

Language Arts



Written by
Sharon L. Apichella and Mary D. Sutton

Editor: Dorothy Ly
Cover Illustrator: Gloria Jenkins
Designer/Production: Karen Nguyen
Art Director: Moonhee Pak
Project Director: Stacey Faulkner

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Introduction

Cootie Catchers Language Arts is an interactive and motivating tool for daily skill review. Using a new twist on the popular origami fortune tellers, this hands-on resource provides a fun and unique approach to practicing and reviewing standards-based language arts concepts and academic language. *Cootie Catchers Language Arts* features 20 reproducible cootie catchers that each reinforce a specific language arts skill. Each page includes a *Before You Flip* hint for students to apply while they use each cootie catcher and an *After You Flip* activity to extend their learning after they have finished. Once the cootie catcher is made, students read and answer the questions; then they lift the flaps to reveal the correct answers. A recording sheet is provided on the inside back cover to help teachers keep track of assigned cootie catchers.

Aligned to the National Council of Teachers of English (NCTE) standards, *Cootie Catchers Language Arts* is an ideal resource for providing specific content review for all students. Research shows that repetition is essential for the brain to learn and recall information. Furthermore, children have a tendency to repeat activities they enjoy. *Cootie Catchers Language Arts* offers a fun and quick way for students to repeat and retain essential skills. This teacher-tested, student-approved resource can be used for classroom center activities, as enrichment assignments when regular class work is completed, or for homework. Perfect for individuals, partners, or small groups, *Cootie Catchers Language Arts* makes practicing language arts skills enjoyable. The following areas are addressed in this resource:

- * Grammar and mechanics
- * Vocabulary and usage
- * Reading skills

Cootie catchers fit in pants pockets, backpacks, or lunch boxes for review on the go! Students can use them in a classroom center, at their desks, on the playground, or in a car or bus. Parents can slip cootie catchers into a pocket or purse and use them to review with their child at home, in line at the store, or while waiting for appointments. With these easy-to-make, fun-to-use, portable manipulatives, students will love reviewing language skills and vocabulary the *Cootie Catchers Language Arts* way!

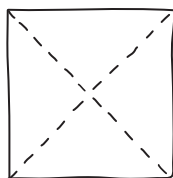
Getting Started

How to Use

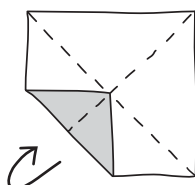
1. Select a skill you would like your students to practice, and make multiple copies of the corresponding page. Store the pages in a labeled hanging file in a language arts center or where language arts manipulatives are stored.
2. Demonstrate how to fold the cootie catchers. Display the instructions for students' reference.
3. Remind students to read the *Before You Flip* section before using each cootie catcher.
4. Have the students complete the *After You Flip* activity as an extension or quick assessment after they have used each cootie catcher. Ask the students to return the top portion of the page to you. Use this, along with the recording sheet, to keep track of assigned cootie catchers.
5. Send the cootie catchers home for additional practice.

How to Make

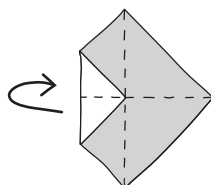
1. Carefully cut along the outline of the square. Fold and unfold the square in half diagonally in both directions to make two creases that form an X.



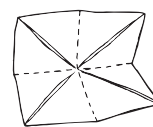
2. Place the paper facedown, and then fold each of the four corners in so that their points touch the center.



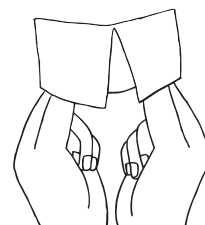
3. Turn the paper over so the flaps are facedown. Again, fold each of the four corners in so their points touch the center.



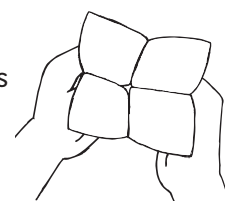
4. Fold the square in half, making a rectangle. Unfold and fold in half in the opposite direction, making a rectangle.



