



CD-404179



ELA Series

**GRADES
6 - 8**

Language Learning Stations



Center Activities • Whole-Class Instruction • Individual Assignments

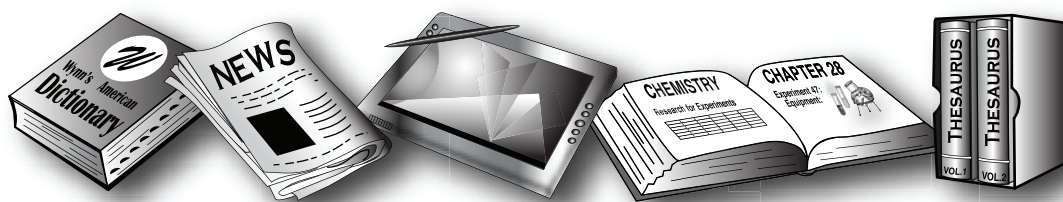
- ◆ **Punctuation: Commas, Dashes, and Parentheses**
- ◆ **Spelling Skills**
- ◆ **Figures of Speech**
- ◆ **Roots and Affixes**
- ◆ **Word Meaning**



Visit **learningspotlibrary.com** for **FREE** activities!

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To the Teacher

In the *English Language Arts (ELA) series*, students in grades six through eight explore reading, writing, and language in a learning station environment. Learning stations engage students in individual or small group activities. Learning stations are an instructional strategy that can be used to target specific skills.

Each book in the ELA series features five or six units of study. Each unit has a teacher page that identifies the goal, states the standards, lists materials and setup for the activities, and provides instructions to be presented to students. Also, there are questions for opening discussion and student reflection. (Note: It is important for the teacher to introduce, model, or review the concepts or skills with the students at the beginning of each unit.)

Books in the ELA Series

- ***Reading: Literature Learning Stations, Grades 6–8***
The units focus on alliteration, rhyme, plot and setting, tone and mood, and poetry.
- ***Reading: Informational Text Learning Stations, Grades 6–8***
The units focus on citing evidence, bias, point of view, propaganda techniques, organizational text structures, and text features.
- ***Writing Learning Stations, Grades 6–8***
The units focus on fact and opinion, characterization, making inferences, proof-reading, and dialogue.
- ***Language Learning Stations, Grades 6–8***
The units focus on punctuation, dictionary usage, figurative language, roots and affixes, and word meaning.

Language Learning Stations, Grades 6–8, contains six units of study. Each unit consists of four to six learning station activities. The activity at each station is designed to create interest, provide practice, and stimulate discussion. These units will help students become better readers as they learn to cite evidence from the text and become aware of spelling rules and conventions; punctuation; root words, suffixes and prefixes; and figurative language. Whenever applicable, media/technology and speaking/listening skills are integrated into the activity. Handouts are provided as supplemental resources.

The units of study in the ELA series are meant to supplement or enhance the regular classroom English Language Arts curriculum. The station activities are correlated to the strands of the English Language Arts Common Core State Standards.

Name: _____ Date: _____

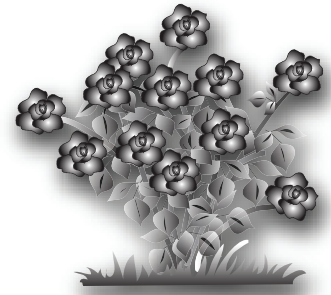
Station One: The Comma: Nonrestrictive Elements

A **nonrestrictive element** is a word, a group of words, or a clause that is added to a sentence to give more information, but it could be removed from the sentence without changing the meaning. Most nonrestrictive elements are set off by commas.

Example (Nonrestrictive): That dress, **which has a ruffle around the bottom**, won a first-place ribbon at the county fair.

Directions: Insert commas to set off the nonrestrictive elements.

