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Capitalization, Punctuation & Spelling

BY KAREN KELLAHER



SCHOLASTIC
PROFESSIONAL BOOKS

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*To my brother,
Joseph Burns, Jr.*



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Introduction

Writing Skills Made Fun: About the Series

As a writer and editor in the field of educational publishing, I frequently talk with language-arts teachers about the kinds of tools they need most. I also spend a lot of time browsing in bookstores and paging through teacher catalogs, checking out what is currently available. One thing I noticed over the past several years is that when it came to nitty-gritty writing skills, second- and third-grade teachers' needs were simply not being met. Sure, there were plenty of grammar and writing resources available to teachers of grades 5, 6, and above. But I saw very little quality material that was just right for the early elementary grades. I wrote this series to fill that "grammar gap"—and to assist you in your all-important mission of teaching the rules of writing.

As you are well aware, your job is cut out for you. According to state and national standards, by the time students enter the second grade, they are expected to know and understand the basic rules of English grammar, and to consistently apply those rules to their own writing. Just take a look at some of the standards nationwide:

- * **CALIFORNIA:** Second graders must be able to distinguish complete and incomplete sentences, use commas and quotation marks, and know when to capitalize letters. Third-graders in the Golden State must be able to use all four types of sentences, identify subjects and verbs, understand agreement and verb tenses, and identify and use all parts of speech.
- * **ILLINOIS:** By the third grade, students should be able to construct complete sentences that demonstrate subject-verb agreement, use punctuation and capitalization properly, know and use the parts of speech, and demonstrate focus and organization when writing paragraphs.
- * **TEXAS:** State standards dictate that by grade 3, "Students will recognize and demonstrate appropriate use of standard English: usage, mechanics, spelling, and sentence structure."

As you know, with tough standards come tough tests. Almost all of the major standardized tests for third-graders include sections on usage and mechanics. And many tests include open-ended writing sections in which students must demonstrate that they know how to write using the basic rules of grammar.

This book series, *Writing Skills Made Fun* is one way to help you meet these curriculum demands and make grammar and writing fun. The series includes three books: *Capitalization, Punctuation & Spelling*; *Parts of Speech*; and *Sentences & Paragraphs*.



Capitalization, Punctuation, and Spelling

Teaching students to capitalize, punctuate, and spell properly is one of the most important tasks you face in teaching writing. These skills are essential to effective written communication because they make the reader's job easier. Students who do not master these skills will never write a winning essay, a reader-friendly letter, or a strong business memo. It will not matter that the writers have brilliant ideas or outstanding stories to share: Their ideas will never be conveyed effectively. On the other hand, students who do master punctuation, capitalization, and spelling will have some of the tools they need to execute clear and effective writing in any arena.

In the second and third grades, your students have probably already begun to sense how much fun writing can be. It's important to keep that excitement alive by including a variety of enjoyable writing projects in your curriculum. Invite students to write adventure stories, lists, recipes, jokes, reports, book reviews, and more. In some cases, you may decide that students need not punctuate and spell correctly on a first draft of a story or in a journal entry that only they will read. That's perfectly appropriate. However, it is very important to emphasize that proper punctuation, capitalization, and spelling must be used when publishing or sharing one's writing. Whether the final draft will be printed in the school newspaper, displayed on the bulletin board, or handed in to you, it should be polished and grammatically correct.

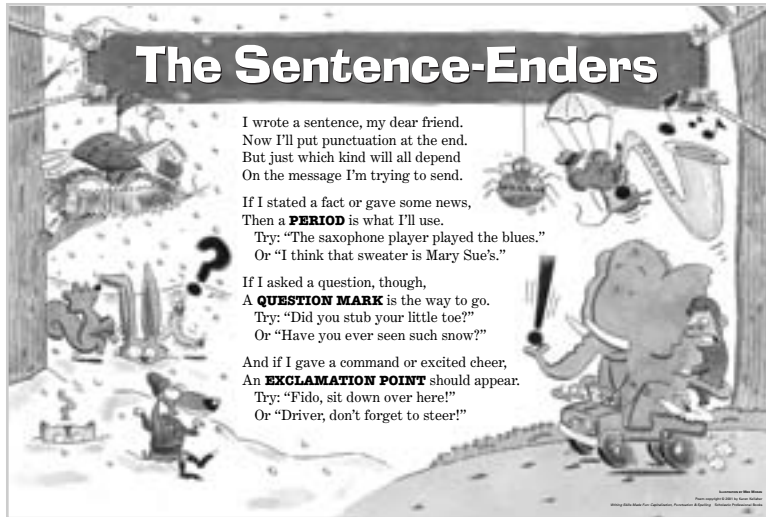
In this book you'll find dozens of activities to help you teach punctuation, capitalization, and spelling. The activities are interactive and age-appropriate—not the endless drill sheets you may remember from your own school days. From The Comma-Cupboard Game to the Homophone-Hunt Crossword Puzzle, the lessons are sure to please both you and your students.

You can use the activities and mini-lessons in any order you like. Check the label at the top of each lesson to see which major concepts are being explored. Other teaching tips follow:

- * Distribute copies of the grammar Workshop pages (found at the beginning of each chapter) for students to refer to as they complete the activities in this book. Students can bind these pages together and add a cover to make a handy mini grammar reference book.
- * Have students work on some of the activities in collaborative groups. Students will learn from and build on one another's ideas.
- * Use the poem lesson on page 6 as the centerpiece of an exciting bulletin board or learning corner.
- * Provide opportunities for students to share their work with classmates, parents, and others. For example, after you've made the How Does It End? Lift-the-Flap Book, encourage students to show it off at home. (Include a note explaining the purpose of the book.) Or organize a skit based on Apostrophe, the Letter-Eating Elf Mini-Book and perform it for another class.



Teaching With the Poem: “The Sentence-Enders”



One of the most fundamental grammar skills is punctuation—knowing when to use periods, question marks, and exclamation points. Put this information right at students’ fingertips by displaying this poem. It features an original rhyme called “The Sentence-Enders.” The rhyme’s memorable lyrics and beat will help students learn to punctuate like pros!

Display the poem in a central area of your classroom. Recite it several times together, and then explore the poem with your class. Point out that the second half of each stanza (except for stanza 1) provides an example of the punctuation mark. Invite students to come up with other examples of sentences that use periods, question marks, and exclamation

points. Write them on the board or on chart paper.

To make the most of the poem, give students individual copies (see page 7). If you’re using the two companion books in this series (*Parts of Speech* and *Sentences & Paragraphs*), distribute copies of the poems in those books as well. Have students make a grammar poem book by binding the poems together and adding a cover.

Once students have mastered the three sentence-enders, invite them to write poems of their own about other grammar rules. Possible topics include commas, quotation marks, commonly misspelled words, and capitalization. Students can use the poem as a model or try their hand at a different form of poetry, such as haiku or blank verse. A haiku is a three-line poem, the first line of which has five syllables, the second line has seven syllables, and the third line has five syllables. Blank verse, or free verse, does not rhyme. Students can also create an acrostic that uses the letters of a grammar-related word. For example, the acrostic at right utilizes words that require capital letters.

Cincinnati
August
Peter Pan
India
Thanksgiving
Auntie Ann
Lulu Leopold
Superman

The Sentence-Enders

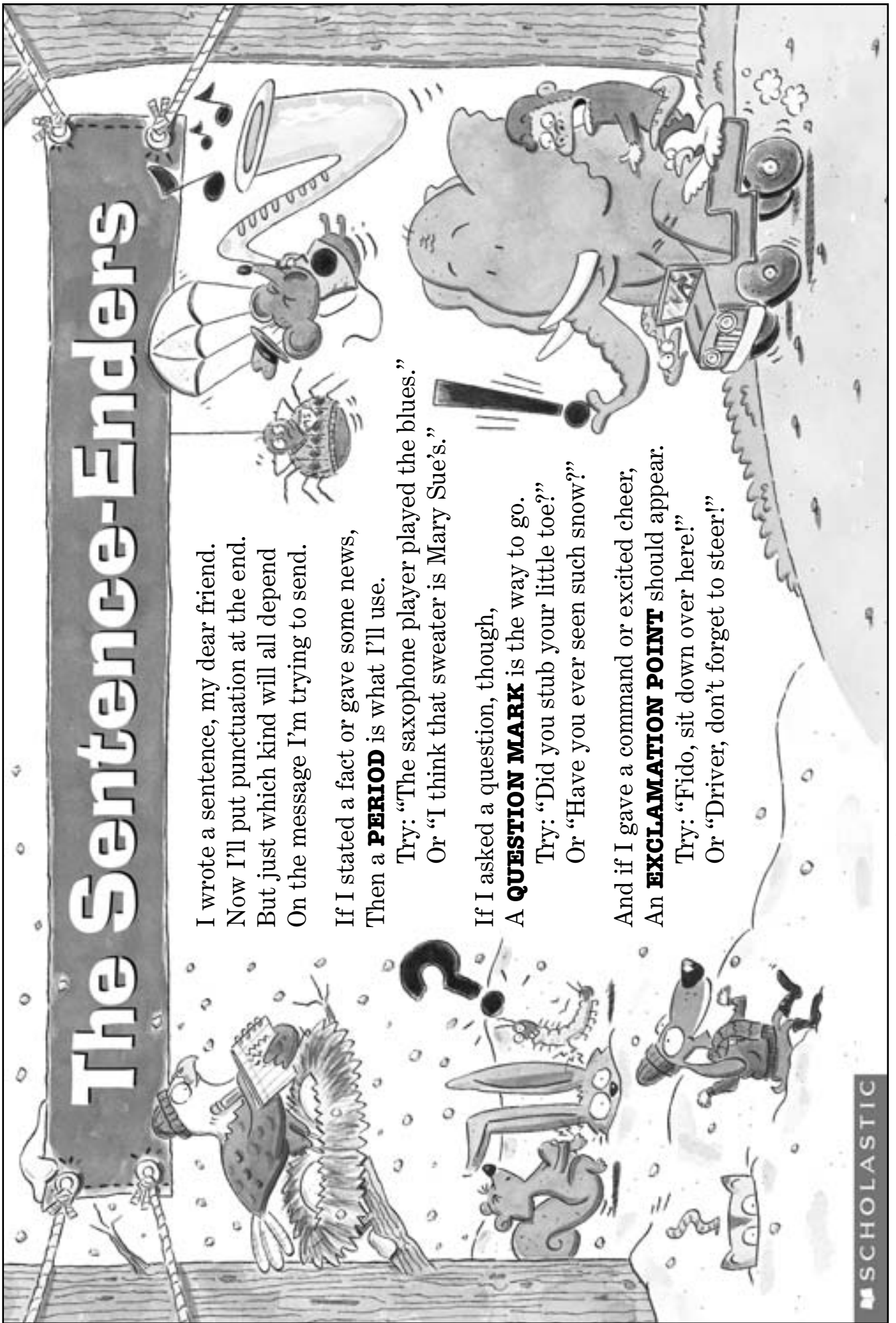
I wrote a sentence, my dear friend.
 Now I'll put punctuation at the end.
 But just which kind will all depend
 On the message I'm trying to send.

If I stated a fact or gave some news,
 Then a **PERIOD** is what I'll use.

Try: "The saxophone player played the blues."
 Or "I think that sweater is Mary Sue's."

If I asked a question, though,
 A **QUESTION MARK** is the way to go.
 Try: "Did you stub your little toe?"
 Or "Have you ever seen such snow?"

