



SHELL
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

K

180 Days of LANGUAGE

for Kindergarten

comma
exclamation points
parts of speech
verbs
nouns

The collage features several educational elements:

- Worksheet:** A page with a 'NAME:' field, a 'DIRECT' box, and numbered instructions:
 - 1. Write (The or the)
 - 2. Add punctuation. I am very sad
 - 3. Circle the plural noun. lid
 - 4. Fill in the missing letter. m _ _ dA ladybug illustration is also present.
- Spiral Notebook:** A green notebook with a checklist:
 - ✓ capitalization
 - ✓ punctuation
 - ✓ parts of speech
 - ✓ spelling
- Speech Bubbles:** Three bubbles containing cartoon letters:
 - Top bubble: Red uppercase 'A' and orange lowercase 'a'.
 - Middle bubble: Blue uppercase 'B' and blue lowercase 'b'.
 - Bottom bubble: Yellow uppercase 'C' and yellow lowercase 'c'.

Christine Dugan

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Standards

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INTRODUCTION AND RESEARCH

People who love the English language often lament the loss of grammar knowledge and the disappearance of systematic grammar instruction. We wince at emails with errors, such as when the noun *advice* is used instead of the verb *advise* is required. We may set aside a résumé with the incorrect placement of an apostrophe. And some of us pore (not pour) over entertaining punctuation guides such as *Eats, Shoots and Leaves* by Lynne Truss (2003). We chuckle over collections of bloopers such as *Anguished English: An Anthology of Accidental Assaults upon Our Language* by Richard Lederer (1987).

Even though we worry about grammar, our students arrive at school with a complex set of grammar rules in place—albeit affected by the prevailing dialect (Hillocks and Smith 2003, 727). For example, while students may not be able to recite the rule for where to position an adjective, they know intuitively to say *the yellow flower* instead of *the flower yellow*. All this knowledge comes without formal instruction. Further, young people easily shift between articulating or writing traditional patterns of grammar and communicating complete sentences with startling efficiency: IDK (I don't know), and for the ultimate in brevity, K (okay).

So, if students speak fairly well and have already mastered a complex written shorthand, why study grammar? Researchers provide us with three sound reasons:

1. the insights it offers into the way the language works
2. its usefulness in mastering standard forms of English
3. its usefulness in improving composition skills (Hillocks and Smith 1991, 594)

NAME: _____

DIRECTIONS Read and answer each question.SCORE

1. (Y) (N)

1. Write the word with a capital letter.

2. (Y) (N)

(The or the)

dog is fast.

3. (Y) (N)

2. Add punctuation.

4. (Y) (N)

The bed is red

___ / 4

Total

3. Circle the verb.

The pig runs.

4. Fill in the missing letter.


 d _____ g

NAME: _____

DIRECTIONS Read and answer each question.

1. Write the word with a capital letter.

_____ pan is hot.

(a or A)

2. Add punctuation.

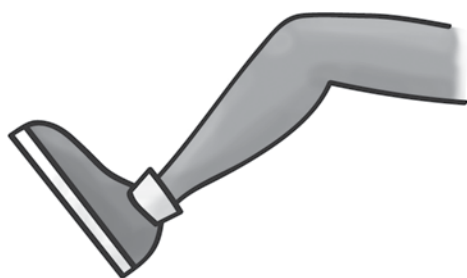
A boy is in the car

3. Circle the plural noun.

cat

cats

4. Fill in the missing letter.



l _____ g

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

___ / 4

Total

NAME: _____

DIRECTIONS Read and answer each question.**SCORE**

1. (Y) (N)

1. Write the word with a capital letter.

2. (Y) (N)

_____ go to bed.
(we or We)

3. (Y) (N)

2. Add punctuation.

4. (Y) (N)

Is that a pet

___ / 4

Total

3. Circle the noun.

The boy digs.

4. Fill in the missing letter.



b _____ t

NAME: _____

DIRECTIONS Read and answer each question.

1. Write the word with a capital letter.

_____ is my mom.

(**She** or **she**)

2. Add punctuation.

Why did you go

3. Circle the plural noun.

hat

hats

4. Fill in the missing letter.



r _____ t

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

___ / 4

Total

NAME: _____

DIRECTIONS Read and answer each question.SCORE

1. (Y) (N)

1. Write the word with a capital letter.

2. (Y) (N)

_____ is home?

(who or Who)

3. (Y) (N)

2. Add punctuation.

4. (Y) (N)

The jet is loud

___ / 4

Total

3. Circle the plural noun.

toe

toes

4. Fill in the missing letter.



 t _____ y

NAME: _____

DIRECTIONS Read and answer each question.

1. Write the word with a capital letter.

_____ cat is fat.

(the or The)

2. Add punctuation.

The cat is sad

3. Circle the plural noun.

mom

moms

4. Fill in the missing letter.



h _____ n

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

___ / 4

Total