1. Rhode Island the smallest state in land area is a great place to go on vacation.
2. The rose bush in the front yard which I planted needs to be trimmed.
3. The Washington Monument built between 1848 and 1884 was damaged by an earthquake.
4. The candidate who has a degree in speech communication was able to keep his speech under the thirty-minute time limit.
5. Mr. Jones who likes to play golf is a candidate for mayor.
6. My youngest brother who lives in Oregon helped me design a website for my company.
7. Teresa the friendliest girl in our class was elected student body president.
8. The *Mona Lisa* painted by Leonardo da Vinci hangs in the Louvre Museum.
9. Michael the oldest child in our family was named after our uncle.
10. John Philip Sousa an American composer was famous for his patriotic marches.



Name: _____ Date: _____

Station Two: The Dash

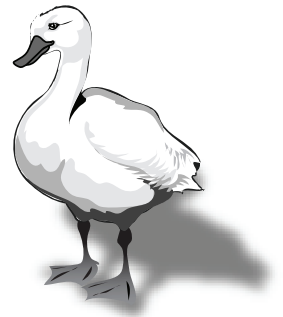
Rules for Using Dashes

A **dash** can be used to indicate:

- a. an abrupt termination of a sentence.
- b. a faltering or hesitating speech.
- c. a sudden unexpected interruption in thought or speech.
- d. a longer than normal pause or break.

Directions: Read the following excerpts from *The Voyages of Dr. Dolittle* by Hugh Lofting. Determine which rule was followed in using the dash. Place the letter of the rule on the blank beside each excerpt.

- _____ 1. We find their shells in the rocks—turned to stone—thousands of years old.
- _____ 2. Then one of them, the leader—a little man—stood up and turned to the judge.
- _____ 3. “I was, Doctor,” said Bob, “and I tell you—”
- _____ 4. “Ah—at last!” said the Doctor. “Good old Dab-Dab!”
- _____ 5. But it’s—er—a little hard to make any one exactly understand the situation.
- _____ 6. Then the fireplace—the biggest fireplace you ever saw—was like a room in itself.
- _____ 7. “I protest, I object!” screamed the prosecutor. “Your Honor, this is—”
- _____ 8. The study of plants—or botany, as it is called—was a kind of natural history which had never interested me very much.
- _____ 9. “Well—” she thought a moment— “I really don’t see why not.”
- _____ 10. “That’s a good idea—splendid—if he’ll come.”



Name: _____ Date: _____

Station Three: Parentheses

Parentheses are used in sentences to enclose nonrestrictive elements that explain the preceding word or phrase. Unlike commas or dashes, parentheses are always used in pairs ().

Example: Felines (lions, tigers, cheetahs, and leopards) are meat-eaters.

Directions: The following are excerpts from *The Voyages of Doctor Dolittle* by Hugh Lofting. Rewrite each sentence and insert parentheses where needed.

1. Green lizards which were very rare in Puddleby sat up on the stones in the sunlight and blinked at us.

2. After swooping over the sea around me just looking for food, I supposed, he went off in the direction from which he had come.

3. I and my sister, Clippa she was my favorite sister, had a very narrow escape for our lives.

4. He kept getting out his sextant an instrument which tells you what part of the ocean you are in and making calculations.

5. "The Sea!" murmured poor Clippa with a faraway look in her eyes she had fine eyes, had my sister, Clippa.

Name: _____ Date: _____

Station Four: Coordinate Adjectives

Coordinate adjectives are a series of adjectives that separately describe the noun and are equal in importance. A comma should be placed between the adjectives.

Coordinate Adjectives

There are two tests you can apply to determine if the adjectives are coordinating. Both tests must work, or the adjectives are not coordinates.

Coordinate Adjectives: Levy is a kind, selfless teenager.

