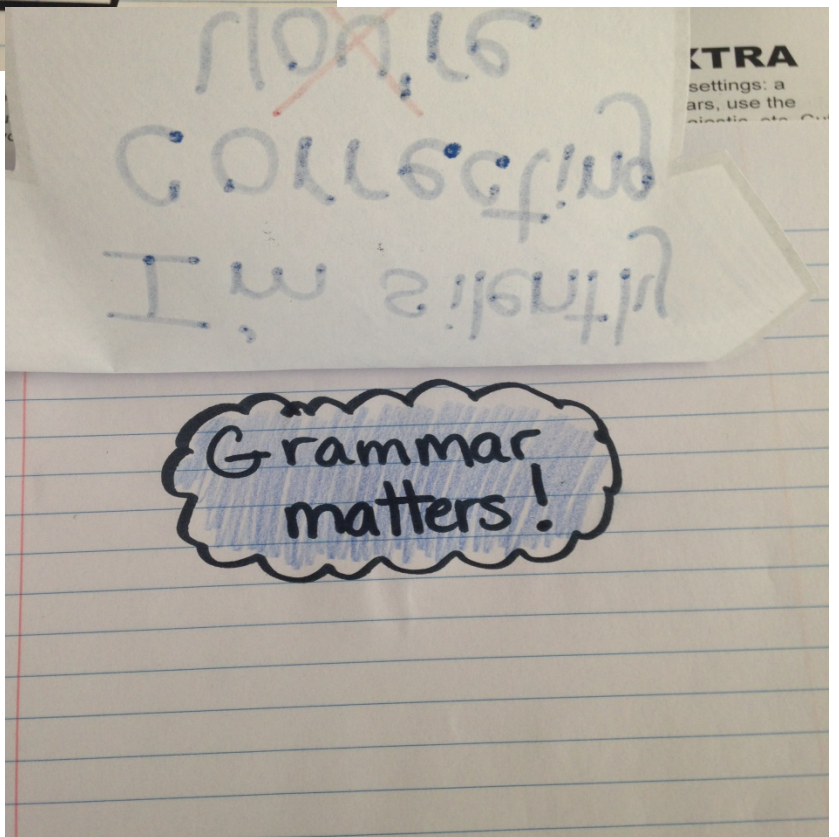
Practice (Choose the correct word in the parenthesis.)

1. The gremlin looked inside (your you're) book bag when you weren't looking!
2. The gremlin said, "(Your You're) not as clever as I am!"
3. "I bet (your you're) going to miss all of (your you're) pencils!" he chuckled while zipping the bag again.

Foldable View

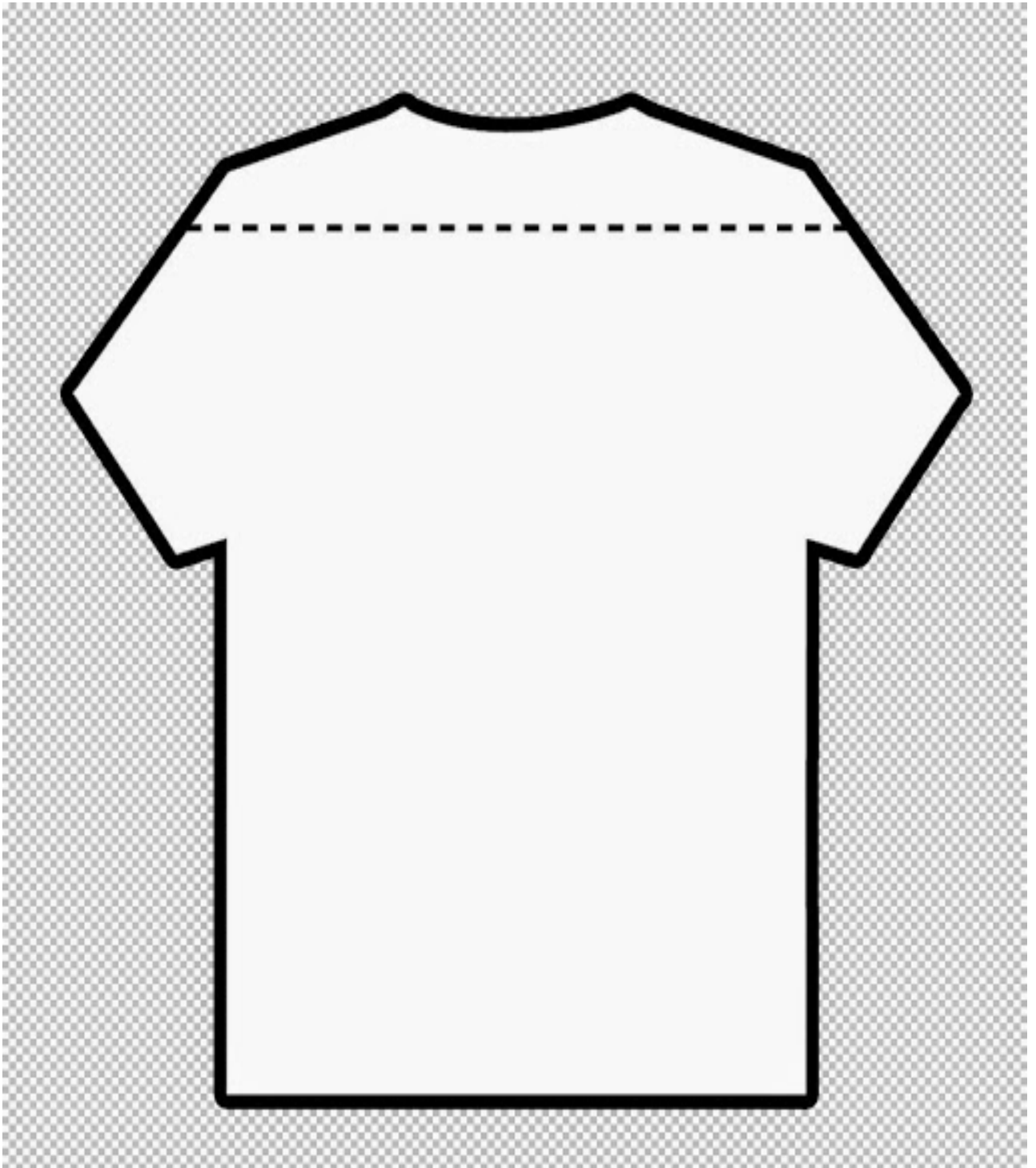


Make sure students only glue above the dotted line so that the bottom part of the shape can be lifted. Students will design the back of the T-shirt on the paper underneath.



Design A Your Vs. You're T-Shirt

Cut out the shape. Glue only behind the top part above the dotted line. Design your T-shirt so that it can teach others about the difference between *your* and *you're*. Be creative! Lift the flap to design the back of the T-shirt.



Your vs. You're Practice

Directions: For numbers 1 – 5, write *your* or *you're* on the lines. For numbers 6 and 7, write two sentences of your own using *your* and *you're* at least one time each.

1. “_____ shoebox is too full of sucker sticks,” Greg Gremlin’s father bellowed.

2. “I cannot even put the top back on it so I can slide it back under _____ bed.”

3. “_____ going to have to move some of _____ collection into a second box.”

4. “Well, Dad, _____ probably going to be surprised by this, but I am throwing away that collection.”

5. _____ mayonnaise jar collection has inspired me so much that instead of sucker sticks, I am going to collect mustard bottles instead!

6. In the box, write a sentence using the word *your*.

7. In the box, write a sentence using the word *you're*.

KEY

1. The gremlin looked inside (**your** you're) book bag when you weren't looking!
2. The gremlin said, "(Your **You're**) not as clever as I am!"
3. "I bet (your **you're**) going to miss all of (**your** you're) pencils!" he chuckled while zipping the bag again.

Directions: For numbers 1 – 5, write *your* or *you're* on the lines. For numbers 6 and 7, write two sentences of your own using *your* and *you're* at least one time each.

1. "**Your** shoebox is too full of sucker sticks," Greg Gremlin's father bellowed.
2. "I cannot even put the top back on it so I can slide it back under **your** bed."
3. "**You're** going to have to move some of **your** collection into a second box."
4. "Well, Dad, **you're** probably going to be surprised by this, but I am throwing away that collection."
5. **Your** mayonnaise jar collection has inspired me so much that instead of sucker sticks, I am going to collect mustard bottles instead!
6. In the box, write a sentence using the word *your*.
SAMPLE: **Your shoe is untied.**
7. In the box, write a sentence using the word *you're*.
SAMPLE: **I know that you're going to win the prize!**

Your vs. You're Quiz

Name: _____

Directions: Write *you're* or *your* on each line.

1. _____ in for a real treat today!
2. _____ dog needs to be on a leash at all times.
3. I need you to move _____ bag to the floor, please.
4. The library is holding _____ book for you.
5. When I am ready, _____ going to have to jump in the car because we are already late.
6. The cat is going to be in _____ way when you try to take a nap.
7. _____ jersey is dirty and needs to be washed – lucky or not!
8. The test is not going to be difficult for you because _____ well prepared.
9. As for _____ sister, she is in big trouble!
10. I know _____ hungry, but I can't stop working to cook _____ breakfast!
11. Now you have blue ink all over _____ shirt.
12. _____ skating on thin ice is an idiom I hear from my mom ALL of the time!
13. *Life is like a box of chocolates* is _____ favorite line from *Forest Gump*, isn't it?
14. In life, _____ going to make mistakes.
15. If it is open, _____ going to need to go to the store for eggs.

Your vs. You're Quiz

Name: Key

Directions: Write *you're* or *your* on each line.

1. You're in for a real treat today!
2. Your dog needs to be on a leash at all times.
3. I need you to move your bag to the floor, please.
4. The library is holding your book for you.
5. When I am ready, you're going to have to jump in the car because we are already late.
6. The cat is going to be in your way when you try to take a nap.
7. Your jersey is dirty and needs to be washed – lucky or not!
8. The test is not going to be difficult for you because you're well prepared.
9. As for your sister, she is in big trouble!
10. I know you're hungry, but I can't stop working to cook your breakfast!
11. Now you have blue ink all over your shirt.
12. You're skating on thin ice is an idiom I hear from my mom ALL of the time!
13. *Life is like a box of chocolates* is your favorite line from *Forest Gump*, isn't it?
14. In life, you're going to make mistakes.
15. If it's open, you're going to need to go to the store for eggs.

Too vs. To

TWO = 2

TOO

The word *too* means *also*. *I want to go too. I want to go also.*

In addition, the word *too* means *extra* or *very*.

It is too hot. It is extra hot. If you mean an extra amount of something, you need an extra o to make the word too.

For example, look at this sentence. *The gremlin is too lazy.* (It is extra lazy, so I use an extra letter o to spell it too.)

TO

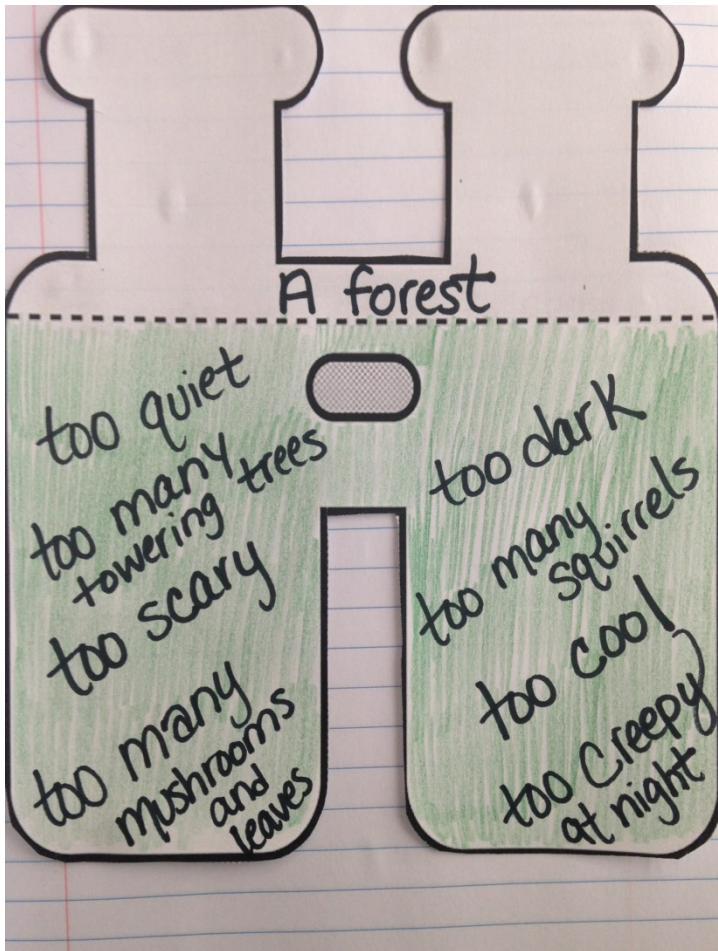
To means the direction that you are going. It is where you are going to or what you are going to go and do.

To matches the spelling of *go* and *do*.

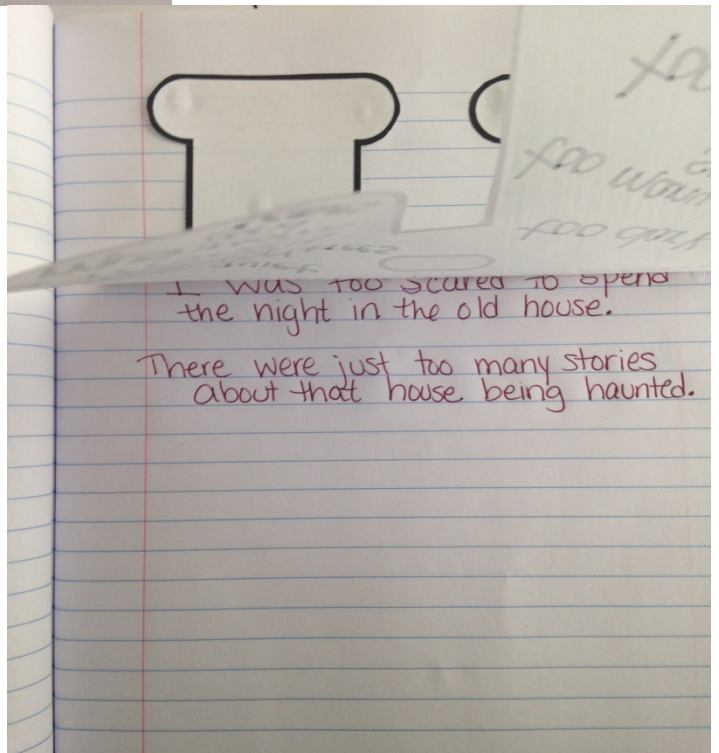
Practice (Choose the correct word in the parenthesis.)

1. The gremlin lost his toy mouse and his favorite monster book (to, too).
2. The gremlin took her friend (to, too) pick dandelions.
3. While there, they picked (to, too) many weeds.

Foldable View

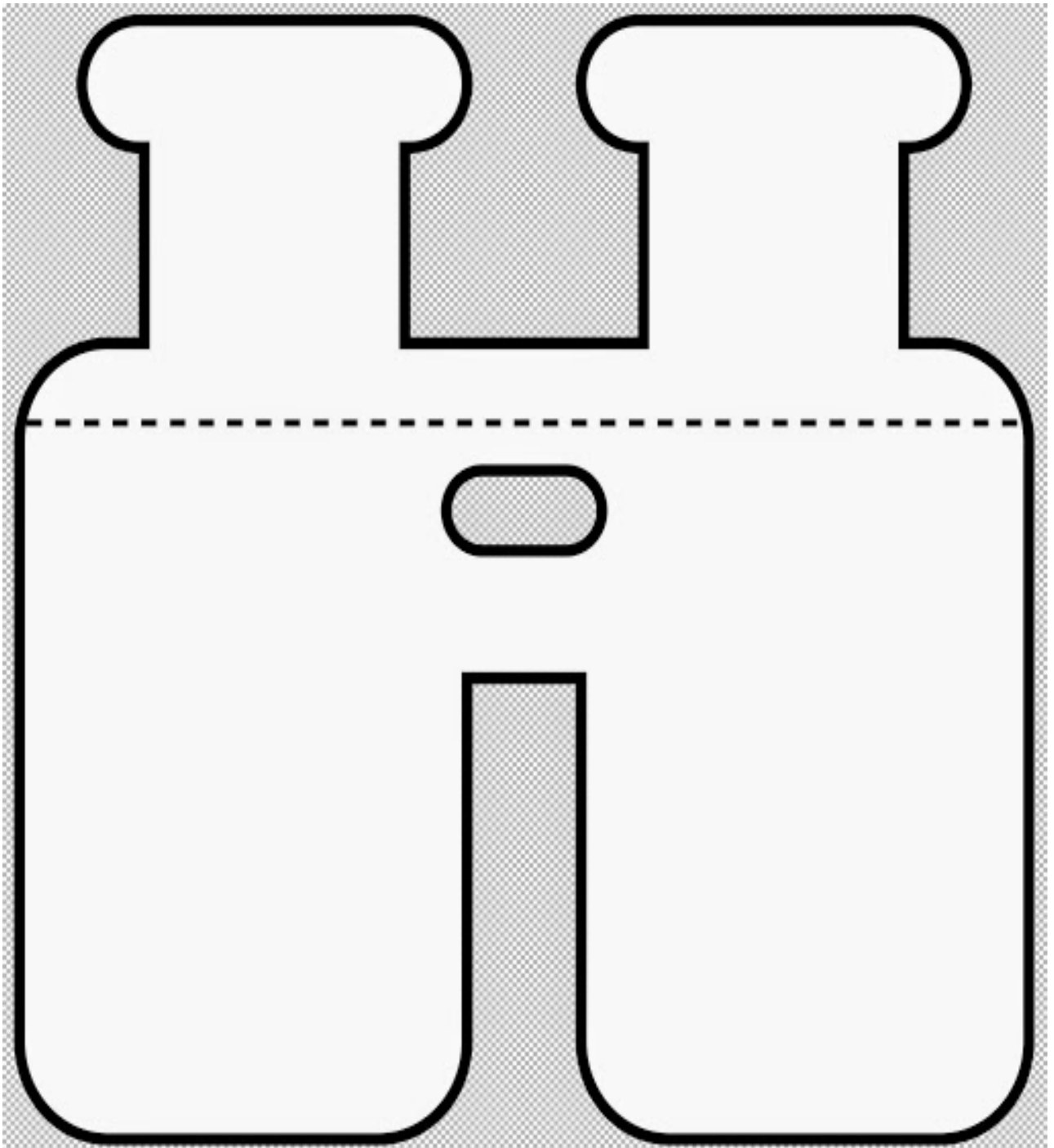


Make sure students only glue above the dotted line so that the bottom part of the shape can be lifted. Students will write sentences on notebook paper underneath.

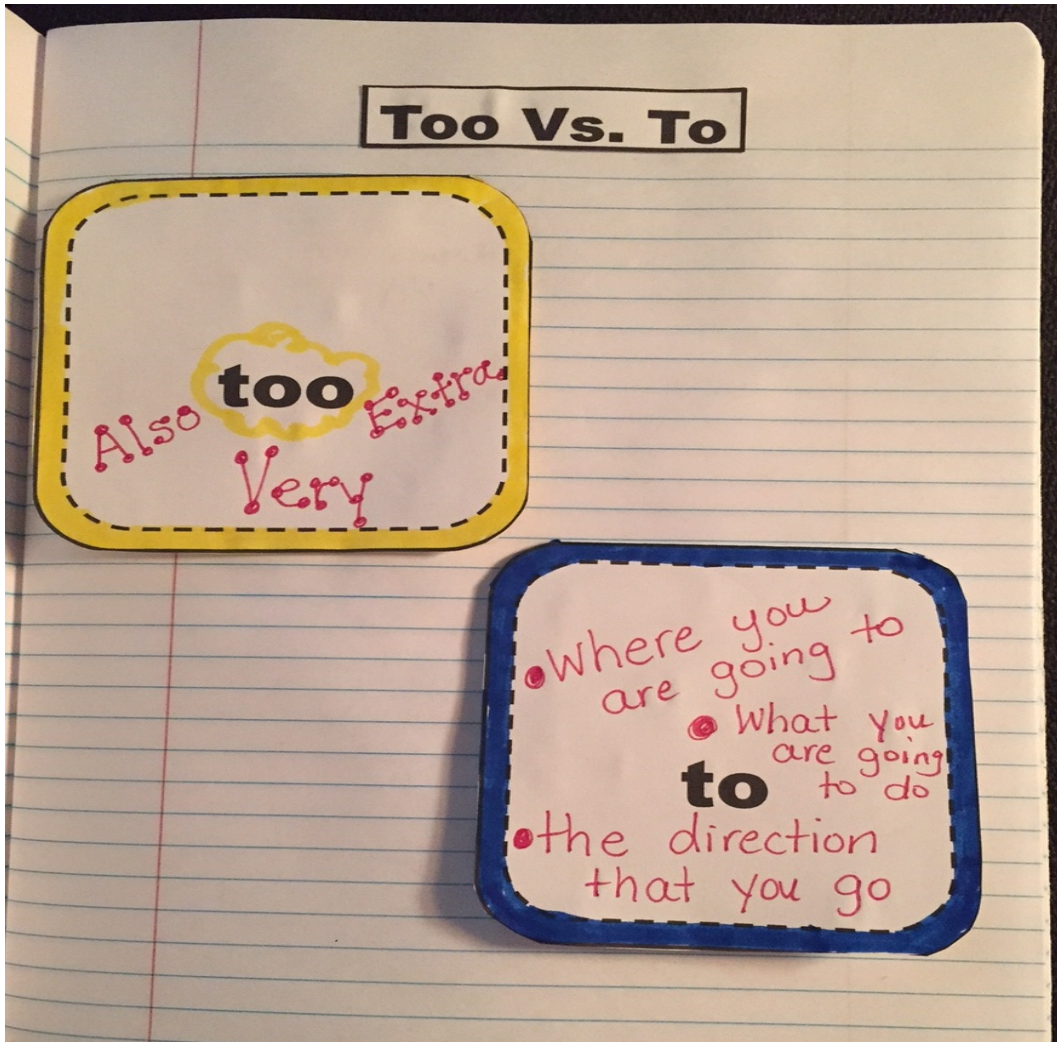


Using TOO when it means EXTRA

Pretend that you are looking through the binoculars at one of the following settings: a jungle, the ocean, a forest, a trash dump, or a cruise ship. Inside the binoculars, use the word *too* as you describe how things are extra big, extra beautiful, extra majestic, etc. Cut out the shape and glue only under top part of shape (above dotted lines) Lift the flap and underneath, write two sentences using the word *too*.



Foldable View



Have students glue the boxes so that the top flap can be lifted on each one. Underneath, students will write sentences using the words.

Too vs. To

Notebook Foldable

Foldable Directions: Cut out each shape. Do not cut dotted lines. Fold the shape in half so that the words too and to are facing up. Glue each box into notebook. Write the definition of each word under the word. Lift each square, and inside, write two sentences using the word.

too

to

Glue here.

Glue here.

To vs. Too Practice

Directions: For numbers 1 – 3, write *to* or *too* on the lines. For numbers 4 – 5, write two sentences of your own using *to* and *too* at least one time each.

1. _____ most gremlins, the color green is beautiful.
2. Gremlins are a little _____ picky when it comes to wearing hats.
3. The only kind of hat that a gremlin will wear is one that is floppy, has holes cut out for ears, and is green _____.

4. _____

5. _____

KEY

Practice (Choose the correct word in the parenthesis.)

1. The gremlin lost his toy mouse and his favorite monster book (to, too).
2. The gremlin took her friend (to, too) pick dandelions.
3. While there, they picked (to, too) many weeds.

Directions: For numbers 1 – 3, write *to* or *too* on the lines. For numbers 4 – 5, write two sentences of your own using *to* and *too* at least one time each.

1. To most gremlins, the color green is beautiful.
2. Gremlins are a little too picky when it comes to wearing hats.
3. The only kind of hat that a gremlin will wear is one that is floppy, has holes cut out for ears, and is green too.

SAMPLES:

4. It's too ironic that gremlins love the color green.
5. Green is a color you would think vegetable lovers would gravitate to; not vegetable haters!

To vs. Too Quiz

Name: _____

Directions: Write *to* or *too* on each line.

1. _____ whom are you speaking?
2. I would like sausage and hamburger on my pizza _____.
3. You need to go _____ the office for my excuse.
4. This glue is _____ sticky.
5. The class was not _____ interested in the Battle of Cowpens.
6. I am looking _____ buy my hamster a new cage.
7. Billy and Joe went hiking and fishing _____.
8. Will you please buy a trap _____ help me catch this mouse?
9. We need to move closer _____ the parking lot.
10. Nate hated _____ disturb his mom's work, but he needed a ride to practice a bit early that day.
11. It's entirely _____ hot for you to ask me to help you carry boxes outside today.
12. Paula brought the book _____ the table for us _____.
13. Please remember _____ brush your teeth.
14. The exit ramp will be _____ your right in about five minutes.
15. Wow! The TV is _____ loud!

To vs. Too Quiz

Name: Key

Directions: Write to or too on each line.

1. To whom are you speaking?
2. I would like sausage and hamburger on my pizza too.
3. You need to go to the office for my excuse.
4. This glue is too sticky.
5. The class was not too interested in the Battle of Cowpens.
6. I am looking to buy my hamster a new cage.
7. Billy and Joe went hiking and fishing too.
8. Will you please buy a trap to help me catch this mouse?
9. We need to move closer to the parking lot.
10. Nate hated to disturb his mom's work, but he needed a ride to practice a bit early that day.
11. It's entirely too hot for you to ask me to help you carry boxes outside today.
12. Paula brought the book to the table for us too.
13. Please remember to brush your teeth.
14. The exit ramp will be to your right in about five minutes.
15. Wow! The TV is too loud!

Accept vs. Except

Accept means to receive willingly or to hold something as true.

I accept your apology. I accept the fact that you tried.

THINK: **Accept**

List some things you would want to **A**ke or accept.

Except means apart from or excluding. Of course, if it is used as a conjunction, it means *but*.

I like all peas except green peas.

I wanted to go, except my mom wouldn't let me.

THINK: **eXcept**

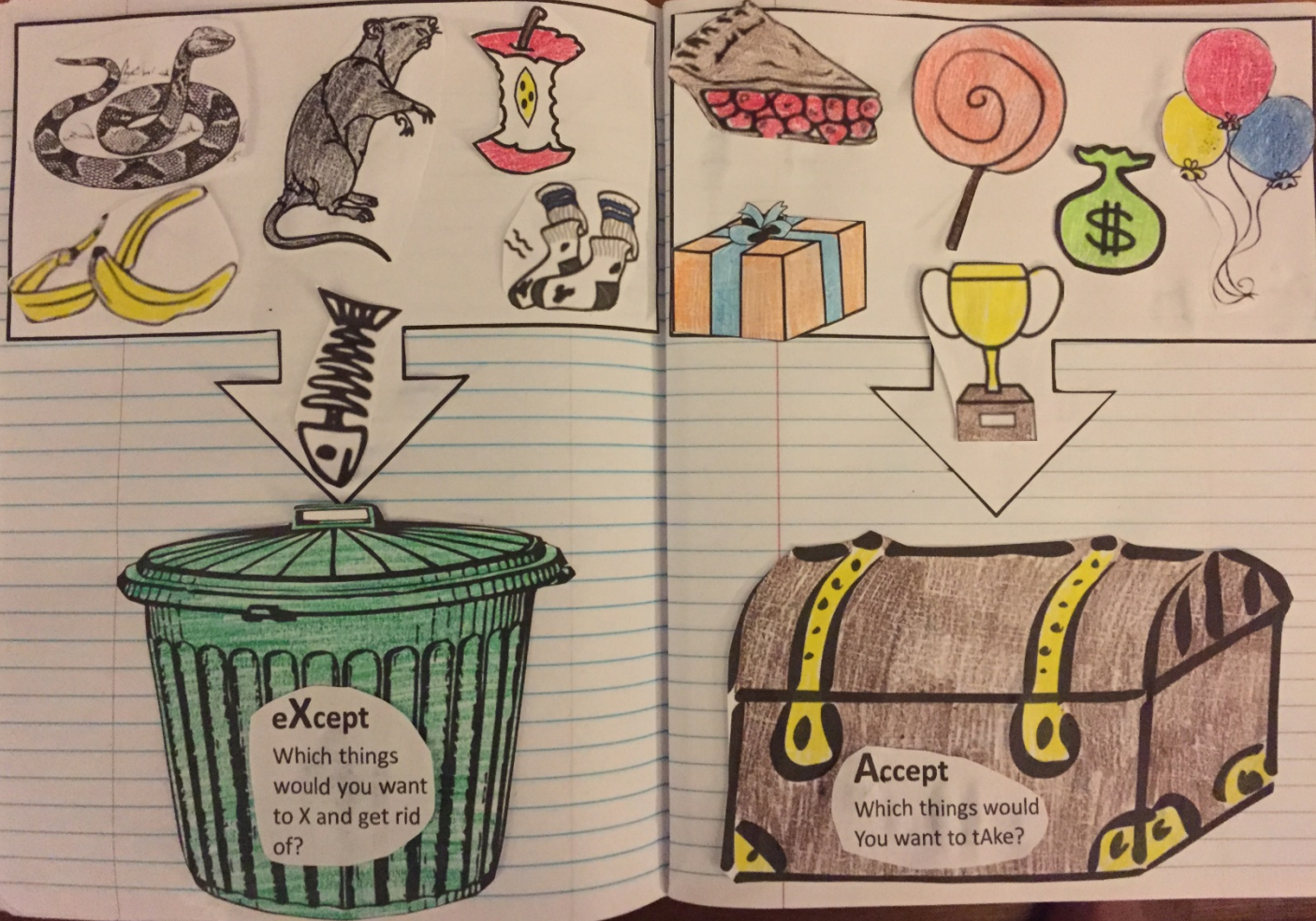
Which things would you want to X out or get rid of?

Practice (Choose the correct word in the parenthesis.)

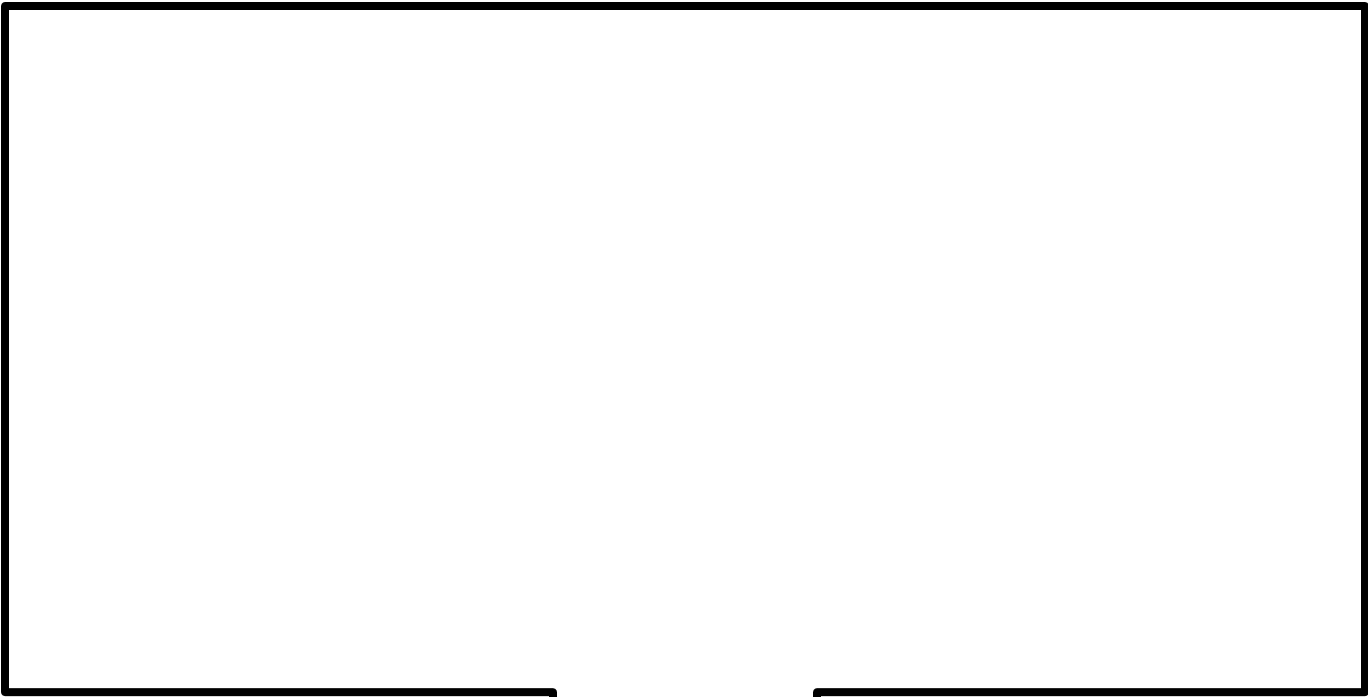
1. The gremlin was happy to (accept, except) the award for his Kung Fu moves!
2. His mother almost cried when she saw his dragon shaped trophy, (accept, except) she was too shocked!

