

GRAMMAR SPY™

10 Days of Grammar Bell Ringers

Ten ready-to-use warm-up pages · Grades 6-12 · ELD friendly

Ten printable bell ringers, one for each school day. Every page targets one skill, takes about five minutes, and gives students a model before they write. The teacher answer key at the back covers every item on every page.

What is inside

- 10 printable student bell-ringer pages — one page per day
- A worked model at the top of every page
- Five items plus a short “say why” prompt on each page
- Teacher answer key for all 10 days, with the rule to say out loud

How to run a warm-up. Project or print one page. Students work for five minutes. Read the answers together, name the rule in one sentence, and move on. Score for effort, not for accuracy — the growth shows up in student writing.

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Make the subject and verb agree

Target skill: Present-tense subject-verb agreement

Warm-up model

One student **walks** to school. Two students **walk** to school. One subject takes the -s. More than one does not.

Directions

Rewrite each sentence with the correct verb.

1. My sister (walk / walks) to school every morning.

2. The teachers (help / helps) us before the test.

3. Our team (practice / practices) on Tuesday.

4. The students in my class (study / studies) together.

5. He (do / does) his homework at the library.

Say why (30 seconds)

Write one sentence: how do you know when a verb needs -s?

Name: _____ Date: _____

Put regular verbs in the past

Target skill: Simple past, regular -ed verbs

Warm-up model

Today I **walk**. Yesterday I **walked**. Regular verbs add -ed.

Directions

Write the past-tense form of the underlined verb.

1. Yesterday we finish the project in class.

2. Last week she study for the science test.

3. The bell ring loudly at the end of class. (Careful — check this verb.)

4. My friend help me with my essay last night.

5. They watch the game on Friday.

Say why (30 seconds)

Which item did not take -ed? Write the number and say why.

Name: _____ Date: _____

Irregular past verbs

Target skill: High-frequency irregular past forms

Warm-up model

go → **went** · find → **found** · tell → **told**. Irregular verbs change their spelling instead of adding -ed.

Directions

Rewrite each sentence in the past tense.

1. I go to the office before class.

2. She finds her notebook under the desk.

3. The teacher tells us the new plan.

4. We eat lunch outside.

5. He takes the late bus home.

Say why (30 seconds)

Choose one irregular verb from today and write it in a new sentence.

Name: _____ Date: _____

Negatives that match the tense

Target skill: don't / doesn't / didn't

Warm-up model

Present: She **doesn't** like it. Past: She **didn't** like it. After didn't, the main verb goes back to its base form.

Directions

Fix the negative in each sentence.

1. She don't have her book today.

2. We doesn't need more paper.

3. Yesterday he don't finish the test.

4. They didn't went to the assembly.

5. The printer doesn't worked last week.

Say why (30 seconds)

Write the rule for what comes after didn't.

Name: _____ Date: _____

Turn statements into questions

Target skill: Questions with do / does / did

Warm-up model

Maria likes science. → **Does** Maria **like** science?

Directions

Rewrite each statement as a question.

1. Maria studies every night.

2. The bus leaves at 3:15.

3. You finished the worksheet.

4. They played soccer yesterday.

5. He needs a pencil.

Say why (30 seconds)

Ask your partner one of your questions. Write their answer in a full sentence.

Name: _____ Date: _____

Finish the sentence

Target skill: Fragments → complete sentences

Warm-up model

Because the bus was late. — no. A sentence needs a subject and a verb and must finish its idea: **I was late because the bus was late.**

Directions

Each line is a fragment. Rewrite it as a complete sentence.

1. Because I forgot my notebook.

2. Running down the hallway.

3. The students in the front row.

4. After the fire drill ended.

5. Very tired after practice.

Say why (30 seconds)

What two things does every sentence need?

Name: _____ Date: _____

Split the run-on

Target skill: Joining ideas with because, so, and but

Warm-up model

The drain was blocked the sink overflowed. → The drain was blocked, **so** the sink overflowed.

Directions

Fix each run-on. Use a period, or use because / so / but with a comma.