1. If you insert the word “and” between the adjectives, does the sentence still make sense?

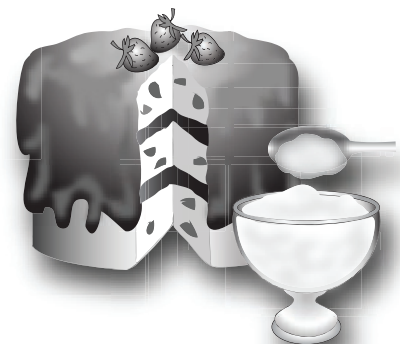
Example: Levy is a kind **and** selfless teenager.

2. If you reverse the order of the adjectives, does the sentence still make sense?

Example: Levy is a **selfless, kind** teenager.

Directions: If the underlined adjectives are coordinates, insert a comma between the adjectives. Not all sentences will contain coordinate adjectives.

1. The light fluffy mousse was a perfect dessert for the luncheon.
2. We were prepared for a long tedious wait in the emergency room.
3. My bedroom walls were painted with a light green paint.
4. The mouth-watering delicious cake was served at her birthday party.
5. The scenic route is a narrow winding road that leads up to the mountains.
6. Susie had a juicy ripe apple for her mid-morning snack.
7. Tina was a beautiful ballet dancer.
8. The chef prepared flaky moist fish for his customers.
9. The spectators watched a long grueling football game.
10. Flora fell on the slippery wet sidewalk.



Teacher Page

Unit: Spelling Conventions

Goal: Students will be able to apply spelling rules in order to spell correctly when writing.

Common Core State Standards (CCSS):

6th Grade	7th Grade	8th Grade
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly.	L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly.	L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly.

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Materials List/Setup

Station 1: Using Spelling Rules (Activity); Spelling Rules (Handout)

Station 2: Homonyms (Activity)

Station 3: Confusing Word Pairs (Activity)

Station 4: Syllables (Activity); print or online dictionaries

Station 5: Commonly Misspelled Words (Activity); Commonly Misspelled Word List (Handout); Dictionaries (print or online); sandpaper; colored pens

Activity: one copy per student

Handout: one copy per each student in a group

*Integration of Technology Skills and Speaking and Listening Standards

Opening: Discussion Questions (Teacher-Directed)

1. Which word is the most difficult for you to remember how to spell?
2. Do you know any spelling rules?

Student Instructions for Learning Stations

At the learning stations, you will apply your knowledge of spelling skills. Discuss your answers with other team members after completing each activity.

Closure: Reflection

Students will use the completed learning station activities to help compose the Reflection: Spelling Conventions activity.

Name: _____ Date: _____

Station One: Using Spelling Rules

Directions: One of the words in column one is spelled incorrectly. Write the correctly spelled word in column two. Write the spelling rule(s) that helped you decide which word was spelled correctly. Use the Spelling Rules handout if you need help.

Word Pairs	Correct Spelling	Rule
1. conscience/conscience		
2. accelerator/accelerater		
3. acquire/acquire		
4. torpedos/torpedoes		
5. weight/wieght		
6. unnecessary/uneccessary		
7. shameful/shameful		
8. referring/referring		
9. elfes/elves		
10. suppression/suppresstion		

Answer Keys

*If applicable, answers are provided.

Unit: Punctuation Usage

The Comma: Nonrestrictive Elements (pg. 4)

1. Rhode Island, the smallest state in land area, is a great place to go on vacation.
2. The rose bush in the front yard, which I planted, needs to be trimmed.
3. The Washington Monument, built between 1848 and 1884, was damaged by an earthquake.
4. The candidate, who has a degree in speech communication, was able to keep his speech under the thirty-minute time limit.
5. Mr. Jones, who likes to play golf, is a candidate for mayor.
6. My youngest brother, who lives in Oregon, helped me design a Website for my company.
7. Teresa, the friendliest girl in our class, was elected student body president.
8. The *Mona Lisa*, painted by Leonardo da Vinci, hangs in the Louvre Museum.
9. Michael, the oldest child in our family, was named after our uncle.
10. John Philip Sousa, an American composer, was famous for his patriotic marches.

