

PRONOUNS

SUBJECTIVE
OBJECTIVE
POSSESSIVE

Subjective Pronouns Act as the subject of a sentence and take the place of a noun.	I, we, you, she, he, it, they
Objective Pronouns Receive the action of the verb and take the place of a noun.	me, us, you, her, him, it,' them
Possessive Pronouns Show ownership and take the place of a noun.	mine, ours, yours, hers, his, its, theirs

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ANALOGIES: WORD RELATIONSHIPS

FUNCTION	3	2	1
DEGREE	3	2	1
LACK	3	2	1
CHARACTERISTIC	3	2	1
TYPE/KIND/CATEGORY	3	2	1
PART-TO-WHOLE	3	2	1
DEFINITION (Synonym/Antonym)	3	2	1

CONNOTATION & DENOTATION

The **connotation** of a word is the ideas or feelings associated with that word, which are not part of the word's **denotation** (literal definition). A word's connotation can be negative, neutral, or positive.

+	slender	slim	gaunt	-
+	displaced	homeless	vagrant	-
+	fragrance	scent	odor	-
+	detainee	inmate	prisoner	-
+	natural	plain	homely	-
+	refreshing	cool	chilly	-
+	grin	smile	smirk	-

SIXTH GRADE LANGUAGE INTERACTIVE NOTEBOOK

by TEACHER thrive

FIGURES OF SPEECH

SIMILES
METAPHORS
HYPERBOLE
PERSONIFICATION
IDIOMS
ADAGES
PROVERBS

ROOTS & AFFIXES

WORD: resentment	WORD: prepared
PREFIX: ROOT: SUFFIX:	PREFIX: ROOT: SUFFIX:
RELATED WORDS:	RELATED WORDS:
LITERAL: DICTIONARY: ALTERNATE: DICTIONARY:	LITERAL: DICTIONARY: ALTERNATE: DICTIONARY:

WORD: inaccurate	WORD: complacent
PREFIX: ROOT: SUFFIX:	PREFIX: ROOT: SUFFIX:
RELATED WORDS:	RELATED WORDS:
LITERAL: DICTIONARY: ALTERNATE: DICTIONARY:	LITERAL: DICTIONARY: ALTERNATE: DICTIONARY:

WORD: absurdity	WORD: conspiracy
PREFIX: ROOT: SUFFIX:	PREFIX: ROOT: SUFFIX:
RELATED WORDS:	RELATED WORDS:
LITERAL: DICTIONARY: ALTERNATE: DICTIONARY:	LITERAL: DICTIONARY: ALTERNATE: DICTIONARY:

SIMPLE, COMPOUND, COMPLEX?

SIMPLE SENTENCES Are composed of one independent clause. An independent clause is a group of words that has at least one subject and one predicate and expresses a complete thought.	COMPOUND SENTENCES Are composed of two independent clauses that are joined together by a coordinating conjunction.	COMPLEX SENTENCES Are composed of one independent clause and one or more dependent clauses that are joined together by a subordinating conjunction.
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The young child and his mother walked across the road. I love the smell of French herbs, like basil and thyme. Angie flew to New York and took a bus to New Jersey. You can visit the park to find a restaurant for lunch. Mary and I will make lemonade and sell it on the corner. The couple danced gracefully across the floor.	She wanted to go to the gym, but it started raining. I can call later, or you can call me. After he was angry, he still wanted to go to the game. When she was angry, she was very quiet with me. We went to the park, and they walked to the park. We were cleaning the house, so men can make the apartment. You can come with me, or you can go to the gym.	You can visit the car while I take a nap. Because there was a problem, we could not leave in the car. After we saw the movie, we had dinner at my house. When Sam arrived at the house with the flowers, we were all celebrating. I can't forget you until you forgive me for my actions. We were cleaning the house, so men can make the apartment. You can come with me, or you can go to the gym.
---	--	--