Teacher Directions

This will be a two-page “spread”.



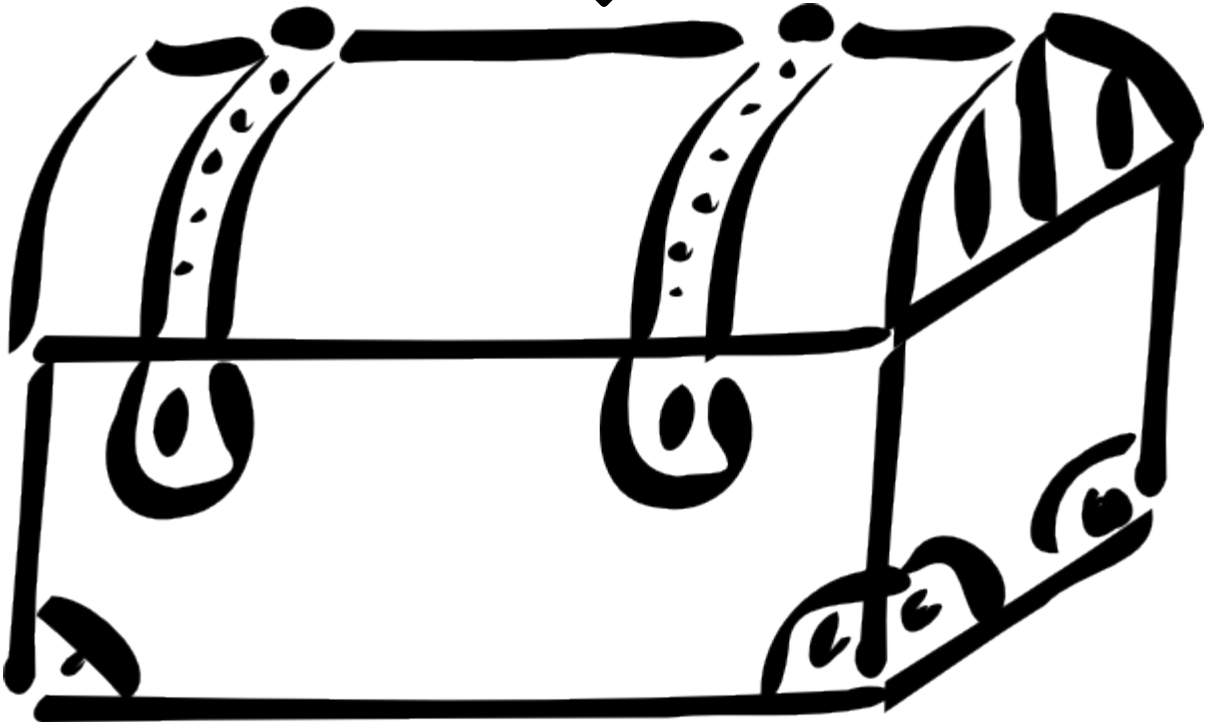
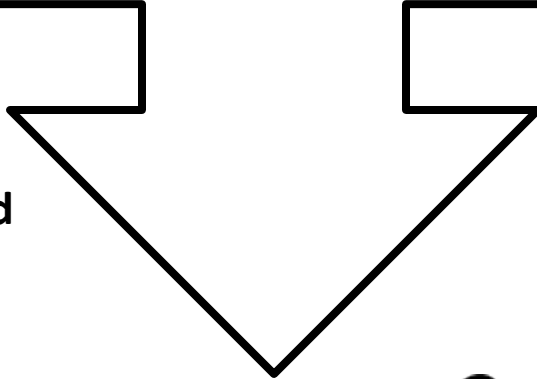
Students will sort the items into things they would accept from the things they would not want – things they would want to put an X on.

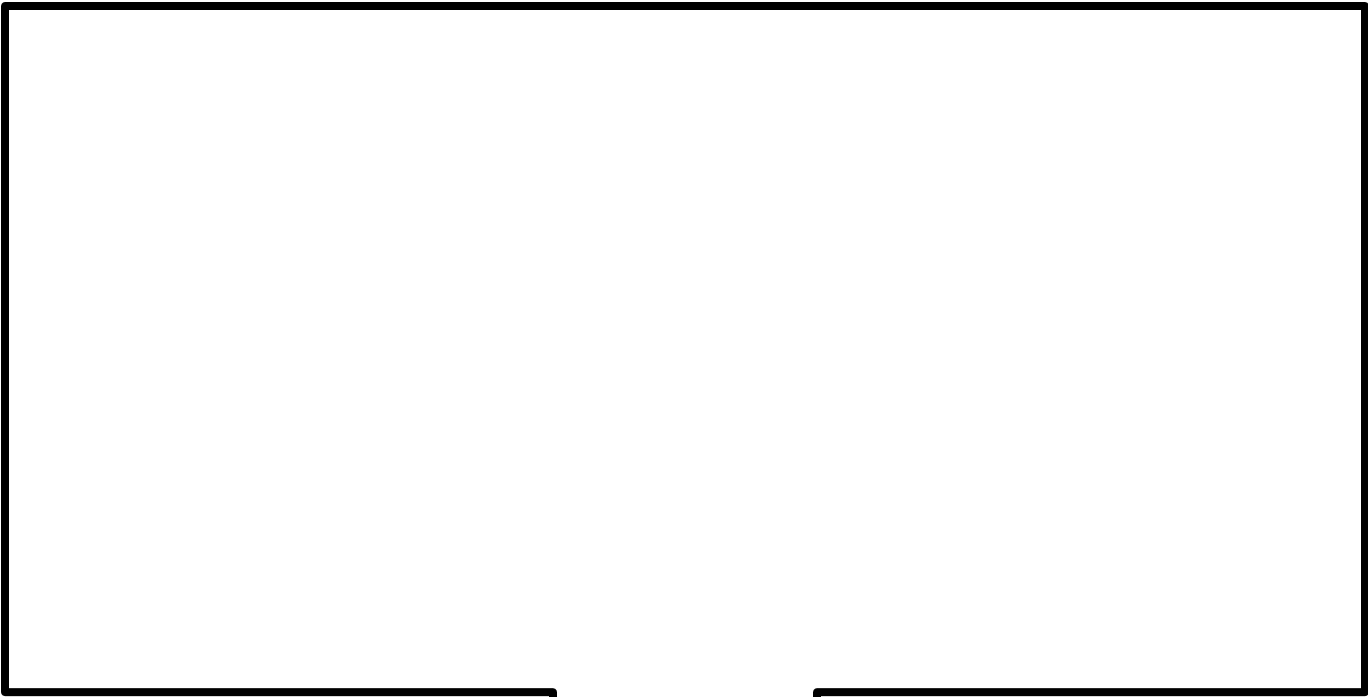


Accept

Which things would

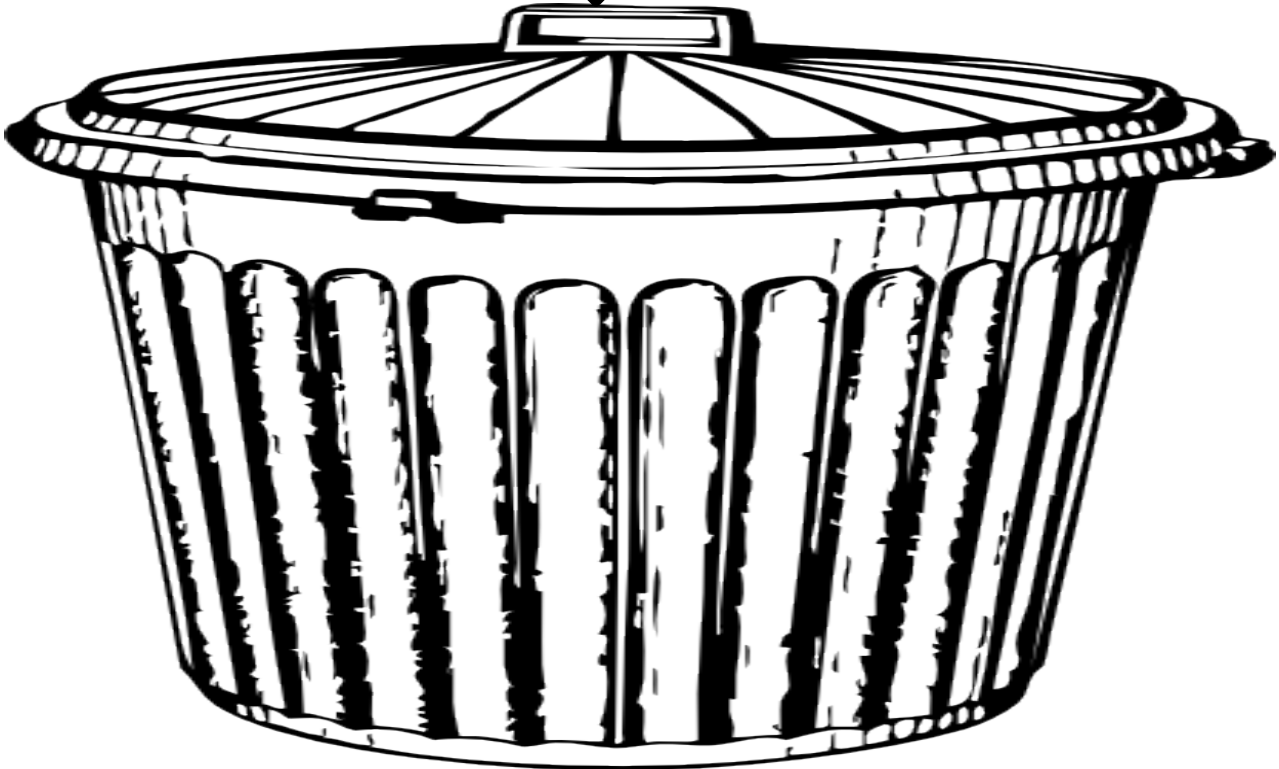
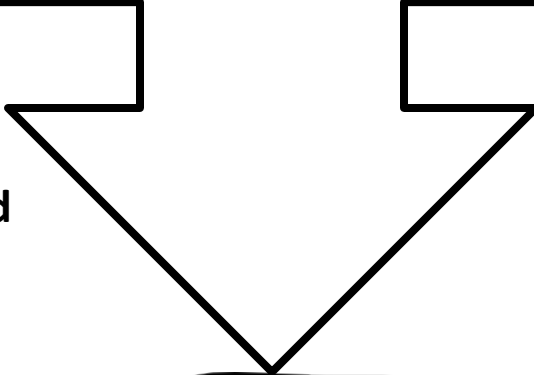
You want to tAke?

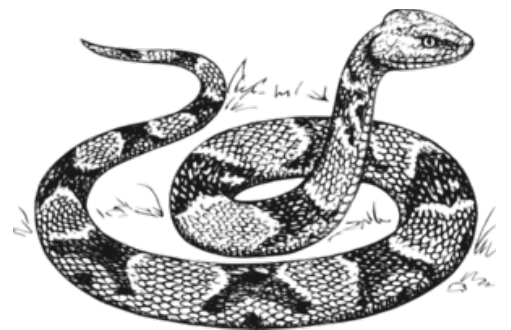
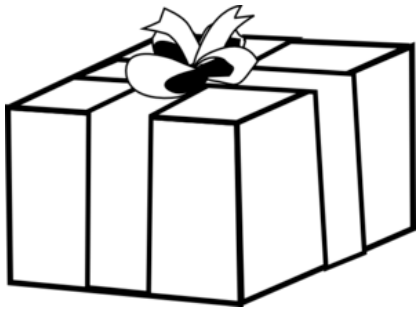
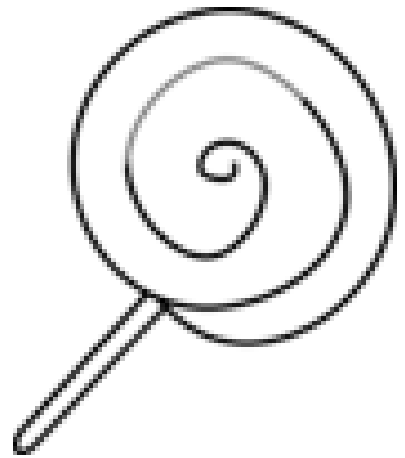
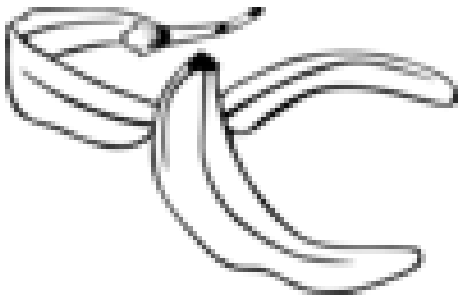




eXcept

Which things would
you want to X and
get rid of?





Accept vs. Except Practice

Directions: For numbers 1 – 4, write *accept* or *except* on the lines. For numbers 5– 6, write two sentences of your own using *accept* and *except* at least one time each.

1. _____ for green tea smoothies, Gremlins do not like any cold drink.

2. Gremlins wonder how humans find cold drinks _____ able.

3. They like to drink coffee and will also _____ hot tea, but only if they can eat the tea bag with it.

4. Also, gremlins will do anything for a ripe eggplant, _____ sing in public.

5. _____

6. _____

KEY

Practice (Choose the correct word in the parenthesis.)

1. The gremlin was happy to (accept, except) the award for his Kung Fu moves!
2. His mother almost cried when she saw his dragon shaped trophy, (accept, except) she was too shocked!

Directions: For numbers 1 – 4, write *accept* or *except* on the lines. For numbers 5– 6, write two sentences of your own using *accept* and *except* at least one time each.

1. Except for green tea smoothies, Gremlins do not like any cold drink.
2. Gremlins wonder how humans find cold drinks acceptable.
3. They like to drink coffee and will also accept hot tea, but only if they can eat the tea bag with it.
4. Also, gremlins will do anything for a ripe eggplant, except sing in public.

SAMPLE:

5. He will accept the nomination for class president.
6. As president, he will do all things with vice-president support except for anytime the VP fails to put the student body first.

Accept vs. Except Quiz

Name: _____

Directions: Write *accept* or *except* on each line.

1. He will _____ your invitation for membership.
2. You can have anything you want today _____ for ice cream.
3. Sara was so happy to be _____ed into USC for the fall semester.
4. I feel that he never calls us _____ to borrow money.
5. Angie bought a gift for everyone today _____ for me.
6. I would be happy to help you, _____ I'm too busy.
7. Everyone _____ Bill has a new phone.
8. Tony had no choice but to _____ his apology.
9. This store does not _____ checks – cash only!
10. My coupon will take 30% off of any item in the store _____ shoes.
11. This new medicine will cure anything _____ for a broken heart!
12. Hal could not _____ the new job.
13. I will not _____ you paying for my lunch today.
14. The whole band was out of step _____ for Jalen.
15. It's hard to _____ negative feedback.

Accept vs. Except Quiz

Name: Key

Directions: Write accept or except on each line.

1. He will accept your invitation for membership.
2. You can have anything you want today except for ice cream.
3. Sara was so happy to be accepted into USC for the fall semester.
4. I feel that he never calls us except to borrow money.
5. Angie bought a gift for everyone today except for me.
6. I would be happy to help you, except I'm too busy.
7. Everyone except Bill has a new phone.
8. Tony had no choice but to accept his apology.
9. This store does not accept checks – cash only!
10. My coupon will take 30% off of any item in the store except shoes.
11. This new medicine will cure anything except for a broken heart!
12. Hal could not accept the new job.
13. I will not accept you paying for my lunch today.
14. The whole band was out of step except for Jalen.
15. It's hard to accept negative feedback.

A Lot ~ It is two words!

You should never use *a lot* as one word. This is wrong!

A lot is two words – always.

a (space) lot

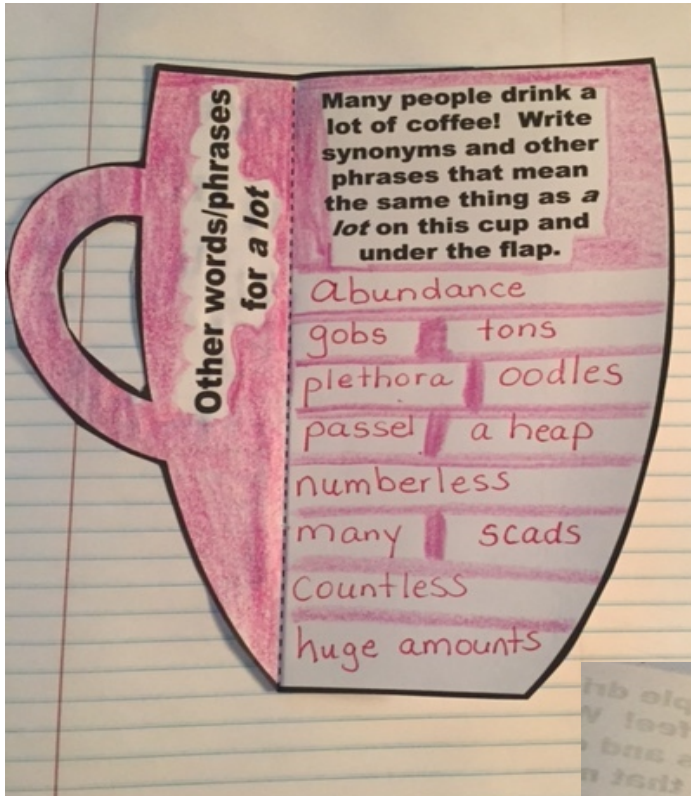
Never write *alot*. *A lot* is two words! Always! Every time! Period! Also, the words *a lot* are often overused. In the box below, write some other words that you can use instead of *a lot* in order to avoid repetition in your writing.

Practice: Write a sentence containing the sets of words in each number below.

1. gremlin, hide, a, lot

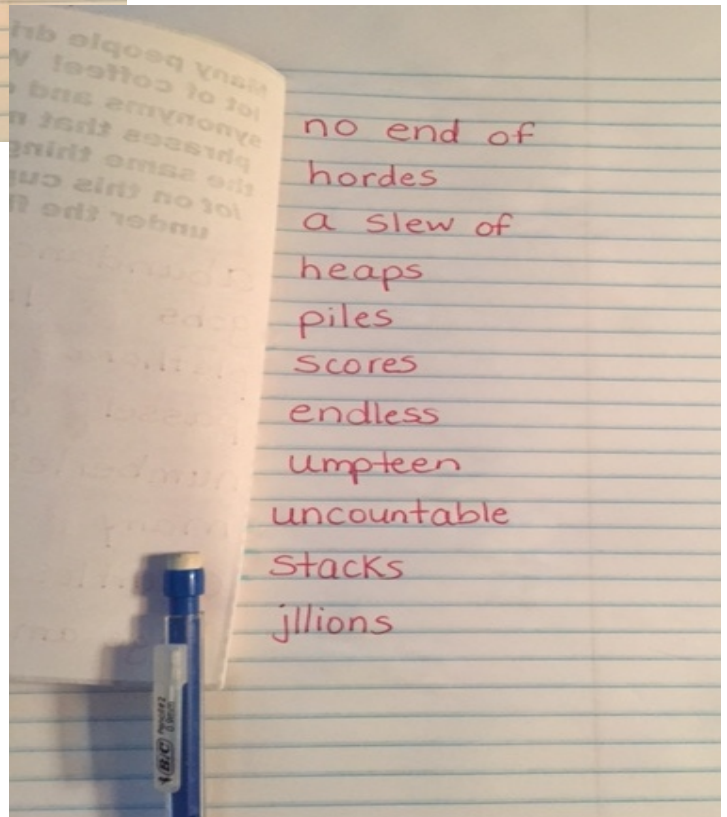
2. gremlin, crayons, a, lot

Foldable View



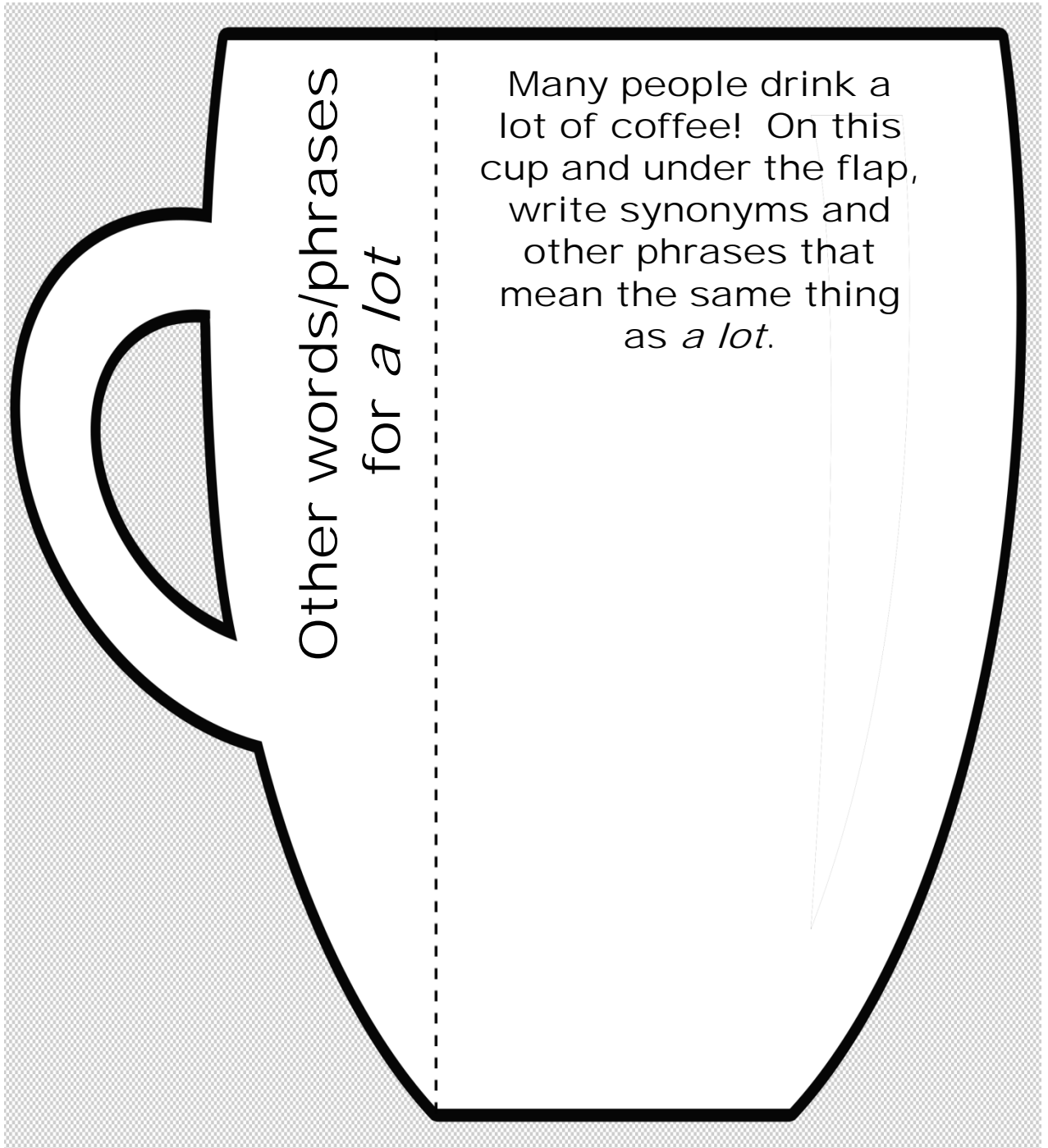
Make sure students only glue behind the dotted line so that the “cup” part can be folded over and students can continue their list on the notebook paper underneath.

Some other examples:
a great deal of
a great quantity of
a ton
a large amount of






What else can you write instead of *a lot*?

Cut out the shape. Glue only the part behind the dotted lines so that the flap can open and you can write more under the flap.



A lot

Let's pretend that once upon a time the words a lot were spelled as one word, but for some tragic reason, the words were separated. On the notebook paper below, write a short story explaining what happened to cause this division. Be creative with your story.

KEY

Practice: Write a sentence containing the sets of words in each number below. **SAMPLES PROVIDED**

1. gremlin, hide, a, lot

Gremlins spend a lot of their time hiding from humans!

2. gremlin, crayons, a, lot

Before they hide, gremlins grab a lot of crayons so they can color in private.

Directions: For numbers 1 – 3, use synonyms for the words a lot. For numbers 4 – 5, write two sentences of your own using the words *a lot*. Make sure you write it as two words.

SAMPLES PROVIDED

1. Scads of gremlins like to wear wigs.

2. Changing their hair color brings them tons of joy.

3. Whenever you see a store that sells wigs, chances are, hordes of gremlins have shopped there.

4. A lot of gremlins want bright colored wigs.

5. So, a lot of manufacturers of gremlin wigs never even use dye that humans find normal such as brown and blonde.

A Lot Quiz

Name: _____

Directions: In place of the words *a lot* in the sentences below, use a more effective phrase. You may cross out the word *of* if needed. You may use the same word or phrase twice.

1. I have _____ of things to do today.
2. She had _____ of food to prepare.
3. The team scored _____ of points in the first quarter.
4. We had nothing else to do today, so we ended up watching _____ of TV.
5. The teacher is known for assigning _____ of homework.
6. I heard _____ of talking in the hall.
7. Jeff saw _____ of cars today.
8. _____ of time was spent practicing just two plays at practice today.
9. In this day and time, _____ of people spend time and energy on social media.
10. Davis' goal was to avoid reading _____ of books this summer.

A Lot Quiz

Name: _____

Directions: In place of the words *a lot* in the sentences below, use a more effective phrase. You may cross out the word *of* if needed. You may use the same word or phrase twice.

1. I have a plethora of things to do today.
2. She had tons of food to prepare.
3. The team scored many points in the first quarter.
4. We had nothing else to do today, so we ended up watching lots of TV.
5. The teacher is known for assigning plenty of homework.
6. I heard a great deal of talking in the hall.
7. Jeff saw a good amount of cars today.
8. Plenty of time was spent practicing just two plays at practice today.
9. In this day and time, a large amount of people spend time and energy on social media.
10. Davis' goal was to avoid reading gobs of books this summer.

Review for Test One

It's and its

It's – it is or it has

Its - possessive pronoun

Write a sentence using each word.

It's _____

Its _____

Your and you're

You're – you are

Your – possessive pronoun

Write one sentence using **both** your and you're

To and too

To – used for expressing motion or direction toward a person, place, or thing.

Too – also; very, to an excessive extent

Write a sentence using each word.

To _____

Too _____

Accept and Except

Accept means to receive willingly or to hold something as true.

Except means excluding. Of course, if it is used as a conjunction, it means *but*.

A lot – Remember it is two words!

Write a sentence using both *a lot* and *accept*.

Write a sentence using the words *a lot* and *except*.

Now – mark through the words a lot, and replace them with better, more interesting words.

Test One

Name: _____

A. Circle the correction needed.

1. I had a lot of homework to do in math to.
 - a. Change *a lot of* to *alot of*
 - b. Change *to do* to *too do*
 - c. Change *math to* to *math too*
 - d. No change is needed
2. I could not except your apology because you didn't seem too concerned about anything.
 - a. Change *your apology* to *you're apology*
 - b. Change *except* to *accept*
 - c. Change *seem too* to *seem to*
 - d. Make no change
3. Too many people, it's hard to manage things when you have a lot of projects due at one time.
 - a. Change *Too many* to *To many*
 - b. Change *it's hard* to *its hard*
 - c. Change *to manage* to *too manage*
 - d. Both a and b
4. You should exercise everyday except on Saturdays and Sundays. Its too much to try and exercise all seven days.
 - a. Change *except* to *accept*
 - b. Change *Its* to *It's*
 - c. Change *too* to *to*
 - d. No change is needed
5. You're plate is to hot for you to touch it!
 - a. Change *You're plate* to *Your plate*
 - b. Change *is to* to *is too*
 - c. Change *to touch* to *too touch*
 - d. Both a and b
6. I have a lot of things to do. It's a shame that you're too busy to help!
 - a. Change *a lot of* to *alot of*
 - b. Change *to do* to *too do*
 - c. Change *you're too* to *your too*
 - d. No change is needed

7. I *except* your proposal to take a nap since you have a lot of homework to do later.
- a. Change *except your* to *accept your*
 - b. Change *to take a nap* to *too take a nap*
 - c. Change *to do later* to *too do later*
 - d. No change is needed
8. Sometimes you're too busy to concentrate on the things that you should value!
- a. Change *you're to* to *you're too*
 - b. Change *to busy* to *two busy*
 - c. Change *to concentrate* to *too concentrate*
 - d. No change is needed
9. Your right. The test was easy except for the discussion questions. Those were too hard.
- a. Change *Your* to *You're*
 - b. Change *except* to *accept*
 - c. Change *too hard* to *to hard*
 - d. Both a and b
10. As we were walking to the library, we met alot of other students who should have been going to study too!
- a. Change *met alot* to *met a lot*
 - b. Change *going to* to *going too*
 - c. Change *to study too* to *too study too*
 - d. No change is needed

B. Select the sentence that is correctly written in each of the following.

11.

- a. It's almost time to pick out you're Halloween costume.
- b. It's almost time too pick out you're Halloween costume.
- c. It's almost time to pick out your Halloween costume.
- d. Its almost time too pick out your Halloween costume.

12.

- a. Alot of the time, people put to much emphasis on winning.
- b. Alot of the time, people put too much emphasis on winning.
- c. A lot of the time, people put to much emphasis on winning.
- d. A lot of the time, people put too much emphasis on winning.

13.

- a. The bird took a worm to its baby.
- b. The bird took a worm to it's baby.

14.

- a. Except for bananas, I love all of the fruit your mom bought.
- b. Accept for bananas, I love all of the fruit you're mom bought.
- c. Except for bananas, I love all of the fruit you're mom bought.
- d. Accept for bananas, I love all of the fruit your mom bought.

15.

- a. Your late to class much too often.
- b. Your late too class much too often.
- c. You're late to class much too often.
- d. You're late too class much to often.

16.

- a. Have you returned your library book to the librarian?
- b. Have you returned your library book too the librarian?
- c. Have you returned you're library book to the librarian?
- d. Have you returned you're library book too the librarian?

17.

- a. Its to late for you to start your homework now!
- b. It's to late for you to start your homework now!
- c. It's too late for you to start your homework now!
- d. It's too late for you to start you're homework now!

18.

- a. I could have moved the cat to it's box, but I did not.
- b. I could have moved the cat too it's box, but I did not.
- c. I could have moved the cat to its box, but I did not.
- d. I could have moved the cat too its box, but I did not.

19.

- a. We need too have alot of people to volunteer with this project to.
- b. We need too have a lot of people to volunteer with this project too.
- c. We need to have a lot of people too volunteer with this project too.
- d. We need to have a lot of people to volunteer with this project too.

20.

- a. I have a lot of trash to put into you're box.
- b. I have alot of trash to put into your box.
- c. I have a lot of trash to put into your box.
- d. I have alot of trash to put into you're box.