And if I gave a command or excited cheer,
 An **EXCLAMATION POINT** should appear.
 Try: "Fido, sit down over here!"
 Or "Driver, don't forget to steer!"



Capitalization Workshop

Writers use capital letters for a variety of purposes:

* To start a sentence:

Dennis has a baby brother.
We met at camp.

* To start proper nouns:

America, July, Lucy

* To start adjectives that are formed from proper nouns:

the American flag, a Victorian home, Chinese food

* For the personal pronoun "I":

Stella said I could come over after school.
Jake is hungry but I am not.

* To begin and close a friendly letter:

Dear Hannah,
Sincerely yours, Love,

* For many acronyms, abbreviations, and official titles:

UN (United Nations), TV (television), Mrs., Mr., Dr.,
General Ulysses S. Grant



Capitalization Activities

Capital Caps

Make your unit on capitalization a memorable one by tying it to a favorite article of clothing—baseball caps! This activity is a wonderful way to remind students to use capital letters for proper nouns. It's especially helpful for kinesthetic, hands-on learners.

The day before you plan to introduce capitals, tell children that they may bring in a baseball cap (or another type of cap/hat) to wear the next day. If your school has a strict dress code or uniform policy, get permission from your principal first. If wearing real caps is not a possibility, or if students forget their caps, make simple newspaper hats (see instructions, right).

On the day of the lesson, have students put their caps on their desks. Explain that you are going to write a word on the board. If the word needs a capital letter, students should put their caps on their heads. If the word does not need a capital, students should not put on their caps.

Begin writing nouns on the board. When students put their caps on, ask them where the capital belongs, and rewrite the word according to their instructions. Erase the word after each round to avoid confusion. Some suggestions for proper nouns include:

students' first names
students' last names
your school name
your town name
your state name

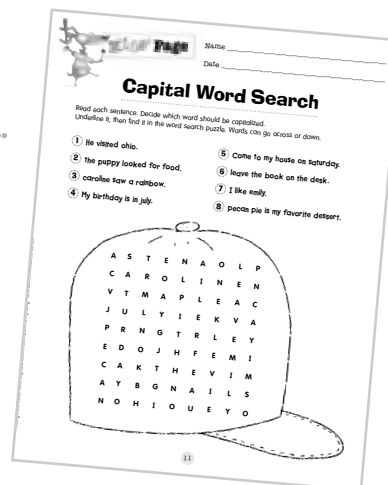
your principal's name
a local street name
a local store name
your class pet name
the pronoun "I"

Be sure to write plenty of common nouns as well, so students learn that not all nouns need to be capitalized.

Capital Word Search

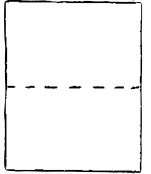
(Use with Kids' Page 11.)

This word search puzzle provides an enjoyable follow-up to the "cap" activity (an excellent way to help kids refocus after such an energizing physical activity!). Instruct students to read the eight sentences and underline the words that are missing capitals. Then have students search for the answers in the cap-shaped puzzle.



Make a Newspaper Hat

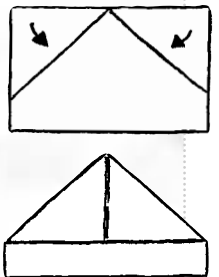
1 Place a rectangular sheet of newspaper in front of you.



2 Bring the top of the sheet down to fold the newspaper in half.



3 Bring the two opposite corners of the folded side down, forming a triangle.



You will still see a rectangular edge at the bottom.

4 Roll up the edges on each side of the hat, forming a brim.



5 Open the hat.





Name _____
Date _____

Look for Capital Clues!

The people in our group are: _____

The book we read is _____

We found _____ capital letters in the story.

Find three words in the story that use capital letters. Copy each word and the sentence it is in.

1. Word: _____
Sentence: _____
The author used a capital letter because _____

2. Word: _____
Sentence: _____
The author used a capital letter because _____

3. Word: _____
Sentence: _____
The author used a capital letter because _____

Look for Capital Clues! (Use with Kids' Page 12.)

Help students learn about capitalization in context—by checking to see when “real,” or published, writers use capitals. This activity can be done with any children’s picture book, but those with at least a handful of proper nouns are best. The following are some suggestions:

- Chrysanthemum* by Kevin Henkes
- Madeline* by Ludwig Bemelmans
- Lyle, Lyle, Crocodile* by Bernard Waber
- Cloudy With a Chance of Meatballs* by Judi Barrett
- Make Way for Ducklings* by Robert McCloskey

To launch the activity, divide the class into small groups and let each group select a picture book that you’ve previously read aloud in class. Have each group read its story again, this time looking for examples of capitalization. Distribute the reproducible, and ask students to record their findings on the sheet. Then invite groups to take turns sharing with the class ways in which capitals were used in the book they examined.

Color-the-Capitals Riddle Game (Use with Kids' Page 13.)

In this activity, students distinguish between sentences that are capitalized properly and those that are not. Answering the questions correctly will lead students to a fun color-by-numbers surprise.

Before distributing the reproducible, review the rules for capitalization. In this case students will need to remember that the first word of a sentence, a proper noun, and the pronoun “I” all use a capital letter. Direct students to circle the numbers of those sentences that use capitalization correctly. Afterward, they will color those numbers (in any color) in the picture.

Name _____
Date _____

Color the Capitals Riddle Game

Part 1
Read each sentence. Circle if the sentence is capitalized correctly. Circle the numbers of the sentences that have the capital they need. If a sentence is missing a capital letter, do not circle back of this page.

- Mr. Hill is our teacher.
- I like to collect.
- I play sports.
- Johnny visits his grandparents every July.
- Let's see a movie.
- Can you see a computer?
- It is a riddle, Brian.
- I just read *Where the Wild Things Are*.
- Thanksgiving is my favorite holiday.
- George Washington was our first leader.

Part 2
Find the numbers you circled in the puzzle. Color these shapes.

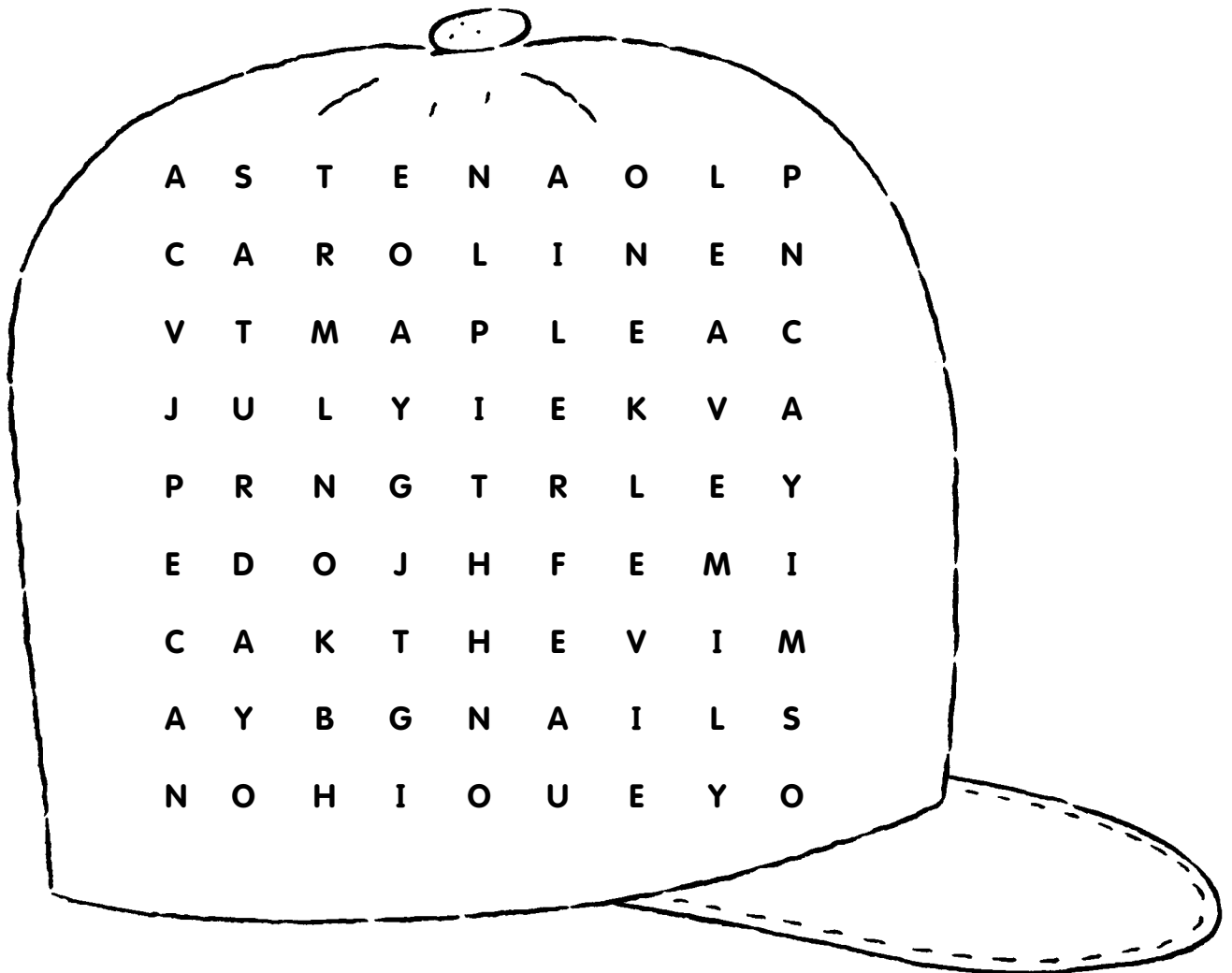
Congratulations! You're a champion!



Capital Word Search

Read each sentence. Decide which word should be capitalized.
Underline it, then find it in the word search puzzle. Words can go across or down.

- ① He visited ohio.
- ② the puppy looked for food.
- ③ caroline saw a rainbow.
- ④ My birthday is in july.
- ⑤ Come to my house on saturday.
- ⑥ leave the book on the desk.
- ⑦ I like emily.
- ⑧ pecan pie is my favorite dessert.





Kids' Page

Name _____

Date _____

Look for Capital Clues!

* The people in our group are: _____

* _____

* The book we read is _____

We found _____ capital letters in the story.

Find three words in the story that use capital letters.

Copy each word and the sentence it is in.

