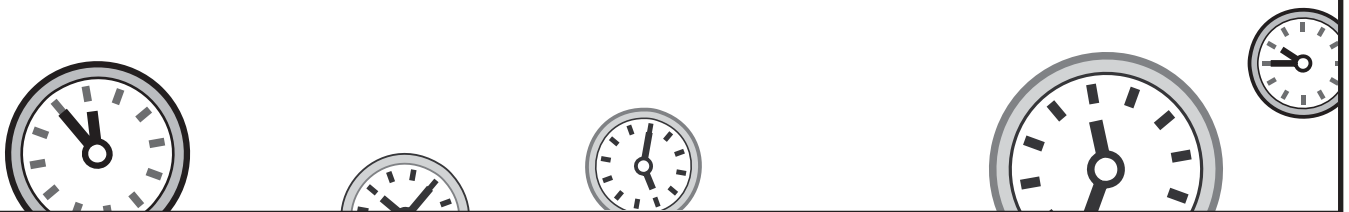




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Introduction

The main objective of *Grammar Minutes Grade 5* is grammar proficiency, attained by teaching students to apply grammar skills to answer questions effortlessly and rapidly. The questions in this book provide students with practice in the following key areas of fifth-grade grammar instruction:

- nouns
- verbs
- pronouns
- adjectives
- adverbs
- prepositional phrases
- types of sentences
- sentence structure
- appositives and clauses
- noun and pronoun agreement
- subject and verb agreement
- negatives
- prefixes and suffixes
- Greek and Latin roots

Use this comprehensive resource to improve your students' overall grammar proficiency, which will promote greater self-confidence in their grammar skills as well as provide the everyday practice necessary to succeed in testing situations.

Grammar Minutes Grade 5 features 100 "Minutes." Each Minute consists of 10 questions for students to complete within a short time period. As students are becoming familiar with the format of the Minutes, they may need more time to complete each one. Once they are comfortable and familiar with the format, give students a one- to two-minute period to complete each Minute. The quick, timed format, combined with instant feedback, makes this a challenging and motivational assignment that offers students an ongoing opportunity to improve their own proficiency in a manageable, nonthreatening way.



How to Use This Book

Grammar Minutes Grade 5 is designed to generally progress through the skills as they are introduced in the classroom in fifth grade. The Minutes can be implemented in either numerical order, starting with Minute 1, or in any order based on your students' specific needs during the school year. The complexity of the sentences and the tasks within each skill being covered gradually increase so that the first Minute of a skill is generally easier than the second Minute on the same skill. Review lessons are included throughout the book, as well as in an application section at the end of the book.

Grammar Minutes Grade 5 can be used in a variety of ways. Use one Minute a day as a warm-up activity, skill review, assessment, test prep, extra credit assignment, or homework assignment. Keep in mind that students will get the most benefit from each Minute if they receive immediate feedback.

If you use the Minute as a timed activity, begin by placing the paper facedown on the students' desks or displaying it as a transparency. Use a clock or kitchen timer to measure one minute—or more if needed. As the Minutes become more advanced, use your discretion on extending the time frame to several minutes if needed. Encourage students to concentrate on completing each question successfully and not to dwell on questions they cannot complete. At the end of the allotted time, have the students stop working. Read the answers from the answer key (pages 108–112) or display them on a transparency. Have students correct their own work and record their scores on the Minute Journal reproducible (page 6). Then have the class go over each question together to discuss the answers. Spend more time on questions that were clearly challenging for most of the class. Tell students that some skills that seemed difficult for them will appear again on future Minutes and that they will have another opportunity for success.



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Teach students the following strategies for improving their scores, especially if you time their work on each Minute:

- leave more challenging items for last
- come back to items they are unsure of after they have completed all other items
- make educated guesses when they encounter items with which they are unfamiliar
- ask questions if they are still unsure about anything

Students will ultimately learn to apply these strategies to other assignments and testing situations.

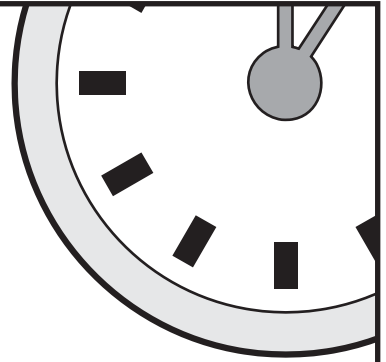
The Minutes are designed to assess and improve grammar proficiency and should not be included as part of a student's overall language arts grade. However, the Minutes provide an excellent opportunity to identify which skills the class as a whole needs to practice or review. Use this information to plan the content of future grammar lessons. For example, if many students in the class have difficulty with a Minute on commas, additional lessons in that area will be useful and valuable for the students' future success.

While Minute scores should not be included in students' formal grades, it is important to recognize student improvements by offering individual or class rewards and incentives for scores above a certain level on a daily and/or weekly basis. Showing students recognition for their efforts provides additional motivation to succeed.