Test One

Name: Key

A. Circle the correction needed.

1. I had a lot of homework to do in math to.
 - a. Change *a lot of* to *alot of*
 - b. Change *to do* to *too do*
 - c. Change *math to* to *math too*
 - d. No change is needed
2. I could not except your apology because you didn't seem too concerned about anything.
 - a. Change *your apology* to *you're apology*
 - b. Change *except* to *accept*
 - c. Change *seem too* to *seem to*
 - d. Make no change
3. Too many people, it's hard to manage things when you have a lot of projects due at one time.
 - a. Change *Too many* to *To many*
 - b. Change *it's hard* to *its hard*
 - c. Change *to manage* to *too manage*
 - d. Both a and b
4. You should exercise everyday except on Saturdays and Sundays. Its too much to try and exercise all seven days.
 - a. Change *except* to *accept*
 - b. Change *Its* to *It's*
 - c. Change *too* to *to*
 - d. No change is needed
5. You're plate is to hot for you to touch it!
 - a. Change *You're plate* to *Your plate*
 - b. Change *is to* to *is too*
 - c. Change *to touch* to *too touch*
 - d. Both a and b
6. I have a lot of things to do. It's a shame that you're too busy to help!
 - a. Change *a lot of* to *alot of*
 - b. Change *to do* to *too do*
 - c. Change *you're too* to *your too*
 - d. No change is needed

7. I except your proposal to take a nap since you have a lot of homework to do later.
- a. Change *except your* to *accept your*
 - b. Change *to take a nap* to *too take a nap*
 - c. Change *to do later* to *too do later*
 - d. No change is needed
8. Sometimes you're too busy to concentrate on the things that you should value!
- a. Change *you're to* to *you're too*
 - b. Change *to busy* to *two busy*
 - c. Change *to concentrate* to *too concentrate*
 - d. No change is needed
9. Your right. The test was easy except for the discussion questions. Those were too hard.
- a. Change *Your* to *You're*
 - b. Change *except* to *accept*
 - c. Change *too hard* to *to hard*
 - d. Both a and b
10. As we were walking to the library, we met alot of other students who should have been going to study too!
- a. Change *met a lot* to *met a lot*
 - b. Change *going to* to *going too*
 - c. Change *to study too* to *too study too*
 - d. No change is needed

B. Select the sentence that is correctly written in each of the following.

- 11.
- a. It's almost time to pick out you're Halloween costume.
 - b. It's almost time too pick out you're Halloween costume.
 - c. It's almost time to pick out your Halloween costume.
 - d. Its almost time too pick out your Halloween costume.
- 12.
- a. Alot of the time, people put to much emphasis on winning.
 - b. Alot of the time, people put too much emphasis on winning.
 - c. A lot of the time, people put to much emphasis on winning.
 - d. A lot of the time, people put too much emphasis on winning.
- 13.
- a. The bird took a worm to its baby.
 - b. The bird took a worm to it's baby.

14.

- a. Except for bananas, I love all of the fruit your mom bought.
- b. Accept for bananas, I love all of the fruit you're mom bought.
- c. Except for bananas, I love all of the fruit you're mom bought.
- d. Accept for bananas, I love all of the fruit your mom bought.

15.

- a. Your late to class much too often.
- b. Your late too class much too often.
- c. You're late to class much too often.
- d. You're late too class much to often.

16.

- a. Have you returned your library book to the librarian?
- b. Have you returned your library book too the librarian?
- c. Have you returned you're library book to the librarian?
- d. Have you returned you're library book too the librarian?

17.

- a. Its to late for you to start your homework now!
- b. It's to late for you to start your homework now!
- c. It's too late for you to start your homework now!
- d. It's too late for you to start you're homework now!

18.

- a. I could have moved the cat to it's box, but I did not.
- b. I could have moved the cat too it's box, but I did not.
- c. I could have moved the cat to its box, but I did not.
- d. I could have moved the cat too its box, but I did not.

19.

- a. We need too have alot of people to volunteer with this project to.
- b. We need too have a lot of people to volunteer with this project too.
- c. We need to have a lot of people too volunteer with this project too.
- d. We need to have a lot of people to volunteer with this project too.

20.

- a. I have a lot of trash to put into you're box.
- b. I have alot of trash to put into your box.
- c. I have a lot of trash to put into your box.
- d. I have alot of trash to put into you're box.

They're, There, Their

They're

The word *they're* means *they are*. The apostrophe takes the place of the letter *a* in *are*.

Test it! Try saying *they are* in the sentence. If it sounds right, use *they're*. ***They're too tired to shop.***

There

There means a place, like here. If you take the *T* off of the word, you have the word here.

Test it! If you can replace the word *here* in the sentence and it sounds right, 95% of the time, you will use there. ***I want to go over there.***

Their

Their shows possession. If something belongs to them, use *their*.

Remember this: an heir is someone that inherits your possessions.

So, if you're showing possession, use their. Another trick that may help you is to look at the spelling of the three words. Notice that only one word has the letter *i* in the spelling. Imagine the dot on top of the i as an eyeball!



their house

their shoes

their party

house, shoes, party belong to them

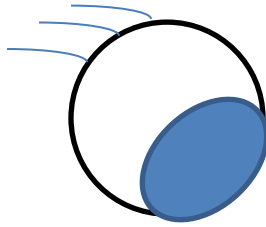
Add eyelashes! 😊 Now, this “i -ball” is watching over its possessions! If there is no possession for the i to watch, do NOT use *their*!

Practice (Choose the correct word in the parenthesis.)

1. The gremlin family was packing for a trip to (their, there, they're) favorite vacation spot!
2. (Their, There, They're) leaving at midnight on Wednesday.
3. As soon as they get (their, there, they're), they will check into (their, there, they're) room and head to the pool!

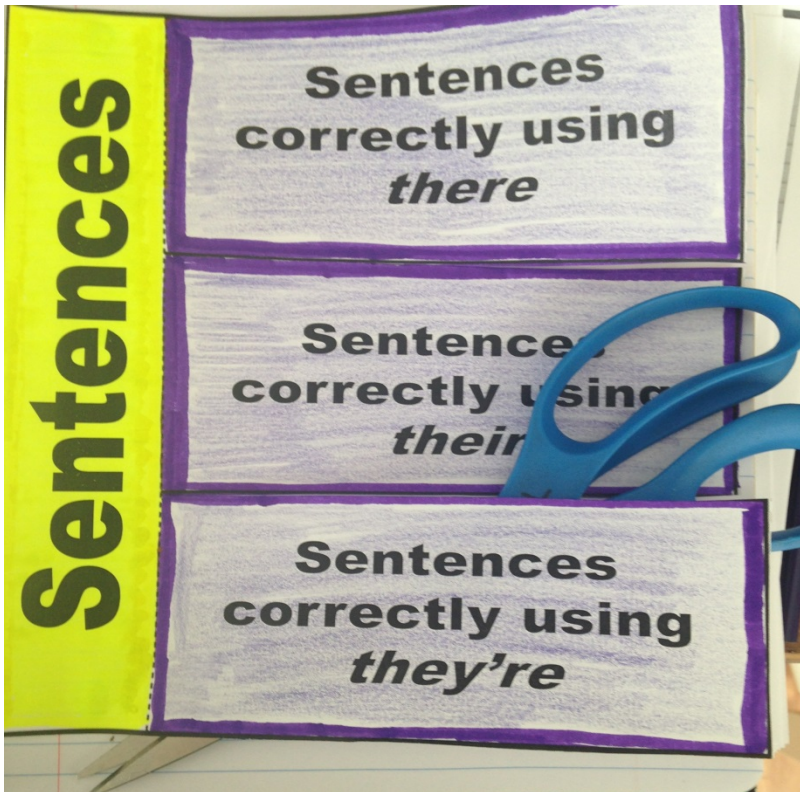
Use the **i**r when something belongs to them.

All around this “eye ball” write things that can belong to “them” like “their socks”, “their problem”, etc. Remember, the “i-ball” is looking for its belongings. One has been done for you.

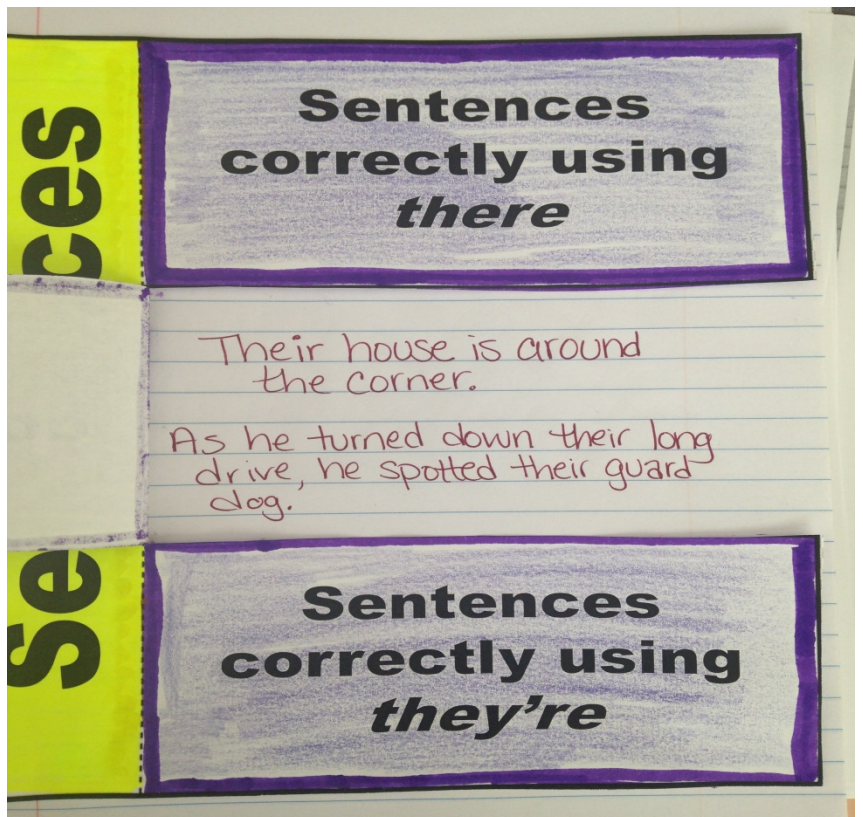


Their classroom

Foldable View



Make sure students only glue behind yellow strip so that the three flaps can open.



Cut out the box. Do not cut the dotted line. Cut the lines up to the dotted lines so that you create three flaps that can be lifted. Glue only under "sentences strip". Lift each flap and write three sentences on the notebook under each flap.

Sentences

Sentences
correctly using
there

Sentences
correctly using
their

Sentences
correctly using
they're

Their, There, or They're Practice

Directions: For numbers 1 – 5, write *their*, *there*, or *they're* on the lines. For numbers 6-8, write two sentences of your own using the words *their*, *there*, and *they're*. Be sure to tell the mischievous things Gremlins do in school.

1. _____ are gremlins hiding in every school.
2. _____ inside desks and under tables.
3. _____ may even be one in your locker.
4. Some students have them in _____ book bags!
5. _____ able to become invisible instantly, so
_____ could be one sitting on your shoulder
right now! Don't worry though, _____ harmless!

6. _____

7. _____

8. _____

KEY

Practice (Choose the correct word in the parenthesis.)

1. The gremlin family was packing for a trip to (their, there, they're) favorite vacation spot!
2. (Their, There, They're) leaving at midnight on Wednesday.
3. As soon as they get (their, there, they're), they will check into (their, there, they're) room and head to the pool!

Directions: For numbers 1 – 5, write *their*, *there*, or *they're* on the lines. For numbers 6-8, write two sentences of your own using the words *their*, *there*, and *they're*. Be sure to tell the mischievous things Gremlins do in school.

1. There are gremlins hiding in every school.
2. They're inside desks and under tables.
3. There may even be one in your locker.
4. Some students have them in their book bags!
5. They're able to become invisible instantly, so there could be one sitting on your shoulder right now! Don't worry though, they're harmless!
6. Gremlins love to move their notebooks into students' lockers and book bags.
7. They're well known for playing tricks with pencils too!
8. There may be three sharpened pencils in your bag now, but if a gremlins spots them, there will be none!

Their, There, or They're Quiz

Name: _____

Directions: Write *their*, *there*, or *they're* on each line.

1. I put the mail on _____ bench.
2. We need to mow the lawn over _____ first today.
3. It's amazing that the team won _____ very first game ever.
4. _____ running too late to have time to stop by for snacks.
5. Max had the birthday party in _____ backyard.
6. The shoe repair shop is over _____ on the corner.
7. The city lights let pedestrians know _____ walking in the correct direction.
8. Our neighbors are looking everywhere for _____ dog.
9. We learned that _____ planning to build a new restaurant less than a mile from our house.
10. My friends have lost _____ winning lottery ticket!
11. I would love to go with you, but _____ waiting for me at the movie theater.
12. Cruz wants to know if _____ busy.
13. Last summer we spent a week at _____ mountain cottage.
14. _____ two of the best players on our team.
15. _____ is the best pizza place we have been telling you about!

Their, There, or They're Quiz

Name: Key

Directions: Write their, there, or they're on each line.

1. I put the mail on their bench.
2. We need to mow the lawn over there first today.
3. It's amazing that the team won their very first game ever.
4. They're running too late to have time to stop by for snacks.
5. Max had the birthday party in their backyard.
6. The shoe repair shop is over there on the corner.
7. The city lights let pedestrians know they're walking in the correct direction.
8. Our neighbors are looking everywhere for their dog.
9. We learned that they're planning to build a new restaurant less than a mile from our house.
10. My friends have lost their winning lottery ticket!
11. I would love to go with you, but they're waiting for me at the movie theater.
12. Cruz wants to know if they're busy.
13. Last summer we spent a week at their mountain cottage.
14. They're two of the best players on our team.
15. There is the best pizza place we have been telling you about!

I or me?

Many people are confused about when to use *I* and when to use *me*.
I and *me* are pronouns, which means they “stand in” for nouns.

Pronoun = “stand in” for a noun

Do you know which one would fit in the following sentence?

My friends and _____ like to ski.

A “stand-in” (like *I* or *me*) can be confusing when it is paired with something else (like *my friends*). But the “stand-in” has to make sense all by itself. The trick is to hide the “something else”. So, if we hide *my friends*, then figuring out the “stand-in” becomes much easier. Consider one (*I* or *me*) by itself. You’ll choose the right one every time.

I like to ski.

Me like to ski.

It is obvious that you would say *I like to ski*. Therefore, the correct answer is *I*. Try the next one.

The teacher gave my friend and _____ some candy.

First, hide the “something else”, which in this case are the words *my friend and*. Now, which one is correct?

The teacher game me some candy.

The teacher gave I some candy.

Practice – Choose the correct word in each set of parentheses.

1. “I love this picture of you and (I, me)!” the gremlin shouted.

2. “Yep, me too!” his friend shouted. “You and (I, me) can show it to our class tomorrow when we go on our field trip to the slime factory,” he continued.

Pocket View

and I visited the zoo.

I spent the night at
grandmother's house.

my brother and me candy.

me
I
you

Pronouns

A pronoun is a word that takes the place of one or more nouns. It is a "stand-in" for another word.

us
them
they

he she his hers their we it

Pronoun Pocket

Cut out the pronoun pocket. Glue on the back of narrow outline only (part where pronouns are written). Do not glue on top. Allow to dry for two minutes before putting strips into pocket. While waiting for glue to dry, cut out sentence strips below, and write three sentences correctly using the pronouns *I* and *me* in sentences.

me	<h2>Pronouns</h2> <p>A pronoun is a word that takes the place of one or more nouns. It is a "stand-in" for another word.</p>	us				
I		they				
you						
he	she	his	hers	their	we	it

Sentence 1

Sentence 2

Sentence 3

I or Me Practice

Directions: For numbers 1 – 4, write *I* or *me* on the lines. For numbers 5 and 6, write two sentences of your own. In sentence 5, use the pronoun *I* and in sentence 6, use the pronoun *me*. Be sure to tell what the gremlin friends do after they eat popcorn at the movie theater.

1. My gremlin friends and _____ like to watch movies.
2. My brother and _____ especially like it when you spill popcorn.
3. It's like a special present for my brother and _____!
4. Sometimes, people will just give my brother and _____ a cup full of popcorn.

5. _____

6. _____

KEY

Practice – Choose the correct word in each set of parentheses.

1. “I love this picture of you and (I, me)!” the gremlin shouted.
2. “Yep, me too!” his friend shouted. “You and (I, me) can show it to our class tomorrow when we go on our field trip to the slime factory,” he continued.

Directions: For numbers 1 – 4, write *I* or *me* on the lines. For numbers 5 and 6, write two sentences of your own. In sentence 5, use the pronoun *I* and in sentence 6, use the pronoun *me*. Be sure to tell what the gremlin friends do after they eat popcorn at the movie theater.

1. My gremlin friends and I like to watch movies.
2. My brother and I especially like it when you spill popcorn.
3. It’s like a special present for my brother and me!
4. Sometimes, people will just give my brother and me a cup full of popcorn.
5. If we are really lucky, my friends, brother, and I will find a few chocolate covered raisins on the floor too!
6. For me, there is no treat better than a handful of popcorn mixed with a couple of Raisinets!

I or Me? Quiz

Name: _____

Directions: On each line, write *I* or *me*.

1. Who would like to go to the game with John and _____?
2. Allison, her friend, and _____ all want to go shopping Saturday.
3. Both my father and _____ loved to sit on the beach for hours on end!
4. He hated to be spotted by my uncle or _____
5. Mark, Billy, Jim, and _____ all left the game and went to the Pizza Palace.
6. The teacher will ask you and _____ to explain our plan for the project.
7. This picture made Becca and _____ laugh.
8. The principal needs to see Tina or _____ right away.
9. Between you and _____, this is a bad idea.
10. She finally told Paula and _____ the truth.
11. Davis and _____ went to the dessert shop to order your birthday cake.
12. The coach decided to suspend Jack and _____ for skipping practice.
13. If you need anything today, let SaraJo or _____ know.
14. Math is difficult for my best friend and _____.
15. My sister and _____ left today for a short vacation.

I or Me? Quiz

Name: _____

Directions: On each line, write *I* or *me*.

1. Who would like to go to the game with John and me?
2. Allison, her friend, and I all want to go shopping Saturday.
3. Both my father and I loved to sit on the beach for hours on end!
4. He hated to be spotted by my uncle or me.
5. Mark, Billy, Jim, and I all left the game and went to the Pizza Palace.
6. The teacher will ask you and me to explain our plan for the project.
7. This picture made Becca and me laugh.
8. The principal needs to see Tina or me right away.
9. Between you and me, this is a bad idea.
10. She finally told Paula and me the truth.
11. Davis and I went to the dessert shop to order your birthday cake.
12. The coach decided to suspend Jack and me for skipping practice.
13. If you need anything today, let SaraJo or me know.
14. Math is difficult for my best friend and me.
15. My sister and I left today for a short vacation.

I or Me? Quiz

Name: Key

Directions: On each line, write I or me.

1. Who would like to go to the game with John and me?
2. Allison, her friend, and I all want to go shopping Saturday.
3. Both my father and I loved to sit on the beach for hours on end!
4. He hated to be spotted by my uncle or me Mark, Billy, Jim, and I all left the game and went to the Pizza Palace.
5. .
6. Mark, Billy, Jim, and I all left the game and went to the Pizza Palace.
7. The teacher will ask you and me later to explain our plan for the project.
8. This picture made Becca and me laugh.
9. The principal needs to see Tina or me right away.
10. Between you and me, this is a bad idea.
11. She finally told Paula and me the truth.
12. Davis and I went to the dessert shop to order your birthday cake.
13. The coach decided to suspend Jack and me for skipping practice.
14. If you need anything today, let SaraJo or me know.
15. Math is difficult for my best friend and me.
16. My sister and I left today for a short vacation.

Who's vs. Whose

Who's stands for *who is* or *who has*. The apostrophe is in the place of the missing *i* or the missing *ha*.

- Who's seen a gremlin cross the road?
- Any gremlin who's less than five feet tall has to use stilts.

Test it! Try *who is* or *who has* in your sentence.
If it sounds right, use *who's*.

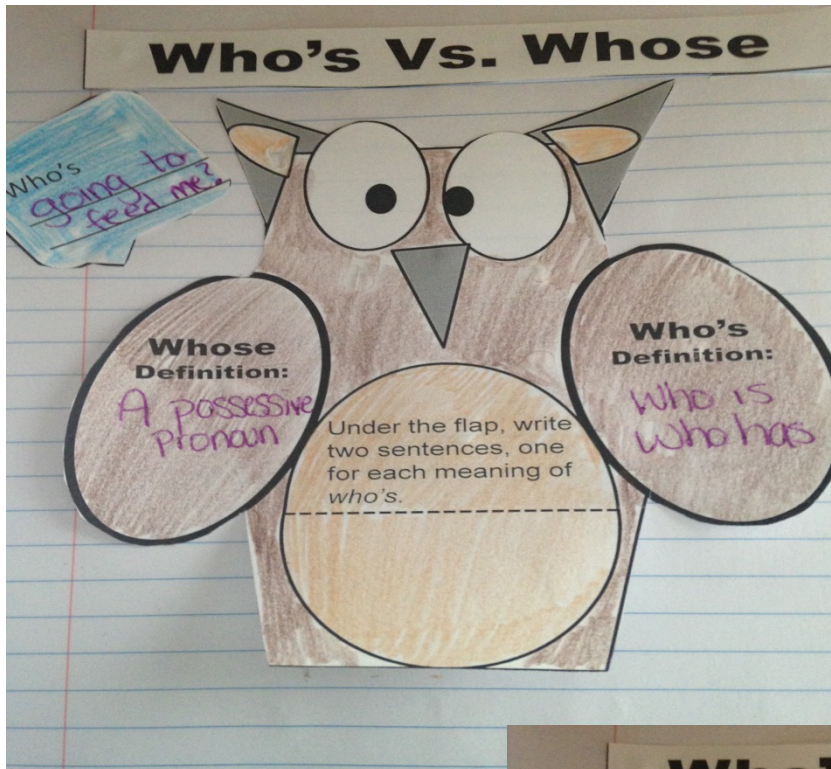
***Whose* is a possessive pronoun.**

- Whose problem is it if there is a gremlin in your closet?

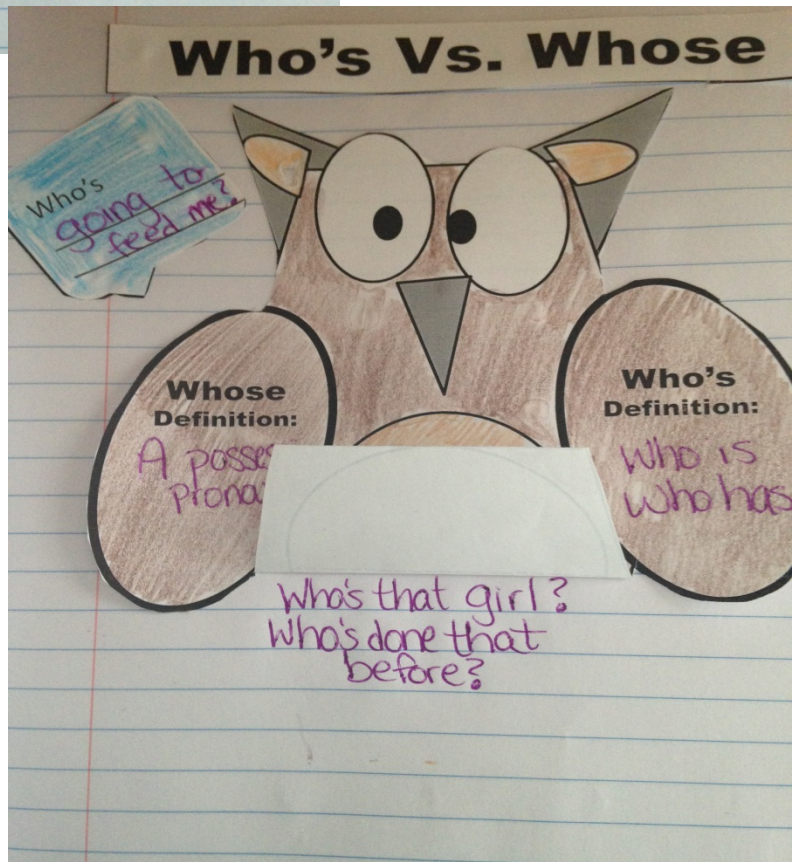
Practice (Choose the correct word in the parenthesis.)

1. (Who's Whose) aware that gremlins like for you to forget to write your name on your paper?
1. It makes your teachers angrily say, "(Who's Whose) is this?"
2. So, the next time you forget, make sure your teacher knows (who's whose) responsible.

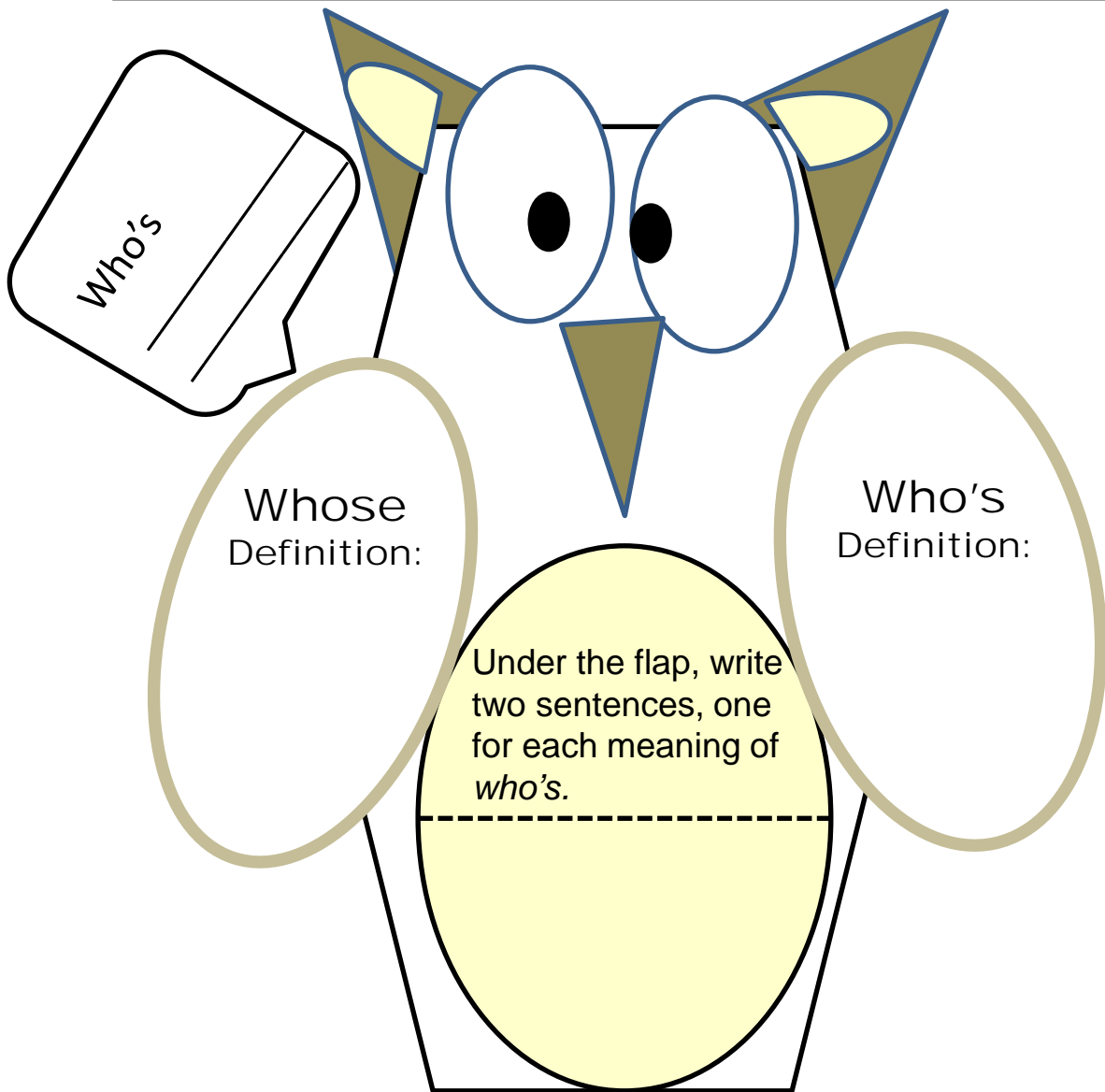
Foldable View



Make sure students do not glue under the belly of the owl so it can be lifted. 😊



Who's vs. Whose



Directions: Cut out the owl shape. Glue in your notebook only above the dotted line. Do not glue the shape under the dotted line so that the belly of the owl can be lifted. Write the definitions on the wings. Write sentences under the belly flap, and complete the sentence in the speech bubble.

Who's vs. Whose Practice

Directions: For numbers 1 – 4, write *who's* or *whose* on the lines. For numbers 5 and 6, write two sentences of your own. In sentence 5, use *who's* and in sentence 6, use *whose*. Be sure to tell what the gremlin does with the pet mouse.

1. “_____checking the mail today?” asked Mama Gremlin. “I think it’s you, Gerry!”

2. Hearing a scratching noise inside his mailbox, Gerry gremlin called out, “_____in there?”

3. “Well, _____this little fellow ?” the gremlin thought?

4. Gerry gremlin wondered _____ pet mouse he had found in his mailbox.

5.

6.

KEY

Practice (Choose the correct word in the parenthesis.)

1. (Who's Whose) aware that gremlins like for you to forget to write your name on your paper?
1. It makes your teachers angrily say, "(Who's Whose) is this?"
2. So, the next time you forget, make sure your teacher knows (who's whose) responsible.

Directions: For numbers 1 – 4, write *who's* or *whose* on the lines. For numbers 5 and 6, write two sentences of your own. In sentence 5, use *who's* and in sentence 6, use *whose*. Be sure to tell what the gremlin does with the pet mouse.

1. "Who's checking the mail today?" asked Mama Gremlin. "I think it's you, Gerry!"
2. Hearing a scratching noise inside his mailbox, Gerry gremlin called out, "Who's in there?"
3. "Well, who's this little fellow ?" the gremlin thought?
4. Gerry gremlin wondered whose pet mouse he had found in his mailbox.
5. Gary thought to himself, "Who's ever found a pet while checking the mail?"
6. Gary knew he would need to make signs and Facebook posts to find out just whose mouse it was!

Who's vs. Whose Quiz

Name: _____

Directions: Write *who's* or *whose* on each line.

1. _____ going to visit family over the school break?
2. _____ book is on the floor?
3. I have no idea _____ going to the game with us.
4. Betty is the one _____ cupcakes taste like heaven melting on your tongue.
5. John was not sure in _____ office the meeting was going to happen.
6. _____ going to wash his smelly socks first!
7. Then I need to know _____ smelly socks are red.
8. _____ your favorite teacher this year?
9. _____ project do you think looks the most realistic?
10. I know a boy _____ never been to a movie.
11. She is the girl _____ essay won the \$1,000 prize!
12. _____ car is parked in the handicapped space?
13. Mel couldn't remember _____ name she saw on the notebook.
14. I wonder _____ already seen the new movie.
15. _____ moving the car for me?

Who's vs. Whose Quiz

Name: Key

Directions: Write who's or whose on each line.

1. Who's going to visit family over the school break?
2. Whose book is on the floor?
3. I have no idea who's going to the game with us.
4. Betty is the one whose cupcakes taste like heaven melting on your tongue.
5. John was not sure in whose office the meeting was going to happen.
6. Who's going to wash his smelly socks first!
7. Then I need to know whose smelly socks are red.
8. Who's your favorite teacher this year?
9. Whose project do you think looks the most realistic?
10. I know a boy who's never been to a movie.
11. She is the girl whose essay won the \$1,000 prize!
12. Whose car is parked in the handicapped space?
13. Mel couldn't remember whose name she saw on the notebook.
14. I wonder who's already seen the new movie.
15. Who's moving the car for me?

Affect or Effect?

Affect

Affect is mostly used as a verb. It means *to influence, to transform, or to change*.

Smoking will affect your health.

Verbs show action, so you only use *affect* when it is an action in the sentence. If you're not sure if a verb should be used, try using another verb in place of it, and see if it sounds right. If it does, chances are, you need the word *affect*.

Effect

Effect is a noun. It means *a result, an outcome, or a consequence*.

The effects of smoking are very harmful.

Also remember to use the word effect if one of the following words is right before it: *into, on, take, the, any, an, and*

There is a trick to help you remember that *affect* is a verb and *effect* is a noun. Remember the word RAVEN. A raven is a large, black bird of the crow family, but for this purpose, it will be a way we can remember the difference in *affect* and *effect*.

Realize **A**ffect = **V**erb **E**ffect = **N**oun

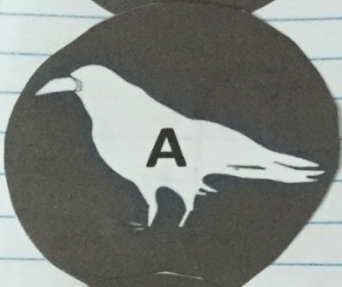
Practice (Choose the correct word in the parenthesis.)

1. Eating eggplant (affects, effects) most gremlins' mood.
2. The (affects, effects) of chocolate covered eggplant is most noticeable!.
3. The (affect, effect) is most noticeable on a gremlin who is trying to hide in a human's home!

