

My Books of _____

The philosophy behind these books is that students can write much of the material they are expected to learn in school. I recommend that teachers think about what is in their classroom that is produced by adults and ask, “Which of these documents and objects could be created by students?” Examples of adult made items classrooms need are maps and globes. Examples of what students can write are most of the workbook pages students are asked to complete.

Thus, many workbook pages for language arts writing and literary terms can be replaced by student-authored booklets. The booklets are designed with a left-brain/right-brain balance. The back cover is a left-brain activity and the inside pages are clearly right-brain. Students write the term at the top of the page, illustrate in the circle, and then write a sentence or definition at the bottom of each page.

Following this direction page are a number of booklet covers preceded by the inside page. The inside page should be duplicated front to back. Each piece of paper will thus include space for four terms, etc. It is up to each teacher whether the assignment should be 4, 8 or 12 terms.

In order to assemble the booklets, teachers will need a stapler that can reach to the middle of an 8 ½ by 11 sheet of paper. Two types are available.



[Swingline Saddle Stapl...](#)

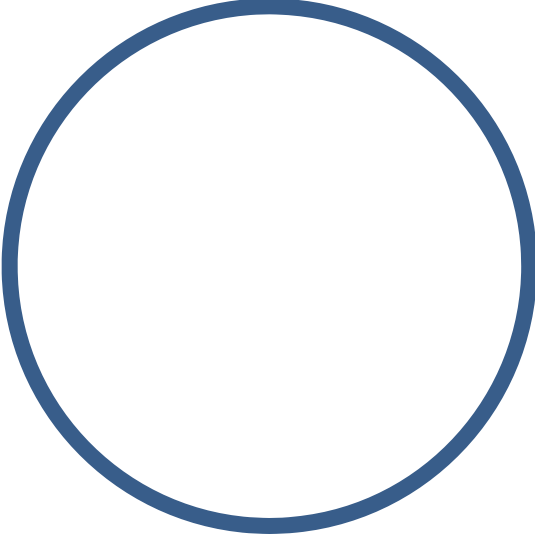


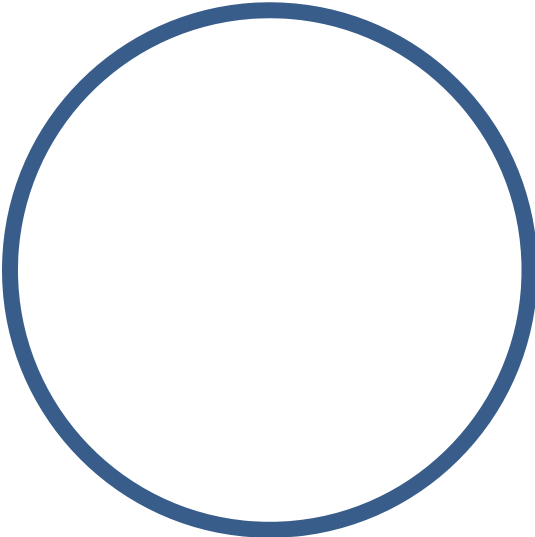
[Swingline Long Reach...](#)

Included in this packet are several covers. However, there is no limit to how many can be created to match a school system’s curriculum.

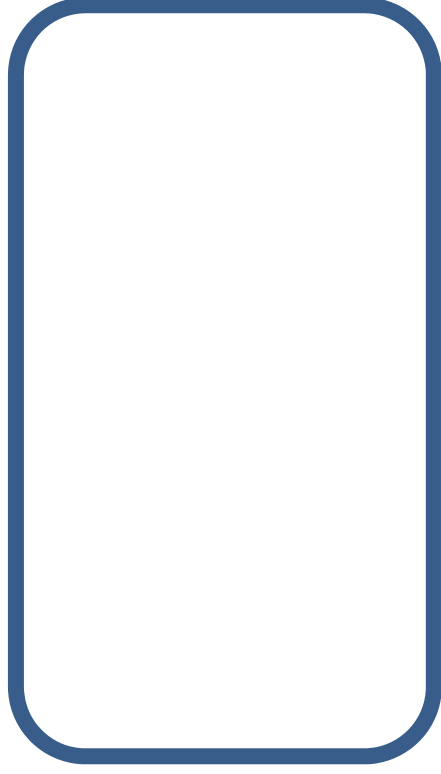
Enjoy,

Lee Jenkins
Lee@LtoJConsulting.com





My Book of Verbs



The words below can be a
noun or a verb:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