POSSESSIVE NOUNS

- Add 's to the singular form of the word (even if it ends in -s).
the hat of James → James's hat
the bone of the dog → the dog's bone
- Add 's to the plural form of the word that do not end in -s.
the tails of the mice → the mice's tails
the books of the men → the men's books
- Add 's to the plural form of the word that do end in -s.
the laws of the states → the states' laws
the ink of the pens → the pens' ink
- Add 's to the last noun to show joint possession of an object.
the house of Kate and Carl
Kate and Carl's house
- Add 's to both nouns to show separate ownership of different objects.
the hands of Kate and Samir
Dorothy's and Samir's hands

TYPES OF SENTENCES

DECLARATIVE A declarative sentence makes a statement about something and ends with a period. EXAMPLES: • I have a black dog. • I turned in my report to the teacher.	IMPERATIVE An imperative sentence commands or tells someone to do something and it ends in a period. EXAMPLES: • Take your hat off. • Please do not bring dogs into the store.
INTERROGATIVE An interrogative sentence asks a question and ends with a question mark. EXAMPLES: • Do you have a pet? • Are you going to play soccer next year?	EXCLAMATORY An exclamatory sentence expresses emotion or excitement and ends with an exclamation point. EXAMPLES: • We won the game! • I can't believe you said that to her!

MAINTAIN CONSISTENT STYLE

When writing or speaking, it is important to be consistent in **style**.

- Choose words that have precise meaning.
- Vary sentence length and type (imperative, exclamatory, interrogative, declarative)
- Vary sentence structures (simple, compound, complex)

¹Black smoke filled the sky. The fire was quickly approaching the barn. ²Ben and Henry opened the gates to let out the horses. ³Pa and James tried pouring buckets of water on the fire. The water did not help. ⁴I could see Ma looking out through the kitchen window. She had tears in her eyes. ⁵I couldn't believe my family was about to lose the barn that we had worked so hard to build. ⁶I had to do something.

¹ Use the word "as" to create a complex sentence. The black smoke filled the sky. The fire was quickly approaching.

² Rewrite the sentence with word choice that better describes the situation. Ben and Henry opened the gates to let out the horses.

³ Use the word "but" to create a compound sentence. James tried pouring buckets of water on the fire. The water did not help.

⁴ Combine these sentences to create one sentence. I could see Ma looking out through the kitchen window. She had tears in her eyes.

⁵ Rewrite this sentence as an interrogative sentence. I couldn't believe my family was about to lose the barn that we had worked so hard to build.

⁶ Rewrite this sentence as an exclamatory sentence. Can you use different words to add interest? I had to do something.

POSSESSIVE NOUNS

1

Add 's to the singular form of the word (even if it ends in -s).

the hat of James → James's hat
the bone of the dog → the dog's bone

2

Add 's to the plural forms that do not end in -s.

the tails of the mice → the mice's tails
the books of the men → the men's books

3

Add ' to the end of plural nouns that end in -s.

laws of the states → states' laws
the ink of the pens → the pens' ink

4

Add 's to the last noun to show joint possession of an object.

the house of Kate and Carl
↓
Kate and Carl's house

5

Add 's to both nouns to show separate ownership of different objects.

the hands of Dorothy and Samir
↓
Dorothy's and Samir's hands

ROOTS & AFFIXES

WORD:			WORD:		
resentment			prepared		
PREFIX	ROOT	SUFFIX	PREFIX	ROOT	SUFFIX
RELATED WORDS			RELATED WORDS		
LITERAL DEFINITION	DICTIONARY DEFINITION		LITERAL DEFINITION	DICTIONARY DEFINITION	

WORD:			WORD:		
inaccurate			complacent		
PREFIX	ROOT	SUFFIX	PREFIX	ROOT	SUFFIX
RELATED WORDS			RELATED WORDS		
LITERAL DEFINITION	DICTIONARY DEFINITION		LITERAL DEFINITION	DICTIONARY DEFINITION	

