

# 85 Lesson Launchers



Spelling  
and  
Grammar

**SAMPLE PAGE**

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# Introduction

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Walch Education's *85 Lesson Launchers* series is a wonderful way to turn extra classroom minutes into valuable learning time. Use the 85 quick activities at the beginning of class to focus students on instruction; near the end of class to make good use of transitional time; in the middle of class to shift gears between lessons—or whenever you have minutes that now go unused. *85 Lesson Launchers* are a natural lead-in to more in-depth activities.

*85 Lesson Launchers* are easy to use. Simply photocopy the day's activity and distribute it. Or, make a transparency of the activity and project it on the board. Use the activities for extra credit points or to check your students' skills as they are acquired and built over time.

*85 Lesson Launchers* are a convenient and useful supplement to your regular class lessons. Make every minute count!

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# Common Nouns

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Make a list of five common nouns of five or more letters. Jumble the letters in the words and make an answer key. Exchange papers with a partner to unscramble the nouns. Write a sentence for each noun you've unscrambled. Return papers for scoring.

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STUDENT WORKSPACE

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# Quotations

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**Quotations**, or what people say, can be direct or indirect. In **direct quotations**, a person's exact words are used and those words are set off with quotation marks: Jack said, *"The match won't start on time if it rains."*

**Indirect quotations** give the meaning of what a person said, but not necessarily his or her exact words. Indirect quotations do not use quotation marks: *Jack said that the game would start late if it rains tonight.*

Write a humorous dialogue with at least six direct quotations. Then rewrite the dialogue, changing three of the direct quotations into indirect quotations.

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STUDENT WORKSPACE

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# Gender Neutral Pronouns

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Change the masculine pronouns in the following sentences so that they reflect both men and women. Give two solutions for each sentence.

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A senator gives up his privacy when he runs for office.

A doctor studies for many years to learn his profession.

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STUDENT WORKSPACE

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# Spelling Rules

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Study this spelling rule: If a word ends with a silent *e*, drop the *e* before adding a suffix that begins with a vowel (for example, *state: stating*). Write three other words that follow this rule.

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STUDENT WORKSPACE

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# Compound Subjects and Predicates

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The **subject** of a sentence is who or what the sentence is about. The **predicate** tells something about the subject and always contains a verb.

A **simple subject** contains one noun or pronoun; a **compound subject** contains more than one noun or pronoun: *Sal and Ben work at the bookstore.*

A **compound predicate** contains more than one verb: *Sal works at the bookstore and practices violin after school.*

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Write two sentences about a place you have visited. Write one sentence with a compound subject (CS) and one with a compound predicate (CP).

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# Parts of Speech

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Write a paragraph about one of your best friends. Underline and label the following parts of speech: noun (**N**), verb (**V**), adjective (**ADJ**), adverb (**ADV**), pronoun (**PRO**).

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STUDENT WORKSPACE

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# Simple, Compound, and Compound Complex

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Write a print ad for a historical site you have visited or would like to visit. Label your sentences simple (S), compound (C), complex (CX), or compound-complex (CCX).

What type of sentence is most common in your ad? Why do you think that is?

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STUDENT WORKSPACE

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# Commonly Misspelled Words

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See how many words you can find hidden in these commonly misspelled words: *embarrass*, *equipped*, *forfeit*, *grammar*, *hierarchy*, and *knowledge*. Write a memory device using the smaller words to help you remember how to spell the longer words.

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# TV Promotion

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Write a promotion for your favorite television program. Use at least one simple (S), two compound (C), and one complex (CX) sentence. Label the sentence types, using the abbreviations.

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# Possessives

Possessives show ownership and use an apostrophe: *the dog's bone; the girls' locker room.*

Form the possessive of five singular nouns.

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Form the possessive of five plural nouns ending in s.

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Write a rule for forming the possessive of singular nouns and one for forming the possessive of plural nouns ending in s.

STUDENT WORKSPACE



# Indefinite Pronouns

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Some indefinite pronouns may be singular or plural: *all*, *any*, *most*, *none*, and *some*. Write a sentence for each pronoun. Underline the pronouns and circle the verbs. Tell whether the pronouns are singular or plural in each sentence. Explain why.

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STUDENT WORKSPACE

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# Verb Tense

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Make a three-column chart labeled *present*, *past*, and *past participle*. Put the correct forms of the following verbs in the appropriate spaces: *swim*, *teach*, *lead*, *fight*, *lose*, *spin*, *stand*, and *swing*.

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# Missing Parts of Speech

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Write a paragraph, inserting blanks for two nouns, two action verbs, one adjective, one adverb, and one interjection. Without reading the paragraph to your partner, ask him or her to provide the missing parts of speech. Write your partner's responses in the appropriate blanks. After you have both filled in the blanks, exchange papers to read the silly results.

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