1 Word: _____

Sentence: _____

The author used a capital letter because

_____.

2 Word: _____

Sentence: _____

The author used a capital letter because

_____.

3 Word: _____

Sentence: _____

The author used a capital letter because

_____.



Color the Capitals

Riddle Game

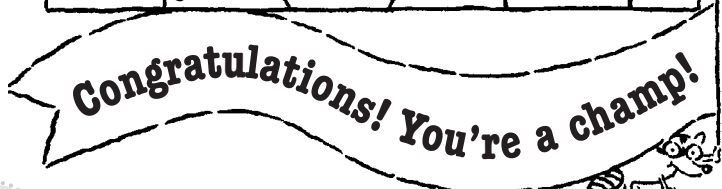
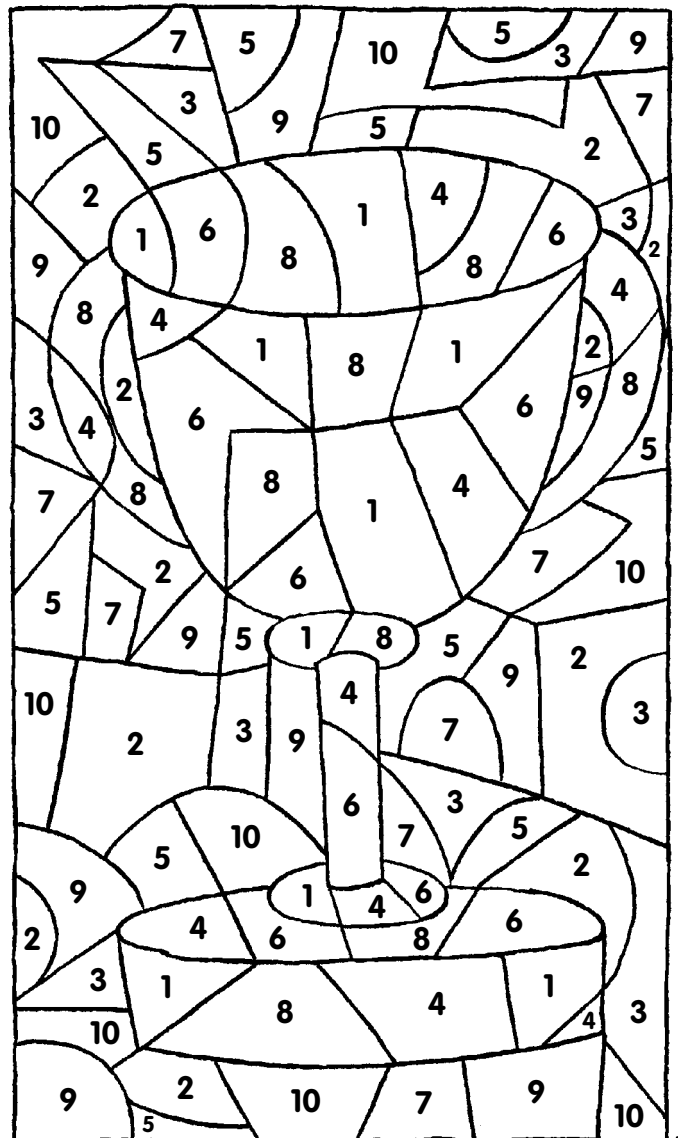
Part 1

Read each sentence. Decide if the sentence is capitalized correctly. Circle the numbers of the sentences that have the capitals they need. If a sentence is missing a capital letter, do not circle it. Instead, rewrite the sentence correctly on the back of this page.

1. Mr. Hill is our teacher.
2. I live in california.
3. i play sports.
4. Ashley visits her grandparents every July.
5. Let's see a Movie.
6. Can you use a computer?
7. It is raining, brian.
8. I just read *Where the Wild Things Are*.
9. thanksgiving is my favorite holiday.
10. George washington was our first leader.

Part 2

Find the numbers you circled in the puzzle. Color these shapes.



Sentence-Enders Workshop



Every sentence needs punctuation at the end.
A sentence can end in a period, question mark,
or exclamation point.

* A **period** ends a declarative sentence or statement:

Mario ate two burgers.
It is supposed to rain today.

A period can also end a gentle imperative sentence or command:

Please pass the ketchup.
Turn left at the traffic light.

Periods have other jobs, too. They are used in abbreviations,
with initials, and in Web site names:

Dec. 12, 2001
John F. Kennedy
www.scholastic.com

* A **question mark** ends an interrogative sentence or question:

Will you play cards with me?
How old is your sister?
Why is the park closed?

* An **exclamation point** ends an exclamatory sentence:

We won the championship!
There's a fire next door!

An exclamation point also ends a strong imperative sentence or command:

Put that down right now!
Stop fighting!

Sentence-Enders Activities

How Does It End? Lift-the-Flap Book

(Use with Kids' Page 17.)

Once students have explored the uses of periods, question marks, and exclamation points, invite them to put their sentence-ending skills to the test. Have them make a lift-the-flap mini-book—a fun and portable way to review punctuation rules.

You Will Need

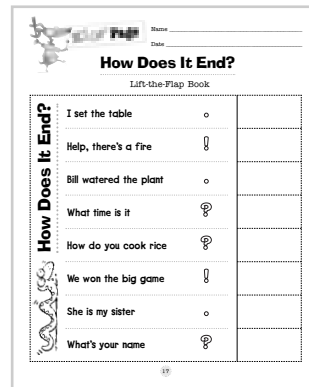
- * copy of page 17 for each student
- * scissors

What to Do

1 Have students cut out the book pattern along the outer dotted lines. Then have them cut along the horizontal dotted lines along the right side of the page, stopping at the solid line.

2 Direct them to fold each flap to the left, covering the punctuation mark, and crease well. If they'd like, they can secure each flap with a piece of tape.

3 Use the mini-book for review. Read each sentence aloud. Stop at the end of the sentence, and ask students to name the missing piece of punctuation. When a student has volunteered an answer, have everyone lift the flap to reveal the correct answer. Encourage students to use the mini-book again at home with their families.



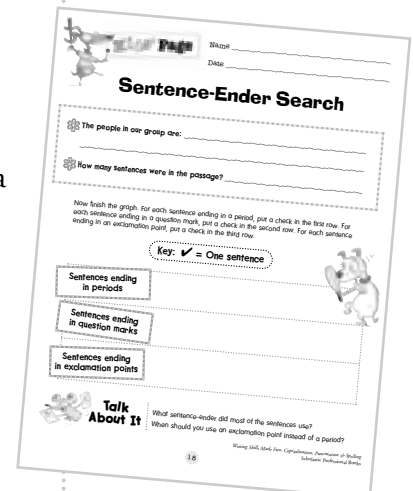
You can construct your own sentence-ender activity using a pocket chart. On long strips of paper, write different types of sentences, leaving off the ending punctuation. Place them in the pocket chart. On small paper squares or index cards, write periods, question marks, and exclamation points. Invite one student at a time to punctuate a sentence with one of the punctuation cards.

Sentence-Enders Search (Use with Kids' Page 18.)

It is useful for young students to see that in most forms of written communication, the period is the most common way to punctuate a sentence. (This helps cut down on overuse of exclamation points, a common pitfall for many emergent writers.) Divide the class into groups of four or five, and assign each group a short passage from a book, newspaper, or children's magazine. In a book, a passage might be a page. In periodicals, you can assign a full article.

Instruct each group to read its passage and keep track of the number of sentences that end in periods, question marks, and exclamation points.

Distribute the reproducible, and have students record their findings on the pictograph grid. You'll probably need to review the basics of graphing. (In this case, one check mark equals one sentence. Students should put a check for each sentence ending in a particular punctuation mark.) Afterward, ask

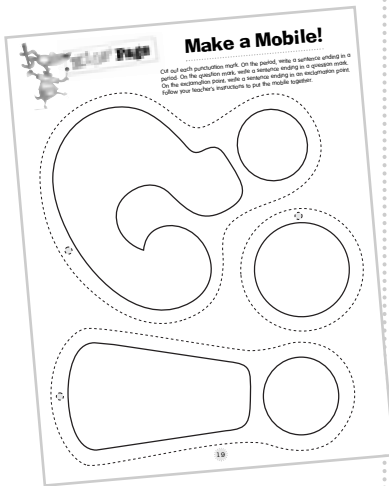


Continued on next page

children to answer and discuss the follow-up questions. As children work, walk around the room and monitor the progress of each group.

This model shows what a typical graph might look like:

Sentences ending in periods	✓✓✓✓✓✓✓
Sentences ending in question marks	✓
Sentences ending in exclamation points	✓✓



Sentence-Enders Mobile (Use with Kids' Page 19.)

This easy-to-construct mobile can serve as a visual reminder of when to use periods, question marks, and exclamation points. Use the activity at the end of your sentence-enders lessons to review what students have learned.

You Will Need

- * copy of page 19 for each student
- * light-colored paper (yellow, orange, pink, and so on)
- * yarn cut into various lengths (6-10 inches)
- * clothes hangers
- * streamers and other decorating materials

What to Do

- 1 Copy the reproducible onto colored paper, and let children choose which color to use. Have students cut out each punctuation mark.
- 2 Invite students to write an example of a sentence that uses each type of punctuation. They should write a sentence using a period on the period, a sentence using a question mark on the question mark, and so on. Encourage students to use large, bold letters so that sentences can be read from a few feet away.
- 3 Punch a hole in the top of each punctuation mark, and thread yarn through each hole. Knot the yarn (students may need your help to tie knots). If you'd like, use a different length of yarn for each punctuation mark so they will hang at different heights.
- 4 Tie the pieces of yarn onto a clothes hanger. Add streamers and other decorative materials, as desired.



If you prefer, make collective class mobiles instead of individual ones. Gather all of your students' work and separate according to punctuation type. Make one mobile for each punctuation mark. You can hang up to 25 or 30 examples on each hanger.



How Does It End?

Lift-the-Flap Book

How Does It End?

I set the table



Help, there's a fire



Bill watered the plant



What time is it



How do you cook rice



We won the big game



She is my sister



What's your name





Sentence-End Search

* The people in our group are: _____

* _____

How many sentences were in the passage? _____

Now finish the graph. For each sentence ending in a period, put a check in the first row. For each sentence ending in a question mark, put a check in the second row. For each sentence ending in an exclamation point, put a check in the third row.