WORD:			WORD:		
absurdity			conspiracy		
PREFIX	ROOT	SUFFIX	PREFIX	ROOT	SUFFIX
RELATED WORDS			RELATED WORDS		
LITERAL DEFINITION	DICTIONARY DEFINITION		LITERAL DEFINITION	DICTIONARY DEFINITION	

ANALOGIES: WORD RELATIONSHIPS

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RESOURCE OVERVIEW

Looking for a language or grammar Interactive Notebook that doesn't claim to be appropriate for several grade levels? Now you have a resource that is specifically designed for the students you teach and the standards you need to cover. This Language Interactive Notebook provides you with an effective way to teach important concepts, all while engaging students and increasing retention. Interactive Notebooks are not just a "fun" or "cute" activity for your students; they are powerful learning tools that teach students study skills and note-taking.

This Sixth Grade Language Interactive Notebook includes 30 activities that cover the following skills and/or concepts:

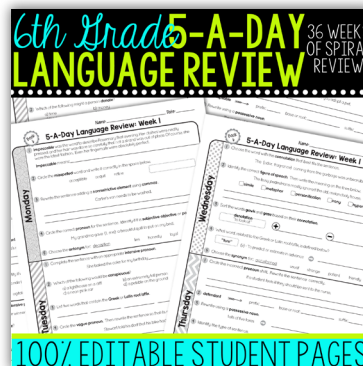
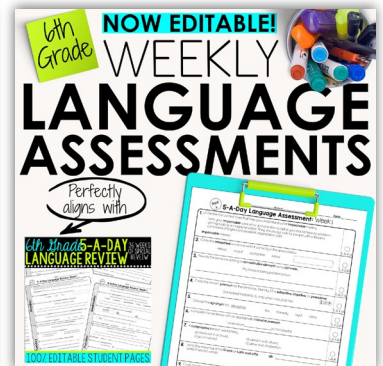
- Subjective Pronouns
- Objective Pronouns
- Possessive Pronouns & Adjectives
- Intensive Pronouns
- Pronoun Number & Person
- Pronoun Shifts
- Vague Pronouns
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- Parentheses (Nonrestrictive Elements)
- Dashes (Nonrestrictive Elements)
- Spelling
- Vary Sentence Patterns
- Maintain Consistent Style
- Maintain Consistent Tone
- Context Clues
- Roots & Affixes
- Consult Reference Materials
- Determine & Verify Word Meaning
- Figures of Speech
- Analogies (Word Relationships)
- Denotation & Connotation

Questions or comments? Please email me at info@teacherthrive.com

Thank you for your purchase,

Melissa Tallman

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also like...



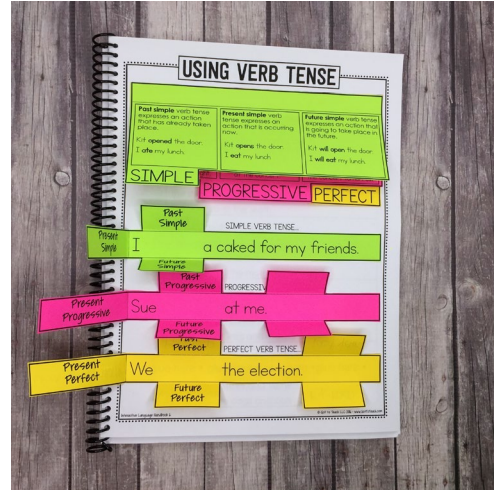
TWO DIFFERENT FORMAT OPTIONS

Each activity in this resources has been created in two different formats!

Option 1: Handbook Format

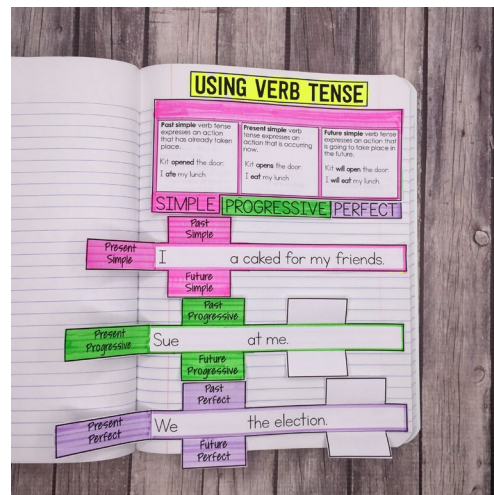
This format consists of a "base page" and "foldable elements." The "foldable elements" are glued directly on to the "base page." In the pictures below, the "base page" is white and the "foldable elements" are colored. In the assembled examples provided, all of the "base pages" are spiral bound with a 1/2 inch (13 mm) coil.

