

ELA Bell Work For 5<sup>th</sup> through 8<sup>th</sup> Grade

*Focus on  
Grammar -  
The Bundle*

**Yearly Day-by-Day  
Bell Work in the  
Middle School  
ELA Classroom**



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**Not sure where to begin?  
Begin at the beginning!**


*Grammar is the foundation of  
reading and writing! Bell work  
is the perfect place to practice!*

Available in PPT and PDF formats!



This bundle takes you and your student scholars through the entire year!.

Beginning with “Getting to know your students” activities, you quickly establish the expectations for the beginning of class for the rest of the year!

$\begin{array}{r} 5 \\ + \\ \underline{5} \\ 10 \end{array}$	<b>Wednesday Bell Work Memory Quest</b>	
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Using your lists from Tuesday, either below or next to them, write down:


1. Your shoulder partner's name (no asking or reading name plates!);
2. Your shoulder partner's answers to the lists! They should have shared with you yesterday.
3. When you are finished, put your right hand on your head until everyone is done.
4. Compare lists - who did better?
5. Turn in lists!

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Short but fun exercises help you and your scholars get to know each other, while focusing on learning!



The second week allows you to assess your student-scholars current knowledge in grammar and mechanics.

5 +5 10	<b>Monday Bell Work Parts of Speech</b>	In your journal, define the following words or terms. If you do not know the term or word, leave it blank for now. The words or terms are:		C	0 - 1
				H	Ask 3, then me
				A	Bell Work – Copy and define new Vocabulary Words
				M	Get journals, sharpen pencils
				P	Completed Bell Work
				S	Success!

1. Noun  
2. Pronoun  
3. Verb  
4. Adjective  
5. Adverb  
6. Simple Sentence  
7. Phrase

1. A person, place, thing or idea  
2. A word that takes place of a noun  
3. Shows action or state of being  
4. Describes a noun  
5. Describes a verb, an adjective, or an adverb  
6. A complete thought with noun and verb  
7. A group of words not forming a complete thought

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How much have they retained? Where do you need to immediately reteach?

In this first set, we focus on parts of speech and Nouns as Subjects and as Direct Objects. We also introduce Transitive vs. Intransitive Verbs.



# Power Words Build Students' Vocabulary

*The routine remains for our scholars to follow.  
Mondays and Thursdays focus on new vocabulary words...*

**Monday Bell Work: Building New Vocabulary**

5  
+5  
10

1. Arid	5. Grazing	9. Plains
2. Backfiring	6. Hesitate	10. Rebel
3. Cradle	7. Luscious	11. Scattered
4. Flickering	8. Objected	12. Scurry

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**Each week your scholars will have 10 – 13 new Power Words to add to their vocabulary!**

**Thursday Bell Work Frayer Modeling**

5

Take a Frayer Model Sextant Sheet. In the DIAMOND, put your vocabulary word. In space 1, copy the dictionary definition. In space 2, define the word in your own words. In space 3, use the word in a sentence. In space 4, draw a picture to represent the word. In space 5, list 3-5 antonyms. In space 6, list 3-5 synonyms.

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**Our Frayer Model Sextant Vocabulary Foldable is included – at no extra cost!**

**Thursdays focus on new vocabulary words...**

Getting started with class takes less time when your scholars know what to expect each day!



Diagramming sentence structure helps developing writers understand how words work together -

## *...While Tuesdays and Wednesdays are for Grammar and Mechanics*

5

### Tuesday Bell Work Sentence Types

INSTRUCTIONS: Copy the following sentences. Identify the sentence type and conjunction, if any.

- Whenever we go to the lake, my brother swims near the dock.  
Complex - Whenever
- You don't always win just because you are the last player.  
Complex - just because
- Conner yelled at the teacher, ran down the hall, and ducked into the restroom.  
Simple
- Somebody threw food at lunch, so now we have lost free s  
Compound - so

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C 0-1

H Ask 3, then me

A Bell Work - completed sentences

M Get journals, sharpen pencils

**Tuesdays may have verb tenses, punctuation, or identifying parts of speech...**

### Wednesday Bell Work Diagramming Sentences

INSTRUCTIONS: Copy and Diagram for the Parts of Speech, including conjunctions and clauses! Include the sentence type!

1. Greg was in a hurry, so he drove his car and did not walk.  
S LV Prep OoP CoordS TV Adj DO HV Adv IV

2. Although she is very talented, Jessica did not get the lead role in the musical.  
SCon S LV Adv Adj S HV Adv TV Adj

DO Prep OoP  
PrepP

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C 0-1

H Ask 3, then me

A Bell Work - Sentence Diagramming

M Get journals, sharpen pencils

P Completed S

S Middle ELA School

**...Wednesdays will have sentences for your scholars to diagram.**






# The Special **Note and Notice** Features

placed on some slides lead student-scholars to better understanding of the concepts and skills -

**Wednesday  
Bell Work  
Sentence  
Diagramming**

INSTRUCTIONS:  
Diagram the sentences. Identify the noun functions, verb types, CAdv, DC, and IC.