Key: ✓ = One sentence



Sentences ending in periods

Sentences ending in question marks

Sentences ending in exclamation points



Talk About It

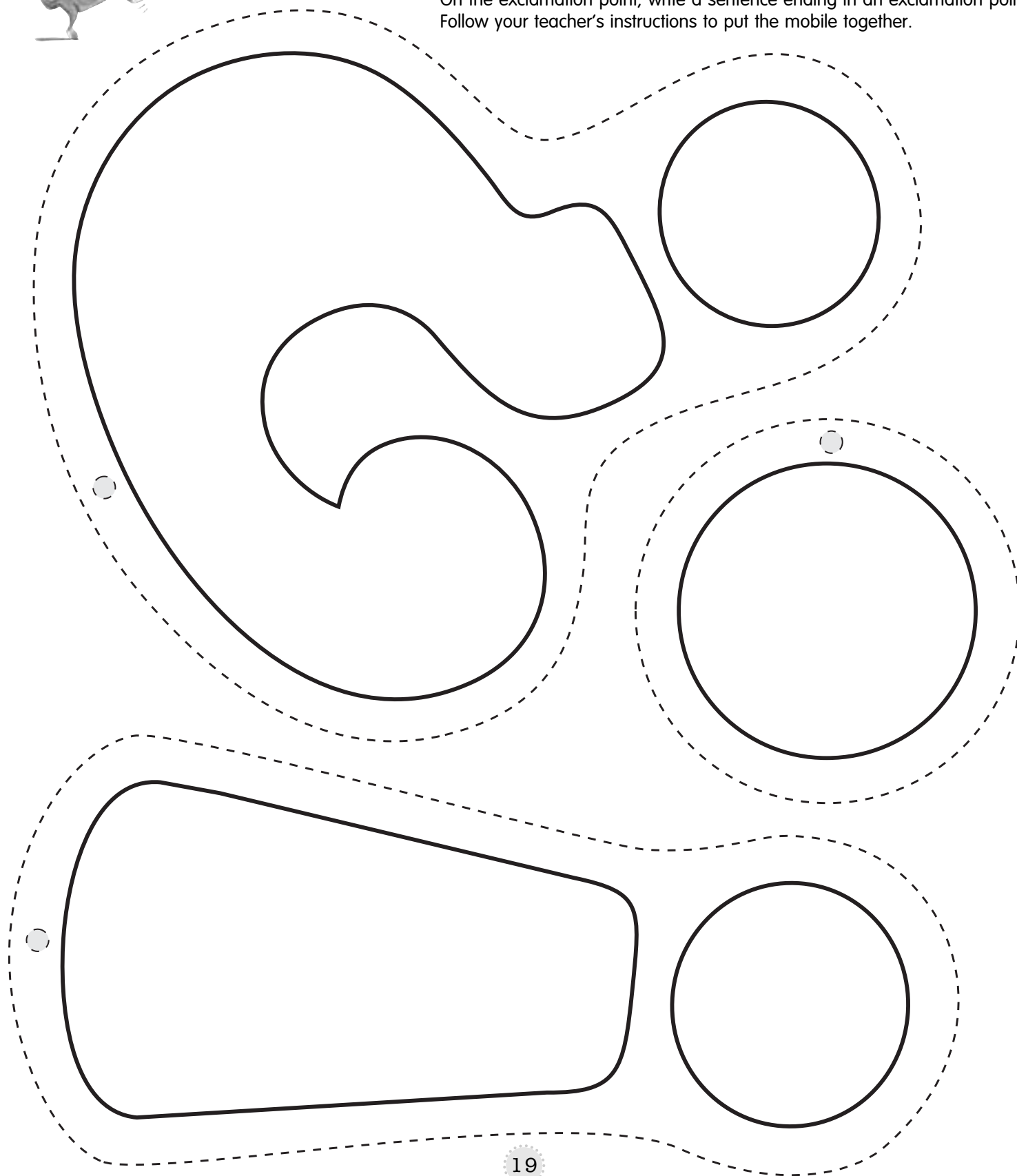
What sentence-ender did most of the sentences use?

When should you use an exclamation point instead of a period?



Make a Mobile!

.....
Cut out each punctuation mark. On the period, write a sentence ending in a period. On the question mark, write a sentence ending in a question mark. On the exclamation point, write a sentence ending in an exclamation point. Follow your teacher's instructions to put the mobile together.



Comma Workshop



A comma separates words, clauses, or phrases.
A comma has many jobs:

- * A comma separates words in a list or series.

I packed a dress, some jeans, a sweater, and a shirt.
We ate, sang, and danced at the party.
The leaves are red, gold, orange, and brown.

- * A comma separates clauses in a sentence.

Allison arrived, but not before the show started.
I stayed up late, which made me tired the next day.

- * A comma separates a city and state.

Kate lives in Newark, New Jersey.
Seattle, Washington, is my home city.

- * A comma separates a direct quote from the rest of the sentence.

He said, "Study hard!"
"Look both ways," said the crossing guard.

- * When writing a date, a comma separates the month and day from the year.

Anna was born on April 29, 1997.
On January 1, 2000, a new millennium began.

- * A comma sets apart an appositive, or descriptive phrase.

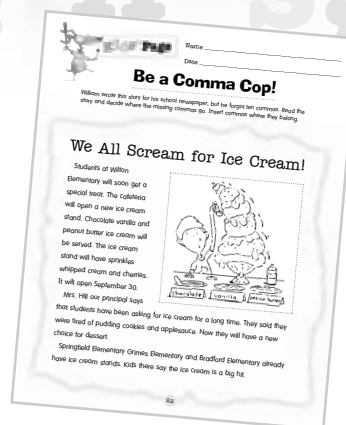
Kristen, my sister, is a redhead.
My car, a Saturn, is new.

Comma Activities

Be a Comma Cop!

(Use with Kids' Pages 23-24)

Point out that commas can assist the reader by separating thoughts and indicating pauses. Without commas words run together and the reader is not sure where to pause. Students will learn this important lesson firsthand as they edit this story from a school newspaper. To reinforce the use of commas, have students rewrite the passage in addition to inserting commas.



Explore More!

Have students write original articles about happenings at your school: what the cafeteria plans to serve this week, how your sports teams are doing, what different classes or grades are learning, or when the annual bake sale will be held. Remind them to use commas correctly in their writing. Have students exchange stories and help one another double-check comma usage. Publish the pieces by photocopying them, binding them together, and distributing them to staff, students, and families.

The Comma-Cupboard Game (Use with Kids' Pages 23-24)

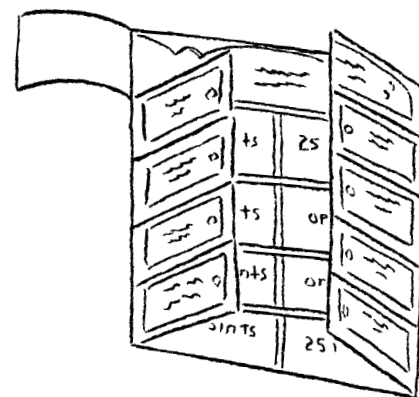
Understanding proper use of commas correctly is not easy, especially for an inexperienced writer. Use this fun manipulative to motivate students to become comma pros. To complete the activity, students read several pairs of sentences and decide which sentence in each pair uses commas correctly. Then they open the cupboard doors to check their answers and find out their score for each sentence.

You Will Need

- * two-sided copy of pages 23-24 for each student (for best results, use a machine that makes double-sided copies.)
- * markers or crayons
- * scissors

What to Do

- 1 Provide each student with a copy of the reproducible. Have students cut out the pattern along the outer dotted lines.
- 2 Tell students to place the pattern on their desk so that side B faces up. Direct them to fold the right and left edges of the page in half along the vertical solid lines, and crease well. The two edges should meet in the middle.
- 3 Students can then cut along the horizontal dotted lines to create ten doors, or flaps.
- 4 Together, read the directions for the game behind the top cupboard doors. Then have students read each pair of sentences and decide which one is punctuated properly. They can open the doors to see if they are correct.
- 5 Have students each compile their scores for the game. Encourage them to repeat the activity until they get a perfect score (100).





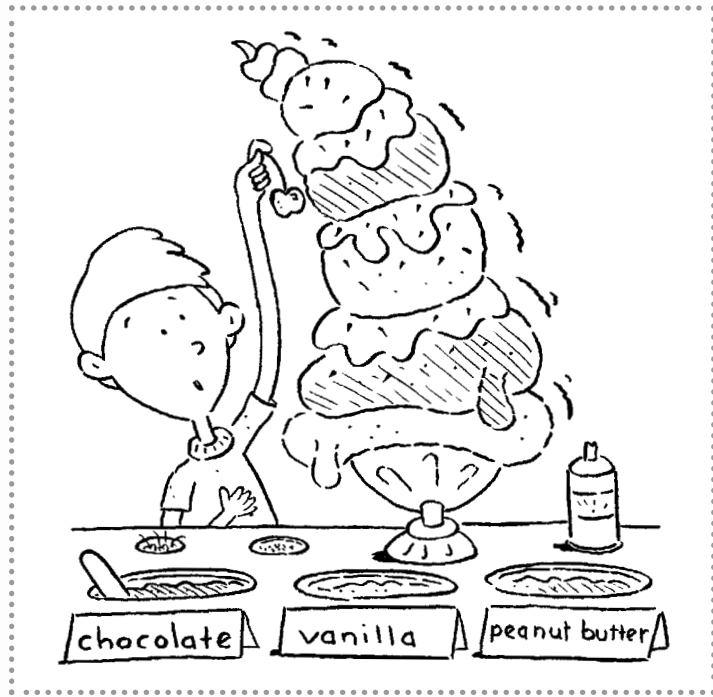
Be a Comma Cop!

William wrote this story for his school newspaper, but he forgot ten commas. Read the story and decide where the missing commas go. Insert commas where they belong.

We All Scream for Ice Cream!

Students at Wilton

Elementary will soon get a special treat. The cafeteria will open a new ice cream stand. Chocolate vanilla and peanut butter ice cream will be served. The ice cream stand will have sprinkles whipped cream and cherries. It will open September 30.

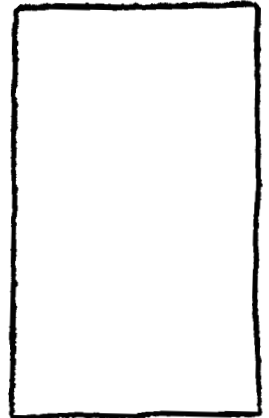
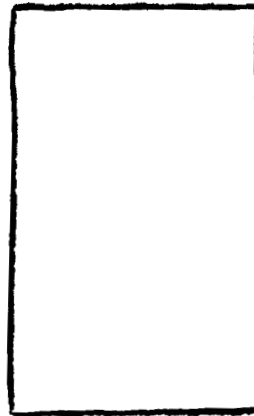
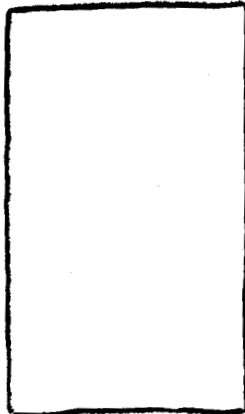
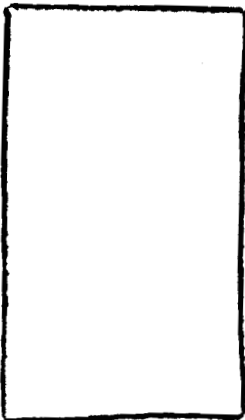


Mrs. Hill our principal says

that students have been asking for ice cream for a long time. They said they were tired of pudding cookies and applesauce. Now they will have a new choice for dessert.

Springfield Elementary Grimes Elementary and Bradford Elementary already have ice cream stands. Kids there say the ice cream is a big hit.

To play this game, read the sentence on each cupboard door. Decide which one uses commas correctly. Then open that door to see if you are right. Add up your points as you go.



0 Points

25 Points

25 Points

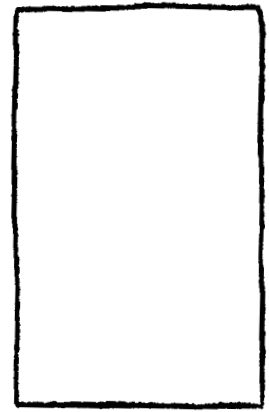
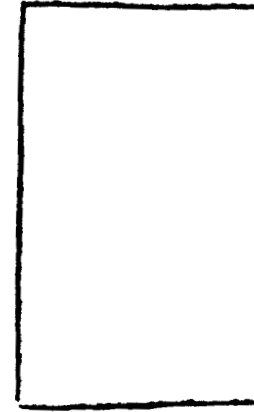
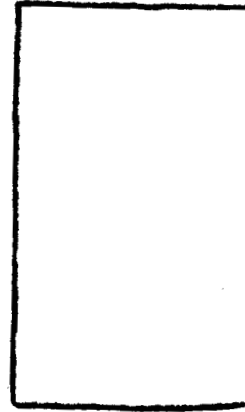
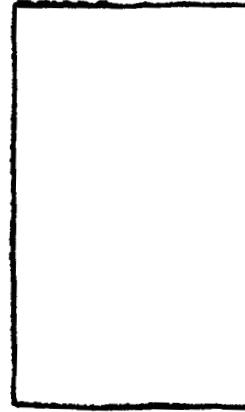
0 Points

25 Points

0 Points

0 Points

25 Points



Comma
board;

I have a dog,
a cat, and some
hamsters.