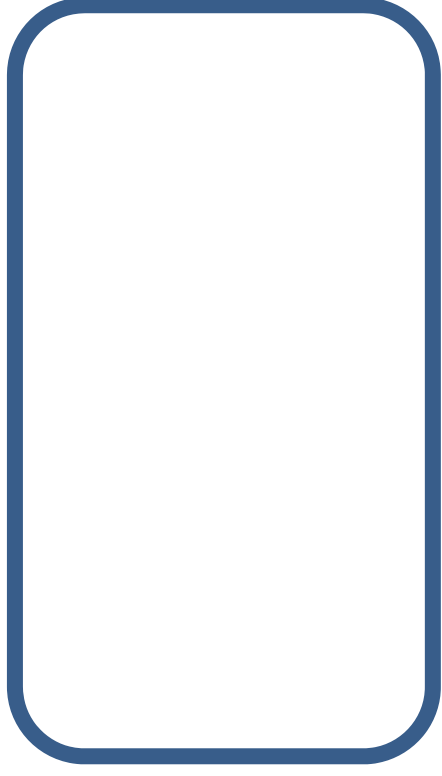
Name _____

School _____

Teacher _____

Date _____

My Book of Pronouns



Name _____

School _____

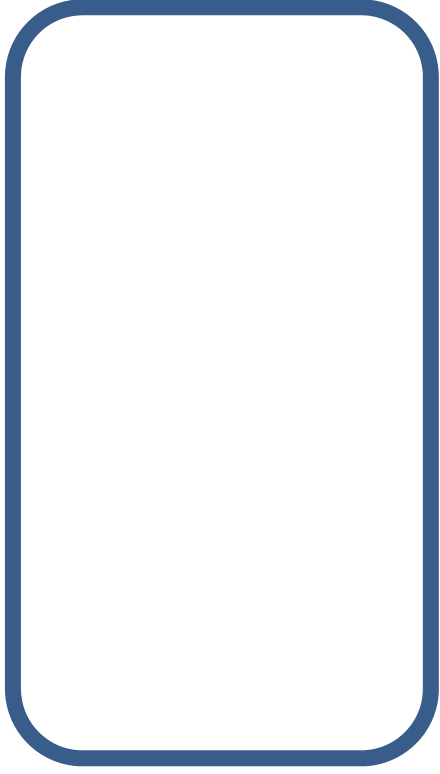
Teacher _____

Date _____

How are pronouns like
substitute teachers?

How are pronouns different
from substitute teachers?

My Book of Prefixes & Suffixes



A prefix is similar to a
suffix because:

A prefix is different than a
suffix because:

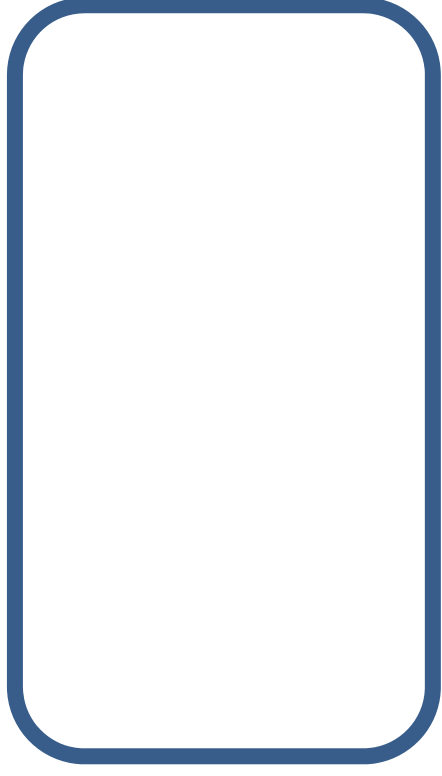
Name _____

School _____

Teacher _____

Date _____

My Book of Ordinal Numbers



Write three ordinal numbers that are similar to their cardinal number twin:

1. _____
2. _____
3. _____

Name two ordinal numbers that are not similar to their cardinal number twin:

1. _____
2. _____

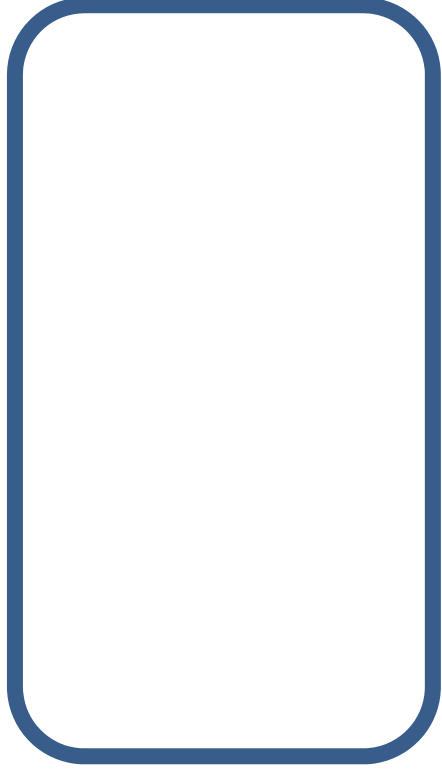
Name _____

School _____

Teacher _____

Date _____

My Book of Conjunctions



Add the nouns, adjectives
and adverbs to this
“conjunction” sentence.

_____ and _____,

but neither

_____ nor

_____,

nevertheless _____

_____ or _____

_____.

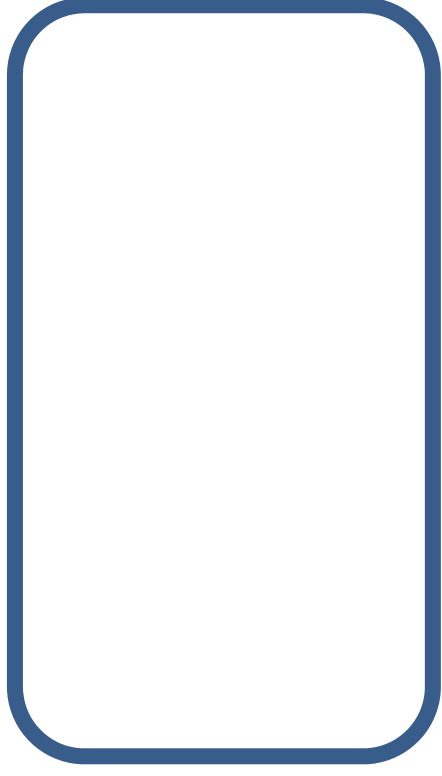
Name _____

School _____

Teacher _____

Date _____

My Book of Capitalization



Write three words that are always capitalized:

1. _____
2. _____
3. _____

Name three words that are capitalized sometimes:

1. _____
2. _____
3. _____

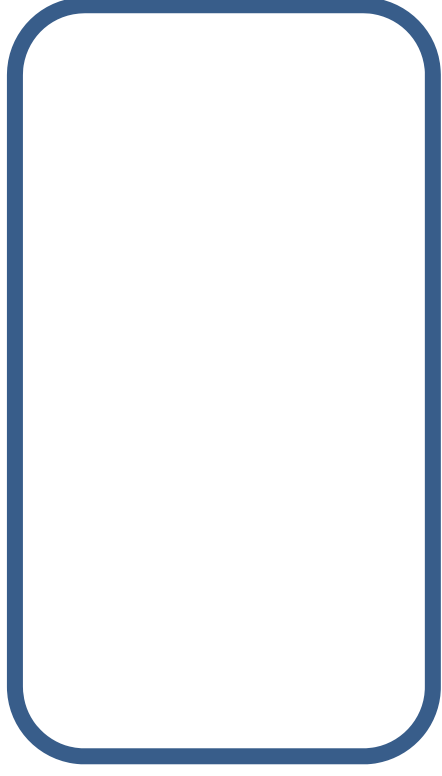
Name _____

School _____

Teacher _____

Date _____

My Book of Adverbs



The three adjectives below
can be changed to adverbs
by adding “ly.”

1. _____
2. _____
3. _____

The three adjectives below
cannot be changed to
adverbs by adding “ly.”

1. _____
2. _____
3. _____

Name _____

School _____

Teacher _____

Date _____