Cut-Out View



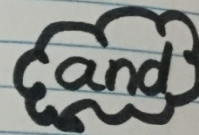
realize



effect is a



verb



effect is a



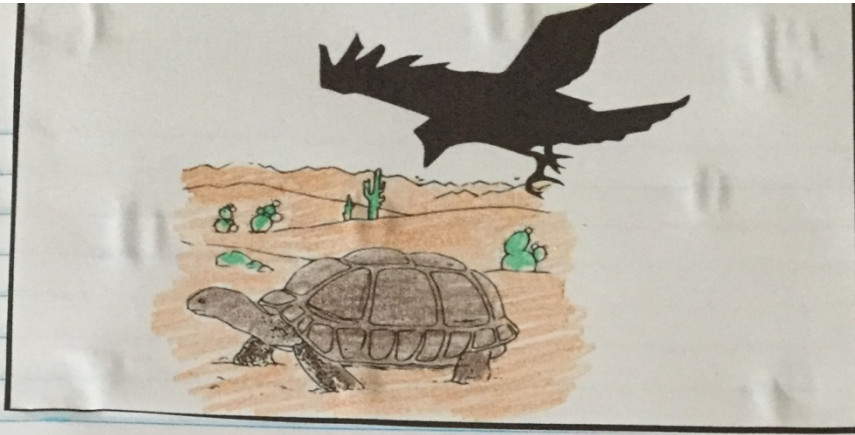
own!



Directions – cut out each circle. Glue the circles down the page in order to spell RAVEN. Beside each circle, write the correct part of the acronym.

Note – You may need to overlap the circles.

Cut-Out View



The raven has **affected** the population of the desert tortoise in a negative way!

The **effect** the raven has had on the desert tortoise is a severely reduced population.

Did the raven act on the tortoise? **YES**!

Did the raven's actions have a consequence? **YES!**

So, AFFECT is a VERB!

So, EFFECT is a NOUN!

The raven has **affected** the population of the desert tortoise in a negative way!

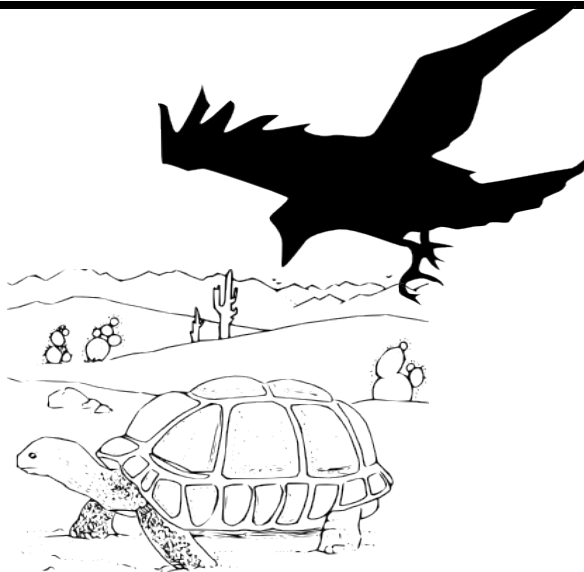
The **effect** the raven had on the desert tortoise has been threatened populations.

Did the raven act on the tortoise? _____!

Was there an effect on the tortoise? _____

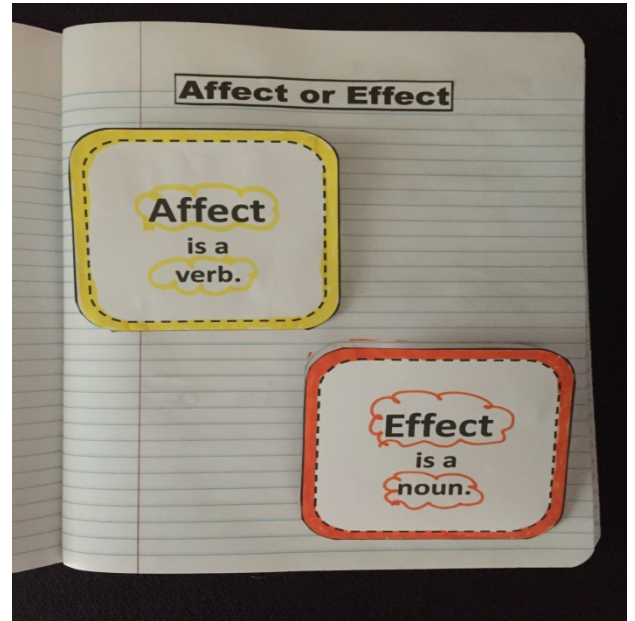
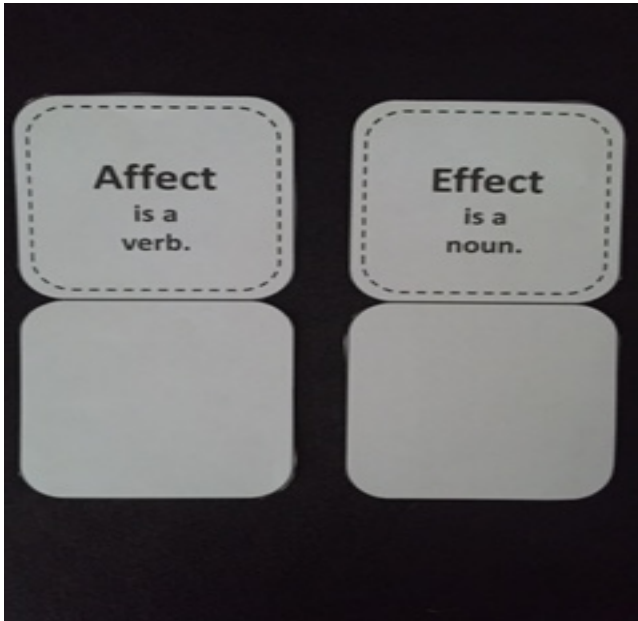
So, AFFECT is a VERB!

So, EFFECT is a NOUN!

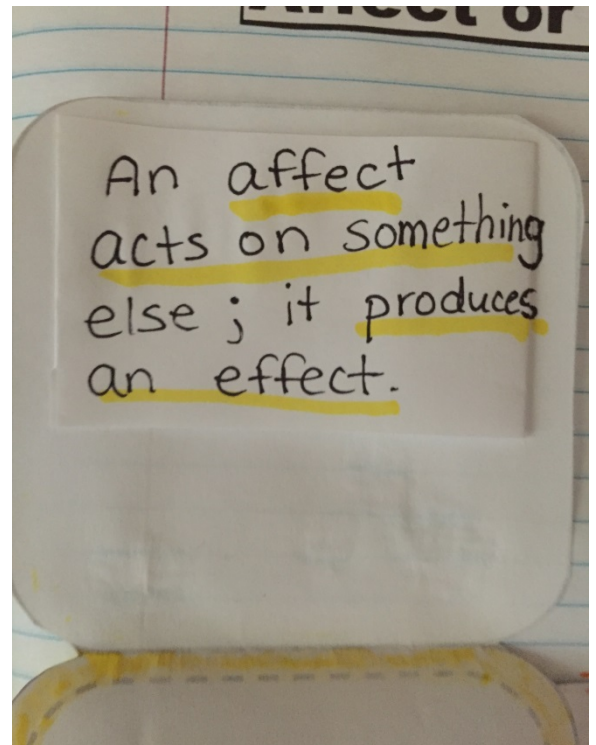
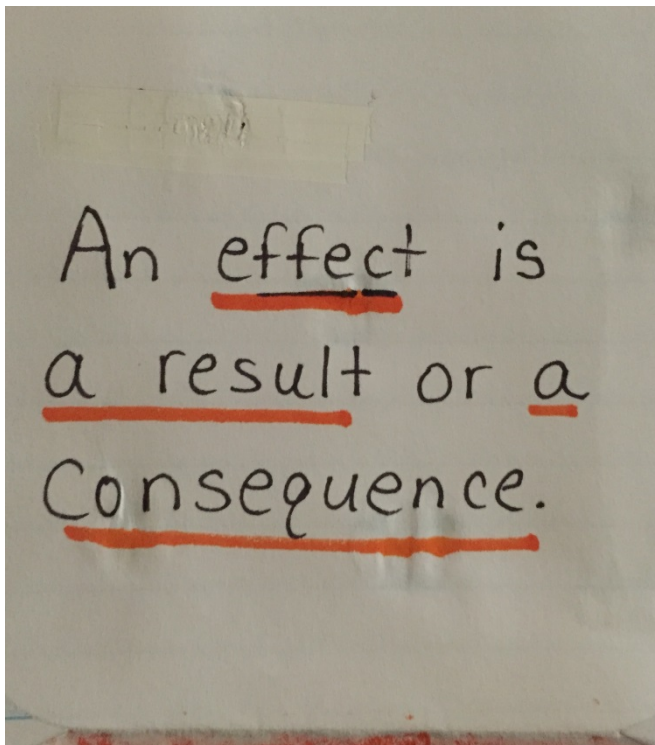


Cut out each shape. Do not cut dotted lines.

Glue each box into notebook.



Lift each square, and inside, write this....



Affect or Effect

Directions: Cut out each shape. Do not cut dotted lines. Fold the shape in half. Glue each box into notebook so that the words Affect and Effect are on top. Lift each square. Inside the Affect box, write this. AFFECT acts on something else; it produces an effect. Inside the Effect box, write this: An EFFECT is a result or consequence.

Affect
is a
verb.

Effect
is a
noun.

Glue here.

Glue here.

Affect or Effect Practice

Directions: For numbers 1 – 3, write *affects* or *effects* on the lines. For numbers 4 and 5 write two sentences of your own. In sentence 4, use *affect* and in sentence 5, use *effect*. In your own sentences, be sure to tell more about gremlins and their music!

1. Listening to music _____ most gremlins' moods.
2. The _____ of upbeat music is their favorite because it puts them in a great mood!
3. Classical music also _____ them because it makes them feel calm.
4. _____

5. _____

KEY

Practice (Choose the correct word in the parenthesis.)

1. Eating eggplant (affects, effects) most gremlins' mood.
2. The (affects, effects) of chocolate covered eggplant is most noticeable!.
3. The (affect, effect) is most noticeable on a gremlin who is trying to hide in a human's home!

Directions: For numbers 1 – 3, write *affects* or *effects* on the lines. For numbers 4 and 5 write two sentences of your own. In sentence 4, use *affect* and in sentence 5, use *effect*. In your own sentences, be sure to tell more about gremlins and their music!

1. Listening to music affects most gremlins' moods.
2. The effect of upbeat music is their favorite because it puts them in a great mood!
3. Classical music also affects them because it makes them feel calm.
4. Country music affects mainly the youngest of gremlins by causing them to act extremely silly!
5. So, the effect of country music on more mature gremlins is less than positive!

Affect or Effect Quiz

Name: _____

Directions: Write *affect* or *effect* on each line below.

1. What will the _____ of losing the data have on your project?
2. A huge _____ of failing to study is a low grade.
3. A lot of young people are _____ ed by things they see on TV.
4. The _____ of the dog's death on the family were tremendous.
5. The moving speech greatly _____ ed my work ethic.
6. The special _____ s in *Jurassic World* were amazing!
7. The _____ of the 1971 tornado on our town was devastating.
8. After his surgery, the pain medication his doctor prescribed had an immediate _____ on him.
9. The soothing music _____ ed the cranky toddler's mood.
10. The new speed limit in our neighborhood will go into _____ at the end of the month.
11. One low grade will not negatively _____ your overall average.
12. His temper tantrum was only for _____.
13. The cold temperatures severely _____ ed the farmer's peach crop.
14. What _____ will this loss have on the team'?
15. Watching fish in a tank can positively _____ a person's blood pressure.

Affect or Effect Quiz

Name: Key

Directions: Write affect or effect on each line below.

1. What will the effect of losing the data have on your project?
2. A huge effect of failing to study is a low grade.
3. A lot of young people are affected by things they see on TV.
4. The effect of the dog's death on the family was tremendous.
5. The moving speech greatly affected my work ethic.
6. The special effects in *Jurassic World* were amazing!
7. The effect of the 1971 tornado on our town was devastating.
8. After his surgery, the pain medication his doctor prescribed had an immediate effect on him.
9. The soothing music affected the cranky toddler's mood.
10. The new speed limit in our neighborhood will go into effect at the end of the month.
11. One low grade will not negatively affect your overall average.
12. His temper tantrum was only for effect.
13. The cold temperatures severely affected the farmer's peach crop.
14. What effect will this loss have on the team?
15. Watching fish in a tank can positively affect a person's blood pressure.

Correct usage of Quotation Marks in Dialogue

Quotation marks show what a person is saying. So, only use them around the words that he/she is actually saying.

“Jim, let’s take a stroll down to the pond,” Gremlin Mike suggested.

Use a comma to separate the dialogue/quote from the rest of the sentence (this includes the “tag” – words like *said, asked, shouted, etc.*).

The teenage gremlin turned to his dad and yelled, “Did you see that alligator? It was huge,” as he walked toward the pond.

When a direct quote comes at the end of the sentence, put that end mark inside the last quotation mark.

Gremlin Mike walked to the edge of the water and called out, “Hello, any gator out there?”

Put quotation marks around a direct quotation (the speaker’s actual words).

However, do not put quotation marks around indirect quotations (words that are retold by someone else – words that are part of the story line).

Jim asked Mike if he wanted to wade out into the water. “I would love to,” Mike quickly answered.

Capitalize the first word in the quote, even if it is not the first word of a sentence.

In the late evening, Jim yelled, “There’s the alligator over there!”

When writing a conversation, begin a new paragraph with each speaker change.

“I’ve got him,” Mike shouted. He was standing on the spine of the gator.

“I’m coming too,” Jim replied.

“Let’s take this gator on a trip around the pond,” Mike suggested.

“Are you ready little fellow?” Mike asked the gator.

Practice punctuating the dialogue below.

1. You need to be sure to wash behind your horns Momma

Gremlin told her son.

2. You know, that’s the first place humans look when they see us –

at our horns she continued.

Punctuating Dialogue Practice

Directions: Answer the questions as you “invent” dialogue. Be sure to identify the person speaking. (Monica mumbled....Holli whined....Doug demanded...) Make sure you apply the dialogue guidelines.

Sample:

What did the little boy ask his mom about dinner?

“Man, when are we going to leave?” Jalen asked.

1. What did the gremlin say as he peered into the locker?

2. What did the teacher ask the student who saw a gremlin in his book bag?

3. What did the gremlin say to the little girls in the cafeteria?

4. What did one gremlin say to another gremlin after watching a golf match?

5. What did the old man tell his son after seeing a gremlin hop over the backyard fence?

KEY

Practice punctuating the dialogue below.

1. "You need to be sure to wash behind your horns," Momma Gremlin told her son.
2. "You know, that's the first place humans look when they see us – at our horns ," she continued.

Directions: Answer the questions as you "invent" dialogue. Be sure to identify the person speaking. (Monica mumbled....Holli whined....Doug demanded...) Make sure you apply the dialogue guidelines.

Sample:

What did the little boy ask his mom about dinner?

"Man, when are we going to leave?" Jalen asked.

1. What did the gremlin say as he peered into the locker?
"What in the world is that?" Gertie Gremlin wondered aloud.
2. What did the teacher ask the student who saw a gremlin in his book bag?
The teacher quickly looked up and said, "We have to remove this gremlin now!"
3. What did the gremlin say to the little girls in the cafeteria?
"Now, little girlie, don't you want to share your corndog with a hungry gremlin?"
4. What did one gremlin say to another gremlin after watching a golf match?
Gilly Gremlin shouted, "If I ever have to watch golf again, I will surely die of boredom!"
5. What did the old man tell his son after seeing a gremlin hop over the backyard fence?
"Well, Sonny, this is not good! That gremlin will surely destroy our garden," Pops said.

Punctuating Dialogue Quiz

Name: _____

Directions: For numbers 1-5, place a checkmark beside the sentence if the dialogue is correctly punctuated.

1. _____ After the game, Jim yelled, "We did it! We won the championship!"
2. _____ "We need to buy milk from the store, Mom said"
3. _____ Mark looked at John and said, "Raise the bat off of the ground."
4. _____ "Did you open the door for your mother," Dad asked.
5. _____ "I always drink milk with my brownies," Nate said.

Directions: For numbers 6-10, edit each sentence so that it is correctly punctuated.

6. Ryan yelled clean up the mess to his sister.
7. Do you want a glass of tea for lunch Granny asked.
8. Your job is too stressful Bob said. You need a vacation.
9. I wonder what we are going to have for lunch today Julie asked.
10. The lion exhibit at the zoo is my favorite David declared.
11. The Coffee Shop has the best cheesecake ever Angie proclaimed. It's even better than cheesecake in New York!
12. The frightened boy stammered did you hear that? to his sister.
13. The storm did a lot of damage to our house Billy told his son.
14. The silly girl giggled I painted your nails blue, Daddy.
15. He just hit an in-the-park homerun the announcer shouted.

Punctuating Dialogue Quiz

Name: Key

Directions: For numbers 1-5, place a checkmark beside the sentence if the dialogue is correctly punctuated. Write a X on the line of it is incorrect.

1. ✓ After the game, Jim yelled, "We did it! We won the championship!"
2. X "We need to buy milk from the store, Mom said"
3. ✓ Mark looked at John and said, "Raise the bat off of the ground."
4. X "Did you open the door for your mother," Dad asked.
5. ✓ "I always drink milk with my brownies," Nate said.

Directions: For numbers 6-10, edit each sentence so that it is correctly punctuated.

6. Ryan yelled, "**Clean up the mess!**" to his sister.
7. "Do you want a glass of tea for lunch?" Granny asked.
8. "Your job is too stressful," Bob said. "You need a vacation."
9. "I wonder what we are going to have for lunch today?" Julie asked.
10. "The lion exhibit at the zoo is my favorite," David declared.
11. "The Coffee Shop has the best cheesecake ever!" Angie proclaimed. "It's even better than cheesecake in New York!"
12. The frightened boy stammered, "**D**id you hear that?" to his sister.
13. "The storm did a lot of damage to our house," Billy told his son.
14. The silly girl giggled, "I painted your nails blue, Daddy."
15. "He just hit an in-the-park homerun!" the announcer shouted.

Practice for Test Two

It's and its

It's – it is or it has

Its - possessive pronoun

Your and you're

You're – you are

Your – possessive pronoun

To and too

To – used for expressing motion or direction toward a person, place, or thing.

Too – also; very, to an excessive extent

Accept and Except

Accept means to receive willingly or to hold something as true.

Except means excluding. Of course, if it is used as a conjunction, it means *but*.

A lot – Remember it is two words!

Their, there, and they're

Their- possessive pronoun – Remember the i

There – remember “here”. There is the “place”.

They're – They are

I or me

Remember to hide the “something else” to help you decide when to use I or me.

Who's or whose

Who's – who is or who has

Whose – shows possession – a possessive pronoun

Write one sentence using the words it's, whose, and a lot.

Affect or effect

Affect is mostly used as a verb. It means *to influence, to transform, or to change*.

Effect is a noun. It means *a result, an outcome, or a consequence*.

Write a sentence using each word.

affect _____

effect _____

Punctuating dialogue

Review the rules for punctuation of dialogue on your handout.

Edit the following sentence.

Whose seen my pet hedgehog the gremlin asked Prudence and I.

15. If one tree falls, it doesn't (affect, effect) the whole forest.
a. affect b. effect
16. I did not (accept, except) her apology because her mom made her do it.
a. accept b. except

C. Look at the underlined word. If it is the correct word, choose *correct*. If it is incorrect, choose *incorrect*. Take your time.

17. You and me will be best friends forever!
a. correct
b. incorrect
18. The puppy played over there with it's ball for a long time.
a. correct
b. incorrect
19. We thought we knew who's house that was.
a. correct
b. incorrect
20. Those cookies were baked for too long. They are alot crispier than Davis and I like them to be!
a. correct
b. incorrect

15. If one tree falls, it doesn't (affect, effect) the whole forest.

a. affect

b. effect

16. I did not (accept, except) her apology because her mom made her do it.

a. accept

b. except

C. Look at the underlined word. If it is the correct word, choose *correct*. If it is incorrect, choose *incorrect*. Take your time.

17. You and me will be best friends forever!

a. correct

b. incorrect

18. The puppy played over there with it's ball for a long time.

a. correct

b. incorrect

19. We thought we knew who's house that was.

a. correct

b. incorrect

20. Those cookies were baked for too long. They are alot crispier than Davis and I like them to be!

a. correct

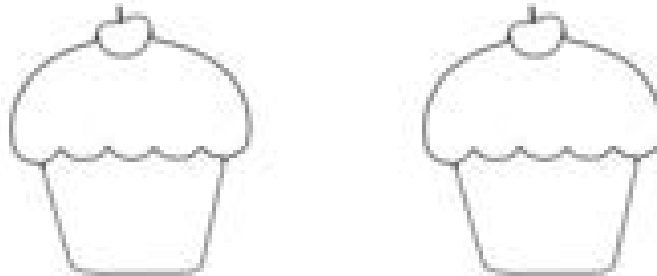
b. incorrect

Dessert vs. Desert

Everyone loves to eat dessert, so you want two servings!

Desserts are twice as nice! So remember, you want two ss in the word dessert.

I will take two, please!



The meaning of desert
is a hot and dry area of land (noun)
or
to abandon (verb).

Practice (Choose the correct word in the parenthesis.)

1. What do gremlins like on their (dessert desert)? Well, it's not sprinkles. It's sand of course!
2. It makes them have fond memories of (dessert desert) vacations!
3. A gremlin would never (dessert desert) the idea of a sandy (dessert desert) cupcake!

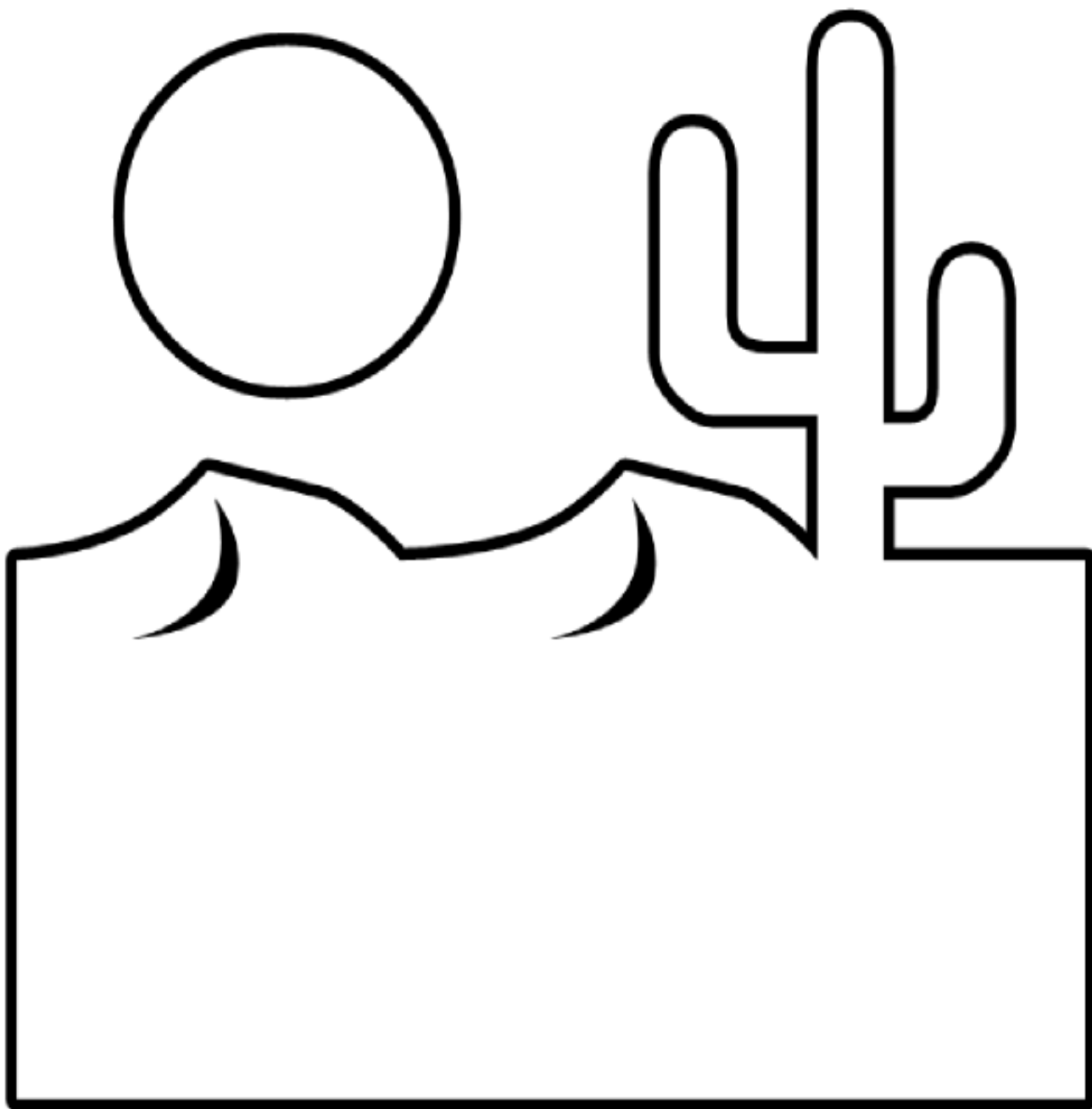
Directions: On the top of your page, glue DE on the far left side, the SS in the middle, and the ERT on the far right side. On the SS, draw desserts! Ice cream cones, cookies, cupcakes.....Yummy!!!

DE

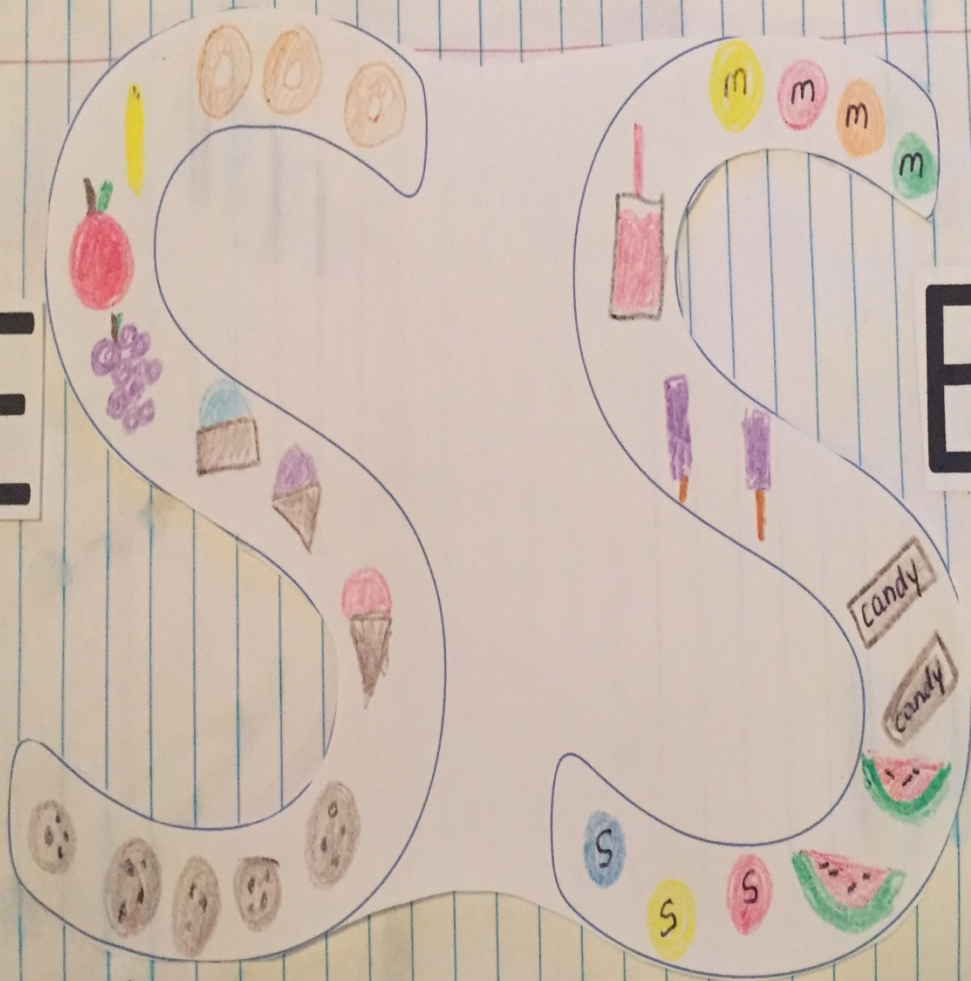
ERT



Directions: Color the desert outline. Be sure to only lightly color the sandy section. In the “sand”, write a paragraph about a gremlin that has been deserted in the desert! Be sure to circle the word desert with a red pen each time you use it.



DE



ERT



Sample response:

Gertie Gremlin was shocked to find herself deserted by her friends in the desert! Gertie and her four very best friends decided to hike into a desert in their home state of Arizona. Gertie had stopped to look at some desert cactus plants – she thought for a second. But, when she called out to her friends, there was no response. They had continued their desert hike. Gertie was deserted and a bit angry!

Dessert vs. Desert Practice

Directions: Write *dessert* or *desert* on each line for numbers 1-3. For numbers 4 and 5, write your own sentences. Use the words *dessert* and *desert* at least one time each, and continue explaining the gremlin's smoothies!

1. Do you know what gremlins like most for

_____? We love strawberry

smoothies!

2. When it's hot outside, and your mouth is dry as a

_____, there is nothing better than

a nice smoothie!

3. _____ is yummy to my tummy!

4. _____

5. _____

KEY

Practice (Choose the correct word in the parenthesis.)

1. What do gremlins like on their (dessert desert)? Well, it's not sprinkles. It's sand of course!
2. It makes them have fond memories of (dessert desert) vacations!
3. A gremlin would never (dessert desert) the idea of a sandy (dessert desert) cupcake!

Directions: Write *dessert* or *desert* on each line for numbers 1-3. For numbers 4 and 5, write your own sentences. Use the words *dessert* and *desert* at least one time each, and continue explaining the gremlin's smoothies!

1. Do you know what gremlins like most for dessert? We love strawberry smoothies!
2. When it's hot outside, and your mouth is dry as a desert, there is nothing better than a nice smoothie!
3. Dessert is yummy to my tummy!
4. The best smoothie flavor for a hot gremlin's taste bud pleasure is sour apple – that is the best dessert ever!
5. Never desert the idea of a smoothie for dessert! You won't regret it!

Dessert vs. Desert Quiz

Name: _____

Directions: Write *dessert* or *desert* on each line.

1. _____ tonight is chocolate cake.
2. Oddly enough, it can be very cold at night in the _____.
3. Tony's favorite _____ is cheesecake.
4. The man _____ed his family and moved to England.
5. Davis loves to have a cup of superman ice cream for _____ in the summer.
6. What types of plants grow in the _____?
7. You should never _____ a family member in need.
8. Some _____s are cold regions that are mostly empty of any living things.
9. A true friend will never _____ you in a time of need.
10. An animal that lives in the _____ is able to adapt to the extreme temperatures.
11. Our mom baked cupcakes for _____ and let us decorate them anyway we liked!
12. It's hard to think of a _____ and not think of a camel.
13. My dad only liked salty treats for his _____.
14. The horrible man _____ed the puppy on a cold, dark road.
15. In the _____, the often scorching temperatures would cause no one to crave _____.

Dessert vs. Desert Quiz

Name: Key

Directions: Write dessert or desert on each line.

1. Dessert tonight is chocolate cake.
2. Oddly enough, it can be very cold at night in the desert.
3. Tony's favorite dessert is cheesecake.
4. The man deserted his family and moved to England.
5. Davis loves to have a cup of superman ice cream for dessert in the summer.
6. What types of plants grow in the desert?
7. You should never desert a family member in need.
8. Some deserts are cold regions that are mostly empty of any living things.
9. A true friend will never desert you in a time of need.
10. An animal that lives in the desert is able to adapt to the extreme temperatures.
11. Our mom baked cupcakes for dessert and let us decorate them anyway we liked!
12. It's hard to think of a desert and not think of a camel.
13. My dad only liked salty treats for his dessert.
14. The horrible man deserted the puppy on a cold, dark road.
15. In the desert, the often scorching temperatures would cause no one to crave dessert.

Principal vs. Principle

Do you know the difference in nouns and adjectives? If you are thinking that a noun is a person, place, or thing and that an adjective modifies (describes) nouns, you are right!

The word *principal* can be used as both a noun and an adjective. The word *principle* is only used as a noun – NEVER an adjective.

So, the first the step when deciding to use *principle* or *principal* is to decide if the word is used as a noun or an adjective. If it is an adjective, it is **ALWAYS** going to be spelled as **principal**. In this case, it means *main* or *chief*, not like an Indian chief but as in most important or main.

