

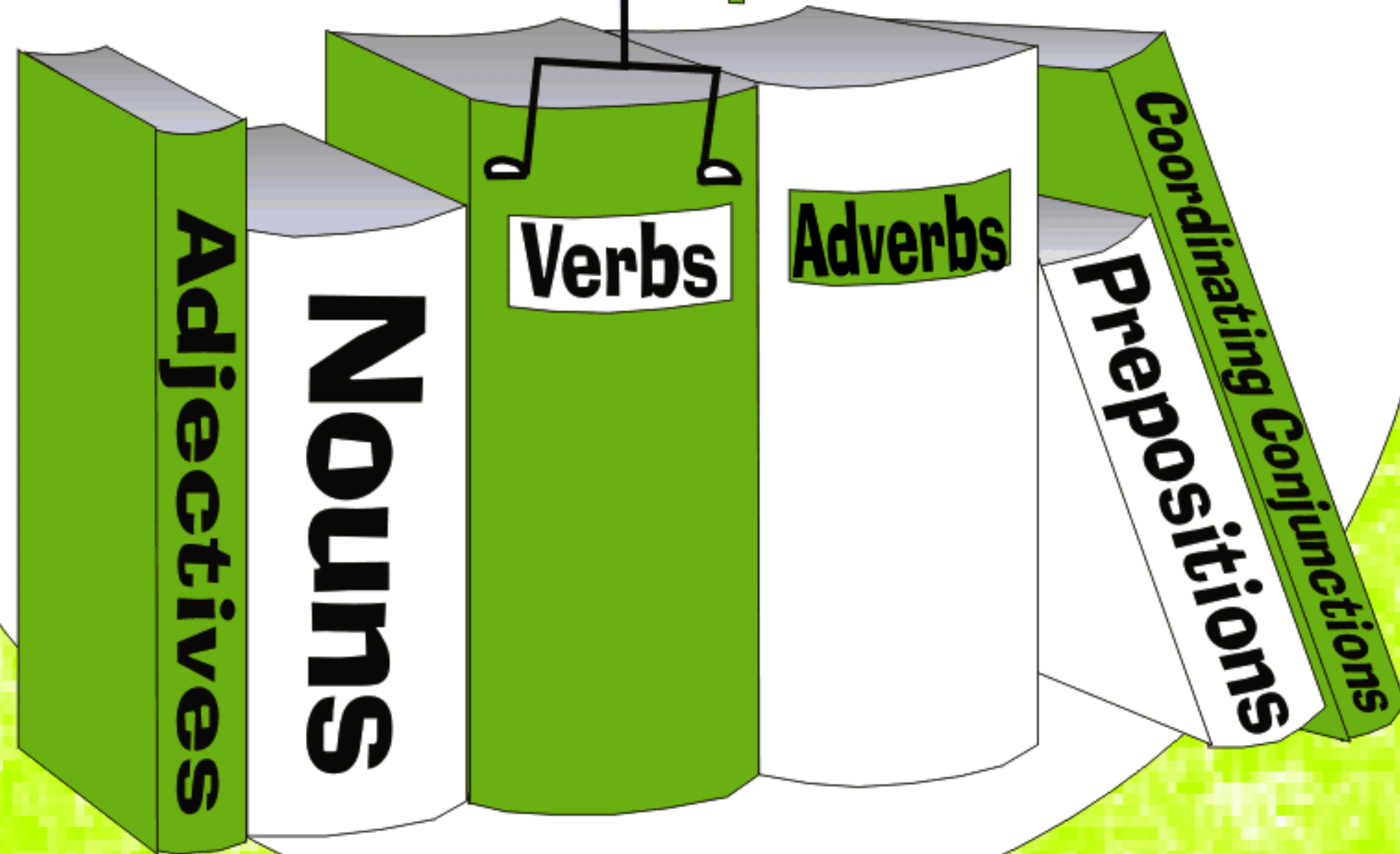
Just Science Grammar

From the *Just Turn & Share*[®] Centers Series

Kathryn Robinson

Grade 5

Parts of Speech



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WriteMath Enterprises
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Just Turn & Share®
Language Arts Center Series



