

GRAMMAR GREMLINS

Avoiding the “Little Monsters” in Writing



Written by teachers for teachers, this practical and valuable resource will have your students editing like experts!

Each lesson is geared to be a week-long study and begins by revealing a “gremlin” - a widespread and common error found in student writing. There are twenty-five lessons in the book, all complete with an introductory mini lesson, at least one practice page, review handout, and a quiz.

Students naturally love a mischievous character, and our gremlin takes on that role! A purple gremlin keeps things interesting in every lesson by narrating facts about his gremlin world.

The introduction mini lesson can be taught on Mondays, practice can be provided throughout the week, and assessment can be given on Fridays with the provided quizzes. And the best thing about this book is that once a gremlin is identified, it is not forgotten. Old gremlins are reviewed as new ones are taught, and on quizzes, students must edit previous taught gremlins alongside the new ones. This type of repetition is crucial to making sure that your students eliminate these pesky errors from their writing for good! *Grammar Gremlins* provides a humorous and effective approach to fitting in such an important part of your language arts curriculum!

Scroll down to view and print the table of contents for this book and the first three lessons. Each lesson is complete with an introduction page, practice, review handout, and a quiz. Once a “gremlin” is taught, it never “disappears”. With each new “gremlin” the old ones are reviewed. Therefore, on each quiz, students are assessed on that week’s “gremlin” along with all previously taught “gremlins”. You can see this “spiraling” method by looking at the free samples below. If you like the lessons here, you should order the book. It is filled with over one hundred twenty pages of mini-lessons, revision practice, and assessment. *Grammar Gremlins* takes a cool, fun, and effective approach to editing! Click the following to purchase and download the entire book! You can download it right to your computer in seconds!

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The highlighted lessons are yours free! Scroll down to view!

Grammar Gremlins

Introduction



They jump out at us in countless middle school essays. They lure our red pens to make endless circles and bold question marks. Occasionally, they even taunt us to create angry holes in a student's notebook paper! At the worst, they can sometimes cause us to lose sleep and wonder, "Will my students ever transfer my instruction to their writing?" What are "they"? We have chosen to call them gremlins – grammar gremlins. This species consists of errors that are repetitive and widespread among the student population. Now, before you consider this just another grammar handbook, know that this book does not focus on the parts of speech or parts of sentences. We do not provide lessons on things such as gerund phrases or proper nouns. Instead, we take a student-friendly approach to correcting problems like *its* versus *it's* or when to use the semicolon. Some may call this "usage" instead of grammar, but to us, it is all a part of our complicated language which has its roots deep in the world of grammar!

While every grammar and usage mishap is not taught in this book, we have chosen those that have been monumental and overexposed in our own teaching experience. This book is designed to make students laugh a bit as you address the little grammar gremlins that often plague their writing. Each lesson begins with an introduction page designed for your visual presenter. At the beginning of the week, the grammar gremlin is revealed, and throughout the week, the focus is placed on finding it, correcting it, and eliminating it forever! A quiz is provided for the end of each week.

Now, what makes this book unique and effective is the repetition involved. Traditional grammar books move from one grammar lesson to the next. The first lessons are quite often long forgotten once students reach lesson four or five. In this book, however, once a gremlin is identified, students continue to face it in practice and quizzes. There is constant review of the previously studied gremlins, and we all know that repetition is the key to learning!

Feel free to "play-up" the gremlins in your classroom. For example, make "gremlin" comments such as "Gremlin alert!" when you find one in student writing. Challenge your students to find gremlins in print or on public signs, and create a bulletin board to showcase these pesky little monsters. Have students peer edit looking for gremlins! Just have fun with it!

It's vs. Its

- The apostrophe in it's takes the place of the missing letter. It is = it's ~ Here the *i* is missing. It has = it's ~ Here the letters *h* and *a* are missing.
 - *It's been a long time since the gremlin drank coffee without lemon.*
 - *It's time to get a trim when a gremlin trips over its own fur!*
- **Test it!** Try *it is* or *it has* in your sentence. If it sounds right, use *it's*. If it sounds weird, use *its*.
- **Its** is a possessive pronoun. Use it to show possession.
 - *While the gremlin was going nuts about its lost pet hippopotamus, its mommy was making a lost and found poster on the computer.*



Its a best kept secret!
Shhhhh, don't tell anyone. Did you know that each and every gremlin keeps a night light in it's room because we are secretly scared of the dark! Its' quite ironic, don't ya' think?

Can you find the gremlin's mistakes?

Practice (Choose the correct word in the parenthesis.)

1. *The gremlin ate (it's its) favorite lunch- a spinach and chocolate sandwich.*
2. *The gremlin said, "(It's Its) almost time to walk my pet mouse."*

Grammar Gremlin # 1

Name: _____



It's = it is or it has 100% of the time!

A. Sentence completion

Directions: Complete each sentence with *its* or *it's*.