Trevor was born
on March 3 1994.

Even though,
I missed the bus
I got to school
on time.

Send the letter to
Eugene, Oregon.

, The
, Gupp

I have a dog
a cat and some
hamsters.

Trevor was born
on March 3, 1994.

Even though
I missed the bus,
I got to school
on time.

Send the letter, to
Eugene Oregon.

Quotation Marks Workshop

Quotation marks always appear in sets of two. They have several jobs:

* They show the exact words spoken.

“I’ll have a tuna sandwich,” said Peter.

Lily said, “Tomorrow is my birthday.”

Nora said her arm hurt “just a little.”

* They set apart titles of magazine and newspaper articles, book chapters, songs, and poems.

I wrote the article titled “New Park Planned” for the school newspaper.

Felicia just finished chapter 4, “A New Friend.”

Our national anthem is “The Star-Spangled Banner.”

Carl Sandburg’s poem “Sky Talk” is one of my favorites.



Quotation Marks Activities

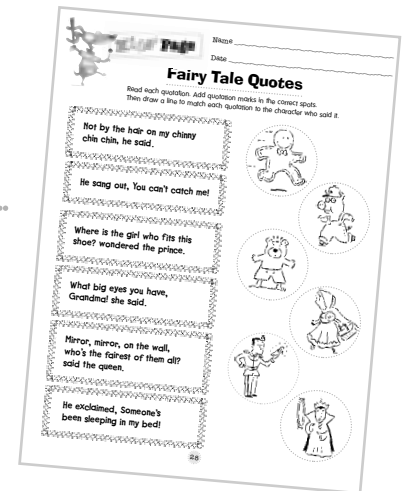
Fairy Tale Quotes

(Use with Kids' Page 28.)

No matter how old they get, kids always seem to love fairy tales. And because the characters, plots, and dialogue are so familiar to students, fairy tales offer an excellent opportunity to explore quotations. In this activity students are asked to properly punctuate a series of fairy tale quotes, then match each quote to its famous source.

Before you distribute the reproducible on page 28, review some common trouble areas. Remind students to use a comma before or after a phrase such as "he said." Emphasize that quotation marks always come in pairs. And point out that other punctuation marks (periods, exclamation points, and so on) almost always go *inside* the quotation marks.

Extend this activity by taking additional quotes from popular picture book characters or historical figures your class has studied.



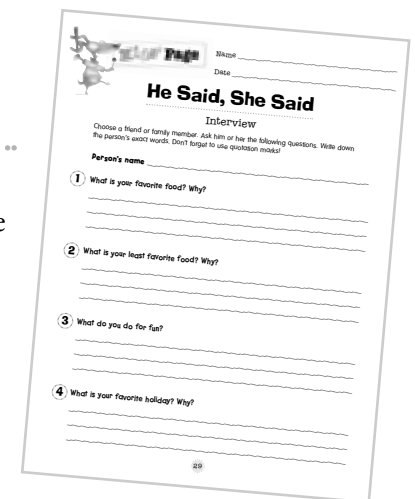
He Said, She Said Interview

(Use with Kids' Page 29.)

To emphasize that quotation marks signal a person's exact words, have students assume the role of interviewers. For homework, students can interview a family member or friend about his or her hobbies, likes, and dislikes. Students can use the interview guide on page 29, or come up with their own questions.

To introduce the lesson, bring in newspapers and magazines. Have students look for and highlight quotes. Explain that the reporters who wrote the articles interviewed the people they quoted.

Tell students that they will conduct their own interviews for homework that night. Point out that they will need to take very careful notes in order to get the person's words just right. They will also need to enclose in quotation marks each response.



Use Your Noodles!

A memorable way to teach the shape and position of quotation marks is to use uncooked elbow noodles. Simply glue two noodles together to make a quotation mark. Make several sets to use with the following group activity. Be sure to involve students in the preparation!

You Will Need

- * uncooked elbow noodles
- * white glue (for this project, glue sticks don't work well)
- * tape or removable wall adhesive

What to Do

- 1 Make quotation marks by gluing two elbow noodles together. Let the glue dry overnight.
- 2 Put the quotation marks in a box or basket. Have children gather together near a pad of chart paper or piece of posterboard on an easel.
- 3 Begin writing simple sentences that require quotation marks. Leave off the quotation marks. Invite volunteers to take turns coming up and showing where the quotation marks should go. Students can then take noodles from the basket and using double-sided tape or removable wall adhesive, place the marks in the appropriate spots in the sentence.
- 4 Write additional sentences and have students repeat the process. If possible, leave the first sentence on display as a clue.



Sample Sentences

Here are some sentences to try in which the quotation marks have been left off.

Let's go! shouted Harriet.

Kelly said, I need a nickel.

Say cheese, said the photographer.

I am reading the chapter titled Communities.



Fairy Tale Quotes

Read each quotation. Add quotation marks in the correct spots.
Then draw a line to match each quotation to the character who said it.

Not by the hair on my chinny
chin chin, he said.

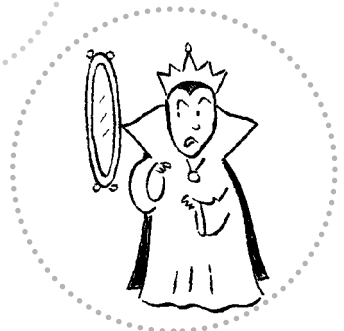
He sang out, You can't catch me!

Where is the girl who fits this
shoe? wondered the prince.

What big eyes you have,
Grandma! she said.

Mirror, mirror, on the wall,
who's the fairest of them all?
said the queen.

He exclaimed, Someone's
been sleeping in my bed!





Name _____

Date _____

He Said, She Said

Interview

Choose a friend or family member. Ask him or her the following questions. Write down the person's exact words. Don't forget to use quotation marks!

Person's name _____

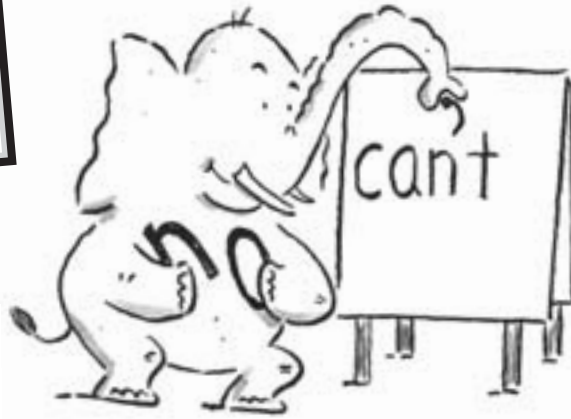
1 What is your favorite food? Why?

2 What is your least favorite food? Why?

3 What do you do for fun?

4 What is your favorite holiday? Why?

Apostrophe Workshop



Apostrophes have several uses:

* They take the place of missing letters in a contraction. For example:

can not = can't

have not = haven't

should not = shouldn't

I will = I'll

he will = he'll

she will = she'll

let us = let's

he is = he's

I am = I'm

it is = it's

they are = they're

we are = we're

I have = I've

they would = they'd

* They show possession. To make a singular noun possessive, we add -'s. For example:

Darla's puppy

the book's title

Chris's sweater

To make most plural nouns possessive, we add -s'. For example:

the Smiths' driveway

the students' desks

When a plural noun does not end in -s, we usually add -'s to make it possessive. For example:

the women's bathroom

the children's toys

Apostrophe Activities

Apostrophe, the Letter-Eating Elf Mini-Book

(Use with Kids' Pages 33–36.)

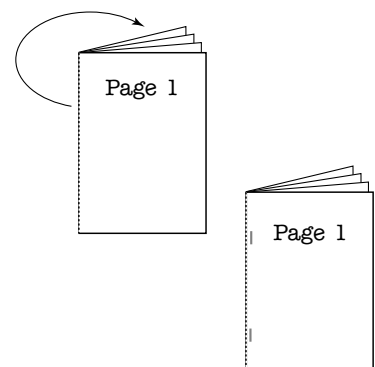
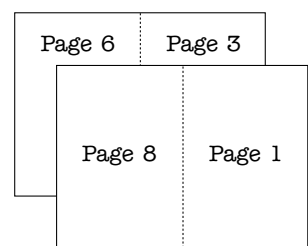
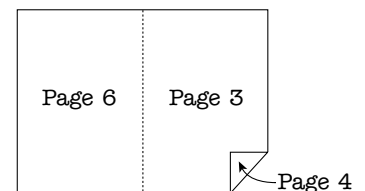
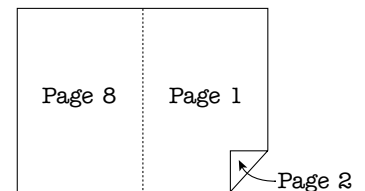
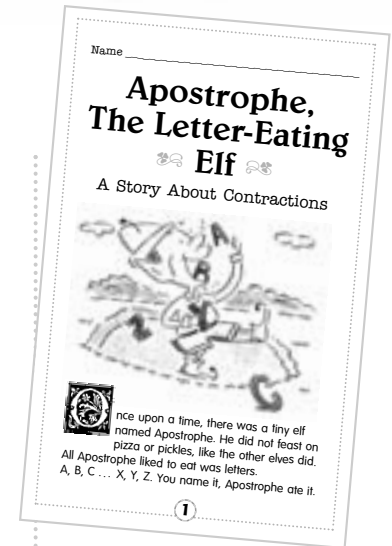
Second- and third-graders are often much better at reading contractions than they are at writing them. Students typically misplace the apostrophe or leave it out altogether. This mini-book activity will help you teach students how to form contractions. The lesson is couched in a humorous tale about an elf who steals letters from signs, leaving his signature fingerprint (an apostrophe) behind. The fun context will help students remember and apply the rule for forming contractions.

You Will Need

- * two-sided copies of pages 33–34 and 35–36
- * crayons or markers

What to Do

- 1 Make two-sided copies of reproducible pages 33–34 and 35–36.
- 2 Have students cut out the patterns along the outer dotted lines. Then direct them to place pages 8 and 1 on top of pages 6 and 3.
- 3 Students then fold the pages in half, keeping the fold to the left side.
- 4 Have students check that the page numbers are in correct order. Then they staple the fold on the left to bind the book.
- 5 Let students color the illustrations and write their names on their books.
- 6 Read the tale aloud, inviting students to follow along in their own mini-books. As you read, encourage students to note the differences in the text before and after Apostrophe has been there. (After Apostrophe has been there, letters are missing. They have been replaced with an apostrophe.)
- 7 On the last page, invite students to try their hand at working with contractions.



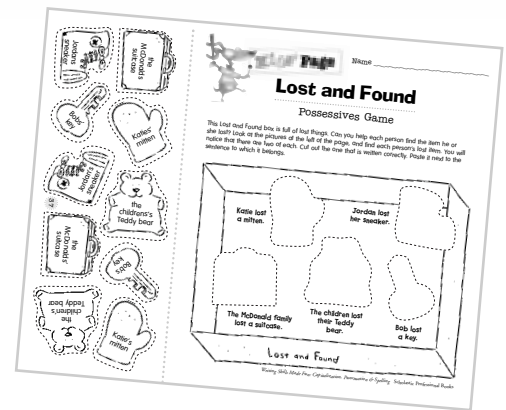


Lost and Found Possessives Game

(Use with Kids' Page 37.)