Science Grammar

Volume 1

(Grade 5)

Real-World
Language Arts
that
students
understand

Kathryn Robinson



WriteMath Enterprises
Valrico, Florida

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- I dedicate this book to **Dr. Jean Ross,**

Faculty Emerita, Springfield College,
BA, Trinity College, Washington DC,
MS in Science Education, Springfield College,
D.Ed in Science Education, University of Massachusetts

for the scientific advice, guidance, and support that she provided during the writing of this material. She is also a 'great' aunt...

- I would also like to express my appreciation to my father, **Daniel Sullivan,** for his expert scientific advice, patience, and willingness to answer my never-ending scientific queries.
- Special thanks to my husband, my daughter **Christine Francis,** and husband **Jamie** for constantly editing, refining, and supporting my dreams.

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Introduction

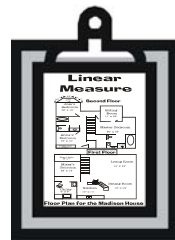
Just Science Grammar is a great center in the *Just Turn & Share* Series. This series gives students **daily** practice in four language arts areas: grammar, capitalization, conventions, and phonetics. After gradually working in a center-based atmosphere, students can tackle all four centers in less than half an hour. This program can be used in conjunction with any regular language arts series. Some students have difficulty attaining proficiency in specific language arts areas due to the limited practice provided by a textbook. *Just Turn & Share* language arts centers provide real-world practice with a variety of language arts concepts.

The series is designed for a center-based review of concepts or as whole-group overhead instruction for four days per week. These lessons provide practice for 30 weeks of the school year. Each grammar concept is covered for at least one week before a new area is introduced to the students. One science concept is covered during each week of grammatical review.

The new concept for the week is listed in the *Table of Contents*. At the onset of a new concept, we recommend that teachers conduct a mini-lesson before releasing students to work the centers. Each center contains concept-information sheets with student-directions about how to perform individual concepts. These information sheets have a third-grade readability level. I recommend that the information sheets remain at the centers as long as possible to accommodate new students entering the class throughout the year.

Suggestion:

Each center sheet should be placed in a plastic protective cover.



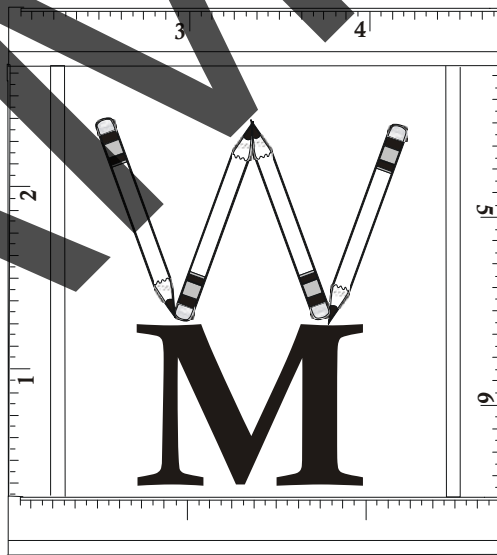
Students self-correct their answer sheets three out of the four days. Self-correction prevents embarrassment and allows students time to seek guidance from the teacher and practice each concept before an assessment. I recommend placing a sign-up sheet in the classroom to allow students to sign up for assistance in their less proficient areas. The teacher can then assist those that have signed up for help during the next day's *Center Time*. The fourth day of each week is teacher-corrected and entered in a grade book. If you have any questions please feel free to e-mail us through our website:

www.writemath.com.

I know that you will have as much fun employing this program as I have had designing it. Remember the program is as simple as *turning each page and sharing* the activities with your class. So go ahead just...