1. I think that _____ warm enough to go to the neighbor's pool today.
2. That jewelry is admired for _____ beautiful, bright colors and quality craftsmanship.
3. The rose has lost all of _____ petals.
4. _____ too late to write him a poem now.
5. I think that _____ your turn to empty out the dishwasher.
6. I wonder when we will know that _____ time to leave?
7. _____ very warm in the tool shed.
8. _____ been a long time since I have seen a good movie.
9. The dog has lost _____ bone.
10. _____ time to get up and get ready for school.
11. That cat has two of _____ toys in my yard.
12. Did you realize that _____ almost time for your birthday party?
13. The dog has _____ tail stuck in the door.
14. Do you know if _____ happened before?

B. Writing Practice

Directions: Write a paragraph about a gremlin and its nightlight. Make sure you use *it's* at least three times and *its* at least twice.

Grammar Gremlin Quiz # 1



Name: _____

A. **Directions:** Read each sentence below. Use *it's* or *its* to fill in each blank.

1. _____ almost time for the puppy to get vaccinated.
2. I do not think _____ fair to ask the entire group to change _____ party date for you.
3. Did you know that _____ rude for you to talk with food in your mouth?
4. _____ time for the book to receive an award for _____ excellence.
5. Have you ever seen a bird take a worm to _____ baby?
6. I think that _____ nearly time to go.
7. _____ still storming outside. _____ not stopped for hours.
8. The contest is now in _____ fourth week.
9. That school shares _____ soccer field with our school until ours is completed.
10. The kitten was sitting on _____ bed looking very pleased with the mess.
11. _____ risky to put the candle so close to the curtains.
12. I love our hotel. _____ view is breathtaking!
13. _____ dark outside, so the dog went into _____ house.

B. Writing Practice

14. Write a sentence using *it's*.

15. Write a sentence using *its*.

Your vs. You're

- **You're stands for you are!** The apostrophe in you're takes the place of the missing letter *a*.
 - **You're** in big trouble, Mr. Gremlin if you do not stop tapping your claw on that desk!
- **It is not acceptable to use your when you mean you are!**
- **Test it! Replace the word your with you are in your sentence. If it sounds right, use *you're*. If it doesn't sound right, use *your*.**
- **Your is a possessive pronoun.**
 - It's **your** stupidity if you choose not to believe in gremlins!



Your not going to believe this! Gremlins would rather eat your socks than any kind of food or candy! They love them, especially fresh out of the dryer!

Can you find the gremlin's mistakes?

Practice (Choose the correct word in the parenthesis.)

1. The gremlin looked inside (your you're) book bag when you weren't looking!
2. The gremlin said, "(Your You're) not as clever as I am!"

Grammar Gremlin # 2



Name: _____

You're = you are

Samples

1. Be sure to bring **your/you're** coat with you.
2. If **your/you're** going to ask a guy to the dance, pick a nice one.
3. Is that **your/you're** pencil on the desk?

Practice

Directions: Read each sentence. Place *your* or *you're* in the blanks.

1. Did you put _____ book in the correct place?
2. _____ right. You should do _____ homework.
3. That's _____ pencil so put it in the place _____ supposed to.
4. _____ mom baked a chocolate cake for _____ birthday.
5. _____ always late.
6. Did _____ dog take the shoe? Then _____ going to have to go find it.
7. John, _____ going to have to move _____ car.
8. Did you know that _____ to always have _____ binder?
9. I know that _____ going to do a great job on _____ project!
10. Did you know that _____ mother is going to have to call _____ teacher?

Grammar Gremlins Review

Name: _____



Review all grammar gremlins. Complete each of the following.

1. Which sentence is correct?
 - a. Its your turn to do the dishes.
 - b. It's you're turn to do the dishes.
 - c. It's your turn to do the dishes.
 - d. Its you're turn to do the dishes.

2. Which sentence is correct?
 - a. The dog has lost its bone.
 - b. The dog has lost it's bone.
 - c. Neither of these

3. Which sentence is correctly written?
 - a. You're cat put it's tail in my paint can.
 - b. Your cat put it's tail in my paint can.
 - c. You're cat put its tail in my paint can.
 - d. Your cat put its tail in my paint can.

4. Which sentence is correctly written?
 - a. It's time for you to get your hair cut.
 - b. Its time for you to get your hair cut.
 - c. It's time for you to get you're hair cut.
 - d. None of these.

5. Write a sentence using *it's*.

6. Write a sentence using *your*.

7. Write a sentence using both *it's* and *you're*.

8. Write a sentence using *its*.

Grammar Gremlin Quiz # 2



Name: _____

Circle the correct word(s) in each sentence.