Example: The chief/main ingredient in potato soup is potato.

The principal ingredient in potato soup is potato.

If it is a noun, it can be spelled as *principal* or *principle*.

The **principal** is the leader of your school. An easy way to remember this is to think about the **principal** being your **pal**. A pal is a **person**!

So think principal = your pal

A **principle** is a law or code of conduct. Your principles are your beliefs; they are **things**.

So think principle = thing!

So, here is what you need to remember:

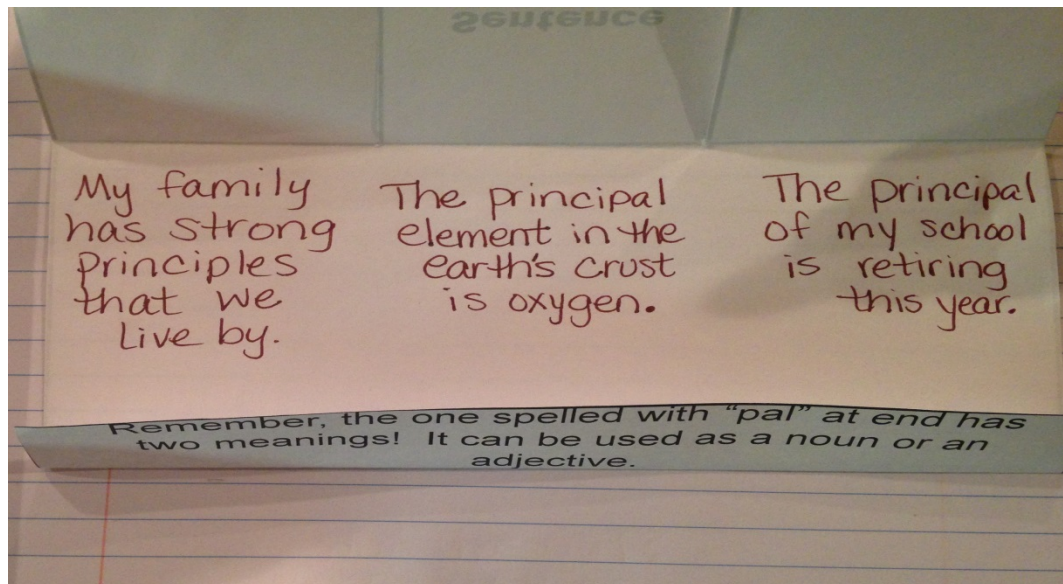
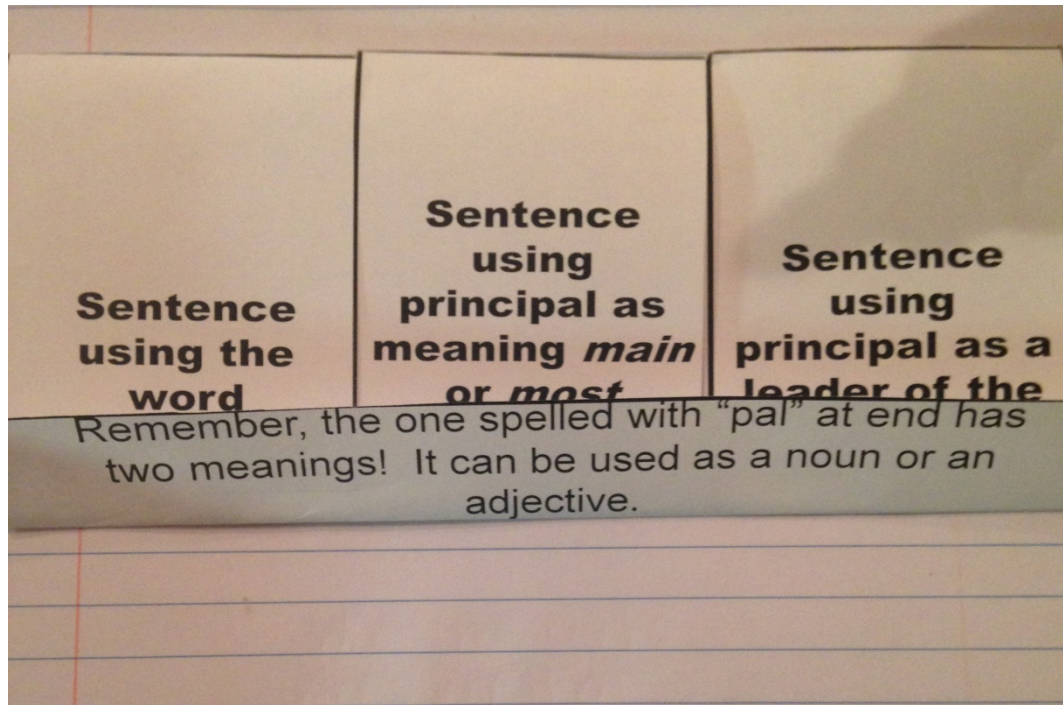
Principal = leader of your school or main (This one has 2 meanings.)

Principle = law or code of conduct

Practice (Choose the correct word in the parenthesis.)

1. After toilet papering his teacher's desk, the gremlin found himself sitting in the (principal's, principle's) office.
2. "You see, Mr. Meanie, the (principal, principle) reason I did that is because I was afraid my teacher would run out of toilet paper and might need some.

Foldable View



Principal vs. Principle Matchbook

<p>Sentence using principal as a leader of the school</p>	<p>Sentence using principal as meaning <i>main</i> or <i>most</i> <i>important</i></p>	<p>Sentence using the word <i>principle</i>.</p>
<p>Remember, the one spelled with "pal" at the end has two meanings! It can be used as a noun or an adjective.</p>		

Principal vs. Principle Practice

Directions: For numbers 1 – 4, write *principal* or *principle* on each line. For numbers 5 and 6, you will write sentences of your own. Write a sentence using *principal* for 5 and *principle* for 6.

1. Just for the _____ of it, gremlins love playing school.

2. The only problem is that they always fight over who will be the _____ and who is going to be the lunchroom manager!

3. Gremlins are bossy by nature, and if you are the _____, you can make the rules for the whole school!

4. If you are the lunchroom manager, you are able to choose the _____ foods for the students' lunches!

5. _____

6. _____

KEY

Practice (Choose the correct word in the parenthesis.)

1. After toilet papering his teacher's desk, the gremlin found himself sitting in the (principal's, principle's) office.
2. "You see, Mr. Meanie, the (principal, principle) reason I did that is because I was afraid my teacher would run out of toilet paper and might need some.

Directions: For numbers 1 – 4, write *principal* or *principle* on each line. For numbers 5 and 6, you will write sentences of your own. Write a sentence using *principal* for 5 and *principle* for 6.

1. Just for the principle of it, gremlins love playing school.
2. The only problem is that they always fight over who will be the principal and who is going to be the lunchroom manager!
3. Gremlins are bossy by nature, and if you are the principal, you can make the rules for the whole school!
4. If you are the lunchroom manager, you are able to choose the principle foods for the students' lunches!
5. Our principal is very kind.
6. The principle of doing unto others as you would have them do unto you is one we all should follow.

Principal vs. Principle Quiz

Name: _____

Directions: Write *principal* or *principle* on each line.

1. Shannon is a lady with _____s and is always good to her word.
2. Our _____ was moved to another school in our district.
3. Two basic _____s of a happy life are smiling as often as possible and being kind to other people.
4. The _____ ingredients in strawberry shortcake are strawberries and cake.
5. The _____ shared his paperwork load so that he could be in classrooms more often.
6. The new tax increase only applies to the _____ cities in our state.
7. The _____ goal of our company is to produce a profit for our shareholders.
8. Groucho Marx said, "Those are my _____s. If you don't like them, I have others."
9. My _____ concern about your overall job performance is your lack of motivation.
10. The _____ asked him to clean the hallway.
11. One of the main _____s of economics is to not spend more than you earn.
12. "My _____ symptom," she told her doctor, "is headaches."
13. Her speech defied the _____s of logic.
14. In our organization, our guiding _____ is fairness.
15. The assistant called the _____ for help.

Principal vs. Principle Quiz

Name: Key

Directions: Write *principal* or *principle* on each line.

1. Shannon is a lady with principles and is always good to her word.
2. Our principal was moved to another school in our district.
3. Two basic principles of a happy life are smiling as often as possible and being kind to other people.
4. The principal ingredients in strawberry shortcake are strawberries and cake.
5. The principals shared his paperwork load so that he could be in classrooms more often.
6. The new tax increase only applies to the principal cities in our state.
7. The principal goal of our company is to produce a profit for our shareholders.
8. Groucho Marx said, "Those are my principles. If you don't like them, I have others."
9. My principal concern about your overall job performance is your lack of motivation.
10. The principal asked him to clean the hallway.
11. One of the main principles of economics is to not spend more than you earn.
12. "My principal symptom," she told her doctor, "is headaches."
13. Her speech defied the principles of logic.
14. In our organization, our guiding principle is fairness.
15. The assistant called the principal for help.

Himself and Themselves

Many people mix up pronouns. Sometimes they even use words that are nonstandard – words that are not words at all!

Hisself is NOT a word!

Theirselves is NOT a word!

Theirself is NOT a word!

Make sure you **NEVER** write *hisself*, *theirself*, or *theirselves*!

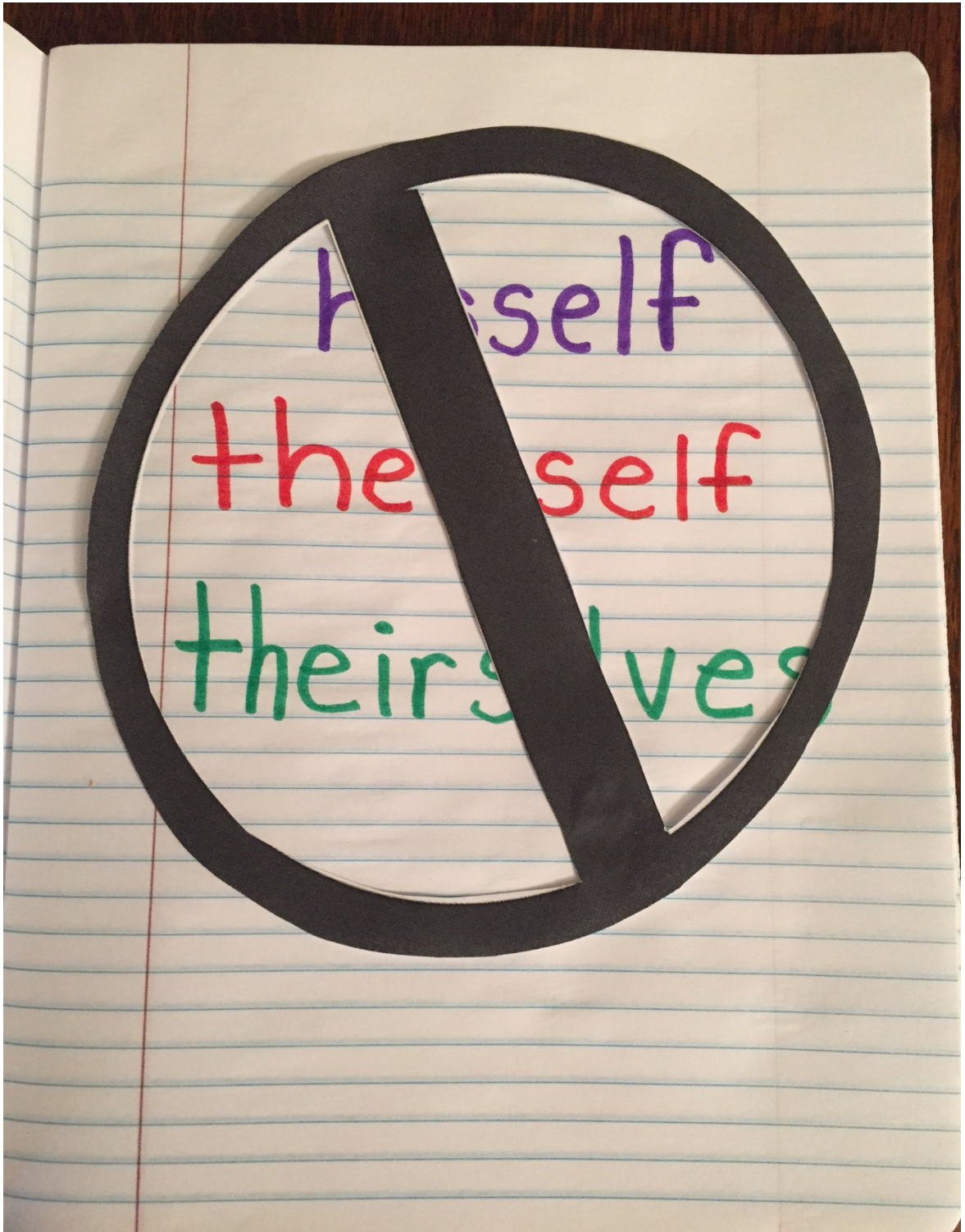
Instead, write *himself* or *themselves*.

Practice: Write two sentences about a gremlin playing a sport or video game. Each sentence must contain the words *himself* or *themselves*.

1. _____

2. _____

Cut-Out View



Cross-Out

Write the words hisself, theirself, and theirselves on a sheet of paper. Then cut out this cross out sign, and place it on top of these words to remind you not to use them.



Himself, Themselves Practice

Directions: For numbers 1 – 4, write the word *himself* or *themselves* on the line. Remember, never to write *hissself* or *theiirself*. For numbers 5, write a sentence using *himself*, and for sentence 6, use *themselves*. Try to continue the story about the gremlin changing oil.

1. Gremlins are very independent. They think that they can do everything by _____.
2. Once, a gremlin named Gus thought that he could change the oil in his motorcycle all by _____ even though he had never done it.
3. Gus bought the supplies and headed out to the garage all by _____.
4. "Gremlins who do this _____ save a lot of money," he thought.
5. _____

6. _____

KEY

Practice: Write two sentences about a gremlin playing a sport or video game. Each sentence must contain the words *himself* or *themselves*.

1. Gremlins do not like to play video games by themselves.
2. There is only one little gremlin boy who likes to play a video game by himself.

Directions: For numbers 1 – 4, write the word *himself* or *themselves* on the line. Remember, never to write *hissself* or *theirsself*. For numbers 5, write a sentence using *himself*, and for sentence 6, use *themselves*. Try to continue the story about the gremlin changing oil.

1. Gremlins are very independent. They think that they can do everything by themselves.
2. Once, a gremlin named Gus thought that he could change the oil in his motorcycle all by himself even though he had never done it.
3. Gus bought the supplies and headed out to the garage all by himself.
4. “Gremlins who do this themselves save a lot of money,” he thought.
5. Gus never stopped to think that to do this by himself, he had to know how to do it!
6. “Well,” Gus thought an hour later, “I’ll let my friends change oil themselves, but I’m heading to Jiffy Oil!”

Himself and Themselves Quiz

Name: _____ Date _____

Directions: Write *himself* or *themselves* on each line.

1. Some girls can paint their toenails _____.
2. I feel sorry for the boy who did all of the work by _____.
3. My uncle can eat an entire cake all by _____.
4. Those who work for _____ can make their own schedules.
5. He finished the math homework all by _____.
6. Why did they allow _____ to completely lose control?
7. They had been to the restaurant so many times that they walked in and seated _____.
8. It is very sad when a group of friends fight amongst _____ over silly, trite issues.
9. Because he forgot the sunscreen, he burned _____ badly.
10. His mother advised him not to go there by _____.

Himself and Themselves Quiz

Name: Key

Date _____

Directions: Write *himself* or *themselves* on each line.

1. Some girls can paint their toenails themselves.
2. I feel sorry for the boy who did all of the work by himself.
3. My uncle can eat an entire cake all by himself.
4. Those who work for themselves can make their own schedules.
5. He finished the math homework all by himself.
6. Why did they allow themselves to completely lose control?
7. They had been to the restaurant so many times that they walked in and seated themselves.
8. It is very sad when a group of friends fight amongst themselves over silly, trite issues.
9. Because he forgot the sunscreen, he burned himself badly.
10. His mother advised him not to go there by himself.

Singular Vs. Plural Pronouns

You know that a **pronoun** is a word that is used in place of one or more nouns or pronouns. It can be called a “stand-in”. The **antecedent** is the word (or group of words) for which the pronoun stands. **A pronoun must agree with its antecedent in gender and number.** People are often careful and know when to use pronouns like *she*, *him*, and *its*. Just beware of those tricky times when the antecedent can be male or female. When this happens, you can use both forms by writing *him/her*.

Each student had his or her homework.

Did you know that it would be wrong to write the following?

Each student had their homework.

This is wrong because *each* is singular and *their* is plural.

Pronouns must match their antecedents in gender and in number. In this case, the pronoun does not match the antecedent in number because *each* means one and *their* means more than one.

Pronouns like *anybody*, *none*, and *many* are very confusing. Some of these words need singular pronouns and some need plural. Study the chart your teacher provides to learn the difference.

Practice: Circle the correct word in parentheses.

1. Both Gary and Gilly wanted to tell the same joke to (his, their) friends.
2. Neither one of the boys wanted (his, their) brother to arrive at school first.
3. Both rushed to eat (his, their) toe-jam slathered toast for breakfast.

Singular Vs. Plural Pronouns Chart

<p>Use a plural pronoun with these:</p>	<p><i>both, few, many, several</i> examples: <u>Few</u> of the members had <u>their</u> dues tonight. <u>Many</u> of the racers hoped <u>they</u> would have good weather.</p>
<p>Use a singular pronoun with these:</p>	<p><i>anybody, anyone, anything, each, either, neither, no one, one, everybody, everyone, everything, nobody, somebody, someone, something</i> examples: <u>Anyone</u> having <u>his or her</u> pencil may sharpen it. <u>Each</u> of the boys had <u>his</u> glove today.</p>
<p>Use a pronoun that agrees with its antecedent in gender (feminine, masculine, or neuter-things).</p>	<p><i>some, none, most, more, all, any</i> examples: <u>All</u> of the <u>cake</u> is gone; <u>it</u> was delicious! <u>All</u> of the <u>girls</u> are present today aren't <u>they</u>? <u>Most</u> of the <u>book</u> was funny, wasn't <u>it</u>? <u>Most</u> of the <u>spiders</u> look creepy, don't <u>they</u>?</p>
<p>Singular pronouns are used when. . .</p>	<p><i>Two (or more) antecedents are joined with the conjunctions or / nor</i> examples: Did Davis <u>or</u> DJ have <u>his</u> hat today? Neither Alex <u>nor</u> Brantley will have <u>her</u> project ready today.</p>
<p>Plural pronouns are used when . . .</p>	<p><i>Two (or more) antecedents are joined with the conjunction and</i> example: Both Scott <u>and</u> David worked in <u>their</u> yards today.</p>

Singular vs. Plural Pronouns Practice

Directions: For numbers 1 – 4, write the *his/her*, *his*, *her*, *he/she*, *he*, *she* or *their*. For number 5, write a sentence correctly using *his/her*. For number 6, write a sentence correctly using *their*.

1. Each person who has _____ own garden probably has a gremlin who likes to steal vegetables from it.
2. Many people believe that deer eat _____ food from the garden, but it is actually gremlins.
3. Gremlins wish that everyone would grow _____ own food and include eggplant.
4. Neither my aunt nor my mom has a garden because _____ is afraid that gremlins will overrun it.

5. _____

6. _____

KEY

Practice: Circle the correct word in parentheses.

1. Both Gary and Gilly wanted to tell the same joke to (his, their) friends.
2. Neither one of the boys wanted (his, their) brother to arrive at school first.
3. Both rushed to eat (his, their) toe-jam slathered toast for breakfast.

Directions: For numbers 1 – 4, write the *his/her*, *his*, *her*, *he/she*, *he*, *she* or *their*. For number 5, write a sentence correctly using *his/her*. For number 6, write a sentence correctly using *their*.

1. Each person who has his/her own garden probably has a gremlin who likes to steal vegetables from it.
2. Many people believe that deer eat their food from the garden, but it is actually gremlins.
3. Gremlins wish that everyone would grow his/her own food and include eggplant.
4. Neither my aunt nor my mom has a garden because she is afraid that gremlins will overrun it.
5. Each student needs his/her binder today.
6. Several students forgot their binder yesterday.

Singular vs. Plural Pronouns Quiz

Name: _____ Date _____

Directions: Write the correct pronoun in the blank. Make sure the pronoun agrees with the antecedent in gender and number. You may use *his/her* if you are not sure of the gender. Use the *Singular Vs. Plural Pronouns Chart* to help you.

1. Each boy brought _____ glove to practice.
2. The rapper and country music singer sang _____ songs last.
3. Every student in my class did _____ homework last night.
4. Everyone on the planet deserves _____ own supply of fresh air.
5. Somebody left _____ pencil on my desk.
6. All of the girls brought _____ own sleeping bags and pillows.
7. None of my furniture is in _____ place because I rearranged it.
8. The students prepared to take _____ test by holding a study group.
9. The football team won _____ game last night.
10. Neither Tim nor Nate knows _____ locker combination.
11. Most of our vacation was fun wasn't _____.
12. Anyone having a bad headache may put _____ head down on the desk.
13. Each member of the band must tune _____ own instrument.
14. Both mother and daughter have _____ suitcases.
15. Someone should raise _____ hand and answer the question.

Singular vs. Plural Pronouns Quiz

Name: Key

Date _____

Directions: Write the correct pronoun in the blank. Make sure the pronoun agrees with the antecedent in gender and number. You may use *his/her* if you are not sure of the gender. Use the *Singular Vs. Plural Pronouns Chart* to help you.

1. Each boy brought his glove to practice.
2. The rapper and country music singer sang their songs last.
3. Every student in my class did his/her homework last night.
4. Everyone on the planet deserves his/her own supply of fresh air.
5. Somebody left his/her pencil on my desk.
6. All of the girls brought their own sleeping bags and pillows.
7. None of my furniture is in its place because I rearranged it.
8. The students prepared to take their test by holding a study group.
9. The football team won their game last night.
10. Neither Tim nor Nate knows his locker combination.
11. Most of our vacation was fun wasn't it.
12. Anyone having a bad headache may put his/her head down on the desk.
13. Each member of the band must tune his/her own instrument.
14. Both mother and daughter have their suitcases.
15. Someone should raise his/her hand and answer the question.

Lose vs. Loose

The words *loose* and *lose* are mixed up in writing all of the time. For some reason, many people write *loose* when they really mean *lose*.

Loose

Loose is an adjective. It is used to describe something that is not tight.

The window is loose.

Cruz has a loose tooth.

There is a chicken running loose in Mrs. Cook's classroom.

Lose

Lose is a verb. It means a loss of, or to miss.

You should not lose your book bag.

Don't lose your keys.

I never lose my patience.

A trick that may help you remember the difference between the two is to think of this – a LOOSE GOOSE. The words rhyme, and they both have two letter Os.

Practice (Choose the correct word in the parenthesis.)

1. Every little gremlin boy and girl loves to have a (lose, loose) tooth!
2. Each time they (lose, loose) a tooth, they place it inside a can and then put the can on a roof for the tooth troll!
3. The tooth troll does not visit humans, only gremlins, and the troll tries hard not to (loose, lose) the eggplants that he leaves under each gremlin's pillow.

Cut-Out View

Loose Goose



loose chair leg

loose clothes

loose tooth

loose screw

let loose

hang loose

loose lips

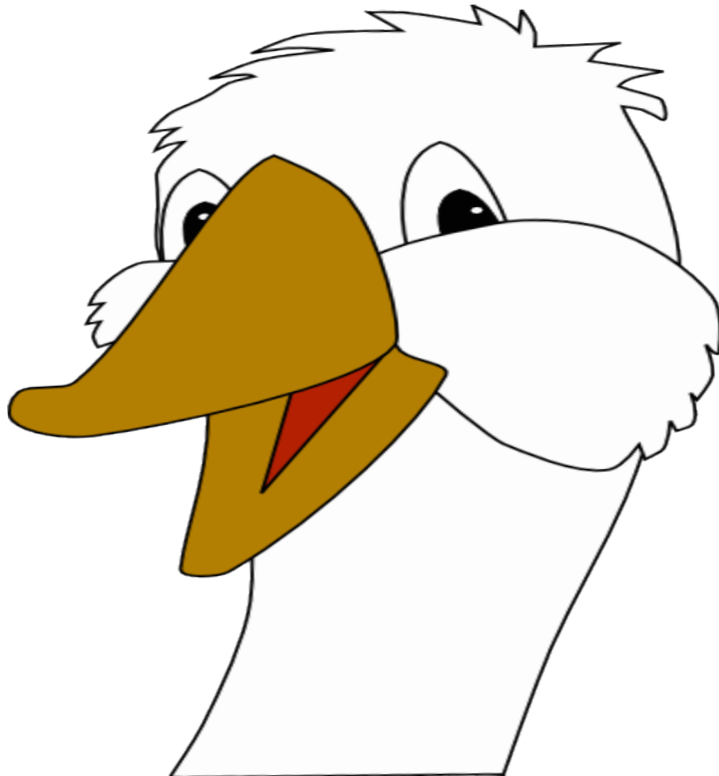
loose shoe

on the loose

loose keys

Loose Goose

To help you remember that loose is spelled with two Os like goose, write things that can be loose in the box below. Before each thing, write the word *loose*. One has been done for you.



loose chair leg

Lose vs. Loose Practice

Directions: For numbers 1 – 5, write the word *lose* or *loose* on the line.

1. Once Gremlin Gary took Fiddy, his pet ferret for a walk. It was a bad idea because he let _____ of the leash for one second, and Fiddy dashed away.
2. Gary began to yell, "Ferret on the _____!" to the top of his lungs.
3. Hours passed, and then a lady with a baby stroller walked up to Gary and asked, "Excuse me, but did you _____ a ferret? Is it dangerous?"
4. Yes, my ferret got _____ and ran away. Have you seen him?
5. Suddenly, Fiddy popped his head up out of the woman's stroller. The baby was sound asleep beside Fiddy. In Fiddy's mouth was the baby's pacifier. "Ma'am, actually, I did not _____ my ferret, but unfortunately, your child has lost his pacifier," Gary apologized.

KEY

Practice (Choose the correct word in the parenthesis.)

1. Every little gremlin boy and girl loves to have a (lose, loose) tooth!
2. Each time they (lose, loose) a tooth, they place it inside a can and then put the can on a roof for the tooth troll!
3. The tooth troll does not visit humans, only gremlins, and the troll tries hard not to (loose, lose) the eggplants that he leaves under each gremlin's pillow.

Directions: For numbers 1 – 5, write the word *lose* or *loose* on the line.

1. Once Gremlin Gary took Fiddy, his pet ferret for a walk. It was a bad idea because he let loose of the leash for one second, and Fiddy dashed away.
2. Gary began to yell, "Ferret on the loose!" to the top of his lungs.
3. Hours passed, and then a lady with a baby stroller walked up to Gary and asked, "Excuse me, but did you lose a ferret? Is it dangerous?"
4. Yes, my ferret got loose and ran away. Have you seen him?
5. Suddenly, Fiddy popped his head up out of the woman's stroller. The baby was sound asleep beside Fiddy. In Fiddy's mouth was the baby's pacifier. "Ma'am, actually, I did not lose my ferret, but unfortunately, your child has lost his pacifier," Gary apologized.

Lose vs. Loose Quiz

Name: _____ Date _____

Directions: Write the word *lose* or *loose* in each blank.

1. If she does not maintain a high average her first semester in school, she could _____ her scholarship money..
2. Her hair hung _____ down her back in a curly ponytail.
3. When riding a roller coaster, I always let _____ of the bar and hold my arms straight up in the air.
4. My dad very carefully worked the knot in my necklace _____ and fixed it for me.
5. I _____ my keys at least once a week.
6. She did not want to _____ any more sleep over the problem.
7. I was extremely upset because I realized I was about to _____ a good friend.
8. Every time she stepped up to bat, her shoelaces were _____ .
9. When I read books, I am able to _____ myself in another world.
10. My dog loves it when I let him _____ from the leash.
11. Prying the top of the jar _____ was hard work.
12. Did you _____ your homework?
13. The screws on my ceiling fan are _____ .
14. I sometimes _____ my appetite too easily.
15. It is important that you try not to _____ your temper in class.

Lose vs. Loose Quiz

Name: Key

Date _____

Directions: Write the word *lose* or *loose* in each blank.

1. If she does not maintain a high average her first semester in school, she could lose her scholarship money..
2. Her hair hung loose down her back in a curly ponytail.
3. When riding a roller coaster, I always let loose of the bar and hold my arms straight up in the air.
4. My dad very carefully worked the knot in my necklace loose and fixed it for me.
5. I lose my keys at least once a week.
6. She did not want to lose any more sleep over the problem.
7. I was extremely upset because I realized I was about to lose a good friend.
8. Every time she stepped up to bat, her shoelaces were loose .
9. When I read books, I am able to lose myself in another world.
10. My dog loves it when I let him loose from the leash.
11. Prying the top of the jar loose was hard work.
12. Did you lose your homework?
13. The screws on my ceiling fan are loose.
14. I sometimes lose my appetite too easily.
15. It is important that you try not to lose your temper in class.

Review for Test Three

It's and its ◦ It's – it is or it has ◦ Its- possessive pronoun

Your and you're ◦ You're – you are ◦ Your – possessive pronoun

To and too ◦ To – used for expressing motion or direction toward a person, place, or thing.

◦ Too – also; very, to an excessive extent

Accept and Except ◦ Accept- to receive ◦ Except- excluding

A lot – Remember it is two words!

Their, there, and they're

◦ Their- possessive pronoun

◦ There – “here”/ “place”

◦ They're – They are

I or me

Remember, hide the “something else” to help you decide when to use *I* or *me*.

Who's or whose

◦ Who's – who is or who has

◦ Whose – a possessive pronoun

Affect or effect

Remember, affect is a verb that means *to change*. Effect is an outcome.

Punctuating dialogue - Review the rules.

Dessert or desert

Dessert - yummy treat you eat after dinner.

A desert is a place full of cacti.

Principal or principle

Principle is NEVER an adjective! If you need an adjective, use ***principal***. If you can substitute the word *moral*, use ***principle***.

Himself and themselves

Never use hisself or theirselves!

Singular vs. plural pronouns

Use your chart to review!

Loose or lose

Loose (adjective) – not tight remember loose goose

Lose (verb) – a loss of or to misplace

Edit the following sentences.

The gremlin's principle rule is to never loose a friend. Its there motto in life. Most find it odd too hear of a gremlin not being excepted as someones friend. There loyal and dependable. They can take care of theirsleves, and though they love to play tricks, they never harm anyone.

Test Three

Name: _____

A. Read this rough draft of a student's composition. Then answer the questions that follow.

(1) Its very obvious that alot of people have forgotten how to be responsible and respectful. (2) It's hard to except this bad behavior. (3) There are even some people I know who talk when they have there desert in there mouth. (4) Yuck! (5) The disgusting effects of that can make a person sick. (6) I mean come on - you're people – act like it! (7) Its the principal of the matter! (8) Each person needs to be accountable for his or her own actions! (9) So, no matter where you are – or whose watching you – do the right thing!

1. What is the correct way to write sentence 1?
 - a. Its very obvious that alot of people have forgotten how too be responsible and respectful.
 - b. Its very obvious that a lot of people have forgotten how too be responsible and respectful.
 - c. It's very obvious that a lot of people have forgotten how to be responsible and respectful.
 - d. correct as is

2. How should sentence 2 be written?
 - a. It's hard to except this bad behavior.
 - b. It's hard too accept this bad behavior.
 - c. It's hard to accept this bad behavior.
 - d. correct as is

3. Which of the following is the correct way to write sentence 3?
- a. There are even some people I know who talk when they have their dessert in their mouths.
 - b. There are even some people I know who talk when they have their desert in there mouths.
 - c. They're are even some people I know who talk when they have their desert in their mouths.
 - d. correct as is
4. Which of the following words in sentences five and six is used incorrectly?
- a. effects
 - b. disgusting
 - c. you're
 - d. no word is used incorrectly
5. What is the correct way to write sentence seven?
- a. Its' the principle of the matter!
 - b. It's the principle of the matter!
 - c. It's the principal of the matter!
 - d. correct as is
6. How should sentence eight be written?
- a. Each person needs too be accountable for his or her own actions!
 - b. Each person needs too be accountable for their own actions!
 - c. Each person needs to be accountable for their own actions!
 - d. correct as is
7. Which of the following is the correct way to write sentence nine?
- a. So, no matter where you are – or who's watching you – do the right thing!
 - b. "So, no matter where you are – or who's watching you – do the right thing!"
 - c. "So, no matter where you are – or whose watching you – do the right thing!"
 - d. correct as is

B. How should the following sentences be edited?

8. ***The monkey grabbed it's banana and ran behind the two trees in the corner of the exhibit.***
- a. it's should be its
 - b. two should be too
 - c. both a and b
 - d. The sentence requires no editing.