Turn & Share

with your students.



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(*** in the Header – designated that the pages belongs in the 5th grade grammar book.)

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1. Just Science Grammar
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3. Just Conventions
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For more information:

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Types of Sentences

A
declarative sentence

makes a statement.



I declare...

For example:

- I like writing in my journal.
- You are a good friend.
- My grandma lives in Missouri.
- Missy has three goldfish.

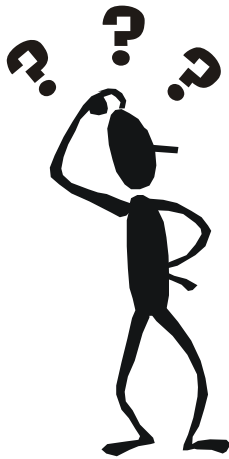
A declarative sentence ends with a...

period



Types of Sentences

An
interrogative sentence
is a question.



- Who ate the last piece of cake?
- What did you do this weekend?
- Where is your homework?
- Did you see my dog?

An **interrogation** is a session in which a person is asked several questions.



An interrogative sentence ends with a...
question mark

A large black question mark is centered within a dotted circle.

GRAMMAR

(Day #1)

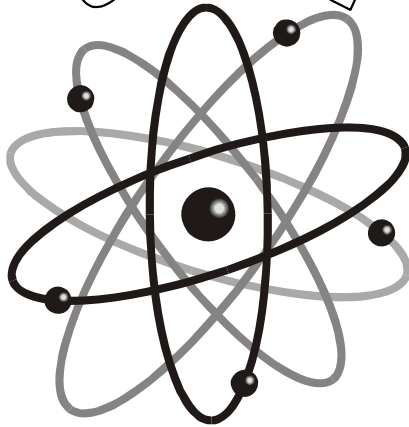
Refer to the page on Types of Sentences (pages 2-3)

Directions:

- Copy each sentence.
- Add punctuation marks: a period at the end of a declarative statement or a question mark at the end of a question.
- If a sentence is a declarative sentence, write “**D**”. If a sentence is an interrogative statement, write “**Int**”.

- A.** What is the smallest object in the universe
- B.** An atom is the smallest object in the universe
- C.** Everything is made up of atoms
- D.** Can I compare an atom to anything that I’ll understand
- E.** You can compare an atom to a brick – the tiniest piece of a building

atom



Bonus: What is the main idea for this page?

GRAMMAR

(Day #2)

Refer to the page on Types of Sentences (pages 2-3)

Directions:

- Copy each sentence.
- Add punctuation marks: a period at the end of a declarative statement or a question mark at the end of a question.
- If a sentence is a declarative sentence, write “**D**”. If a sentence is an interrogative statement, write “**Int**”.

- A.** Why do you need to learn about atoms
- B.** Atoms determine everything about an object, except its form
- C.** How big is an atom
- D.** If you place 10,000,000 atoms in a line next to each other, they would measure less than this line: —
- E.** Atoms are much too small to be seen with a standard microscope



Bonus: What is the main idea for this page?

GRAMMAR

(Day #3)

Refer to the page on Types of Sentences (pages 2-3)

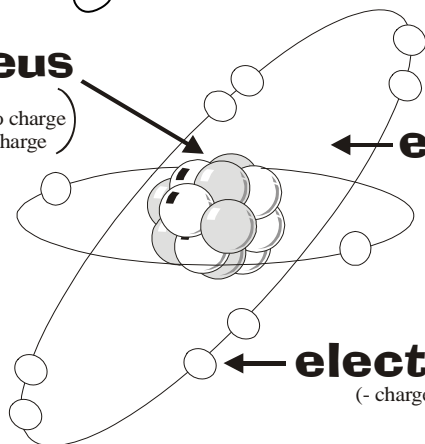
Directions:

- Copy each sentence.
- Add punctuation marks: a period at the end of a declarative statement or a question mark at the end of a question.
- If a sentence is a declarative sentence, write “**D**”. If a sentence is an interrogative statement, write “**Int**”.