Forming the possessive is a tricky area of grammar. You've probably seen countless mistakes in menus, storefronts, and catalogs. Although it will probably take some time before students feel confident writing the possessive form of singular and plural nouns, this cut-and-paste activity is designed to familiarize students with the basic rules.

Distribute the reproducible and go over the directions with the class. Tell students to cut off the left section of the page before trying to cut out the "lost and found" items.



Contraction Action!

To provide practice in forming contractions, play this fun hands-on game with your students. To prepare, you will need a batch of large index cards and a list of contractions you want to emphasize. The list on page 30 will help you get started, but you can add others. On each index card, write the two words that make up one of the contractions. For example, you might write *he is* or *can not*. Make sure you leave some room between the two words. Now cut each card in half, separating the two words. Don't cut in a straight line; instead, make each cut like the edge of a puzzle piece. And be sure to make each edge unique—students will be working to find the other half of their cards.

To play, give each student a "puzzle piece." Challenge each student to confer with classmates and find the other half of their card. When two students feel that they have a complete card, have them come to you to verify the match and then go to a designated area. When everyone is done, instruct each pair of students to tape or glue their cards onto a piece of construction paper. Beneath the pasted-on card, they should correctly write the contraction that is formed from the two words. Use the colorful papers to decorate a wall or bulletin board during your unit on grammar and punctuation.



Name _____

Apostrophe, The Letter-Eating

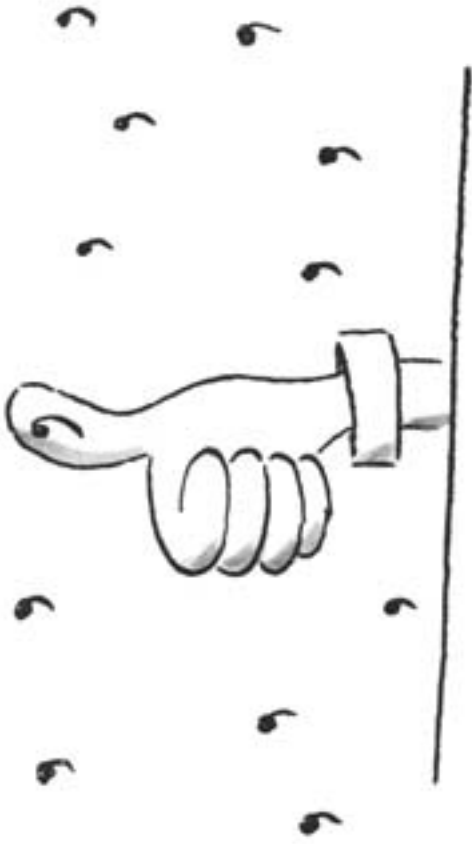


A Story About Contractions



nce upon a time, there was a tiny elf named Apostrophe. He did not feast on pizza or pickles, like the other elves did. All Apostrophe liked to eat was letters. A, B, C . . . X, Y, Z. You name it, Apostrophe ate it.

Writing Skills Made Fun: Capitalization, Punctuation & Spelling © Karen Kellaheer, Scholastic Teaching Resources



Apostrophe Was Here!

Each of these words used to be two words. But then Apostrophe ate some letters! Figure out which letters are missing, and write the words on the lines. The first one has been done for you.

- shouldn't should not _____
- he's _____
- they'll _____
- wasn't _____
- we're _____



One day Apostrophe saw a sign in front of a shop. It said, "**Other stores can not beat our prices.**" Apostrophe looked at the sign hungrily. Then he scooped up an *n* and an *o*. Mmmm!

Apostrophe chewed as he walked away. He did not know that he had left a fingerprint on the sign.

2

Writing Skills Made Fun: Capitalization, Punctuation & Spelling © Karen Kellaheer, Scholastic Teaching Resources



One day the people of the village showed the sheriff the fingerprints they had found. "This looks like the work of Apostrophe," said the Sheriff. "He is harmless, but he is always hungry."

The people decided to help Apostrophe. From that day on, they started leaving letters out of some of their words. When no one was looking, they left the letters for Apostrophe to munch on.

7



Later the librarian spotted the book. Its title had changed to "**Let's Sing.**"

"That is so strange," remarked the librarian. "Someone has taken a letter and left this funny little fingerprint in its place."

5

Writing Skills Made Fun: Capitalization, Punctuation & Spelling © Karen Kellaher, Scholastic Teaching Resources



Not long after that, Apostrophe saw a book in the village library. It was titled "**Let Us Sing.**"

"All those letters..." thought Apostrophe. "Surely I can take just one." And so, when no one was looking, Apostrophe grabbed the letter *u* and popped it in his mouth. Again, he left behind a fingerprint.

4



Apostrophe was sorry that he had changed the shopkeeper's sign and the title of the library book. But he was still hungry. He began eating letters everywhere he saw them.

He changed
let us to **let's**,
she will to **she'll**,
and **I am** to **I'm**.

And he always left his fingerprint behind.

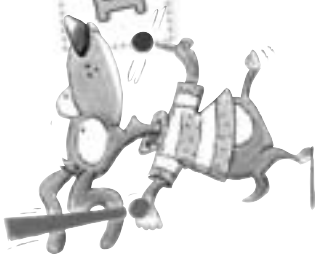
6

Writing Skills Made Fun: Capitalization, Punctuation & Spelling © Karen Kellaher, Scholastic Teaching Resources



The next day, the shopkeeper saw that his sign had been changed. Now it said, "**Other stores can't beat our prices.**" "Someone has taken two of my letters," the shopkeeper said. "But whoever it is has left behind this funny curved fingerprint."

3



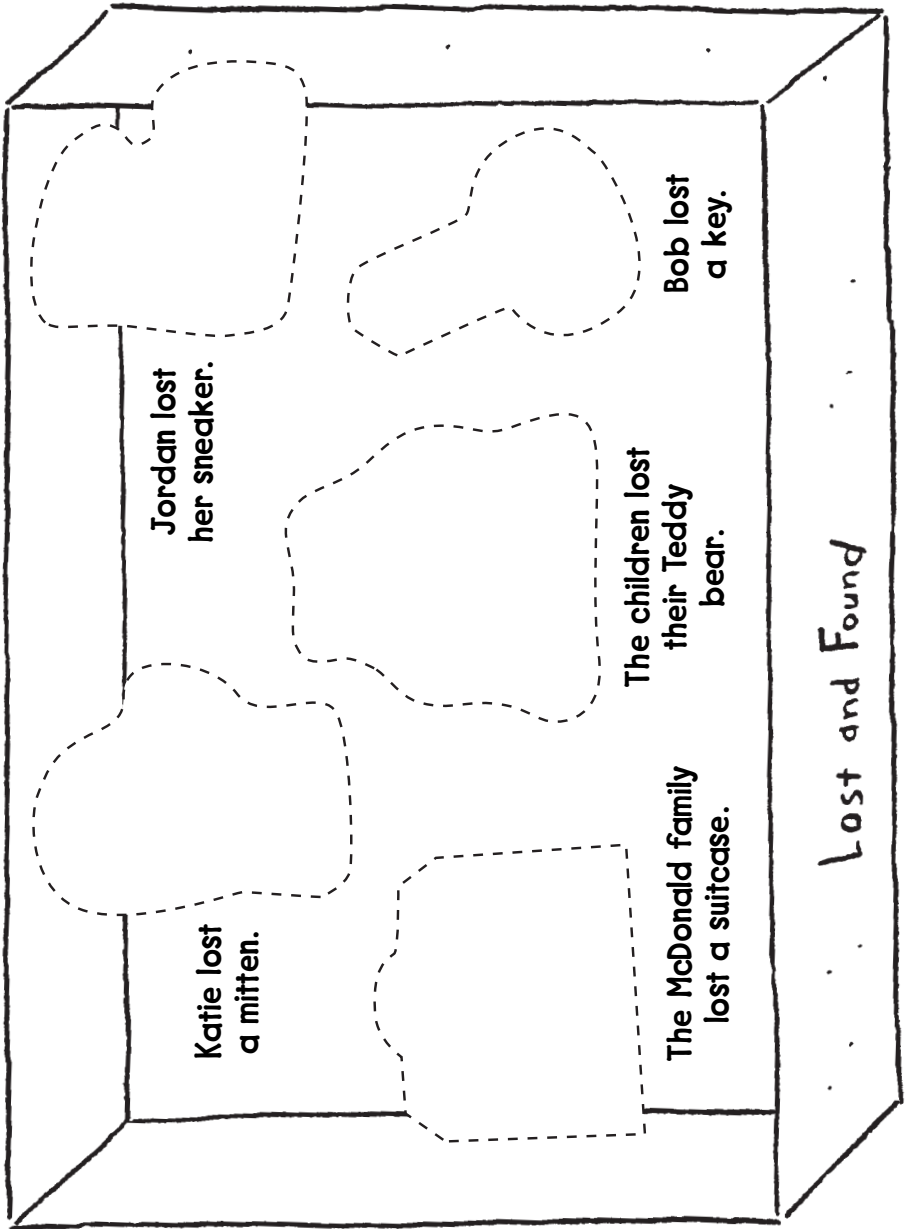
Name _____

Kids' Page

Lost and Found

Possessives Game

This Lost and Found box is full of lost things. Can you help each person find the item he or she lost? Look at the pictures at the left of the page, and find each person's lost item. You will notice that there are two of each. Cut out the one that is written correctly. Paste it next to the sentence to which it belongs.



Jordan lost her sneaker.

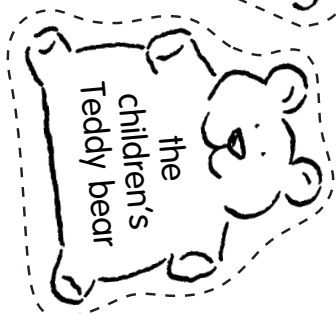
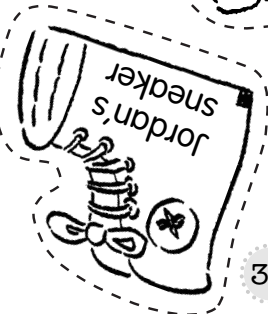
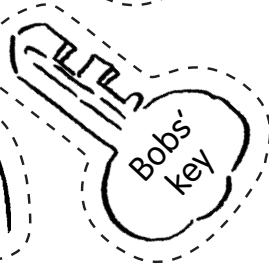
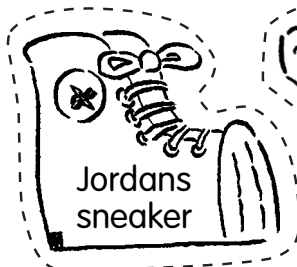
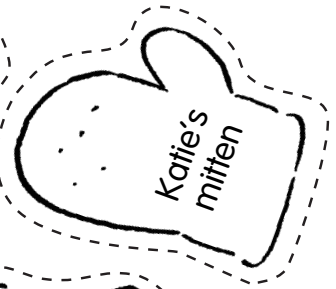
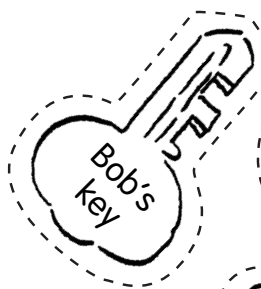
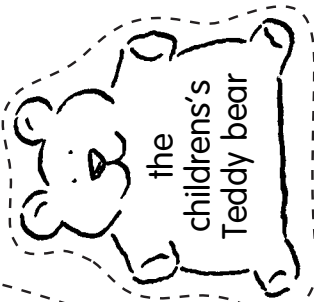
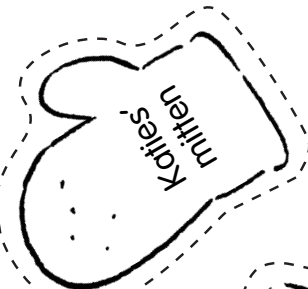
The children lost their Teddy bear.