9. ***The boy in the dentist chair braced himself, unaware of how the medicine would affect him.***
- Insert quotation marks before *unaware* and after *him*.
 - change the word *affect* to *effect*.
 - both a and b
 - The sentence requires no editing.
10. ***"I have a treat for Shannon, Lana, and I" Tammy exclaimed.***
- Change *and I* to *and me*.
 - Insert a comma before *Tammy* after the quotation marks.
 - Insert a comma before the end quotation marks.
 - both a and b
 - both a and c
11. ***I have a lose thread in my sweater thanks to the nail in this desk!***
- lose* should be *loose*
 - to* should be *too*
 - both a and b
 - The sentence is correct as is.
12. ***The principal ingredient in marinara sauce is tomatoes.***
- Change *principal* to *principle*.
 - Insert quotation marks.
 - both a and b
 - no change is needed
13. ***The cranky toddler insisted on pouring your tea hissself when he should have let his mom do it instead.***
- Change *hissself* to *himself*.
 - Change *your* to *you're*.
 - both a and b
 - The sentence is correct as is.
14. ***The lose cable on the TV set caused us to lose service for about twenty minutes.***
- Change *lose cable* to *loose cable*.
 - Change *lose service* to *loose service*.
 - a and b
 - The sentence is correct as is.
15. ***Make sure each paragraph has its own final thought.***
- its* should be *it's*
 - its* should be *their*
 - correct as is

Test Three

Name: KEY

A. Read this rough draft of a student's composition. Then answer the questions that follow.

(1) Its very obvious that alot of people have forgotten how to be responsible and respectful. (2) It's hard to except this bad behavior. (3) There are even some people I know who talk when they have there desert in there mouth. (4) Yuck! (5) The disgusting effects of that can make a person sick. (6) I mean come on - you're people – act like it! (7) Its the principal of the matter! (8) Each person needs to be accountable for his or her own actions! (9) So, no matter where you are – or whose watching you – do the right thing!

1. What is the correct way to write sentence 1?
 - a. Its very obvious that alot of people have forgotten how too be responsible and respectful.
 - b. Its very obvious that a lot of people have forgotten how too be responsible and respectful.
 - c. It's very obvious that a lot of people have forgotten how to be responsible and respectful.**
 - d. correct as is

2. How should sentence 2 be written?
 - a. It's hard to except this bad behavior.
 - b. It's hard too accept this bad behavior.
 - c. It's hard to accept this bad behavior.**
 - d. correct as is

3. Which of the following is the correct way to write sentence 3?

a. There are even some people I know who talk when they have their dessert in their mouths.

b. There are even some people I know who talk when they have their desert in there mouths.

c. They're are even some people I know who talk when they have their desert in their mouths.

d. correct as is

4. Which of the following words in sentences five and six is used incorrectly?

a. effects

b. disgusting

c. you're

d. no word is used incorrectly

5. What is the correct way to write sentence seven?

a. Its' the principle of the matter!

b. It's the principle of the matter!

c. It's the principal of the matter!

d. correct as is

6. How should sentence eight be written?

a. Each person needs too be accountable for his or her own actions!

b. Each person needs too be accountable for their own actions!

c. Each person needs to be accountable for their own actions!

d. correct as is

7. Which of the following is the correct way to write sentence nine?

a. So, no matter where you are – or who's watching you – do the right thing!

b. "So, no matter where you are – or who's watching you – do the right thing!"

c. "So, no matter where you are – or whose watching you – do the right thing!"

d. correct as is

B. How should the following sentences be edited?

8. *The monkey grabbed it's banana and ran behind the two trees in the corner of the exhibit.*

a. it's should be its

b. two should be too

c. both a and b

d. The sentence requires no editing.

9. ***The boy in the dentist chair braced himself, unaware of how the medicine would affect him.***

- a. Insert quotation marks before *unaware* and after *him*.
- b. change the word *affect* to *effect*.
- c. both a and b

d. The sentence requires no editing.

10. ***"I have a treat for Shannon, Lana, and I" Tammy exclaimed.***

- a. Change *and I* to *and me*.
- b. Insert a comma before *Tammy* after the quotation marks.
- c. Insert a comma before the end quotation marks.
- d. both a and b

e. both a and c

11. ***I have a lose thread in my sweater thanks to the nail in this desk!***

a. lose should be loose

- b. *to* should be *too*
- c. both a and b
- d. The sentence is correct as is.

12. ***The principal ingredient in marinara sauce is tomatoes.***

- a. Change *principal* to *principle*.
- b. Insert quotation marks.
- c. both a and b

d. no change is needed

13. ***The cranky toddler insisted on pouring your tea hissself when he should have let his mom do it instead.***

a. Change hissself to himself.

- b. Change *your* to *you're*.
- c. both a and b
- d. The sentence is correct as is.

14. ***The lose cable on the TV set caused us to lose service for about twenty minutes.***

a. Change lose cable to loose cable.

- b. Change *lose service* to *loose service*.
- c. a and b
- d. The sentence is correct as is.

15. ***Make sure each paragraph has its own final thought.***

- a. *its* should be *it's*
- b. *its* should be *their*

c. correct as is

Apostrophes

Often, people place apostrophes with any and every noun ending in *s*. This is wrong.

Use an apostrophe when you write contractions. The apostrophe is always placed in the spot where the letter(s) has (have) been removed.

The Gremlin **couldn't** find his toy troll. The apostrophe takes the place of the missing letter *o*.

Use an apostrophe to show possession. Possession means someone or something owns or has something.

When a **noun** does *not* end in *s*, use **apostrophe + s**.

The porcupine belonging to the gremlin = ***The gremlin's porcupine***

The novel owned by the teacher = ***The teacher's novel***

Nouns that *do* end in *s* require more thought. If the noun is *plural*, just attach an apostrophe.

The horns belonging to both gremlins = ***The gremlins' horns***.

The novels owned by the three teachers = ***The three teachers' novels***.

Important:

Never use an apostrophe with possessive pronouns: *mine, his, hers, its, theirs, ours, yours, whose*.

Do not use an apostrophe for capital letters and numbers used as nouns.

Grandpa Gremlin was born in the 1920s.

Gremlins learn their ABCs in kindergarten.

Practice (Place apostrophes where needed in the sentences.)

1. Where is the gremlin baby's pet cricket?

2. Maybe it is under his sister's blanket?

3. The gremlin hid the three boys' pencils under the back table.

Cut-Out View

Apostrophes Before or After the s When Plural?

Word Singular Form	Same Word Plural Form	Where does the apostrophe go when word is plural?
Teacher the teacher's classroom	Teachers – When you make this word plural, you add an s.	the three teachers' classrooms – The apostrophe goes after the s because the word ends in an s when it is made plural.
Child the child's toy	Children- When you make the word child plural, you do <u>not</u> add an s.	The children's playground – The apostrophe goes <u>before</u> the s because the word ends in an n when it is made plural.
Boy the boy's bat	Boys - When you make this word plural, you add an S.	three boys' bats The apostrophe is after the <u>S</u> since the word ends in an <u>S</u> when it's plural.
Woman the woman's purse	Women - When the word woman is made plural, you do <u>not</u> add an S.	Women's purses - The apostrophe goes <u>before</u> the s since the plural word ends in an n.

Apostrophes Before or After the s When Plural?

Complete the bottom two words yourself after reading and understanding the top two words and examples.

Word Singular Form	Same Word Plural Form	Where does the apostrophe go when the word is plural?
teacher the teacher's classroom	Teachers – When you make this word plural, you add an s.	the three teachers' classrooms – The apostrophe goes after the s because the word ends in an s when it is made plural.
child the child's toy	Children- When you make the word child plural, you do <u>not</u> add an s.	The children's playground – The apostrophe goes <u>before</u> the s because the word ends in an <i>n</i> when it is made plural.
boy the boy's bat		
woman the woman's purse		

Apostrophe Practice

Directions: For numbers 1 – 7, add apostrophes where they are needed. Some sentences may not need an apostrophe.

1. Three gremlins were eating candy on Valentines Day.
2. They took turns choosing chocolates from the heart shaped box and laughed at the ones who chose pieces that did not taste good.
3. The three girls stomachs ached when the box was empty.
4. Each girls mother was equally angry when her daughter refused to eat her raspberries for dinner.
5. All of the girls refused to eat that much candy again, but later that night, they did eat some of their three neighbors chocolate cake.
6. The childrens faces were covered in chocolate when they returned home.
7. The boys and girls all slept well that night.

KEY

Practice (Place apostrophes where needed in the sentences.)

1. Where is the gremlin baby's pet cricket?
2. Maybe it is under his sister's blanket?
3. The gremlin hid the three boys' pencils under the back table.

Directions: For numbers 1 – 7, add apostrophes where they are needed. Some sentences may not need an apostrophe.

1. Three gremlins were eating candy on Valentine's Day.
2. They took turns choosing chocolates from the heart shaped box and laughed at the ones who chose pieces that did not taste good.
3. The three girls' stomachs ached when the box was empty.
4. Each girl's mother was equally angry when her daughter refused to eat her raspberries for dinner.
5. All of the girls refused to eat that much candy again, but later that night, they did eat some of their three neighbors' chocolate cake.
6. The children's faces were covered in chocolate when they returned home.
7. The boys and girls all slept well that night.

Apostrophe Quiz

Name: _____

Date _____

Directions: Read each sentence. Look at the underlined word in each sentence, and decide if that word needs an apostrophe. If the word does need an apostrophe, put it in the correct place – either before or after the s. Make sure your apostrophe is easy to see. You may use a colored pen to help make it stand out. Be careful; some of the underlined words may not need apostrophes.

1. The womans hair is blue, purple, and red.
2. The mens restroom is right around the corner.
3. After cutting grass, the young teen drank his mothers lemonade.
4. The girls walked into class late.
5. Orange juice is always delicious in the mornings.
6. When he saw that his bikes handlebars were bent, he knew he would be in trouble.
7. The three clowns bikes were painted with colorful stripes.
8. Often, childrens books are fun to read even when you are an adult.
9. All of the students books are on their desks.
10. My dog loves its doghouse.

Apostrophe Quiz

Name: _____

Date _____

Directions: Read each sentence. Look at the underlined word in each sentence, and decide if that word needs an apostrophe. If the word does need an apostrophe, put it in the correct place – either before or after the s. Make sure your apostrophe is easy to see. You may use a colored pen to help make it stand out. Be careful; some of the underlined words may not need apostrophes.

1. The woman [,] s hair is blue, purple, and red.
2. The men [,] s restroom is right around the corner.
3. After cutting grass, the young teen drank his mother [,] s lemonade.
4. The girls walked into class late. no apostrophe needed
5. Orange juice is always delicious in the mornings. no apostrophe needed
6. When he saw that his bike [,] s handlebars were bent, he knew he would be in trouble.
7. The three clowns [,] bikes were painted with colorful stripes.
8. Often, children [,] s books are fun to read even when you are an adult.
9. All of the students [,] books are on their desks.
10. My dog loves its doghouse. no apostrophe needed

Commas With Independent Clauses

An independent clause is also known as a simple sentence. It has a subject and a verb and can stand alone as a sentence.

A comma is needed (along with a coordinating conjunction – for, and, nor, but, or, yet, so) to join two independent clauses to form a compound sentence.

My mom makes cakes, and she sells them to the local bakery.
Gremlins like cake, but they like cupcakes better.

Please note: Another option to join two independent clauses that are closely related is to use a semicolon. This is done **WITHOUT** using a conjunction.

This is the SUPER Semicolon(;). It is stronger than a lone, weak comma (,) because the SUPER Semicolon does not have to use the conjunction! He is STRONG and stands alone when joining two independent clauses.

Examples:

The gremlins went home, **and** they washed their scooter.

The gremlins went home; they washed their scooter.

Practice: Place a comma or semicolon, if it is needed, in the following sentences.

1. Gremlins love to take things apart but they forget how to put them back together.
2. They especially like to take lawn mowers apart and they do this often.
3. After the gremlins finish, the lawn mowers often need repair it can be expensive.

To remember the conjunctions that join two sentences, think of the acronym FANBOYS.

For

And

Nor

But

Or

Yet

So

Cut-Out View

The Super Semicolon

Our pet is
a dog, it is
very old.



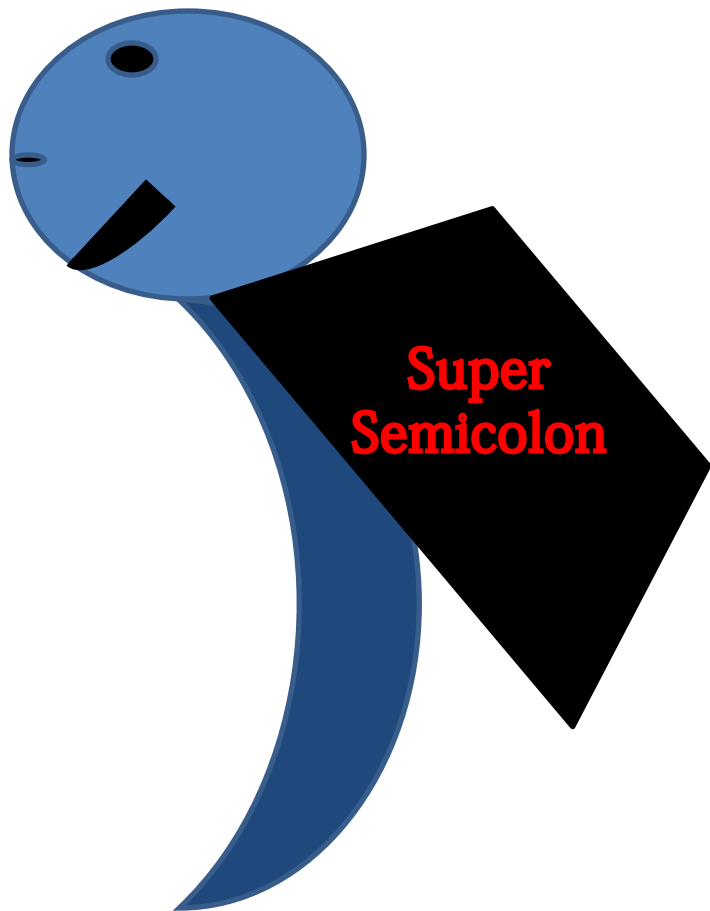
My nephew
hates to take
naps; he's
afraid he
will
miss
something.

Faster than a speeding bullet, more powerful than the comma, able to join two sentences without the help of a conjunction!

This afternoon, it rained for over an hour; the team was still able to practice.

The Super Semicolon

In the blank space of this page, write sentences correctly joining two independent clauses with the semicolon.



Faster than a speeding bullet, more powerful than the comma, able to join two sentences without the help of a conjunction!

Commas With Independent Clauses Practice

Directions: For numbers 1 – 5, add commas where they are needed to join two independent clauses. Some sentences may not need a comma. For number 6, write your own compound sentence and use either a comma and conjunction or semicolon to join your two independent clauses.

1. Once two gremlins snuck in the National Museum of Natural History in New York City and they got stuck in the elevator.
2. Unfortunately, it was late at night when the elevator door finally opened and the museum was closed.
3. The gremlins were afraid but they were also excited about the opportunity to explore the museum all by themselves..
4. They started by looking at some of the ocean life and to their surprise and horror, some of the sharks came to life!.
5. Needless to say, that night in the museum was an eventful one and one that those gremlins will never forget..

6. _____

KEY

Practice: Place a comma or semicolon, if it is needed, in the following sentences.

1. Gremlins love to take things apart, but they forget how to put them back together.
2. They especially like to take lawn mowers apart, and they do this often.
3. After the gremlins finish, the lawn mowers often need repair; it can be expensive.

Directions: For numbers 1 – 5, add commas where they are needed to join two independent clauses. Some sentences may not need a comma. For number 6, write your own compound sentence and use either a comma and conjunction or semicolon to join your two independent clauses.

1. Once two gremlins snuck in the National Museum of Natural History in New York City, and they got stuck in the elevator.
2. Unfortunately, it was late at night when the elevator door finally opened, and the museum was closed.
3. The gremlins were afraid, but they were also excited about the opportunity to explore the museum all by themselves..
4. They started by looking at some of the ocean life, and to their surprise and horror, some of the sharks came to life!.
5. Needless to say, that night in the museum was an eventful one and one that those gremlins will never forget..
6. The next day, the gremlins could not wait to tell what happened, and they were shocked no one believed them.

Commas With Independent Clauses Quiz

Name: _____

Date _____

Directions: Read each sentence. If the sentence needs a comma to join two independent clauses, put it in the correct place. Make sure your added comma is easy to see. You may use a colored pen to help make it stand out. Be careful; some of the sentences may not have two independent clauses and may not need commas.

1. When baking cakes, it is important to preheat the oven and also important to grease the pan.
2. There was nothing else to do so Alice began talking again.
3. There were doors all around the hall but they were all locked.
4. The sun rose upon a tranquil world and beamed down upon the village.
5. That is not what I meant to say nor should you interpret my statement as an admission of guilt.
6. Sarah plays softball well yet her favorite sport is volleyball.
7. You must remove weeds and insects from your garden.
8. Most of the kids were very thirsty for it was an extremely hot day.
9. I love to visit the beach but not the mountains.
10. After swimming in a pool, I always find myself hungry and very tired too.

Commas With Independent Clauses Quiz

Name: Key

Date _____

Directions: Read each sentence. If the sentence needs a comma to join two independent clauses, put it in the correct place. Make sure your added comma is easy to see. You may use a colored pen to help make it stand out. Be careful; some of the sentences may not have two independent clauses and may not need commas.

1. When baking cakes, it is important to preheat the oven and also important to grease the pan. **No comma needed**
2. There was nothing else to do, so Alice began talking again.
3. There were doors all around the hall, but they were all locked.
4. The sun rose upon a tranquil world and beamed down upon the village.
No comma needed
5. That is not what I meant to say, nor should you interpret my statement as an admission of guilt.
6. Sarah plays softball well, yet her favorite sport is volleyball.
7. You must remove weeds and insects from your garden. **No comma needed**
8. Most of the kids were very thirsty, for it was an extremely hot day.
9. I love to visit the beach but not the mountains. **No comma needed**
10. After swimming in a pool, I always find myself hungry and very tired too.
No comma needed

Semicolons

- ❑ Use a semicolon in place of a period to separate two closely related sentences (independent clauses) where the conjunction has been left out.
 - **Every gremlin secretly has a favorite vegetable; however, they never talk of this favorite veggie so that they can keep the rumor alive that all gremlins hate vegetables!**
- ❑ When there are commas within parts of a series, use semicolons to separate the parts. This happens with city, state and dates.
 - **Gremlins' favorite vacation spots are Cheddar, Texas; Buttermilk, Arkansas; and Bread Loaf, Vermont.**
- ❑ Use the semicolon between two sentences that are joined by a coordinating conjunction when the first sentence has a dependent clause.
 - **When a gremlin watches a scary movie, it has to have a blanket nearby; and he covers his entire head with the blanket during the scariest parts.**

Practice (Place semicolons where needed.)

1. Georgina Gremlin went with her "BFF" to visit family in Happy Valley, Hawaii Happy Land, Oklahoma and Happy Hills, Massachusetts.
2. While traveling, they discovered that they both loved dipping cheese in melted chocolate they stopped to eat this yummy treat every chance they could.

Foldable View

Semicolon Rules

Rule 1: Use a semicolon in place of a period to separate two closely related sentences (independent clauses) where the conjunction has been left out.

Rule 2: When there are commas within parts of a series, use semicolons to separate the parts. This only happens with city, state and dates.

Rule 3: Use the semicolon between two sentences that are joined by a coordinating conjunction when the first sentence has a dependent clause.

Rule 1 Example

Call my office by Friday;
we need an answer by then.

Rule 2: When there are commas within parts of a series, use semicolons to separate the parts. This only happens with city, state and dates.

Rule 3: Use the semicolon between two sentences that are joined by a coordinating conjunction when the first sentence has a

Rule 1: Use a semicolon in place of a period to separate two closely related sentences (independent clauses) where the conjunction has been left out.

Rule 2 Example

Over the summer, they planned to visit Nashville, Tennessee;
Frankfort, Kentucky; and Raleigh,
North Carolina.

Rule 3: Use the semicolon between two sentences that are joined by a coordinating conjunction when the first sentence has a dependent clause.

Semicolon Rules

Rule 2: When there are commas within parts of a series, use semicolons to separate the parts. This only happens with city, state and dates.

Rule 3 Example

When our boys' team won the state championship, we were thrilled;
and our boys jumped for joy!

Semicolon

Cut out the box. Cut the lines up to the sidebar so that three flaps are created. Glue only under sidebar. Under each flap, write a sentence correctly using the semicolon as the rule states.

Semicolon Rules

Rule 1: Use a semicolon in place of a period to separate two closely related sentences (independent clauses) where the conjunction has been left out.

Rule 2: When there are commas within parts of a series, use semicolons to separate the parts. This happens with city, state and dates.

Rule 3: Use the semicolon between two sentences that are joined by a coordinating conjunction when the first sentence has a dependent clause.

Semicolon Practice

Directions: For numbers 1 – 5, add semicolons where needed. Some sentences may not need a semicolon. For number 6, write your own sentence using a semicolon.

1. Have you ever seen a gremlin who is sleep deprived?
2. Gremlins do not function well without sleep they become very forgetful and start repeating everything they hear.
3. Gremlins are also well known for sleep walking especially when they sleep in dog houses.
4. Gremlins talk in their sleep too they very rarely snore though.
5. When people think that they are hearing an echo, it could be a sleep deprived gremlin repeating what it has heard so watch out for that!
6. Write a sentence using the semicolon for the following rule:
When there are commas within parts of a series, use semicolons to separate the parts.

KEY

Practice (Place semicolons where needed.)

1. Georgina Gremlin went with her “BFF” to visit family in Happy Valley, Hawaii; Happy Land, Oklahoma; and Happy Hills, Massachusetts.
2. While traveling, they discovered that they both loved dipping cheese in melted chocolate; they stopped to eat this yummy treat every chance they could.

Directions: For numbers 1 – 5, add semicolons where needed. Some sentences may not need a semicolon. For number 6, write your own sentence using a semicolon.

1. Have you ever seen a gremlin who is sleep deprived?
2. Gremlins do not function well without sleep; they become very forgetful and start repeating everything they hear.
3. Gremlins are also well known for sleep walking especially when they sleep in dog houses.
4. Gremlins talk in their sleep too; they very rarely snore though.
5. When people think that they are hearing an echo, it could be a sleep deprived gremlin repeating what it has heard; so watch out for that!
6. Write a sentence using the semicolon for the following rule: When there are commas within parts of a series, use semicolons to separate the parts.

We need to visit Birmingham, Alabama; St. Louis, Missouri; and Spartanburg, South Carolina.

Semicolon Quiz

Name: _____

Directions: Insert semicolons where needed in the following sentences.

1. Molly has been walking her calf muscles are becoming defined.
2. I have to buy a new tire I ran over something and have a hole in my front one.
3. I prepared a huge breakfast this morning however, all three kids are hungry again, and it's only 11:00 AM.
4. The contest had participants from Lima, Peru Sydney, Australia and Rome, Italy.
5. I know that you do not care for fresh vegetables nonetheless they are good for you.
6. I will call you as soon as I get off work that is a promise
7. She did not see the boy turn the corner now her books are scattered everywhere.
8. The following dates are very special to me: June 3, 1950 July 20, 1975 and May 15, 1997.
9. My mom wants the housework done quickly moreover she wants it done correctly.
10. Our team had too many errors we lost the game seven to six in the bottom of the seventh.

Semicolon Quiz

Name: Key

Directions: Insert semicolons where needed in the following sentences.

1. Molly has been walking ; her calf muscles are becoming defined.
2. I have to buy a new tire ; I ran over something and have a hole in my front one.
3. I prepared a huge breakfast this morning ; however, all three kids are hungry again, and it's only 11:00 AM.
4. The contest had participants from Lima, Peru ; Sydney, Australia ; and Rome, Italy.
5. I know that you do not care for fresh vegetables ; nonetheless, they are good for you.
6. I will call you as soon as I get off work ; that is a promise
7. She did not see the boy turn the corner ; now her books are scattered everywhere.
8. The following dates are very special to me: June 3, 1950 ; July 20, 1975 ; and May 15, 1997.
9. My mom wants the housework done quickly ; moreover she wants it done correctly.
10. Our team had too many errors ; we lost the game seven to six in the bottom of the seventh.

The Colon

- Use the colon to follow the salutation – greeting of a business letter.

Dear Galvin F. Gremlin:

Dear Sir:

***Note: In a friendly letter, a comma is used.**

- Use the colon to introduce a list of items. Avoid using a colon right after a verb or preposition.

**Granny Gremlin needs the following items:
buttermilk, saltine crackers, and cottage cheese.**

- Use a colon between numerals indicating hours and minutes.

Most gremlins have a bedtime of 11:27.

Practice (Insert colons where needed.)

Dear Sir

Please send me the following items for my company paper clips, binders, and paper. I need the delivery to be here by 1130 tomorrow.

Cut-Out View

Uses of a Colon...

- ① to follow the salutation (greeting) of a business letter
- ② to introduce a list of items
- ③ between the hour and minutes of time

Examples of Uses ..

- ① Dear Ms. Jones:
- ② I have an A in three Classes: English, Biology 101, and math!
- ③ 6:25

Uses of a Colon...

A large circle divided into three horizontal sections by two horizontal lines, intended for taking notes on the uses of a colon.

Examples of Uses ...

A large circle divided into three horizontal sections by two horizontal lines, intended for taking notes on examples of colon uses.

Colon Practice

Directions: Insert colons where needed in the letter.

Dear Mr. Principal

Please allow all of your students to eat the following ice cream, cake, and guacamole at precisely 1036 today. It's my birthday today! My gremlin friends and I would like to visit your school and celebrate with your students. Prepare for a super birthday party at school!

Sincerely,

Gary Gremlin

KEY

Practice (Insert colons where needed.)

Dear Sir:

Please send me the following items for my company:

paper clips, binders, and paper. I need the delivery to be here by **11:30** tomorrow.

Directions: Insert colons where needed in the letter.

Dear Mr. Principal:

Please allow all of your students to eat the

following: ice cream, cake, and guacamole at precisely **10:36**

today. It's my birthday today! My gremlin friends and I would like to visit your school and celebrate with your students.

Prepare for a super birthday party at school!

Sincerely,

Gary Gremlin

Colon Quiz

Name: _____

A. Directions: Insert colons where needed.

1. You will be asked to bring these things to camp a sleeping bag, bug spray, sneakers, and jeans.
2. At 12 05, please meet in the office for your new locker assignments.
3. Please go to the store and buy the following items pasta, marinara sauce, garlic bread, and salad dressing.
4. I need a helper who can do the following file papers in folders, water my plants, and vacuum the rug.
5. Around 4 00 today, please stop by the store and look for these items binder clips, markers, staples, and glue sticks.

B. Directions: Look at each pair of sentences/phrases. Write a C on the line beside the sentence /phrase that correctly uses a colon.

6. _____ Granny wants :butter, eggs, and milk from the store.
_____ Granny needs these items: butter, eggs, and milk from the store.
7. _____ In class, we will read books written by great authors, including: Lois Lowry, S.E. Hinton, and J.R.R. Tolkien.
_____ In class we will read books written by great authors, including Lois Lowry, S.E. Hinton, and J.R.R. Tolkien.
8. _____ Dear Mister President,
_____ Dear Mister President:
9. _____ I need a pair of gloves, a scarf, and a coat for the trip.
_____ I need: a pair of gloves, a scarf, and a coat for the trip.
10. _____ Yesterday, at 6:00, they had practice.
_____ Yesterday at 600, they had practice.

Colon Quiz

Name: Key

A. Directions: Insert colons where needed.

1. You will be asked to bring these things to camp: a sleeping bag, bug spray, sneakers, and jeans.
2. At 12:05, please meet in the office for your new locker assignments.
3. Please go to the store and buy the following items: pasta, marinara sauce, garlic bread, and salad dressing.
4. I need a helper who can do the following: file papers in folders, water my plants, and vacuum the rug.
5. Around 4:00 today, please stop by the store and look for these items: binder clips, markers, staples, and glue sticks.

B. Directions: Look at each pair of sentences/phrases. Write a C on the line beside the sentence /phrase that correctly uses a colon.

6. _____ Granny wants :butter, eggs, and milk from the store.
 C _____ Granny needs these items: butter, eggs, and milk from the store.
7. _____ In class, we will read books written by great authors, including: Lois Lowry, S.E. Hinton, and J.R.R. Tolkien.
 C _____ In class we will read books written by great authors, including Lois Lowry, S.E. Hinton, and J.R.R. Tolkien.
8. _____ Dear Mister President,
 C _____ Dear Mister President:
9. _____ I need a pair of gloves, a scarf, and a coat for the trip.
 C _____ I need: a pair of gloves, a scarf, and a coat for the trip.
10. _____ Yesterday, at 6:00, they had practice.
 C _____ Yesterday at 600, they had practice.

Capitalization of Geographical Words and School Subjects

Type of Name	Example
continents	Asia
countries	United States, Canada
cities, towns	Greenwood, Atlanta
states	Georgia
islands	Fripp Island
bodies of water	Lake Murray, Persian Gulf
streets, highways	Sunset Drive, North Wedge Avenue
parks and forests	Smokey Bear Forest, Central Park
mountains	Rocky Mountains
sections of the country	the Midwest, the South, the North

*In a hyphenated street number, the second part of the number is not capitalized.

West **Seventy-fourth** Street

*Remember, words such as east, west, north, south are **not** capitalized when the words are used as only directions. Only capitalize these words when they are referring to sections of the country.

Go **west** on Highway 72.

I like to hear about stories set in the **West**.

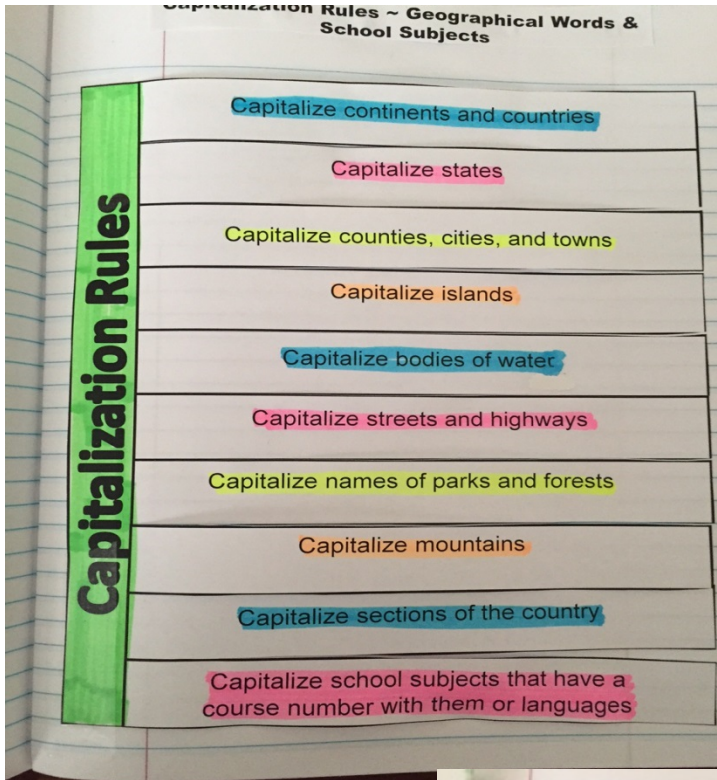
Do **not** capitalize the names of school subjects, except languages or course names followed by a number.