- A.** An atom is made up of electrically charged particles that hold it together
- B.** What are the tiny particles in an atom
- C.** Atoms are made up of protons, neutrons, and electrons
- D.** Is there a difference between these particles
- E.** The nucleus (*center*) of the atom is made up of positively charged protons and neutrally charged neutrons (*no charge*)

nucleus

(made of:
neutrons: no charge
protons: + charge)



← **empty space**

← **electrons**
(- charge)

Bonus: What is the main idea for this page?

GRAMMAR

(Day #4)

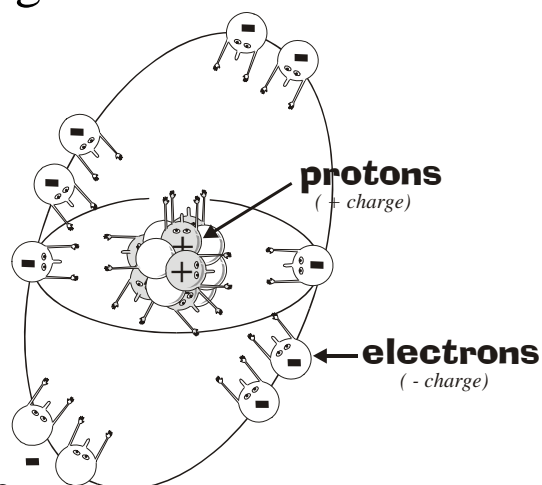
Refer to the page on Types of Sentences (pages 2-3)

Directions:

- Copy each sentence.
- Add punctuation marks: a period at the end of a declarative statement or a question mark at the end of a question.
- If a sentence is a declarative sentence, write “**D**”. If a sentence is an interrogative statement, write “**Int**”.

- A.** How does the electrical charge effect the atom
- B.** If you place two magnets end to end they will move apart or snap together
- C.** If the magnets snapped together, you placed two ends with opposite poles together
- D.** In what way is this like an atom
- E.** The positively charged protons hold the atom together by attracting negatively charged electrons that are rotating around the nucleus

Atom



Bonus: What is the main idea for this page?

Types of Sentences

An exclamatory sentence

shows strong emotions
or feelings

For example:

- What a cute dog!
- That was FUN!
- What a strange lizard!
- You ate the **WHOLE** cake!

An exclamatory sentence ends with an...
exclamation point



Types of Sentences

An

imperative sentence

gives a command or tells someone to do something

Don't...

Don't forget to look both ways before crossing the street.

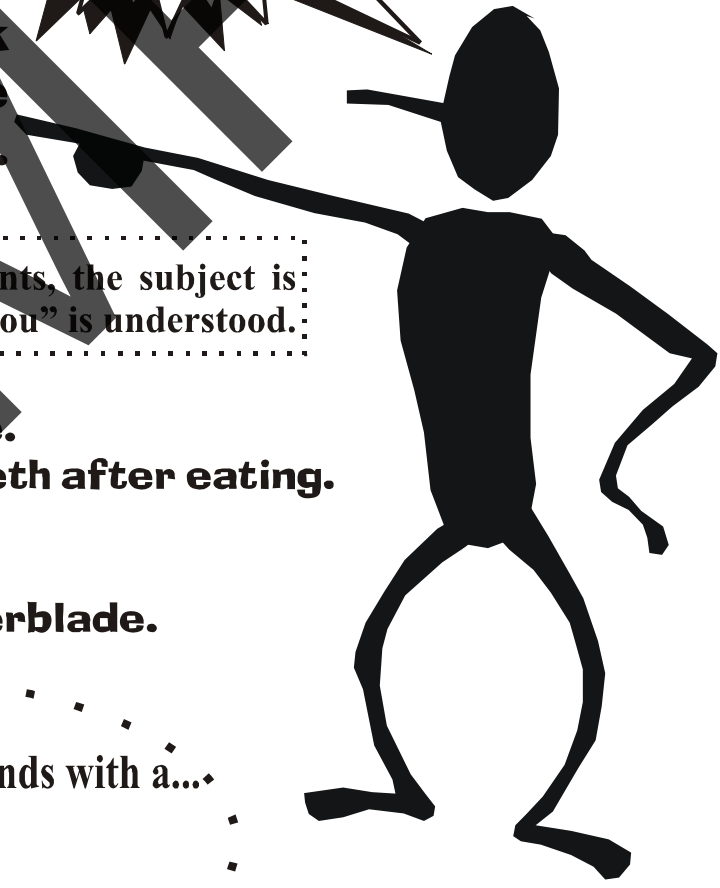
In some imperative statements, the subject is not stated but the subject, "you" is understood.