However, you do not need to bind these pages. You can simply copy the base pages for your students and have them complete them separately. They can store them in a folder or three-ringer binder for future reference.



Option 2: Notebook Format

This option is the more traditional Interactive Notebook format that uses a spiral-bound or composition notebook (composition notebook is more durable and is recommended). For this format, the students will write directly on the notebook pages.



The bottom of each page is labeled.

Option 1: Using Verb Tense foldable "page elements." To be used with 8.5 x 11 "base page."

Option 2: Using Verb Tense Interactive Notebook Format (composition/spiral-bound notebook.)

TIPS AND SUGGESTIONS

- If your students are new to Interactive Notebooks (INB), it is important that they know to only use small dots of glue. Students will tend to go overboard on this unless you explicitly show them. Also, I do not recommend the use of glue sticks; the bond will eventually break and the pages will fall apart. A little Elmer's School Glue will go a long way. Having at least one glue bottle for every 2-3 students is sufficient.
- You do not need a separate INB to use this resource. If you are already implementing a reading INB with your students, you can simply incorporate the activities from these pages.
- Save some time when coloring. Students do not have to color every minute detail of these activities. Some time-saving options include: tracing the edges with a highlighter or marker, coloring only a few elements on the page, or not coloring at all. What's most important is that students make the connection between the visual of the notebook page and the content it is covering.
- All "foldable elements" will include the "Printing Guide" below. The Printing Guide is a little graphic that tells you how many copies you need for each student. For example, if you see...



Print one copy
for every one
student.



Print one copy
for every two
students.



Print two copies
for every one
student.

- If you decide to use "Option 1: Handbook Format," you can spiral bind them using a 1/2 inch (13 mm) coil. This size is perfect for all 33 activities and the "foldable elements," which will add bulk. However, you don't need to bind these. You can print and complete the "base pages" and the related "foldable elements" one at time for your students. This way you can be placed in a file folder or three-ring binder as the students complete each activity.

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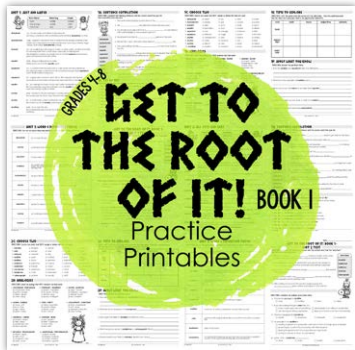
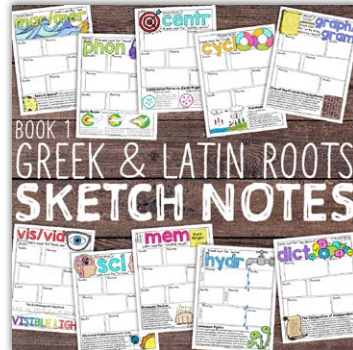
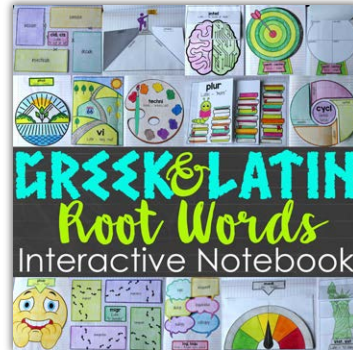
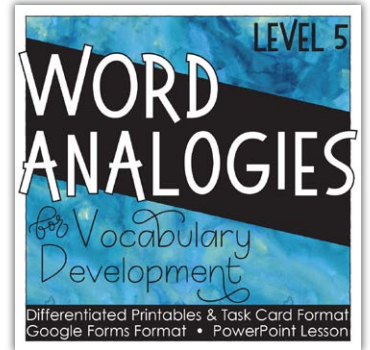