Examples: music, math, social studies, Mathematics 101, Spanish, English

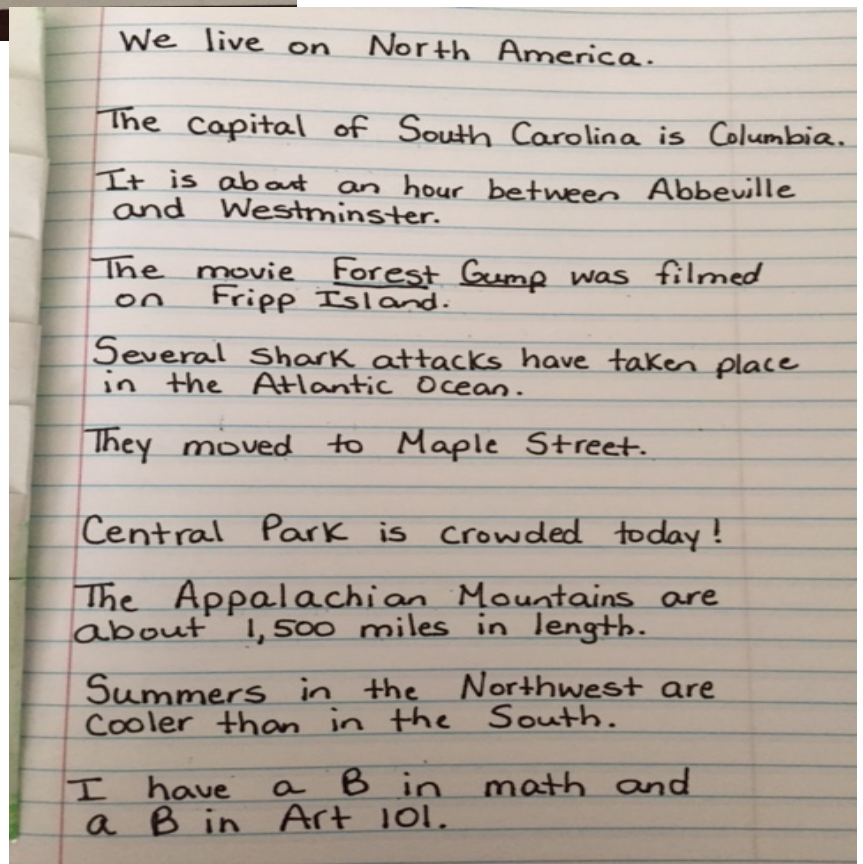
Practice: Circle the words that need to be capitalized in the following sentence.

The gremlin visited lake green after he finished taking his exam for his history class.

Foldable View



Make sure students cut each flap up to the side bar so that each can be lifted. Underneath each flap, students will write a sentence using correct capitalization.



Capitalization Rules ~ Geographical Words & School Subjects

Cut out the shape. Cut the lines only up to side bar so the ten flaps can be lifted. Glue under side bar only. Underneath each flap, write a sentence correctly using that particular capitalization rule.

Capitalization Rules

Capitalize continents and countries.

Capitalize states.

Capitalize counties, cities, and towns.

Capitalize islands.

Capitalize bodies of water.

Capitalize streets and highways.

Capitalize names of parks and forests.

Capitalize mountains.

Capitalize sections of the country.

Capitalize school subjects that have a course number with them and subjects that are languages.

Capitalization Practice

Directions: For numbers 1 – 4, capitalize the words that need to be capitalized. For numbers 5-6 write two sentences in which you correctly capitalize one of the words *north, south, east, west*.

1. When gremlins hide in math class, they like to play with the calculators.
2. In history class, gremlins take naps unless the teacher talks about something that interests them, like oceans, lakes, things that once happened out west, or the smoky mountains.
3. The favorite class of most gremlins is english class because they enjoy watching students make mistakes in grammar and spelling.
4. To arrive at the library, the gremlin had to travel north on main street.

5. _____

6. _____

KEY

Practice: Circle the words that need to be capitalized in the following sentence.

The gremlin visited **Lake Green** after he finished taking his exam for his history class.

Directions: For numbers 1 – 4, capitalize the words that need to be capitalized. For numbers 5-6 write two sentences in which you correctly capitalize one of the words *north, south, east, west*.

1. When gremlins hide in math class, they like to play with the calculators.
2. In history class, gremlins take naps unless the teacher talks about something that interests them, like oceans, lakes, things that once happened out **West**, or **the Smoky Mountains**.
3. The favorite class of most gremlins is **English** class because they enjoy watching students make mistakes in grammar and spelling.
4. To arrive at the library, the gremlin had to travel north on **Main Street**.
5. Living in the South means you need to be ready for hot summers!
6. They took a right on West Fifth Avenue and were finally headed south.

Capitalization Quiz

Name: _____

Directions: Underline each word that needs to be capitalized.

1. Next year, I will be enrolled in algebra, spanish, and art.
2. When I visit lake hartwell , I always water ski.
3. The library on campus is located west of the cafeteria.
4. My first semester, I am taking history 101, weight lifting, and physical science.
5. I have always wanted to learn about the battle of the alamo in texas.
6. I live on north main street in happyville, tennessee.
7. Have you ever visited central park in new york?
8. I have always lived in the south, but next year, I am moving up north.
9. My mom gave me directions to go north on I-26 and to take exit 22.
10. My favorite class is english class, but I also like my math class.

Capitalization Quiz

Name: _____

Directions: Underline each word that needs to be capitalized.

1. Next year, I will be enrolled in algebra, Spanish, and art.
2. When I visit Lake Hartwell, I always water ski.
3. The library on campus is located west of the cafeteria.
4. My first semester, I am taking History 101, weight lifting, and physical science.
5. I have always wanted to learn about the Battle of the Alamo in Texas.
6. I live on north main street in Happyville, Tennessee.
7. Have you ever visited central park in New York?
8. I have always lived in the South, but next year, I am moving up North.
9. My mom gave me directions to go north on I-26 and to take exit 22.
10. My favorite class is English class, but I also like my math class.

Review for Test Four

It's and its ◦ It's – it is or it has ◦ Its- possessive pronoun

Your and you're ◦ You're – you are ◦ Your – possessive pronoun

To and too ◦ To – used for expressing motion or direction toward a person, place, or thing.

◦ Too – also; very, to an excessive extent

Accept and Except ◦ Accept- to receive ◦ Except- excluding

A lot – Remember it is two words!

Their- possessive pronoun **There** – “here”/ “place” **They're** – They are

Remember, hide the “something else” to help you decide when to use **I or me**.

Who's – who is or who has **Whose** – a possessive pronoun

Remember, **affect** is a verb that means *to change*. **Effect** is an outcome.

Punctuating dialogue - Review the rules.

Dessert - yummy treat you eat after dinner. A **desert** is a place full of cacti.

Principle is NEVER an adjective! If you need an adjective, use **principal**. If you can substitute the word *moral*, use **principle**.

Never use hisself or theirselves! Use **himself and themselves**.

Singular vs. plural pronouns-Use your chart to review!

Loose (adjective) – not tight remember loose goose

Lose (verb) – a loss of or to misplace

Use an **apostrophe** in a contraction to show where a letter is left out.

Use an apostrophe to show possession.

- Place the apostrophe before adding an s in a singular noun.
- Place the apostrophe after the s in a plural noun when it ends in an s.

Use a **comma** when **two independent clauses are joined** with a coordinating conjunction.

F_____ A_____ N_____ B_____ O_____ Y_____ S_____

Semicolon use:

- Use a semicolon in place of a period to separate two closely related sentences.
- Use a semicolon when there are commas within parts of a series.
- Use a semicolon between two sentences that are joined by a coordinating conjunction when the first sentence has a dependent clause.

Colons –

- use one to follow the salutation (greeting) of a business letter
- to introduce a list of items (avoid use behind a preposition or a verb)
- in time (between the hour and minutes)

Capitalization of school subjects / geographical terms – review the chart/handout!

Place a check beside the following words that should be capitalized.

_____ math

_____ english

_____ spanish

_____ science

_____ asia

_____ school

_____ beach

_____ smoky mountains

Test Four

Name: _____

Sam wrote a story in class and he read it to his mom.

1. Which is the correct way to write the above sentence?
 - a. Sam wrote a story in class and, he read it to his mom.
 - b. Sam wrote a story in class, and he read it to his mom.
 - c. Sam wrote a story in class; and he read it to his mom.
 - d. correct as is

The mountain was covered with snow it was a glorious sight!

2. What is the correct way to edit this sentence?
 - a. The mountain was covered with snow, it was a glorious sight!
 - b. The mountain was covered; with snow it was a glorious sight!
 - c. The mountain was covered with snow; it was a glorious sight!
 - d. none of these

Read the following paragraph, and answer the questions below it.

1 In the summer, I would love living in the south. **2** It's so nice and warm their. **3** I love swimming and I love riding in a pontoon on the lake to. **4** If you don't like the sunshine, your crazy! **5** My favorite place in south Carolina is fripp island. **6** The ocean is awesome and there are so many fun things to do there! **7** One time I saw an alligator on the lose while we were riding past the marsh on our golf cart! **8** I should have taken it's picture because most people don't believe me when I tell them how long it was!

3. Which word needs to be capitalized in sentences one through three?
 - a. summer
 - b. south
 - c. nice
 - d. lake
4. In the first three sentences, which word needs to be edited?
 - a. It's
 - b. their
 - c. to
 - d. b and c
 - e. a, b, and c

5. Which of the following sentences has a mistake in comma usage? (One may need to be inserted or deleted.)
- a. sentence 2
 - b. sentence 3
 - c. sentence 4
 - d. sentence 5
6. What is the correct way to rewrite sentence six?
- a. The ocean is awesome; and there are so many fun things to do there!
 - b. The ocean is awesome, and their are so many fun things to do there!
 - c. The ocean is awesome, and there are so many fun things to do there!
 - d. best as is
7. What is the correct way to edit sentence seven?
- a. One time I saw an alligator on the loose while we were riding past the marsh on our golf cart!
 - b. One time I saw an alligator on the loose; while we were riding past the marsh on our golf cart!
 - c. One time I saw an alligator on the lose, while we were riding past the marsh on our golf cart!
 - d. No corrections are needed to the sentence.
8. What is the best way to write sentence eight?
- a. I should have taken its picture because most people don't believe me when I tell them how long it was!
 - b. I should have taken it's picture, because most people don't believe me when I tell them how long it was!
 - c. I should have taken its picture because most people don't believe me; when I tell them how long it was!
 - d. "I should have taken its picture," because most people don't believe me when I tell them how long it was!
9. Which sentence is correctly written?
- a. We went to there house on Thirty-first street when our house was being repaired.
 - b. We went to there house on thirty-first Street when our house was being repaired.
 - c. We went to their house on Thirty-First Street when our house was being repaired.
 - d. We went to their house on Thirty-first Street when our house was being repaired.

Decide which word contains a capitalization error in each sentence.

10. My dad traveled West to see his sister in Texas.
- a. dad
 - b. West
 - c. sister
 - d. Texas
 - e. no error
11. Thirty-first Street was closed Wednesday for renovations on miller Bridge.
- a. Thirty-first Street
 - b. Wednesday
 - c. miller
 - d. Bridge
 - e. no error
12. Your sister is registered for both art and biology 101 next semester.
- a. sister
 - b. art
 - c. biology
 - d. no error
13. The houses in southern Greenville were also damaged by the summer storm.
- a. southern
 - b. Greenville
 - c. summer
 - d. no error
14. Did you turn north or south onto the road as you left northern Michigan?
- a. north
 - b. south
 - c. northern
 - d. Michigan
 - e. no error
15. Last spring, I took math and history as well as Science 101.
- a. spring
 - b. math
 - c. history
 - d. Science
 - e. no error

Test Four

Name: Key

Sam wrote a story in class and he read it to his mom.

1. Which is the correct way to write the above sentence?
 - a. Sam wrote a story in class and, he read it to his mom.
 - b. Sam wrote a story in class, and he read it to his mom.
 - c. Sam wrote a story in class; and he read it to his mom.
 - d. correct as is

The mountain was covered with snow it was a glorious sight!

2. What is the correct way to edit this sentence?
 - a. The mountain was covered with snow, it was a glorious sight!
 - b. The mountain was covered; with snow it was a glorious sight!
 - c. The mountain was covered with snow; it was a glorious sight!
 - d. none of these

Read the following paragraph, and answer the questions below it.

1 In the summer, I would love living in the south. **2** It's so nice and warm their.
3 I love swimming and I love riding in a pontoon on the lake to. **4** If you don't like the sunshine, your crazy! **5** My favorite place in south Carolina is fripp island. **6** The ocean is awesome and there are so many fun things to do there!
7 One time I saw an alligator on the lose while we were riding past the marsh on our golf cart! **8** I should have taken it's picture because most people don't believe me when I tell them how long it was!

3. Which word needs to be capitalized in sentences one through three?
 - a. summer
 - b. south
 - c. nice
 - d. lake
4. In the first three sentences, which word needs to be edited?
 - a. It's
 - b. Their
 - c. to
 - d. b and c
 - e. a, b, and c

5. Which of the following sentences has a mistake in comma usage? (One may need to be inserted or deleted.)
- a. sentence 2
 - b. sentence 3
 - c. sentence 4
 - d. sentence 5
6. What is the correct way to rewrite sentence six?
- a. The ocean is awesome; and there are so many fun things to do there!
 - b. The ocean is awesome, and their are so many fun things to do there!
 - c. The ocean is awesome, and there are so many fun things to do there!
 - d. best as is
7. What is the correct way to edit sentence seven?
- a. One time I saw an alligator on the loose while we were riding past the marsh on our golf cart!
 - b. One time I saw an alligator on the loose; while we were riding past the marsh on our golf cart!
 - c. One time I saw an alligator on the lose, while we were riding past the marsh on our golf cart!
 - d. No corrections are needed to the sentence.
8. What is the best way to write sentence eight?
- a. I should have taken its picture because most people don't believe me when I tell them how long it was!
 - b. I should have taken it's picture, because most people don't believe me when I tell them how long it was!
 - c. I should have taken its picture because most people don't believe me; when I tell them how long it was!
 - d. "I should have taken its picture," because most people don't believe me when I tell them how long it was!
9. Which sentence is correctly written?
- a. We went to there house on Thirty-first street when our house was being repaired.
 - b. We went to there house on thirty-first Street when our house was being repaired.
 - c. We went to their house on Thirty-First Street when our house was being repaired.
 - d. We went to their house on Thirty-first Street when our house was being repaired.

Decide which word contains a capitalization error in each sentence.

10. My dad traveled West to see his sister in Texas.

- a. dad
- b. West
- c. sister
- d. Texas
- e. no error

11. Thirty-first Street was closed Wednesday for renovations on miller Bridge.

- a. Thirty-first Street
- b. Wednesday
- c. miller
- d. Bridge
- e. no error

12. Your sister is registered for both art and biology 101 next semester.

- a. sister
- b. art
- c. biology
- d. no error

13. The houses in southern Greenville were also damaged by the summer storm.

- a. southern
- b. Greenville
- c. summer
- d, no error

14. Did you turn north or south onto the road as you left northern Michigan?

- a. north
- b. south
- c. northern
- d. Michigan
- e. no error

15. Last spring, I took math and history as well as Science 101.

- a. spring
- b. math
- c. history
- d. Science
- e. no error

Capitalization of Calendar Items, Brands and Family Names

Type of Name	Example
months	January, February, March
historical events and periods	the Civil War, the Dark Ages, the Holocaust
special events holidays calendar items	Labor Day, Easter, Flag Day, Veteran's Day
brand names	Frosted Flakes, Campbell's Soup, Doritos, Levis, Polo, Skittles
a word showing a family relationship when the word is used before or in place of a person's name	I wonder if Aunt Julie will bring me a gift. I bought Daddy a new fishing rod.

Do not capitalize the seasons. . . spring, winter, summer, fall are **not** capitalized!

The only exception is when a season is used in the part of a title.

The Spring Festival

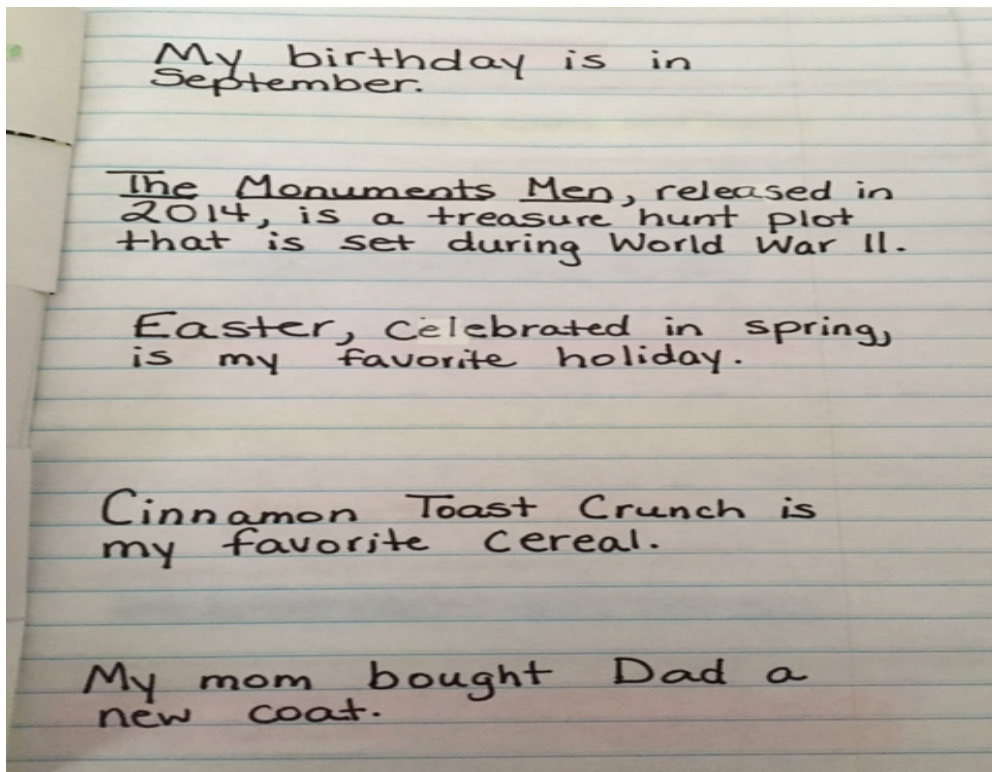
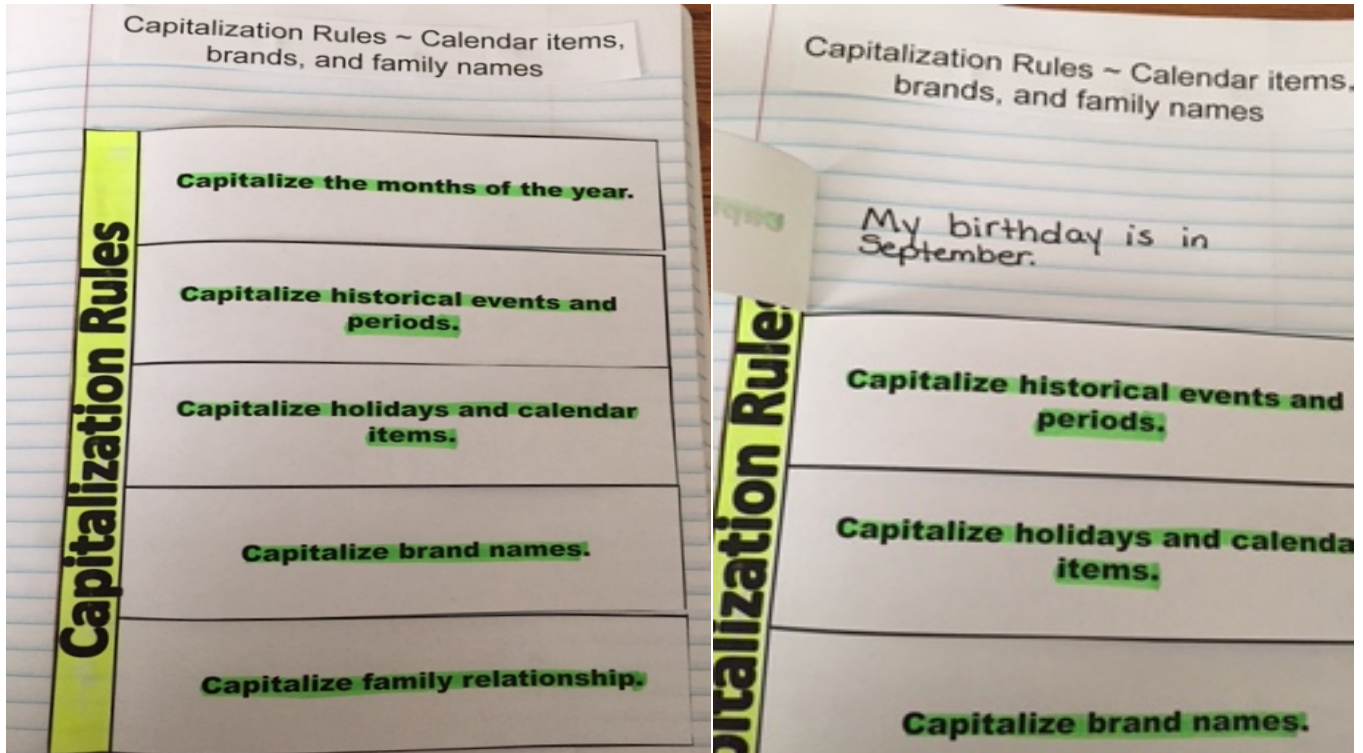
Do not capitalize products in general, only the brand names.

The words cereal, chips, cookies would not be capitalized, but Pops, Pringles, and Oreos would be capitalized.

Do not capitalize a word showing a family relationship when a possessive such as *Faye's* or *his* comes before the word.

Can Faye's sister and his uncle Frank ride together?

Foldable View



Capitalization Rules ~ Calendar Items, Brands, and Family Names

Cut out the shape. Cut the lines only up to the side bar so ten flaps can be lifted. Glue under side bar only. Underneath each flap, write a sentence correctly using that particular capitalization rule.

Capitalization Rules

Capitalize the months of the year.

Capitalize historical events and periods.

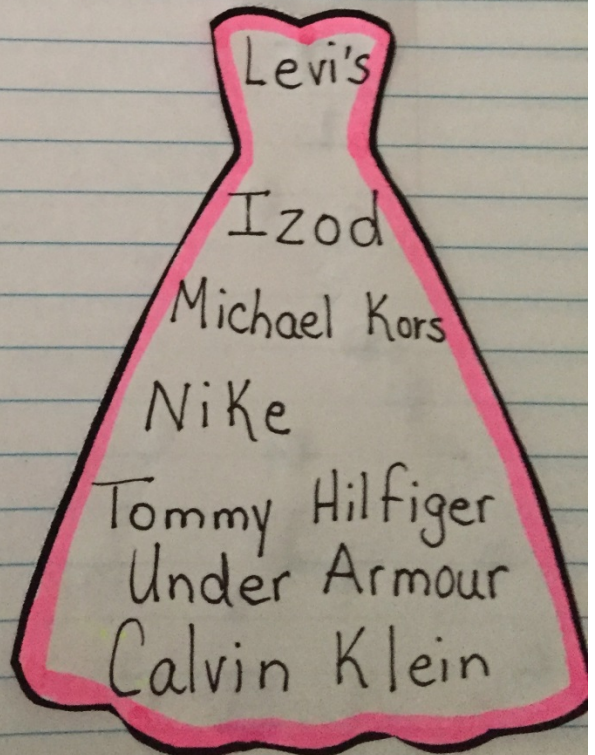
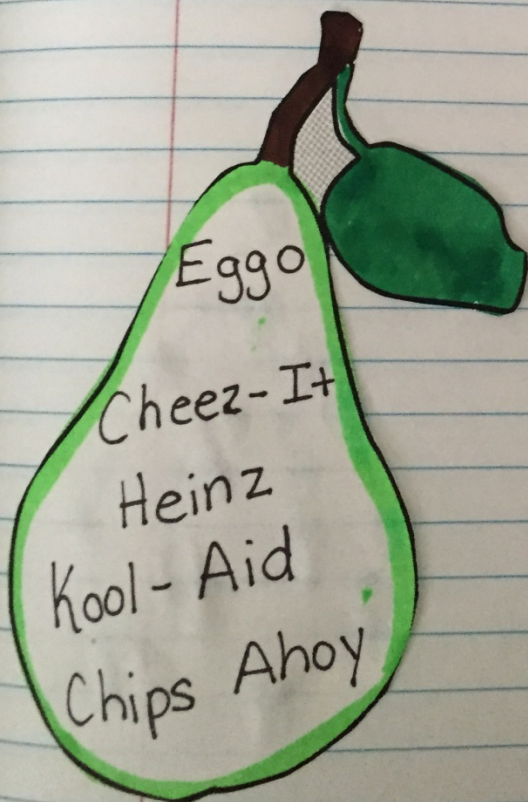
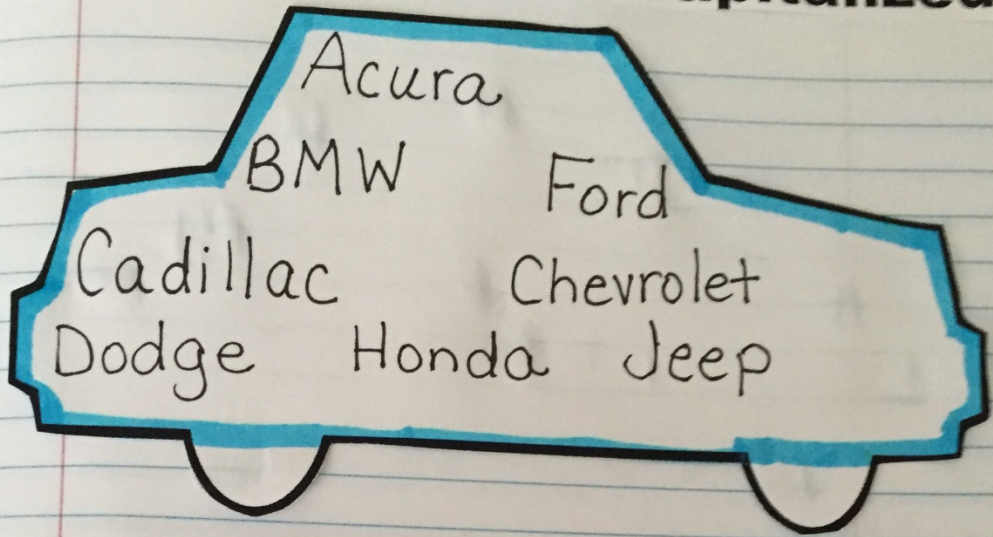
Capitalize holidays and calendar items.

Capitalize brand names.

Capitalize family relationship.

Cut-Out View

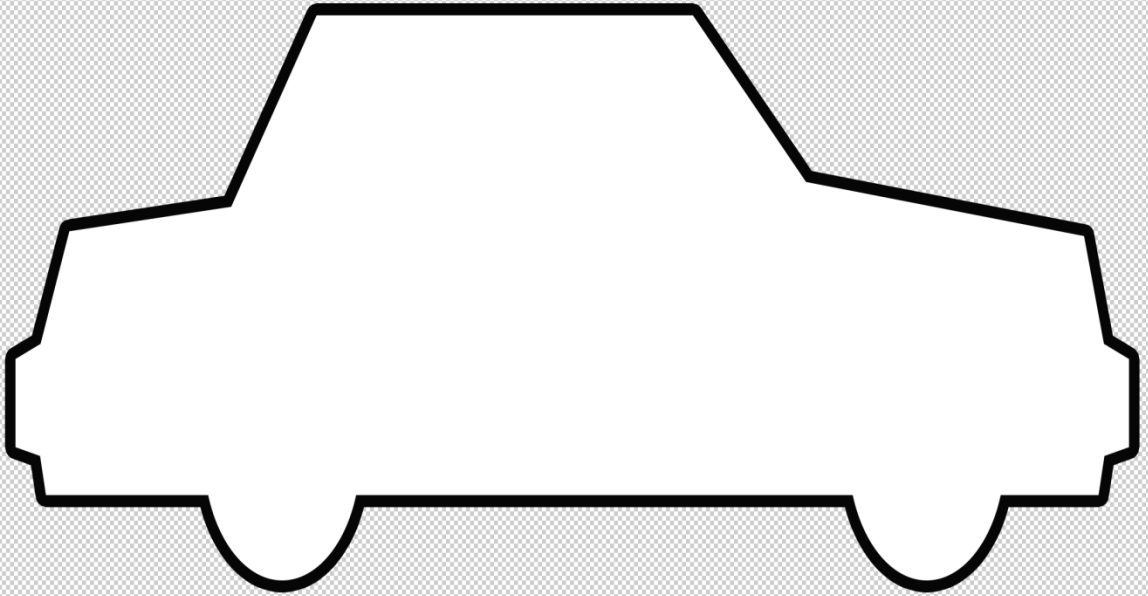
Brand Names Are Capitalized!



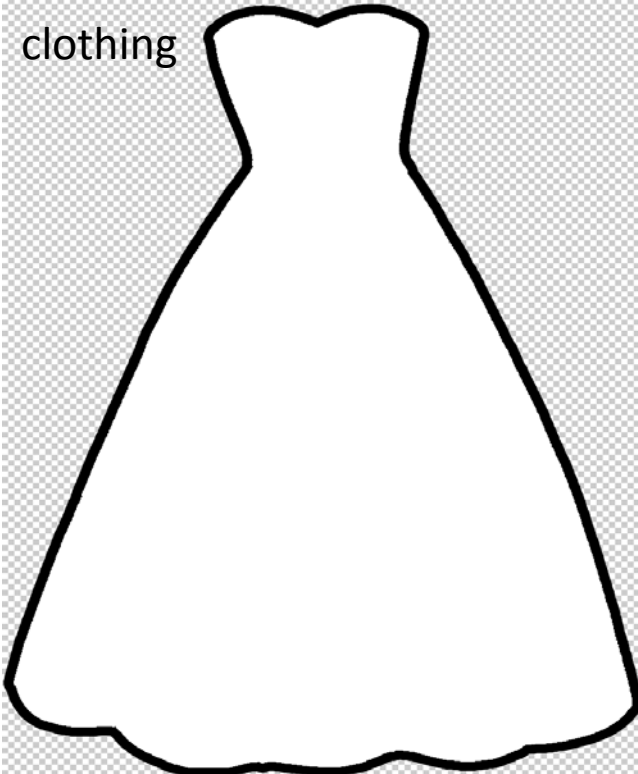
Brand Names Are Capitalized!

Cut out each shape. Inside each shape, write brand names for that category.

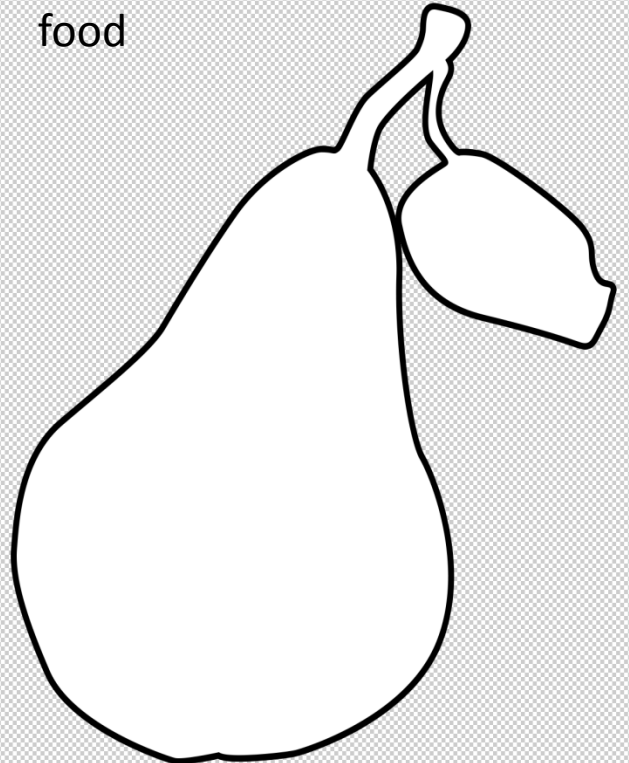
brand names of cars



clothing



food



Capitalization Practice

Directions: For numbers 1 – 10, capitalize the words that need to be capitalized. For numbers 11 and 12, write sentence (s) using the words listed. Be sure to use correct capitalization!

1. my granddad

6. juice

2. fall festival

7. cheerios

3. dr. pepper

8. september

4. the civil war

9. smithfield ham

5. spring

10. turkey

11. breakfast, french toast, orange juice, saturday, aunt, my

12. summer, beach towel, atlantic ocean, coppertone sunscreen

KEY

Directions: For numbers 1 – 10, capitalize the words that need to be capitalized. For numbers 11 and 12, write sentence (s) using the words listed. Be sure to use correct capitalization!

1. my granddad

6. juice

2. **Fall Festival**

7. **Cheerios**

3. **Dr. Pepper**

8. **September**

4. **the Civil War**

9. **Smithfield Ham**

5. spring

10. turkey

11. breakfast, french toast, orange juice, saturday, aunt, my

On Saturdays for breakfast, my aunt cooks French toast and serves orange juice.