1. Bring me (your, you're) pencil, and I will sharpen it.
2. (Your, You're) working hard on this test!
3. I like the way (your, you're) working quietly.
4. (Its, It's) okay if you do (your, you're) homework first.
5. (Your, You're) mom told me the paper is in (its, it's) box.
6. I wonder if (your, you're) going to the game tonight?
7. Put (your, you're) shoes back in the box.
8. (It's, Its) almost time for the movie to begin.
9. Is (your, you're) friend going with you to the mall later today?
10. I'm sure (your, you're) glad that today is Friday and that (your, you're) test is almost done!
11. Are you sure (it's, its) time to go?
12. I know that (your, you're) going to cheer at the game!
13. (It's, Its) cold in here, so I hope you have (you're, your) jacket.
14. (Your, You're) almost done now. Check back over (your, you're) answers!
15. (It's, Its) finally the last question. Now, make sure (your, you're) name is on (your, you're) paper, and turn it in! 😊

To vs. Too

- Two = 2
- The word *too* means *also* or *very*.
- **Test it!** Replace *also* or *very* in your sentence. If it sounds right, use *too*. If it sounds weird, use *to*.
- *To* means the direction that you're going. It's where you're going to or what you're going to go and do. *To* matches the spelling of *go* and *do*.



To the average person,
gremlins are frightening.
However, just like people,
gremlins want friends to! They
don't hang around too scare
you, just to get too know you!

Can you find the gremlin's mistakes?

Practice (Choose the correct word in the parenthesis.)

1. The gremlin lost his toy mouse and his favorite monster book (to, too).
2. The gremlin took her friend (to, too) pick dandelions.

Grammar Gremlin # 3



Name: _____

To means the direction that you're going. It's where you're going to or what you're going to go and do. Hint: *to* matches the spelling of *go* and *do*.

I am going to the store. (This is what you're going to do.)

Too means *very* or *also*. Hint: use *very* and *also* in sentence first. If one of those sounds right, use *too*.

It is *too* hot in the cafeteria *too*. (The first *too* means *very*. The second means *also*.)

Samples

- a. Chaney said, "I'm going to/too buy a new hamster today."
- b. Blair likes chocolate cake, chocolate milk, and chocolate ice cream, to/too.

Practice

Read each sentence. Place *to*, *two* or *too* in the blanks.

1. I want to go _____ the store with you _____ girls _____.
2. You are talking _____ much.
3. You need to walk _____ the window and the door _____.
4. Last summer, he went _____ the beach and then _____ the mountains _____.
5. I have _____ many bills and _____ little money!

Review

Read each sentence. Circle the word that correctly completes the sentence.

1. (It's, Its) time for us (to, too) go inside (you're, your) house.
2. You have (to, too) much glue on (you're, your) paper!
3. (To, Too) many people you are a child, but (to, too) me, you are the world!
4. The rabbit hopped to (it's, its) hole (to, too) quickly for me to catch it.
5. Please put (you're, your) gum into the trash.

Grammar Gremlin Quiz # 3



Name: _____

A. Circle the correct word in each blank.

1. (Its, It's) a shame that (your, you're) going (to, too, two) leave our school.
2. The bridge was (to, too, two) narrow (to, too, two) drive on.
3. Many students read (to, too, two) quickly, so the mistakes made are careless.
4. I was (to, too, two) scared (to, too, two) say a word (to, too, two) (your, you're) mother!
5. I am going (to, too, two) the store before (its, it's) (to, too, two) late.
6. They are building (to, too, two) many new gas stations in this town!
7. May I go (to, too, two) your mom's with you?
8. Do you think (its, it's) (to, too, two) late (to, too, two) call him now?
9. I have (to, too, two) new songs that I can't wait (to, too, two) listen (to, too, two) when I get to (your, you're) house.
10. (Its, It's) not good (to, too, two) put (to, too, two) much salt on your food.

B. Circle the sentence that is correctly written in each set.

11.
 - a. Its a shame that you're going to miss the bus.
 - b. It's a shame that you're going to miss the bus.
 - c. It's a shame that your going to miss the bus.
12.
 - a. The eagle was majestic - a symbol of its own strength and beauty.
 - b. The eagle was majestic - a symbol of it's own strength and beauty.

13.

- a. He did the math problem too quickly, so the mistakes made are careless.
- b. He did the math problem to quickly, so the mistakes made are careless.
- c. He did the math problem two quickly, so the mistakes made are careless.

14.

- a. I was to excited to say a word too you're teacher!
- b. I was too excited to say a word too your teacher!
- c. I was too excited to say a word to your teacher!

15.

- a. I am going to the mall before its too late.
- b. I am going to the mall before it's too late.
- c. I am going to the mall before it's to late.

16.

- a. They are building two many new houses in our neighborhood.
- b. They are building to many new houses in our neighborhood.
- c. They are building too many new houses in our neighborhood.

17.

- a. May I go too you're birthday party with you?
- b. May I go to you're birthday party with you?
- c. May I go to your birthday party with you?

18.

- a. Do you think it's to late too do that now? Yes, I think your almost too late.
- b. Do you think it's too late to do that now? Yes, I think you're almost too late.
- c. Do you think its to late to do that now? Yes, I think you're almost to late.

19.

- a. I have some new boots that I can't wait too wear to you're party.
- b. I have some new boots that I can't wait to wear too you're party.
- c. I have some new boots that I can't wait to wear to your party.

20.

- a. It's not good to continue to call your mom's name so often.
- b. Its not good too continue too call you're mom's name so often.
- c. It's not good to continue too call your mom's name so often.

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