Bob lost a key.

Katie lost a mitten.

The McDonald family lost a suitcase.

Lost and Found



Spelling Workshop



- * Children (and adults) often have a hard time spelling homophones, or words that are spelled differently but sound alike. When there are several words with the same sound, writers may choose the wrong one. A few commonly used homophones are:

ant, aunt	in, inn	peace, piece	to, too, two
bare, bear	new, knew	right, write	wear, where
be, bee	no, know	see, sea	
deer, dear	one, won	their, there, they're	

- * Other commonly misspelled words include:

again	all right	always	beautiful	believe	busy
calendar	different	friend	guess	instead	lightning
neighbor	nickel	probably	quiet	similar	weird

- * One way to build good spelling skills is to break down words into prefixes, root words, and suffixes.

Some common prefixes and their meanings are:

bi- (two)	ex- (former, not)	mis- (incorrect)
re- (again)	un- (not)	uni- (one)
dis- (not)	il- (not)	pre- (before)
trans- (across)	im- (not)	

- * Some common suffixes and their meanings are:

-able (fit for)	-ment (state of)
-er, -or (one who)	-ness (state of)
-ful (full of)	

Spelling Workshop

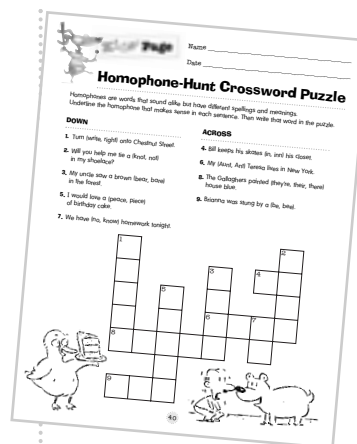
Homophone-Hunt Crossword Puzzle

(Use with Kids' Page 40.)

This crossword challenges students to distinguish between homophones and choose the correct word in each context. First, students underline the correct homophone in each sentence. Then they write their answers in the crossword puzzle grid.

For students who have never worked a crossword before, provide some helpful hints:

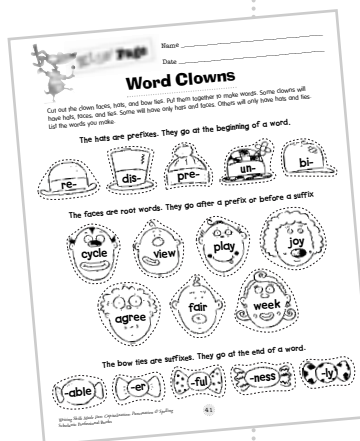
- * You can skip a clue and go back to it later. Sometimes when you write down one answer, one of its letters appears in another answer. That gives you a head start!
- * If you are not sure whether you have the right answer, try counting the number of spaces provided for that answer in the puzzle. If that number matches the number of letters in your answer, you may have the right one.



Word Clowns (Use with Kids' Page 41.)

The ability to break down words into parts (prefixes, root words, and suffixes) helps students build vocabulary and improve spelling. In this activity students attempt to build as many words as they can by putting together clown hats (prefixes), faces (roots), and bow ties (suffixes).

Before students begin, demonstrate how to put together parts to make a word. Then invite students to get to work. Have each student keep a sheet of paper handy to record the words he or she makes, since words will need to be taken apart to make new ones. After the exercise, make a master list of all the words students created.



Explore More!

How Many Mistakes?

(Use with Kids' Page 42.)

It's not uncommon to find spelling mistakes in stores and other public places. See if your students are on the ball by challenging them with this spelling-mistake search. The illustration depicts a supermarket full of signs—many of which are loaded with errors. There are ten mistakes in all. Have students circle them as they locate the mistakes.



Award a weekly "Super Speller" prize to students who find and bring in mistakes from menus, yellow-pages advertisements, magazines, newspapers, and other printed material.



Homophone-Hunt Crossword Puzzle

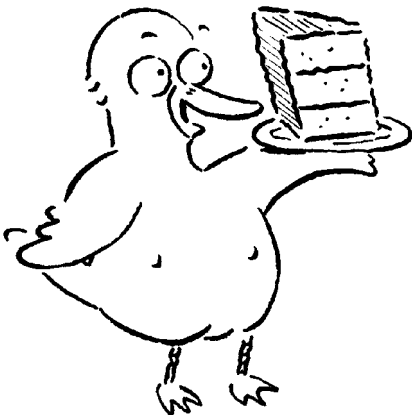
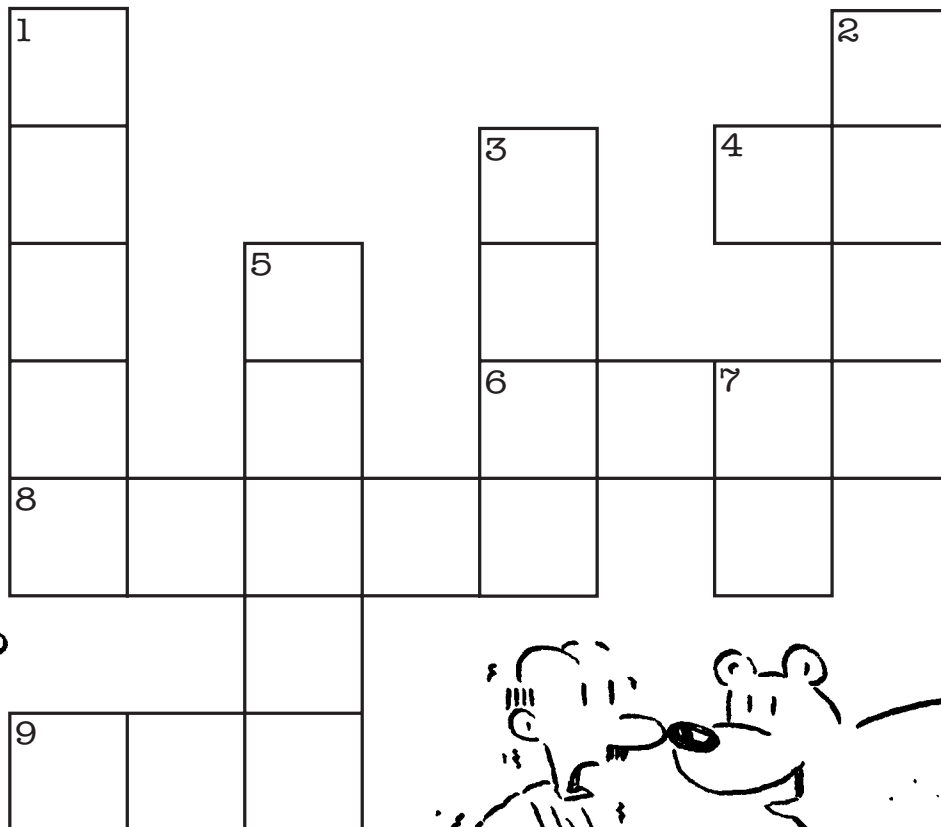
Homophones are words that sound alike but have different spellings and meanings. Underline the homophone that makes sense in each sentence. Then write that word in the puzzle.

DOWN

1. Turn (write, right) onto Chestnut Street.
2. Will you help me tie a (knot, not) in my shoelace?
3. My uncle saw a brown (bear, bare) in the forest.
5. I would love a (peace, piece) of birthday cake.
7. We have (no, know) homework tonight.

ACROSS

4. Bill keeps his skates (in, inn) his closet.
6. My (Aunt, Ant) Teresa lives in New York.
8. The Gallaghers painted (they're, their, there) house blue.
9. Brianna was stung by a (be, bee).





Word Clowns

Cut out the clown faces, hats, and bow ties. Put them together to make words. Some clowns will have hats, faces, and ties. Some will have only hats and faces. Others will only have hats and ties. List the words you make.

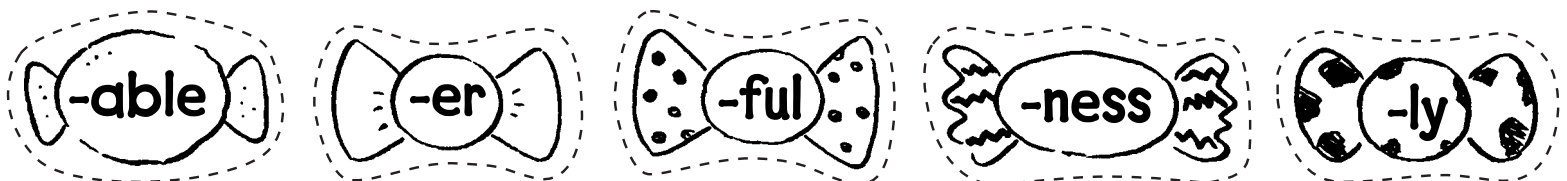
The hats are prefixes. They go at the beginning of a word.



The faces are root words. They go after a prefix or before a suffix



The bow ties are suffixes. They go at the end of a word.





How Many Mistakes?

The signs in this supermarket have ten spelling mistakes. Can you find them all? Circle each mistake.

Food Mart Sale!
Check out our low prizes.

Large Wite Eggs
A dozen for \$1.75

Cola
1 bottle for 89 sents

Crunchy Munchies Cereal
Buy to, get won free!

Orange Juice
One bottle for \$1.69

Red Grapes
99 cents a pond

Yummy's Ice Cream
Too containers four \$5

Review

In this section you'll find some culminating activities to help you tie together the topics in this book. The activities will help young writers remember and apply what they have learned about capitalization, punctuation, and spelling.

Proofreading Checklist (Use with Kids' Page 44.)

Though spelling, punctuation, and capitalization need not be the first thing on writers' minds during the rough draft stage, these writing skills must come into play when publishing or sharing a piece of writing. This handy checklist will guide students through the editing process and will help ensure that their writing is polished.

To make sure students use the checklist regularly, distribute fresh copies of the checklist with each new writing assignment. Ask students to hand in their completed checklists along with their stories or essays.

Proofreading Marks (Use with Kids' Page 45.)

Encourage teamwork and good writing skills by inviting students to pair up and edit each other's work. A second set of eyes can help catch errors. To ensure consistency, use the tried-and-true proofreading symbols used in the publishing industry. These symbols will speed up the proofreading process; they'll also make your students feel like professional proofreaders!

Who Wants to Be a Grammar Whiz?

(Use with Kids' Pages 46–47.)

Test students' grammar smarts with an exciting multiple-choice game. The game covers the basics of capitalization, punctuation, and spelling. Point out that unlike contestants on real quiz shows, students will be able to take the test again and again until they are satisfied with their score.

