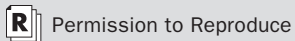


# Language Arts Warm-Ups

# Grammar and Spelling



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# Language Arts Warm-Ups

## INTRODUCTION

*Language Arts Warm-Ups: Grammar and Spelling* is designed to provide quick practice and review opportunities for students with learning differences. The clear and simple explanations and practice activities are written at a low reading level, making them appropriate for students in upper elementary school, middle school, and high school.

Each reproducible page covers only one topic so that students who are already struggling will not be overwhelmed. For each topic introduced, an explanation, examples, and practice activities are provided. When completing an activity, students will identify grammatical elements within sentences as well as write words and sentences using grammar and spelling rules correctly.

It is suggested that students keep all their completed activities in a folder labeled “Grammar and Spelling Warm-Ups.” This will allow students to easily refer to the activities when working on future warm-ups and when completing

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other supplemental activities. Although these warm-ups are designed to supplement your existing grammar and spelling instruction, they can also stand alone because clear explanations are provided on each page.

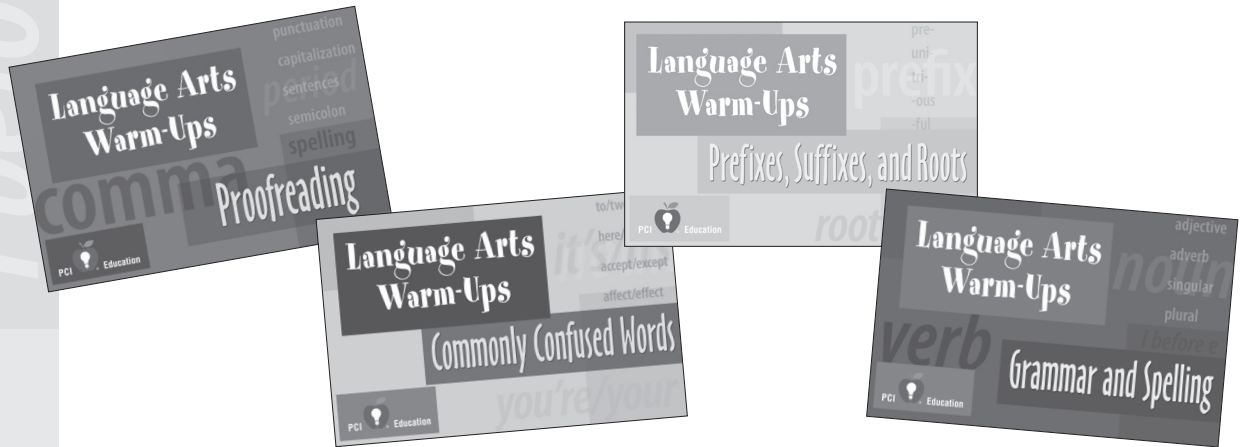
*Language Arts Warm-Ups: Grammar and Spelling* is a comprehensive compilation of 180 grammar and spelling activities, one for each day of the school year. The warm-ups cover basic spelling rules, capitalization, punctuation, and the major parts of speech.

*Language Arts Warm-Ups: Grammar and Spelling* provides repeated daily practice in grammar and spelling, which will also improve students' writing skills. These warm-ups can be used at any time for a variety of purposes. Use them as warm-ups, mini-lessons, review activities, “tickets out” to allow students to leave the classroom, or quick homework assignments. For your convenience, an answer key is provided for all of the warm-up activities.

# Language Arts Warm-Ups

## THE LANGUAGE ARTS WARM-UPS SERIES

There are currently four books in the *Language Arts Warm-Ups* series. Each book includes 180 pages of practice activities.



Grammar and Spelling

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adjective

adverb

singular

plural

## TWO SECTIONS

This book is divided into two sections. The first section contains 180 activities about grammar and spelling. The second section is the answer key, which includes solutions for all of the activities. For some pages, the answer key will say, “Answers will vary.”

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**Sentences**

A **sentence** is a group of words that expresses a complete thought. It has a **subject** and a **predicate**. Every sentence begins with a **capital letter** and ends with a **period**, **question mark**, or **exclamation point**. *The African elephant is my favorite animal on the zoo. Did you feed the ducks? Wow, that lion is huge!*

**Directions:** Make **sentences** by adding words and proper punctuation to the groups of words below. Write the sentences on the lines.

1. my blue bike \_\_\_\_\_
2. ran extremely fast \_\_\_\_\_
3. Joe and Larry \_\_\_\_\_
4. before you catch a cold \_\_\_\_\_
5. going to Colorado \_\_\_\_\_

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**Answer Key**

**Page 1**  
Answers will vary.

**Page 2**  
1. b The family picture fell off the wall.  
2. b The new mother sang a relaxing song.  
3. b The school bus traveled slowly.