Scope and Sequence

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MINUTE	SKILL	MINUTE	SKILL
1.....	Complete Sentences	42.....	More Adjectives
2.....	Simple Subjects and Predicates	43.....	Comparative Adjectives
3.....	Complete Subjects and Predicates	44.....	Comparative and Superlative Adjectives
4.....	Compound Subjects and Predicates	45.....	Adverbs
5.....	Exclamatory and Interrogative Sentences	46.....	More Adverbs
6.....	Imperatives and Declaratives	47.....	Comparative and Superlative Adverbs
7.....	End Punctuation	48.....	Adjectives Review
8.....	Complete Sentences Review	49.....	Adverbs Review
9.....	Subjects and Predicates Review	50.....	Adjectives and Adverbs
10.....	More Subjects and Predicates Review	51.....	More Adjectives and Adverbs
11.....	Types of Sentences Review	52.....	Prepositions
12.....	Common Nouns	53.....	More Prepositions
13.....	Common and Proper Nouns	54.....	Prepositional Phrases
14.....	Capitalization: Proper Nouns	55.....	More Prepositional Phrases
15.....	Plural Nouns	56.....	Articles
16.....	Regular and Irregular Plural Nouns	57.....	Conjunctions
17.....	Singular Possessive Nouns	58.....	Compound Sentences
18.....	Plural Possessive Nouns	59.....	Appositives and Clauses
19.....	Subject and Object Pronouns	60.....	Prepositions Review
20.....	Reflexive and Possessive Pronouns	61.....	Articles Review
21.....	Relative and Indefinite Pronouns	62.....	Conjunctions Review
22.....	Noun and Pronoun Agreement	63.....	Compound Sentences Review
23.....	Common and Proper Nouns Review	64.....	Appositives and Clauses Review
24.....	Plural Nouns Review	65.....	Compound Words
25.....	Possessive Nouns Review	66.....	Synonyms
26.....	Subject and Object Pronouns Review	67.....	More Synonyms
27.....	Reflexive and Possessive Pronouns Review	68.....	Antonyms
28.....	Relative and Indefinite Pronouns Review	69.....	More Antonyms
29.....	Action Verbs	70.....	Homographs
30.....	Linking and Helping Verbs	71.....	Homophones
31.....	Regular and Irregular Past Tense Verbs	72.....	More Homophones
32.....	More Present and Past Tense Verbs	73.....	Synonyms and Antonyms Review
33.....	Commonly Misused Verbs	74.....	Homographs and Homophones Review
34.....	Subject and Verb Agreement	75.....	Negatives
35.....	More Subject and Verb Agreement	76.....	Contractions
36.....	Action and Linking Verbs Review	77.....	Commas
37.....	Linking and Helping Verbs Review	78.....	Negatives Review
38.....	Present and Past Tense Verbs Review	79.....	Commas Review
39.....	Commonly Misused Verbs Review	80.....	Prefixes
40.....	Subject and Verb Agreement Review	81.....	Suffixes
41.....	Adjectives	82.....	Word Origins
		83.....	Word Origins and Affixes Review
		84-100.....	Apply Your Grammar Knowledge

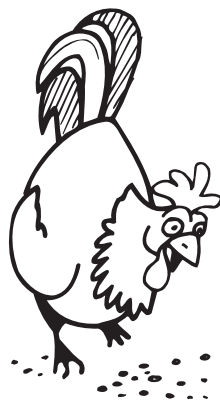


Minute 1

Name _____

Write *C* if the sentence is complete or *I* if it is incomplete.

1. Mom and Dad froze when they saw the mess in the garage. _____
2. Wonder why Jonas pulled the pickles from the shelf? _____
3. The first thing to do. _____
4. The oven was not hot enough to cook the casserole. _____
5. In all of the nicely decorated rooms. _____
6. At the end of the show, everyone cheered for Darla. _____
7. Imaginary lines that run east and west. _____
8. The dress rehearsal for the concert is Thursday night. _____
9. The rooster pecked furiously at the seeds. _____
10. A light in the lonely attic. _____





Minute 2

Name _____

For Numbers 1–5, underline the simple subject of each sentence.

(Hint: The *simple subject* is the someone or something the sentence is about. Example: The neighborhood dogs barked loudly.)

1. Ella walked to the store.
2. Giant squid grow 20 to 60 feet in length.
3. The night stars shine brightly.
4. The Petronas Towers in Kuala Lumpur rise over 1,400 feet.
5. In the office, the phones rang loudly.

For Numbers 6–10, circle the simple predicate of each sentence.

(Hint: The *simple predicate* is the action or linking verb without any other words that modify it or describe the subject. Example: The view overlooked the ocean.)

6. The famous artist Vincent Van Gogh painted *Sunflowers* in 1888.
7. *Shrek* is Hannah's favorite movie.
8. Trees sway gently in the breeze.
9. The Caldecott Medal is awarded each year to the best picture book.
10. A very sleepy Tyler came down the stairs to eat breakfast.



Minute 3

Name _____

For Numbers 1–5, underline the complete subject of each sentence.

(Hint: The *complete subject* includes all words related to whom or what the sentence is about.

Example: A crowded group of people stood in line for the bus.)

1. My sister Lindsey opened her umbrella.
2. The brand-new building was painted bright blue.
3. Alex's sister sliced the bread.
4. The elementary school students guessed how many buttons were in the jar.
5. The eager group of tourists watched the wild animals roam around the African savannah.

For Numbers 6–10, circle the complete predicate for each sentence below.

(Hint: The *complete predicate* includes all words that show what the complete subject is or does.

Example: A crowded group of people (stood in line for the bus.)

6. Kevin put his books in my backpack.
7. Downhill snow skiing is a fun winter sport.
8. The spring rains helped the flowers bloom.
9. After ringing up my purchase, the cashier politely handed me my receipt.
10. If the conductor is sick, Kate will take her place.