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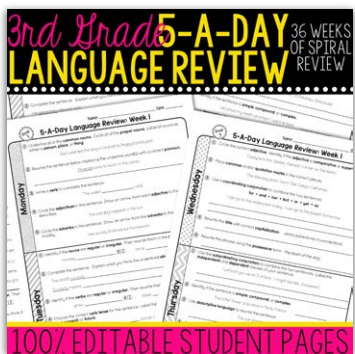
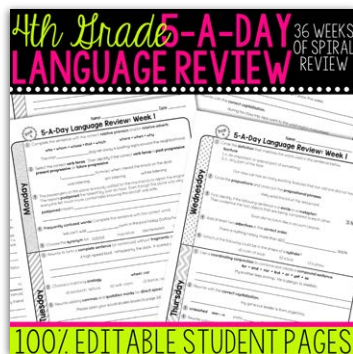
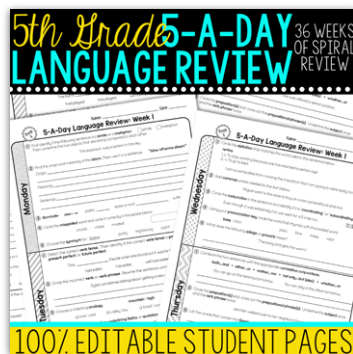
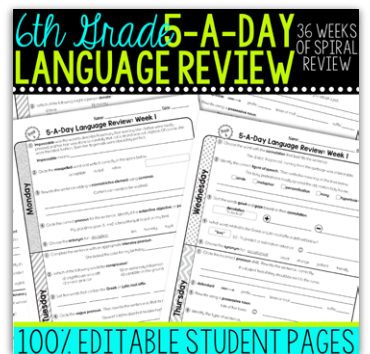


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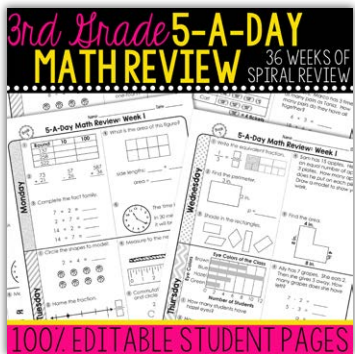
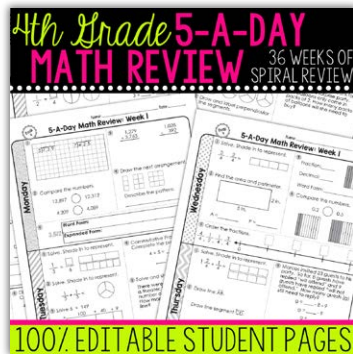
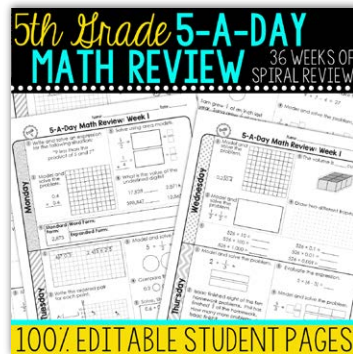
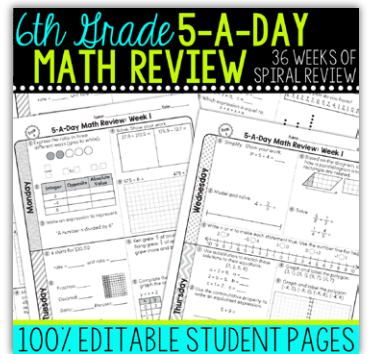
VOCABULARY RESOURCES



DAILY LANGUAGE REVIEWS (GRADES 3-8)



DAILY MATH REVIEWS (GRADES 3-6)



HANDS-ON MATH TILES

