

The top of the page is decorated with several clock faces of various sizes and orientations. On the right side, there is a large, detailed illustration of an alarm clock with its bells ringing, and a stylized bird-like figure flying upwards towards it.

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# Introduction

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The main objective of *Grammar Minutes Grade 6* 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 sixth-grade grammar instruction:

- nouns and pronouns
- verb forms and verb tenses
- adjectives and adverbs
- prepositional phrases
- contractions
- compound and complex sentences
- appositives and clauses
- word usage
- synonyms, antonyms, and homophones
- noun and pronoun agreement
- subject and verb agreement
- 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 6* 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

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*Grammar Minutes Grade 6* is designed to generally progress through the skills as they are introduced in the classroom in sixth 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 6* 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

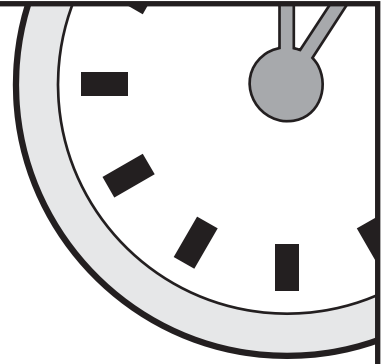
Students will ultimately learn to apply these strategies to other assignments and testing situations.

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 will 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

MINUTE	SKILL	MINUTE	SKILL
1	Complete and Incomplete Sentences	49	Dependent Clauses
2	Types of Sentences	50	Independent Clauses
3	Simple and Complete Subjects and Predicates	51	Commas
4	Common Nouns	52	Compound Sentences
5	Common and Proper Nouns	53	Complex Sentences
6	Plural Nouns	54	Compound-Complex Sentences
7	More Plural Nouns	55	Conjunctions Review
8	Singular Possessive Nouns	56	Compound Subjects and Compound Predicates Review
9	Plural Possessive Nouns	57	Prepositions and Prepositional Phrases Review
10	Subject and Object Pronouns	58	Dependent and Independent Clauses Review
11	Complete Sentences and End Punctuation Review	59	Compound, Complex, and Compound-Complex Sentences Review
12	Common and Proper Nouns Review	60	Appositives
13	Singular and Plural Nouns Review	61	More Uses for Commas
14	Possessive Nouns Review	62	Quotation Marks
15	Subject and Object Pronouns Review	63	Contractions
16	Action Verbs	64	Abbreviations
17	Linking Verbs	65	Semicolons
18	Helping Verbs	66	Colons
19	Past, Present, and Future Tense Verbs	67	Word Usage: Sit or Set
20	Perfect Tense Verbs	68	Word Usage: Lie or Lay
21	Irregular Verbs	69	Word Usage: Your or You're
22	Progressive Verbs	70	Appositives Review
23	Transitive Verbs	71	Commas and Quotations Review
24	Intransitive Verbs	72	Contractions and Abbreviations Review
25	Subject and Verb Agreement	73	Colons and Semicolons Review
26	Action Verbs Review	74	Word Usage Review
27	Linking and Helping Verbs Review	75	Interjections
28	Verb Tenses Review	76	Articles
29	Verb Forms Review	77	Prefixes
30	Subject and Verb Agreement Review	78	Suffixes
31	Adjectives	79	More Prefixes
32	Comparative and Superlative Adjectives	80	More Suffixes
33	Irregular Comparative and Superlative Adjectives	81	Greek Root Words
34	Adverbs	82	Latin Root Words
35	More Adverbs	83	Spelling Patterns and Exceptions
36	Adverbs without -ly	84	More Spelling Patterns and Exceptions
37	Synonyms	85	Negatives
38	Antonyms	86	Interjections and Articles Review
39	Homophones	87	Prefixes Review
40	Adjectives Review	88	Suffixes Review
41	Comparative and Superlative Adjectives Review	89	Greek and Latin Root Words Review
42	Adverbs Review	90	Spelling Patterns and Exceptions Review
43	Synonyms and Antonyms Review	91	Negatives Review
44	Homophones Review	92-100	Apply Your Grammar Knowledge
45	Conjunctions		
46	Compound Subjects		
47	Compound Predicates		
48	Prepositions and Prepositional Phrases		

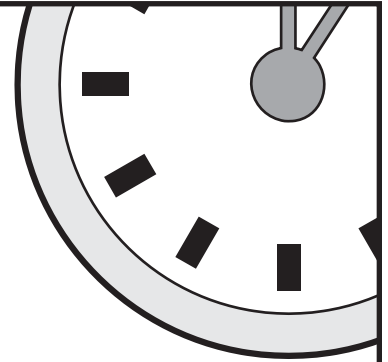


# Minute 63

Name \_\_\_\_\_

Circle the two words in each sentence that can be combined to form a contraction. Write the contraction on the line.

1. Earlier they were out, but they are at home now. \_\_\_\_\_
2. Mr. Hoff told him that he should have studied more. \_\_\_\_\_
3. You will be disappointed. \_\_\_\_\_
4. It is almost the holidays! \_\_\_\_\_
5. Either I can pick up the food or we will dine in. \_\_\_\_\_
6. On vacation days, they would take the train to the beach. \_\_\_\_\_
7. She does not have a train pass. \_\_\_\_\_
8. "Do not leave without me!" \_\_\_\_\_
9. Peonies and tulips are not in season. \_\_\_\_\_
10. You have finished already? \_\_\_\_\_



# Minute 64

Name \_\_\_\_\_

For each sentence, circle the title or address word and write its abbreviation on the line.

1. I shop at Mister Gregorino's store. \_\_\_\_\_
2. Missus Gregorino, his mother, opened the store in 1924. \_\_\_\_\_
3. The store will be passed on to George Gregorino Junior when he is ready. \_\_\_\_\_
4. They asked Senator Miller to give them advice. \_\_\_\_\_
5. I need to see my dermatologist, Doctor Sykes, for this rash. \_\_\_\_\_
6. Captain Pullman stood on deck surveying the ocean. \_\_\_\_\_
7. I used to live by Marty's Dry Cleaners on Sixth Avenue. \_\_\_\_\_
8. The cross street for Marty's is 36<sup>th</sup> Street. \_\_\_\_\_
9. Take a left onto Linden Boulevard. \_\_\_\_\_
10. Highway 57 has an on-ramp on the right side of the street. \_\_\_\_\_



# Minute 65

Name \_\_\_\_\_

For each sentence, insert the missing semicolon in the correct place.

1. Seth and Victor were in an accident however, they were not injured.
2. Jesse was the only actor who memorized the lines therefore, he got the lead role.
3. I should not have slipped then I might have won the race.
4. Kory got bucked off his horse however, he got right back on.
5. My dog, Matilda, loves to ride in the car therefore, I take her everywhere dogs are allowed.
6. Janice thought the critics were wrong to criticize her play indeed, they simply did not understand it.
7. Martine didn't think anyone noticed her mistake besides, she didn't care if they did.
8. Buddy was an excellent teacher however, his students thought he was strict.
9. Tiffany learned to drive on a deserted old ranch road indeed, it had been located in the middle of nowhere.
10. Rhode Island is the smallest state in the United States however, it has the longest official name: "State of Rhode Island and the Providence Plantations."