For example:

- **Give that candy to me.**
- **Always brush your teeth after eating.**
- **Don't run.**
- **Never swim alone.**
- **Teach me how to rollerblade.**

An imperative sentence ends with a...

period



GRAMMAR

(Day #1)

Refer to the page on Types of Sentences

Directions:

- Copy each sentence.
- If a sentence is declarative, write “**D**”. If a sentence is a question, write “**Int**”.
- If a sentence is exclamatory, write “**E**”. If a sentence is imperative, write “**Imp**”.
- Add the necessary ending punctuation marks.

A. What is a molecule

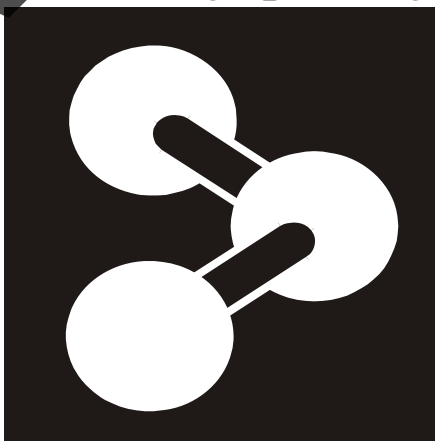
B. A molecule is an arrangement of atoms

C. Every molecule is NOT the same

D. Think of a molecule as several Legos building blocks put together

E. Particles of a molecule, atoms, bond together in different arrangements to make different things

molecule



Bonus: What is the main idea for this page?

GRAMMAR

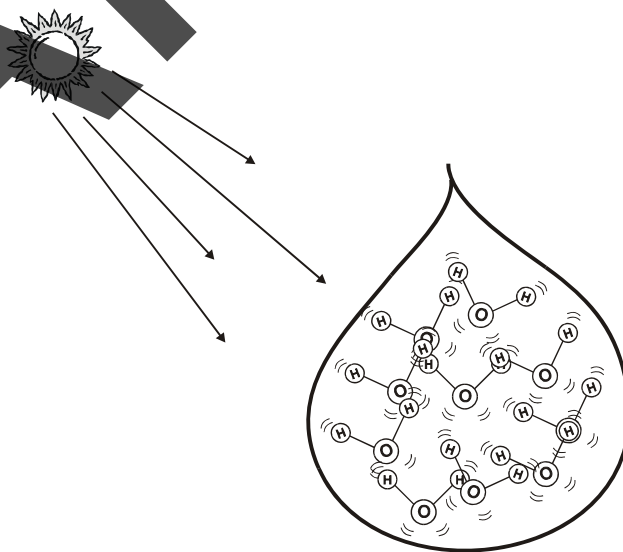
(Day #2)

Refer to the page on Types of Sentences

Directions:

- Copy each sentence.
- If a sentence is declarative, write “**D**”. If a sentence is a question, write “**Int**”.
- If a sentence is exclamatory, write “**E**”. If a sentence is imperative, write “**Imp**”.
- Add the necessary ending punctuation marks.