12. summer, beach towel, atlantic ocean, coppertone sunscreen

If your summer travels take you to the Atlantic Ocean, be sure to have a beach towel and lots of Coppertone sunscreen.

Capitalization Quiz

Name: _____ Date _____

Directions: Read each sentence. Underline any word that needs to be capitalized.

1. It tastes really good when I put bananas in my frosted flakes.
2. On June 14th each year, flag day is celebrated in the united states.
3. My aunt Rita loves to cook Italian food.
4. In the summer, I love to wear my ray-ban sunglasses.
5. My mom told dad to grill hamburgers on the fourth of july.
6. Every valentine's day, I receive a box of liquorish from my grandmother.
7. The principal of my school called my dad in for a conference.
8. My sister and uncle Ned gave me money for my birthday.
9. I asked mom if I could eat my york peppermint pattie, and she said no.
10. My first car was a toyota corolla.
11. Learning about the civil war in social studies class is interesting.
12. I love to eat cookies and cakes, but my favorite cookie is the oreo!
13. I sent my uncle to the store for pringles and ice cream.
14. Yesterday, I saw aunt Felecia going into Walmart to prepare for
thanksgiving.

Capitalization Quiz

Name: _____ Date _____

Directions: Read each sentence. Underline any word that needs to be capitalized.

1. It tastes really good when I put bananas in my Frosted Flakes.
2. On June 14th each year, Flag Day is celebrated in the united states.
3. My aunt Rita loves to cook Italian food.
4. In the summer, I love to wear my Ray-Ban sunglasses.
5. My mom told dad to grill hamburgers on the Fourth of July.
6. Every Valentine's Day, I receive a box of liquorish from my grandmother.
7. The principal of my school called my dad in for a conference.
8. My sister and Uncle Ned gave me money for my birthday.
9. I asked mom if I could eat my York Peppermint Pattie, and she said no.
10. My first car was a Toyota Corolla.
11. Learning about the Civil War in social studies class is interesting.
12. I love to eat cookies and cakes, but my favorite cookie is the Oreo!
13. I sent my uncle to the store for Pringles and ice cream.
14. Yesterday, I saw Aunt Felecia going into Walmart to prepare for Thanksgiving.

Run-On Sentences

Run-on sentences are sentences that lack punctuation. Many people think run-on sentences are sentences that are way too long, but actually, they can be long or short.

A run-on sentence contains two sentences running together without any punctuation.

Grandpa Gremlin lost his glasses he can't see without them.

There are three ways to correct a run-on sentence.

Make the sentence two separate sentences.

Separate the two sentences with a semicolon.

Separate the two sentences with a comma and conjunction.

Grandpa Gremlin lost his glasses. He can't see without them.

Grandpa Gremlin lost his glasses; he can't see without them.

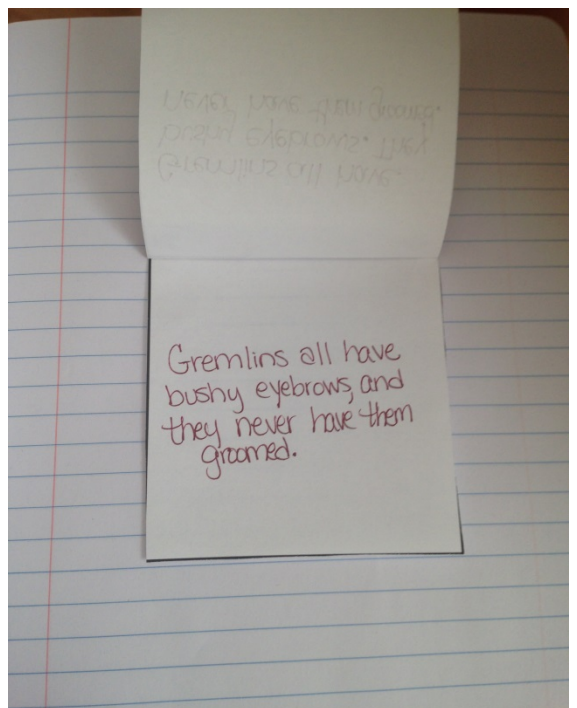
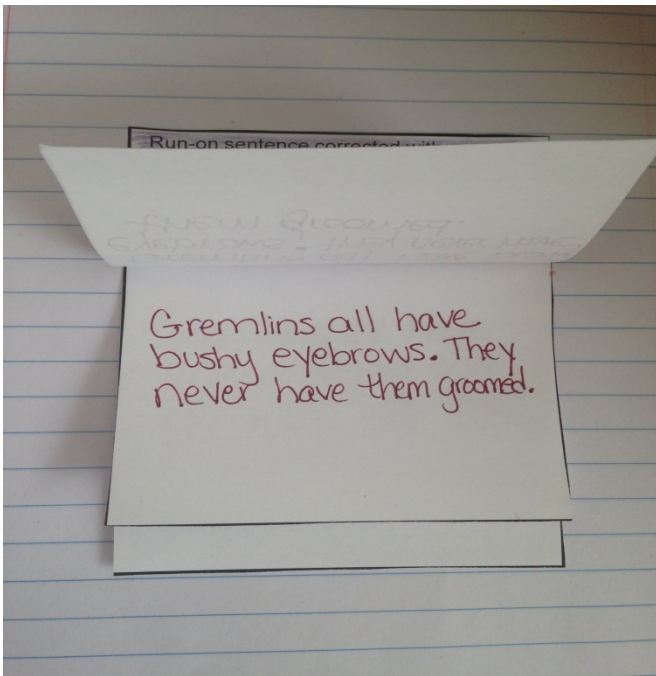
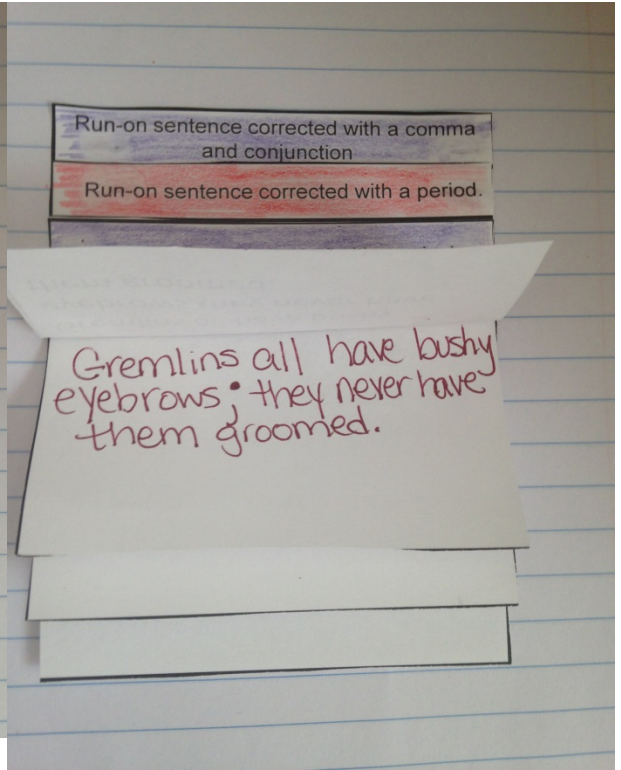
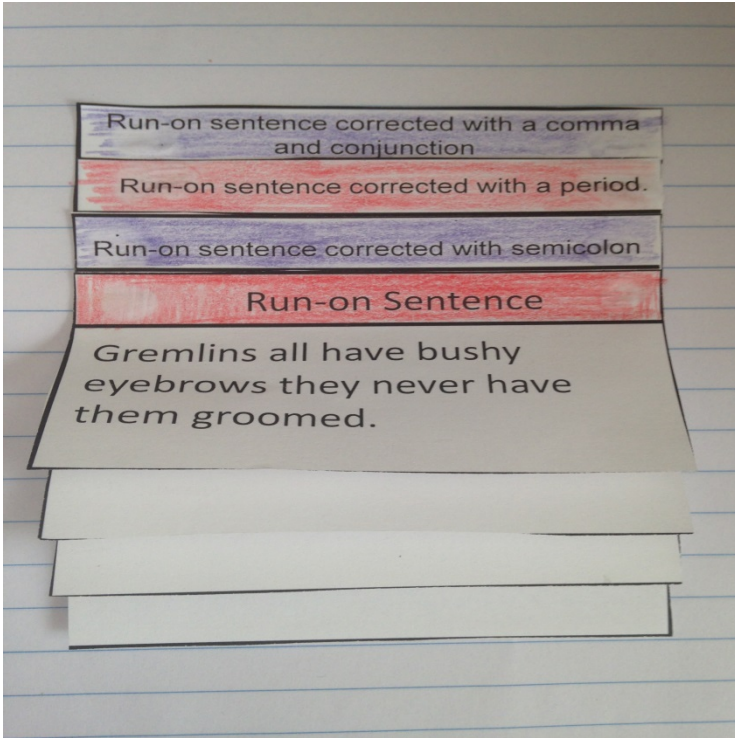
Grandpa Gremlin lost his glasses, and he can't see without them.

Correct the following run-on sentences.

Most gremlins have huge feet this prevents them from falling in small holes.

Gremlins can fit themselves into tiny spaces this is very beneficial to them.

Flapbook View



Run-On Sentences Flapbook

Cut out each box. Glue only under the tabs at the top so each flap can be lifted. Glue biggest box down first, then stack others from biggest to smallest on top. Correct the run-on sentence as the directions state in each box.

Run-on sentence corrected with a comma and conjunction	
--	--

Run-on Sentence	Gremlins all have bushy eyebrows they never have them groomed.
-----------------	--

Run-on sentence corrected with a period	
---	--

Run-on sentence corrected with semicolon	
--	--

Run-On Sentence Practice

Directions: For numbers 1 – 3, rewrite the sentences correctly on the lines.

1. The plain truth was that Gustavo the gremlin and his uncle lived in a small house in a tree there was no room for their large whiskers.

2. What was worse, the whiskers blew about in the wind Uncle Grady would insist on bringing them to the dinner table with him, where they got in the soup.

3. Gustavo was a tidy gremlin, and he objected to whisker soup he was forced to eat his meals outside, which was awkward.

KEY

Correct the following run-on sentences.

Most gremlins have huge feet, so this prevents them from falling in small holes.

Gremlins can fit themselves into tiny spaces ; this is very beneficial to them.

Directions: For numbers 1 – 3, rewrite the sentences correctly on the lines.

1. The plain truth was that Gustavo the gremlin and his uncle lived in a small house in a tree; there was no room for their large whiskers.

2. What was worse, the whiskers blew about in the wind , and Uncle Grady would insist on bringing them to the dinner table with him where they got in the soup.

3. Gustavo was a tidy gremlin, and he objected to whisker soup. He was forced to eat his meals outside which was awkward.

Run-On Sentence Quiz

Name: _____

Date _____

Directions: Read each sentence. If the sentence is a run-on, correct it by adding in the necessary conjunction, punctuation and/or capitalization. You may use a colored pen to help your answer stand out. If the sentence is correct, leave it alone.

1. When it is windy outside, my hair is a mess.
2. Horses are beautiful animals they are also very strong.
3. After taking out the trash, always replace the can with a fresh trash bag.
4. I once had a teacher who talked to her shoelaces she was different than most.
5. Popularity is not what is most important the way you treat others is.
6. If you cannot be kind, you should simply be quiet.
7. When you wish upon a star, blink your eyes five times.
8. I was once told to flush ice cubes down the toilet if I did this, they said it would snow.
9. Homemade ice-cream is best on a hot summer day there is just something about it.
10. Run-on sentences can be tricky, is this one?

Run-On Sentence Quiz

Name: Key _____

Date _____

Directions: Read each sentence. If the sentence is a run-on, correct it by adding in the necessary conjunction, punctuation and/or capitalization. You may use a colored pen to help your answer stand out. If the sentence is correct, leave it alone.

Note: Answers may vary.

1. When it is windy outside, my hair is a mess.
2. Horses are beautiful animals, **and** they are also very strong.
3. After taking out the trash, always replace the can with a fresh trash bag.
4. I once had a teacher who talked to her shoelaces; she was different than most.
5. Popularity is not what is most important; the way you treat others is.
6. If you cannot be kind, you should simply be quiet.
7. When you wish upon a star, blink your eyes five times.
8. I was once told to flush ice cubes down the toilet. **If** I did this, they said it would snow.
9. Homemade ice-cream is best on a hot summer day. **T**here is just something about it.
10. Run-on sentences can be tricky. **Is** this one?

Sentence Fragments

By definition, a fragment is “a piece of something”.

A sentence fragment is a piece of a sentence, but it is not a complete sentence.

A complete sentence must have three things: a subject, a verb, and a complete thought. A fragment lacks one or more of these.

Do not confuse short sentences with fragments. Just because a sentence is short does not make it a fragment.

Gremlins run.

This is a short sentence, but it is not a fragment. It has a subject (gremlins) a verb (run), and it is a complete thought.

Because Gremlins run.

This, however, is a fragment. We are left to wonder *because gremlins run what?* Or, *what happens because gremlins run?*

There is no longer a complete thought.

If you read a sentence that makes you think, “Huh?” you may have a fragment.

You have to be on the watch for fragments because a lot of times, they sound right with surrounding sentences. You must check to make sure every sentence within a paragraph is a complete sentence.

A fragment can usually easily be fixed by attaching words before or after it.

She likes roses. Because they smell so good. Fragment
She likes roses because they smell so good. Corrected

To detect fragments in your writing, try reading your sentences starting at the end of the paragraph. This will make them easier to spot.

A Sentence Is.....

- able to stand alone

- ▲ Complete

- must have at least

- 1 subject and

- 1 predicate (verb)

John | lifted the box.

(S) | (P)

A Sentence Fragment Is...

- unable to stand alone

- ▲ incomplete

- missing

- ▲ subject

- ▲ predicate

- ▲ complete thought

John | x the box

(S) | (P)

x | lifted the box

VS.

Sentence Examples

① Coach Bell was
✓ seen leaving the game when he was needed most.

② Toys of all types
✓ littered the room everywhere.

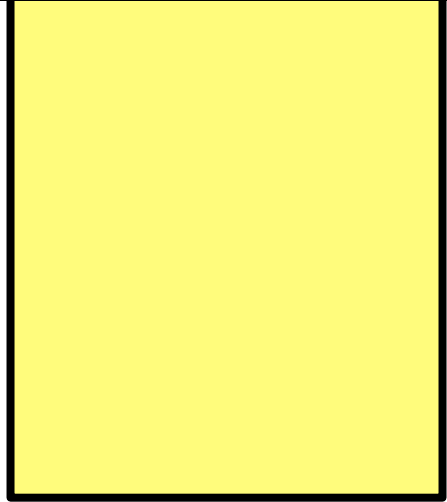
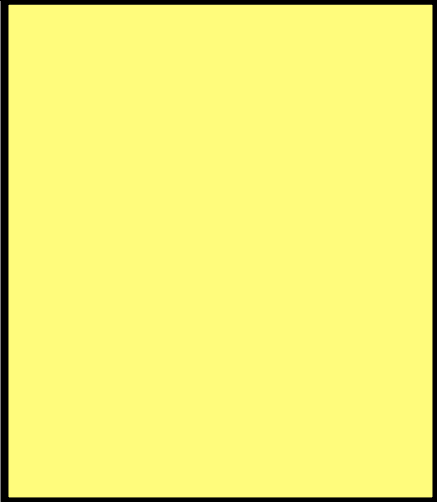
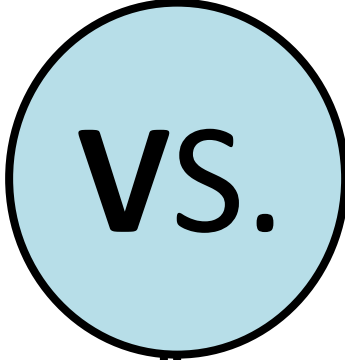
Fragment Examples

① Leaving the game when he was most needed.
x thought

② Toys of all types everywhere.
x predicate

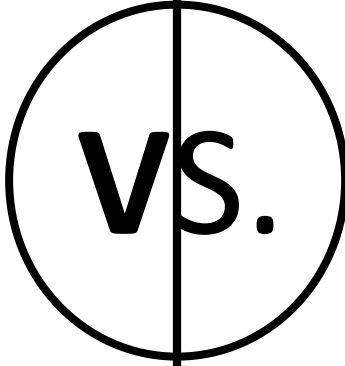
A Sentence Is.....

A Sentence Fragment Is...



A Sentence Is.....

A Sentence Fragment Is...



Empty rectangular box for notes or examples related to "A Sentence Is....."

Empty rectangular box for notes or examples related to "A Sentence Fragment Is..."

Sentence Fragment Practice

Directions: For numbers 1 – 3, rewrite the sentences correctly on the lines.

1. While the gremlin was sitting quietly in the coffee shop.

2. Because he liked his coffee cold.

3. A bug floating in his coffee.

Read the paragraph below. Underline the fragments.

Gremlins love to play softball, but they play in an unusual way.

Instead of a bat. Gremlins use a mop. Their ball is a car sponge.

Now, if you have ever tried to throw a car sponge. You can imagine how hard this would be. However, it works!

KEY

Directions: For numbers 1 – 3, rewrite the sentences correctly on the lines.

1. While the gremlin was sitting quietly in the coffee shop, he was making his weekly To Do List.
2. He needed something to do to kill time because he liked his coffee cold.
3. When it was finally cold enough to enjoy, he was sad to see a bug floating in his coffee.

Read the paragraph below. Underline the fragments.

Gremlins love to play softball, but they play in an unusual way. Instead of a bat. Gremlins use a mop. Their ball is a car sponge. Now, if you have ever tried to throw a car sponge. You can imagine how hard this would be. However, it works!

Sentence Fragment Quiz

Name: _____ Date _____

Directions: Read each sentence. If the sentence is a fragment, write F. If it is a sentence, write S.

1. Warm bagels are delicious. _____
2. But only in the mornings. _____
3. Have you ever experienced a drive-thru car wash? _____
4. She cried. _____
5. After watching the long baseball game on television. _____
6. Go to the lunchroom. _____
7. Under the boardwalk, out by the sea. _____
8. Jumping rope is an excellent exercise. _____
9. I'm hungry. _____
10. Because she said so. _____

Directions: Read the paragraph below. Circle the sentence fragments.

Learning to ride a bike does not have to be hard. The best place to learn is on concrete. If you try to learn on grass or gravel, it will be more difficult.

Because balancing on these surfaces will be harder. Concrete, however, can be unforgiving. If you fall. If it is your first time riding, consider lowering your seat so your feet can touch the ground. This helps a ton!

Sentence Fragment Quiz

Name: _____ Date _____

Directions: Read each sentence. If the sentence is a fragment, write F. If it is a sentence, write S.

1. Warm bagels are delicious. S
2. But only in the mornings. F
3. Have you ever experienced a drive-thru car wash? S
4. She cried. S
5. After watching the long baseball game on television. F
6. Go to the lunchroom. S
7. Under the boardwalk, out by the sea. F
8. Jumping rope is an excellent exercise. S
9. I'm hungry. S
10. Because she said so. F

Directions: Read the paragraph below. Circle the sentence fragments.

Learning to ride a bike does not have to be hard. The best place to learn is on concrete. If you try to learn on grass or gravel, it will be more difficult.

Because balancing on these surfaces will be harder Concrete, however, can be unforgiving. If you fall If it is your first time riding, consider lowering your seat so your feet can touch the ground. This helps a ton!

Who vs. Whom

- Use the word “who” when you are referring to the subject of a clause.
- Use the word “whom” when you are referring to the object of a clause.
- The following is a mnemonic “trick” you can use to help you choose the right one:

Like the word *whom*, the pronoun *him* ends with the letter *M*. When deciding if you should use *who* or *whom*, ask yourself if the answer would sound right as *him* or *he*. If you would answer the question with *him*, use *whom*. If you would answer the question with *he*, use *who*.

If it is not a question, try turning it into a question and then figuring out whether you would answer it with *he* or *him*.

Examples

- **(Who, Whom) should I invite? I should invite him.** Therefore, the answer is whom.
- **(Who, Whom) gave her those roses? He gave her those roses.** Therefore, the answer is who.
- **The girl (who, whom) I love has such a giving heart.** Who has a giving heart? **He has a giving heart.** Therefore, the answer is who.
 - It doesn't matter that this sentence is about a girl. Remember, the “*he* and *him* trick” is just something to help you choose the correct pronoun. 😊 he= who him=whom

Practice (Underline the correct word in each set of parenthesis.)

1. To (who, whom) are you addressing your letter?
2. (Who, Whom) should I vote for?
3. My teacher, (who, whom) is a genius, can explain things well.

Who vs. Whom

Notebook Foldable

Foldable Directions: Cut out each shape. Do not cut the dotted lines. Fold the shape in half so that the words *who* and *whom* are facing up. Glue each box into notebook. Write the definition of each word under the word. Lift each square, and inside, write two sentences using the word.

who

whom

Glue here.

Glue here.

Who Vs. Whom Practice

Directions: For numbers 1 – 5, write the word *who* or *whom* in the blank. For numbers 6-7, write your own sentences.

1. “To _____ would you like to speak?” asked the gremlin.
2. The gremlin was aware that everyone _____ signed up to go on the field trip should arrive one hour early.
3. _____ knew that if he was only one minute left he would be left behind?
4. Do you know _____ he blamed for making him late?
5. His mom admitted that she was the one _____ had to turn around to retrieve something she had left at home.
6. Write one sentence correctly using the word *who*.

7. Write one sentence correctly using the word *whom*.

KEY

Practice (Underline the correct word in each set of parenthesis.)

1. To (who, whom) are you addressing your letter?
2. (Who, Whom) should I vote for?
3. My teacher, (who, whom) is a genius, can explain things well.

Directions: For numbers 1 – 5, write the word *who* or *whom* in the blank. For numbers 6-7, write your own sentences.

1. “To whom would you like to speak?” asked the gremlin.
2. The gremlin was aware that everyone who signed up to go on the field trip should arrive one hour early.
3. Who knew that if he was only one minute left he would be left behind?
4. Do you know whom he blamed for making him late?
5. His mom admitted that she was the one who had to turn around to retrieve something she had left at home.
6. Write one sentence correctly using the word *who*.

Who called my name?

7. Write one sentence correctly using the word *whom*.

With whom are you speaking?

Who vs. Whom Quiz

Name: _____

Directions: Write *who* or *whom* on each line.

1. I might change my mind today about _____ will be first to play games today.
2. Davis, _____ hates beans, said he only wanted corn on his plate.
3. _____ is the last person in line?
4. That gift is for _____?
5. Do you know _____ opened the door for her?
6. He knew very little about the politician with _____ he was to interview?
7. Please do not be one of those people _____ works hard at first then slowly stops.
8. He was aware that he was talking for some of _____ were unable to speak for themselves.
9. Into the cold room darted Alex, _____ never thought to bring a jacket.
10. _____ saw my pencil?
11. I wonder _____ will win the contest.
12. Do you know _____ wrote the novel we are reading in class?
13. I know of a lady _____ says she has never eaten in a restaurant.
14. Billy, _____ Sue likes, made a rude comment.
15. _____ thinks it will rain tomorrow?

Who vs. Whom Quiz

Name: Key

Directions: Write who or whom on each line.

1. I might change my mind today about who will be first to play games today.
2. Davis, who hates beans, said he only wanted corn on his plate.
3. Who is the last person in line?
4. That gift is for Whom?
5. Do you know who opened the door for her?
6. He knew very little about the politician with whom he was to interview?
7. Please do not be one of those people who works hard at first then slowly stops.
8. He was aware that he was talking for some of whom were unable to speak for themselves.
9. Into the cold room darted Alex, who never thought to bring a jacket.
10. Who saw my pencil?
11. I wonder who will win the contest.
12. Do you know who wrote the novel we are reading in class?
13. I know of a lady who says she has never eaten in a restaurant.
14. Billy, whom Sue likes, made a rude comment.
15. Who thinks it will rain tomorrow?

Review for Final Test

It's and its

◦ It's – it is or it has

◦ Its- possessive pronoun

Your and you're

◦ You're – you are

◦ Your – possessive pronoun

To and too

◦ To – expressing motion or direction

◦ Too – also or very

Accept and Except

◦ Accept- to receive

◦ Except- excluding

A lot – Remember it is two words!

Their- possessive pronoun

There – “here”/ “place”

They're – They are

Remember, hide the “something else” to help you decide when to use **I or me**.

Who's – who is or who has

Whose – a possessive pronoun

Remember, **affect** is a verb that means *to change*. **Effect** is an outcome.

R _____
A _____
V _____
E _____
N _____

Punctuating dialogue - Review the rules.

Dessert - yummy treat you eat after dinner.

A **desert** is a place full of cacti.

Principle is NEVER an adjective! If you need an adjective, use **principal**. If you can substitute the word *moral*, use **principle**.

Never use hisself or theirselves! Use **himself and themselves**.

Singular vs. plural pronouns-Use your chart to review!

Loose (adjective) – not tight remember loose goose

Lose (verb) – a loss of or to misplace

Use an **apostrophe** in a contraction to show where a letter is left out.

Use an apostrophe to show possession.

Place the apostrophe before adding an *s* in a singular noun.

Place the apostrophe after the *s* in a plural noun.

Use a **comma when two independent clauses are joined** with a coordinating conjunction.

Semicolon use:

Use a semicolon in place of a period to separate two closely related sentences.

Use a semicolon when there are commas within parts of a series.

Use a semicolon between two sentences that are joined by a coordinating conjunction when the first sentence has a dependent clause.

Colons – use one to follow the salutation (greeting) of a business letter

- to introduce a list of items (avoid use behind a preposition or a verb)
- in time (between the hour and minutes)

Capitalization of school subjects / geographical terms – Review the chart/handout!

Capitalization of calendar items, brands, and family names – Review chart/handout!

There are three ways to correct a run-on sentence.

Make the sentence two separate sentences.

Separate the two sentences with a semicolon.

Separate the two sentences with a comma and conjunction.

A complete sentence must have three things: a subject, a verb, and a complete thought. A fragment lacks one or more of these. Fix the following fragment.

Running quickly out of breath.

Who vs. Whom trick – Use *who* when the answer is *he*. Use *whom* when the answer is *him*.

Final Test

Name: _____

A. Decide which word completes each sentence correctly.

- _____ should I invite to the school dance?
a. Who b. Whom
- Students _____ homework is not complete usually do not do as well on tests.
a. whose b. who's
- Football players keep _____ cleats in lockers.
a. their b. they're c. there
- The mouse went _____ the trap and was captured! Yay!
a. to b. too c. two
- _____ depending on her _____ much!
a. Their, to b. They're, to c. There, to
d. Their, too e. They're, too
- My _____ concern is that _____ grades improve .
a. principal, you're b. principal, your
c. principle, your d. principle, you're
- _____ does he plan on asking to go _____ the game with him.
a. Who, to b. Whom, to
c. Whom, too d. Who, too
- I cannot _____ your invitation. Please _____ my apology.
a. accept, accept b. except, except
c. accept, except d. except, accept
- _____ too hard for you to be quiet so you need _____ sit at silent lunch today.
a. It's , to b. It's, too c. Its, too d. Its, to
- Meg, _____ loves to watch football, goes _____ every single home game.
a. who, to b. who, too
c. whom, to d. whom, too

B. Read each passage and answer the questions that follow.

(1)The moon shone brightly, and the white pebble stones which lay before the cottage door glistened like new silver money. (2) The boy whom was very brave approached the cottage boldly. (3) He knocked on the door, and to his surprise, it opened. (4) Without anyone inside to greet him. (5) He stepped inside the door. (6) “Whom are you here to see?” boomed a loud voice.

11. Look at sentence number one. Is the comma used correctly or incorrectly in that sentence?

- a. The comma is used correctly b. The comma is used incorrectly.

12. Look at sentence two. Is the pronoun *whom* correct or incorrect?

- a. correct b. incorrect

13. What is the best way to edit sentence 3?

- a. He knocked on the door and to his surprise, it opened.
b. He knocked on the door, and too his surprise, it opened.
c. He knocked on the door; and to his surprise, it opened.
d. Correct as it is

14. Which of the following sentences from the passage is a fragment?

- a. sentence 1
b. sentence 2
c. sentence 4
d. sentence 5

15. Look at sentence six. Is the pronoun *whom* correct or incorrect?

- a. correct b. incorrect

C. Read each of the following sentences. If the underlined word is used correctly, choose *correct*. If it is wrong, choose *incorrect*.

16. The principal reason for exercising is to be healthy.

- a. correct b. incorrect

17. Harmful sun rays can affect your skin in a short amount of time.

- a. correct b. incorrect

18. I cannot except the fact that you are leaving soon.

- a. correct b. incorrect

19. Kerri's dog needs shots.

- a. correct b. incorrect

20. Make sure you do not lose your study guide.

- a. correct b. incorrect

Final Test

Name: key

A. Decide which word completes each sentence correctly.

- _____ should I invite to the school dance?
a. Who b. Whom
- Students _____ homework is not complete usually do not do as well on tests.
a. whose b. who's
- Football players keep _____ cleats in lockers.
a. their b. they're c. there
- The mouse went _____ the trap and was captured! Yay!
a. to b. too c. two
- _____ depending on her _____ much!
a. Their, to b. They're, to c. There, to
d. Their, too e. They're, too
- My _____ concern is that _____ grades improve .
a. principal, you're b. principal, your
c. principle, your d. principle, you're
- _____ does he plan on asking to go _____ the game with him.
a. Who, to b. Whom, to
c. Whom, too d. Who, too
- I cannot _____ your invitation. Please _____ my apology.
a. accept, accept b. except, except
c. accept, except d. except, accept
- _____ too hard for you to be quiet so you need _____ sit at silent lunch today.
a. It's, to b. It's, too c. Its, too d. Its, to
- Meg, _____ loves to watch football, goes _____ every single home game.
a. who, to b. who, too
c. whom, to d. whom, too

B. Read each passage and answer the questions that follow.

(1)The moon shone brightly, and the white pebble stones which lay before the cottage door glistened like new silver money. (2) The boy whom was very brave approached the cottage boldly. (3) He knocked on the door, and to his surprise, it opened. (4) Without anyone inside to greet him. (5) He stepped inside the door. (6) “Whom are you here to see?” boomed a loud voice.

11. Look at sentence number one. Is the comma used correctly or incorrectly in that sentence?

- a. The comma is used correctly b. The comma is used incorrectly.

12. Look at sentence two. Is the pronoun *whom* correct or incorrect?

- a. correct b. incorrect

13. What is the best way to edit sentence 3?

- a. He knocked on the door and to his surprise, it opened.
b. He knocked on the door, and too his surprise, it opened.
c. He knocked on the door; and to his surprise, it opened.

d. Correct as it is

14. Which of the following sentences from the passage is a fragment?

- a. sentence 1
b. sentence 2
c. sentence 4
d. sentence 5

15. Look at sentence six. Is the pronoun *whom* correct or incorrect?

- a. correct b. incorrect

C. Read each of the following sentences. If the underlined word is used correctly, choose *correct*. If it is wrong, choose *incorrect*.

16. The principal reason for exercising is to be healthy.

- a. correct b. incorrect

17. Harmful sun rays can affect your skin in a short amount of time.

- a. correct b. incorrect

18. I cannot except the fact that you are leaving soon.

- a. correct b. incorrect

19. Kerri's dog needs shots.

- a. correct b. incorrect

20. Make sure you do not lose your study guide.

- a. correct b. incorrect

Rubric One

Gremlins It's vs. Its – Principal vs. Principle

Name: _____

Date: _____

Criteria	Possible Points	Points Earned
<ul style="list-style-type: none">• All instruction pages are in place.• Each page has all practice sentences completed.	25	
All foldables and/or cut-outs are completed.	50	
All practice pages are complete and correct.	25	
TOTAL	100	

Rubric One

Gremlins Desert/Dessert – Who/Whom

Name: _____

Date: _____

Criteria	Possible Points	Points Earned
<ul style="list-style-type: none">• All instruction pages are in place.• Each page has all practice sentences completed.	25	
All foldables and/or cut-outs are completed.	50	
All practice pages are complete and correct.	25	
TOTAL	100	

If you enjoyed this teaching unit, visit our website:

www.elacoreplans.com

We have tons of resources for ELA teachers including [novel units](#), [short story lessons](#), [writing activities](#), and [Common-Core bell ringer activities](#). You can print free samples from all of these online teaching materials!

Happy Teaching! 😊

ELA Core Plans

S&T Publications, LLC