The Dash (pg. 5)

- | | | |
|-------|------|------|
| 1. c | 2. c | 3. a |
| 4. d | 5. b | 6. c |
| 7. a | 8. c | 9. d |
| 10. c | | |

Parentheses (pg. 6)

1. Green lizards (which were very rare in Puddleby) sat up on the stones in the sunlight and blinked at us.
2. After swooping over the sea around me (just looking for food, I supposed), he went off in the direction from which he had come.

3. I and my sister, Clippa (she was my favorite sister), had a very narrow escape for our lives.
4. He kept getting out his sextant (an instrument which tells you what part of the ocean you are in) and making calculations.
5. "The Sea!" murmured poor Clippa with a faraway look in her eyes (she had fine eyes, had my sister, Clippa).

Coordinate Adjectives (pg. 7)

1. light, fluffy
2. long, tedious
3. No coordinate adjectives
4. mouth-watering, delicious
5. narrow, winding
6. juicy, ripe
7. No coordinate adjectives
8. flaky, moist
9. long, grueling football (no comma between grueling and football)
10. slippery, wet

Unit: Spelling Conventions

Using Spelling Rules (pg. 9)

1. conscience: Write **i** before **e** when the vowel sound is **long e** except after **c**; The spelling **ce** is used for words with a long vowel sound followed by the ending **s** sound.
2. accelerator: There are lots of words which end in the **er** sound. It can be spelled **er**, **or**, and **ar**. Most of the words end with the **er** spelling.
3. acquire: **Q** is almost always followed by **u**.
4. torpedoes: Add **es** to most words that end in the letter **o**.
5. weight: Write **e** before **i** when the vowel sound is long **a**.
6. unnecessary: Adding a prefix never changes the spelling of a word.
7. shameful: In most cases, words ending in silent **e** keep the **e** if the suffix begins with a consonant (**-ly**, **-ful**, **-less**).

8. referring: Double the final consonant if the word has one syllable or the suffix begins with a vowel (**-ing, -ed**).
9. elves: Change the **f** or **fe** to **v** and add **es**.
10. suppression: Use **ion** or **sion** when the root word ends in **s** or **d**.

Syllables (pg. 12)

Syllabication may vary in different dictionaries.

1. rev/o/lu/tion
2. cap/i/tal
3. ban/dit
4. man
5. rub/ber
6. dec/la/ra/tion
7. pen/cil
8. pre/am/ble
9. un/sus/pect/ed
10. im/por/tant
11. e/lect
12. ath/lete
13. twi/light
14. um/pire
15. pad/dle
16. va/cant
17. blank
18. cal/cu/late
19. tem/per
20. chip

Unit: Reference Materials

Syllabication (pg. 18)

Syllabication may vary in different dictionaries.

1. hall/way (3)
2. des/ert (1)
3. ea/ger (2)
4. key/board (3)
5. pin/na/cle (1, 5)
6. pro/gram (4)
7. quick/ly (4)
8. re/spon/si/ble (1, 4, 5)
9. re/pel (2)
10. stark/ness (4)

Pronunciation of a Word (pg. 19)

1. lodge
2. quilt
3. horror
4. telephone
5. collection
6. origin
7. conduct
8. browse
9. swallow
10. nature
11. panic
12. habit
13. literature
14. acre
15. college

Unit: Roots and Affixes

Root Words (pg. 25)

1. mount
2. rescue
3. nature
4. storm
5. loan
6. kind
7. answer
8. respect
9. complete
10. spell
11. migrate
12. act
13. champion
14. nerve
15. serve

Adding Affixes (pg. 26)

Meanings will vary. Possible answers are given.

Prefix	Root	Suffix
2. auto-	bio, graph	-y
Meaning: writing about oneself		
3.	cheer	-ful
Meaning: full of cheer; happy		
4. multi-	task	
Meaning: doing many tasks at once		