There are several ways to play this game. If you choose to have students play individually, simply distribute one of the two question sheets. Have students make checks to answer the questions. When they are finished, write the correct responses on the board. If you prefer to have children play in pairs, have them take turns being the host. For the first round, distribute quiz sheet A. Then, when students have finished, distribute quiz sheet B and have them switch roles. This will make sure that every child has a moment in the "hot seat"! If students are playing in pairs, give the child acting as host a copy of the correct answers. After the contestant answers each question, the host should say aloud whether the answer was correct. If the answer was wrong, the contestant should get another chance to answer.

In the spirit of fun, consider awarding a small prize (an eraser or sticker, for example) to every student who answers all questions correctly—even if it takes several tries.

Proofreading Checklist

Put a ✓ in the box after you have done each step.

- I used a capital letter to start each sentence.
- I used a capital letter to start each proper noun.
- I used a period, exclamation point, or question mark to end each sentence.
- I used commas where needed.
- If I used quotation marks, I made sure I used them at the beginning and end of the person's exact words.
- I used a dictionary to check the spelling of any unfamiliar words.
- I asked a friend or family member to help me check my spelling.

Proofreading Marks

Use these marks to edit your own or a friend's writing.

Symbol	Meaning	Example
⋅	insert a period	Bits are mammals. They fly at night.
?	insert a question mark	What did I do this summer? That's easy to answer.
↑	insert an exclamation point	A hurricane is coming!
,	insert a comma	I like candy, cookies, and pizza.
“ ”	insert quotation marks	Let's go," shouted Daisy.
≡	use a capital letter	My name is Julia.
/	use a lowercase letter	I usually walk to school.

Who Wants to Be a Grammar Whiz?

Questions: Sheet A

Contestant's Name: _____

1. Check the kind of punctuation that should go at the end of this sentence. Write in your notebook.

- A. a period
- B. a question mark
- C. a comma
- D. an exclamation point

2. Which of these words should start with a capital letter?

- A. garage
- B. car
- C. seat
- D. child

3. A period goes at the _____ of a sentence.

- A. beginning
- B. end
- C. middle
- D. end of a sentence

4. The operation can't _____.

- A. fly
- B. run
- C. swim
- D. walk

5. A coat that belongs to _____ is a _____ coat.

- A. Sam's
- B. Sam
- C. Sam's
- D. Sam

6. To show what a person is _____, use _____.

- A. a name
- B. a question mark
- C. a period
- D. a comma

7. Which word is _____?

- A. who
- B. they
- C. it
- D. you

8. Which word is _____?

- A. to
- B. a
- C. the
- D. in



Name _____

Date _____

Proofreading Checklist

Put a ✓ in the box after you have done each step.

- * I used a capital letter to start each sentence.
- * I used a capital letter to start each proper noun.
- * I used a period, exclamation point, or question mark to end each sentence.
- * I used commas where needed.
- * If I used quotation marks, I made sure I used them at the beginning and end of the person's exact words.
- * I used a dictionary to check the spelling of any unfamiliar words.
- * I asked a friend or family member to help me check my spelling.



Proofreading Marks

Use these marks to edit your own or a friend's writing.

Symbol	Meaning	Example
	insert a period	Bats are mammals. They fly at night.
	insert a question mark	What did I do this summer? That's easy to answer.
	insert an exclamation point	A hurricane is coming!
	insert a comma	I like candy, cookies, and pizza.
	insert quotation marks	"Let's go," shouted Daisy.
	use a capital letter	My name is julian.
	use a lowercase letter	I usually W alk to school.



Name _____

Date _____

Who Wants to Be a Grammar Whiz?

Question Sheet A

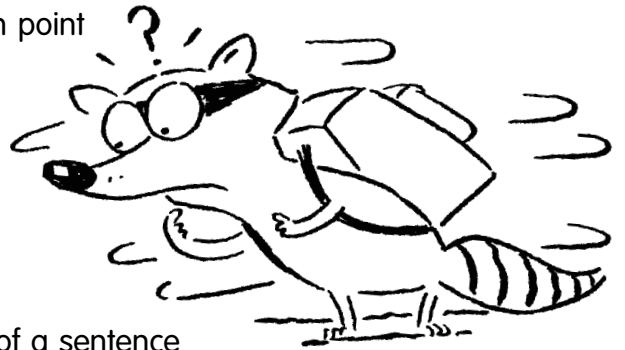
Contestant's Name _____

1 Check the kind of punctuation that should go at the end of this sentence: Where is my backpack

- A. a period
- B. a question mark
- C. a comma
- D. an exclamation point

2 Which of these words should start with a capital letter?

- A. georgia
- B. car
- C. nest
- D. child



3 A period goes at the _____.

- A. beginning of a sentence
- B. beginning of a proper noun
- C. middle of a sentence
- D. end of a sentence

4 The contraction *can't* is short for _____.

- A. why not
- B. I am
- C. can not
- D. should not

5 A coat that belongs to Sam is _____.

- A. Sam's coat
- B. Sam coat
- C. Sams's coat
- D. S'ams coat

6 To show what a person said, you should use _____.

- A. commas
- B. quotation marks
- C. apostrophes
- D. an exclamation point

7 Which pronoun is always capitalized?

- A. Me
- B. You
- C. He
- D. I

8 Which word names the number that comes after one?

- A. too
- B. to
- C. two
- D. tu



Name _____

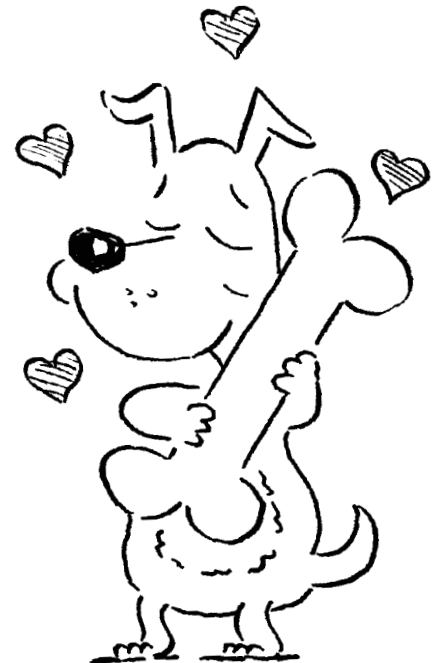
Date _____

Who Wants to Be a Grammar Whiz?

Question Sheet B

Contestant's Name _____

- 1 Which of these words should NOT start with a capital letter?
 A. Christmas C. Pencil
 B. Bobby D. America
- 2 Check the kind of punctuation that should go at the end of this sentence: I live in Colorado
 A. a period C. a comma
 B. a question mark D. an exclamation point
- 3 A question mark goes at the _____.
 A. beginning of a quotation C. start of a verb
 B. start of a sentence D. end of a sentence
- 4 Quotation marks always _____.
 A. disappear C. form contractions
 B. come in pairs D. appear in proper nouns
- 5 To form a contraction, you should use _____.
 A. an apostrophe C. a period
 B. a quotation mark D. a comma
- 6 The contraction *she'll* is short for _____.
 A. let us C. will not
 B. she will D. I will
- 7 A bone that belongs to Carla is _____.
 A. Carlas's bone C. Carla's bone
 B. Carla bone's D. Carla bone
- 8 Which word is short for *they are*?
 A. they're C. there
 B. their D. ther



Additional Resources

Books

- The Amazing Pop-Up Grammar Book* by Jennie Maizels, illustrator, and Kate Petty, contributor (Dutton, 1996).
- Elementary, My Dear: Caught 'Ya: Grammar With a Giggle for Grades One, Two, and Three* by Jane Bell Kiester (Maupin House, 2000).
- Grammar Puzzles and Games Kids Can't Resist* by Karen Kellaher (Scholastic Professional Books, 2000).
- Great Grammar Mini-Books* by Maria Fleming (Scholastic Professional Books, 1999).
- 25 Great Grammar Poems With Activities* by Bobbi Katz (Scholastic Professional Books, 1999).

Web Sites

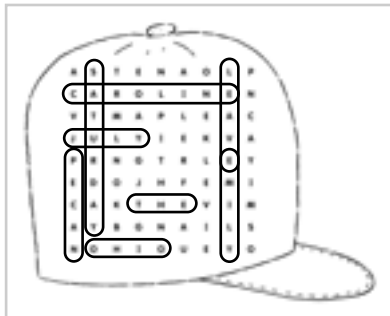
- * Have kids log on to www.mrsabc.com for help with spelling, punctuation, and capitalization.
- * Go to www.scholastic.com for online writing activities, tips from authors, and more. The site features sections for teachers and students.
- * Log on to www.funbrain.com/grammar/ for exciting grammar games.
- * For more suggestions on teaching grammar and other language arts topics, check out the site of the National Council of Teachers of English: www.ncte.org/teach/.

Answers

* Capitalization

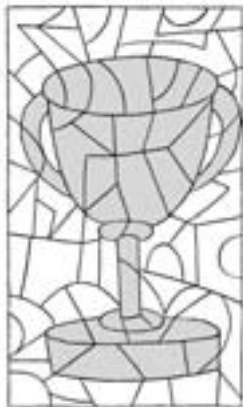
CAPITAL WORD SEARCH:

1. Ohio; 2. The;
3. Caroline; 4. July;
5. Saturday; 6. Leave;
7. Emily; 8. Pecan.



COLOR-THE-CAPITALS RIDDLE GAME:

Sentences 1, 4, 6, and 8 are capitalized correctly. The mystery picture is a trophy cup.



* Commas

BE A COMMA COP!:

We All Scream for Ice Cream!

Students at Wilton Elementary will soon get a special treat. The cafeteria will open a new ice cream stand. Chocolate, vanilla, and peanut butter ice cream will be served. The ice cream stand will have sprinkles, whipped cream, and cherries. It will open September 30.

Mrs. Hill, our principal, says that students have been asking for ice cream for a long time. They said they were tired of pudding, cookies, and applesauce. Now they will have a new choice for dessert.

Springfield Elementary, Grimes Elementary, and Bradford Elementary already have ice cream stands. Kids there say the ice cream is a big hit.

* Quotation Marks

FAIRY TALE QUOTES:

GINGERBREAD BOY: He sang out, "You can't catch me!" ONE OF THE THREE LITTLE PIGS: "Not by the hair on my chinny chin chin," he said. BABY BEAR (FROM GOLDILOCKS AND THE THREE BEARS): He exclaimed, "Someone's been sleeping in my bed!" LITTLE RED RIDING HOOD: "What big eyes you have, Grandma!" she said. CINDERELLA'S PRINCE: "Where is the girl who fits this shoe?" wondered the prince. QUEEN IN SNOW WHITE: "Mirror, mirror, on the wall, who's the fairest of them all?" said the queen.

* Apostrophes

APOSTROPHE THE LETTER-EATING-ELF MINI-BOOK

(last page of mini-book): he's = he is; they'll = they will; wasn't = was not; we're = we are.

LOST AND FOUND: Katie's mitten, the children's toy, the McDonalds' suitcase, Jordan's sneaker, Bob's book.

* Spelling

HOMOPHONE-HUNT CROSSWORD PUZZLE:

- DOWN 1. right;
2. knot; 3. bear;
5. piece; 7. no.
ACROSS 4. in; 6. Aunt;
8. their; 9. bee.

HOW MANY MISTAKES?:

* Review

GRAMMAR WHIZ A:

1. B; 2. A; 3. D; 4. C;
5. A; 6. B; 7. D; 8. C.

GRAMMAR WHIZ B:

1. C; 2. A; 3. D; 4. B;
5. A; 6. B; 7. C; 8. A.