SubC   S   IV Prep   OoP   S   TV   Adj   DO   TV   DO

1. Before I go to school, I brush my teeth and take a shower.

-----PreP-----

-----AdvC-----

S   TV   Adj   Adj   DO   SubC   S   TV   DO

2. You need a good night's sleep before you take a test.

-----AdvC-----

**Note and Notice:** When the adverb clause is first, you have to separate it from the IC with a comma. When the IC is first, the SubC is the separator. (Did you notice I just used 2 AdvCs?)

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C	0 - 1
H	Ask 3, then me
A	Bell Work – Sentence Diagramming
M	Get journals, sharpen pencils
P	Completed Sentence Diagrams
S	Success!

**Tuesday  
Bell Work  
Why the Adjective  
Clause?  
Just because we can!**

You now that an Adverb Clause acts like an adverb, and a Noun Clause acts like a noun, so you should not be surprised to learn that the Adjective Clause (AdjC) acts like an adjective. It is our third (and final!) Dependent Clause, contains a Noun, Verb, and possible modifiers, CANNOT stand alone, and answers the questions *what kind, how many or which one?*

Copy the following sentences and diagram just the AdjC!

S/RPn.   HV   TV   Adv   DO

Jack Sprat, who could eat no fat, was a very thin man.

-----DC/AdjC-----

**Note and Notice:** Adjective Clauses always start with Relative Pronouns or Relative Adverbs! Relative Pronouns: Who, Whom, Who's, That, or Which. Relative Adverbs: When, Where, or Why

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C	0 - 1
H	Ask 3, then me
A	Bell Work – completed sentences
M	Get journals, sharpen pencils
P	Completed Bell Work
S	Success!



# A scripted outline of how I successfully teach grammar and sentence diagramming is included -

## How to teach Sentence Diagramming

I have a special way that I teach my students sentence diagramming. We do this in choral response when they are learning the new skill. After my students have started mastering the parts of speech, I have them come up and diagram the sentences on the board.

Let's say this is our sentence:

Jeffery bought Sue a rose and asked her to the dance, but she likes Greg.

I say: Find the first verb.

Choral response: Bought.

I say: Mark it. (Place a V above bought.) Ask the question, "Who or what bought?"

Choral: Who or what bought?

I say: Answer the question.

Choral: Jeffery.

I say: There is your subject. Mark it. (S above Jeffery.) Ask the question, "Jeffery bought what?"

Choral: Jeffery bought what?

I say: Answer the question.

Choral: a rose.

I say: There is your Direct Object, mark it (DO above rose). And bought is now a Transitive verb. (Put a T in front of the V.)

If they say "Sue" (and sometimes they do!) I ask if Jeffery bought Sue.

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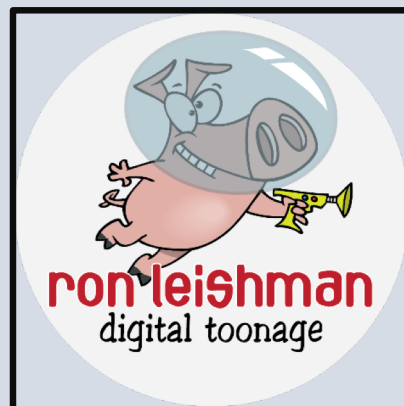
# INCLUDED IN THIS RESOURCE:

- ✓ SIX 6-week sets of PowerPoint Presentations that include a total of
  - ✓ 15 Slides of instructions and explanations for teacher implementation to ensure success
  - ✓ **180** Fully Editable daily bell work slides to include a “Getting to know your class” first week set.
  - ✓ Recommended CHAMPS on each daily slide (removable and editable)
  - ✓ Recommended time limits for each activity – including recommended review times – also editable.
  - ✓ Teacher notes at the bottom of slides where necessary.
  - ✓ PDF printable versions of all slides
  - ✓ More than 70 Answer Keys for Sentence Diagramming Exercises!





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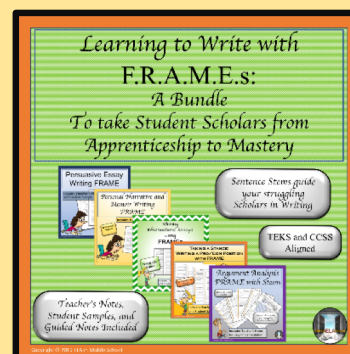
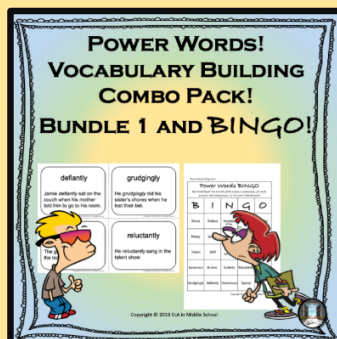
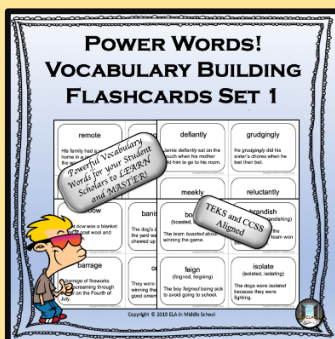


*Thank you for considering this product!*

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