5. Slide both index fingers and thumbs under the four flaps.



6. Use your thumbs and index fingers to pinch the top corners together and form a point. You are ready to play.



How to Play

1. Choose a number from one to five.
2. Open and close the cootie catcher (front to back and then sideways) as many times as the number selected.
3. Choose one of the four questions shown inside and answer it.
4. Lift the flap on which the question is written and check the answer.
5. Continue playing in the same way until all eight questions have been answered.

Its or It's?

**Before
you
“FLIP”**

Hint: *It's* is a possessive pronoun showing ownership. *It's* is a contraction meaning "it is."

**After
you
“FLIP”**

On the back of this paper, write a sentence using *its* and *it's*.

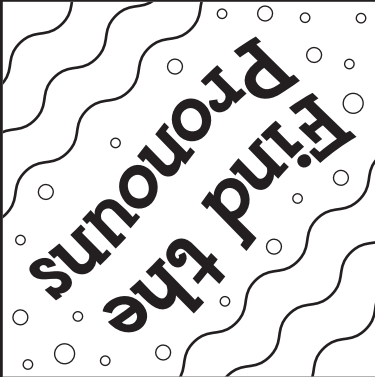

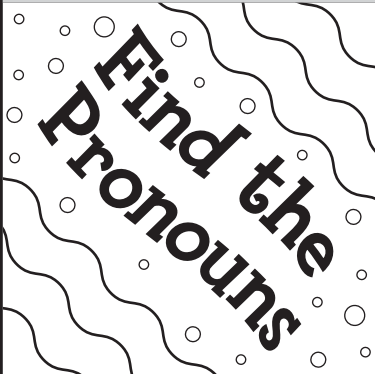
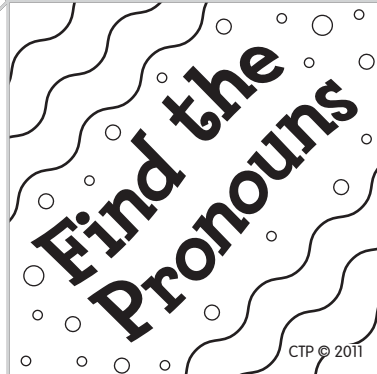
Find the Pronouns

Before
you
"FLIP"

Hint: A pronoun is a word that takes the place of a noun.

After
you
"FLIP"

On the back of this paper, write a sentence using at least four nouns. Then rewrite the sentence by replacing at least three nouns with pronouns.

 <p>Find the Pronouns</p>	<p>They found my book by their house.</p>	 <p>Find the Pronouns</p>
<p>Bring it to me as soon as you are finished.</p>	<p>They my their</p>	<p>She it their</p>
<p>It was a surprise party for her.</p>	<p>it me you</p>	<p>Since it rained, he invited us to his house.</p>
 <p>Find the Pronouns</p>	<p>Would you please open it for him?</p>	<p>his us he it</p>
 <p>Find the Pronouns</p>	<p>Would you help me with our project?</p>	<p>our me you</p>
<p>They studied with me.</p>	<p>me They</p>	<p>you me our</p>

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Whose Is It?

**Before
you
“FLIP”**

Hint: Possessive nouns show ownership. Add an apostrophe and s ('s) to most singular nouns to show ownership. Only add an apostrophe (') to most plural nouns to show ownership.

**After
you
“FLIP”**

On the back of this paper, write three sentences using possessive nouns. Have a friend underline the possessive nouns.

 <p>Whose Is It?</p> <p>The oak and elm _____ branches waved in the wind.</p> <p>A. tree's B. trees'</p>	<p>B trees'</p>	<p>The teacher looked at both the _____ work.</p> <p>A. student's B. students'</p>	 <p>Whose Is It?</p>
<p>That _____ ears are huge!</p> <p>A. elephant's B. elephants'</p>	<p>A elephant's</p>	<p>B students'</p>	<p>Where have I seen that _____ face before?</p> <p>A. girl's B. girls'</p>
<p>B mothers'</p>	<p>A brother's</p>	<p>A children's</p>	<p>The _____ uniforms got dirty.</p> <p>A. children's B. childrens'</p>
<p>Our _____ birthdays are on the same day.</p> <p>A. mother's B. mothers'</p>	<p>B skates'</p>	<p>Our _____ blades need sharpening.</p> <p>A. skate's B. skates'</p>	 <p>Whose Is It?</p>