**Page 3**  
Answers will vary.

**Page 4**  
1. declarative 2. interrogative  
3. interrogative 4. declarative  
5. interrogative

**Page 5**  
1. exclamatory 2. imperative 3. exclamatory  
4. imperative 5. exclamatory

**Page 6**  
1. Yikes, that movie scared me!  
2. What was your favorite scene?  
3. I liked the ending best.  
4. Yuck, I thought that part was disgusting!

**Page 7**  
1. Let me look at that menu.  
2. What are you going to order?  
3. Yum, I love chicken fried steak!  
4. Call the waiter over to our table, please.

**Page 8**  
Answers will vary.

**Page 9**  
1. subject 2. predicate 3. predicate  
4. subject 5. predicate

**Page 10**  
1. (The clouds with bright red hair) blow  
across  
2. (A man in a shiny yellow suit) rode a bike  
on the light road.  
3. (Several people) ran around the ring.  
4. (My favorite performer) was the lion tamer.  
5. (The circus) is a fun place to visit.

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## OBJECTIVES

After students complete the various activities in *Language Arts Warm-Ups: Grammar and Spelling*, they will be able to:

- identify parts of speech
- recognize, write, and rewrite complete sentences
- learn basic usage rules for capitalization, punctuation, and abbreviations
- identify and use synonyms, antonyms, and similes
- write business and friendly letters
- learn spelling rules for contractions, compound words, irregular verbs, plural nouns, and words with common endings
- learn spelling rules for various vowel patterns, words with silent letters, and words that do not follow regular rules
- identify the correct spellings and meanings of commonly confused words

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## RESEARCH AND STANDARDS

Research has shown that segmentation, or “breaking down a task,” is an effective method to use when teaching students with learning differences. Students with special needs cannot process large amounts of information at one time. However, according to Russell Gersten, presenting small segments of information and then immediately applying that information has been proven to be a successful teaching method (1999). The activities in the *Language Arts Warm-Ups* series do just that. They present small, sequenced bits of instruction with ample opportunities for practice. These pages are excellent supplements for any language arts program designed to help students sharpen their writing skills. In a report prepared for the National Center for Learning Disabilities, it was pointed out that “teaching skills such as spelling and punctuation in conjunction with skills such as organization, text structure, and revision techniques” helps students become better writers (1999).

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Regarding spelling, studies show that students with learning differences should be taught “specific spelling strategies for various word types” to improve comprehension and performance (2000). *Language Arts Warm-Ups: Grammar and Spelling*, spelling strategies are discussed for words that are homonyms and homophones or are confusing for various other reasons. Specific, developmentally appropriate and focused practice is provided for each rule so that students can easily apply the spelling or writing skill.

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Darch, C., et. al. (2000). “The Strategic Spelling Skills of Students With Learning Disabilities: The Results of Two Studies.” *Journal of Instructional Psychology*, 27.1: 15–27.

Gersten, R. (May 1999). “Teaching Expressive Writing to Students With Learning Disabilities.” *Keys to Successful Learning Summit*, Washington, D.C.

Swanson, H. (May 1999). “National Center for Learning Disabilities Intervention Research for Adolescents With Learning Disabilities: A Meta-Analysis of Outcomes Related to High-Order Processing.” *Keys to Successful Learning Summit*, Washington, D.C.

## Sentences

A **sentence** is a group of words that expresses a complete thought. It has a subject and a predicate. Every sentence begins with a capital letter and ends with a period, question mark, or exclamation point. (*The last day in August was the hottest. Are you hungry? Pizza is the best-tasting food in the world!*)

**Directions:** Make **sentences** by adding words and proper punctuation to the groups of words below. Write the sentences on the lines.

1. My blue bike

---

2. ran extremely fast

---

3. Joe and Larry

---

4. before you catch a cold

---

5. going to Colorado

---

adjective

adverb

singular

plural

adjective

adverb

singular

plural

## Complete Sentences

A **sentence** is a group of words that expresses a complete thought. It has a subject and a predicate. Every sentence begins with a capital letter and ends with a period, question mark, or exclamation point. (*The African elephant is my favorite animal at the zoo. Did you feed the ducks? Wow, that lion is huge!*)

**Directions:** Choose the group of words that will complete each **sentence** below. Write the sentences on the lines.

1. \_\_\_\_\_ fell off the wall.

- a. The family picture      b. Running down

---

2. \_\_\_\_\_ sang a relaxing song.

- a. Is she      b. The new mother

---

3. The school bus \_\_\_\_\_.

- a. how are you      b. traveled slowly

---

adjective

adverb

singular

plural

## Writing Sentences

A **sentence** is a group of words that expresses a complete thought. It has a subject and a predicate. Every sentence begins with a capital letter and ends with a period, question mark, or exclamation point. (*The African elephant is my favorite animal at the zoo. Did you feed the ducks? Wow, that lion is huge!*)

**Directions:** Write five **sentences** about your classroom or your bedroom on the lines below.

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