- A.** Atoms and molecules CAN move
- B.** Atoms and molecules move constantly
- C.** What makes them move
- D.** Their internal energy causes the movement
- E.** Apply heat to atoms and molecules and make them move more rapidly



Bonus: What is the main idea for this page?

GRAMMAR

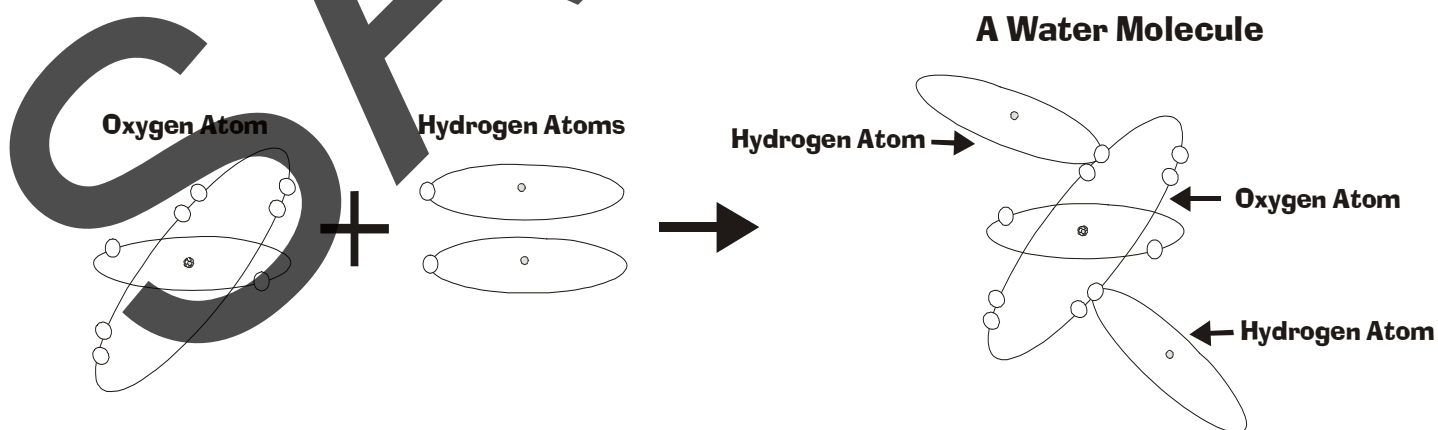
(Day #3)

Refer to the page on Types of Sentences

Directions:

- Copy each sentence.
- If a sentence is declarative, write “**D**”. If a sentence is a question, write “**Int**”.
- If a sentence is exclamatory, write “**E**”. If a sentence is imperative, write “**Imp**”.
- Add the necessary ending punctuation marks.

- A.** Atoms ACTUALLY combine to form molecules
- B.** Do you know that some atoms can combine with other atoms
- C.** Molecules are EVERYWHERE
- D.** An oxygen atom combined with two hydrogen atoms make a molecule of water
- E.** There are about 1,675,000,000,000,000,000,000 molecules in an average drop of water



Bonus: What is the main idea for this page?

GRAMMAR

(Day #4)

Refer to the page on Types of Sentences

Directions:

- Copy each sentence.
- If a sentence is declarative, write “**D**”. If a sentence is a question, write “**Int**”.
- If a sentence is exclamatory, write “**E**”. If a sentence is imperative, write “**Imp**”.
- Add the necessary ending punctuation marks.

- A.** Learn that the properties of an object are its color, size, shape, weight, temperature, and volume
- B.** What is matter
- C.** The nature of atoms determines all properties of matter and how they interact among themselves
- D.** EVERYTHING is made of matter
- E.** The properties of matter are mass, density, strength, hardness, and stiffness

SAMPLE

matter

Bonus: What is the main idea for this page?