1. I studied all night I still felt nervous.

2. The gym was closed we practiced outside.

3. She likes math she does not like tests.

4. The power went out the lights came back fast.

5. We finished early the teacher let us read.

Say why (30 seconds)

Where does the comma go when you use so?

Name: _____ Date: _____

Capital letters and end marks

Target skill: Capitalization and end punctuation

Warm-up model

yesterday i went to lincoln high school → Yesterday I went to Lincoln High School.

Directions

Rewrite each line with correct capital letters and an end mark.

1. on monday we start our new unit

2. did you see mr. ortega in the office

3. my family moved here from mexico in january

4. i read a book called the giver

5. watch out the floor is wet

Say why (30 seconds)

Name two kinds of words that always take a capital letter.

Name: _____ Date: _____

Keep one timeline

Target skill: Verb tense consistency in a paragraph

Warm-up model

If the paragraph starts in the past, every verb stays in the past.

Directions

Read the paragraph. Find the five verbs in the wrong tense and write the correct past-tense form on the lines.

1. Paragraph: “Last Friday our class visits the science museum. We arrive at ten o’clock. My partner takes notes about the rockets. The guide explains how the engines work. We eat lunch outside before the bus leaves.”

2. Wrong verb 1 → correct form

3. Wrong verb 2 → correct form

4. Wrong verb 3 → correct form

5. Wrong verb 4 → correct form

6. Wrong verb 5 → correct form

Say why (30 seconds)

Which words in the paragraph told you the timeline?

Name: _____ Date: _____

Case file: mixed editing

Target skill: Mixed editing review of days 1-9

Warm-up model

You are the grammar detective. Every line hides exactly one mistake.

Directions

Find the one mistake in each line and rewrite the line correctly.

1. my brother play soccer every weekend.

2. Yesterday she don't bring her permission slip.

3. The students was excited about the trip.

4. because the library closed early.

5. Did he finished the reading log?

Say why (30 seconds)

Which day of this pack helped you the most? Write one sentence.

Name: _____ Date: _____

TEACHER ANSWER KEY

Answer key — every item, every day

The key matches the printed pages item for item. The rule column gives you the one sentence to say out loud when you review the answers.

Day 1 — Make the subject and verb agree

#	Answer	Rule to say out loud
1	My sister walks to school every morning.	One person → verb takes -s.
2	The teachers help us before the test.	More than one → no -s.
3	Our team practices on Tuesday.	A team is one group → -s.
4	The students in my class study together.	The subject is <i>students</i> , not <i>class</i> .
5	He does his homework at the library.	He / she / it → does.

Say why: Accept any answer that names one subject versus more than one, for example: “I add -s when the subject is one person or thing.”

Day 2 — Put regular verbs in the past

#	Answer	Rule to say out loud
1	finished	Add -ed.
2	studied	Consonant + y → change y to i, then add -ed.
3	rang — not “ringed”.	This verb is irregular; -ed does not work. More irregular verbs tomorrow.
4	helped	Add -ed.
5	watched	Add -ed; the ending sounds like /t/.

Say why: Item 3. *Ring* is irregular, so -ed does not work; the past is *rang*.

Day 3 — Irregular past verbs

#	Answer	Rule to say out loud
1	I went to the office before class.	go → went.
2	She found her notebook under the desk.	find → found.
3	The teacher told us the new plan.	tell → told.
4	We ate lunch outside.	eat → ate.

5	He took the late bus home.	take → took.
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Say why: Accept any sentence that uses the irregular past form correctly.

Day 4 — Negatives that match the tense

#	Answer	Rule to say out loud
1	She doesn't have her book today.	She → doesn't.
2	We don't need more paper.	We → don't.
3	Yesterday he didn't finish the test.	Past → didn't.
4	They didn't go to the assembly.	After didn't, use the base verb.
5	The printer didn't work last week.	Last week → didn't + base verb.

Say why: After *didn't*, the verb stays in its base form: didn't go, didn't work.

Day 5 — Turn statements into questions

#	Answer	Rule to say out loud
1	Does Maria study every night?	does + base verb.
2	Does the bus leave at 3:15?	does + base verb.
3	Did you finish the worksheet?	Past → did + base verb.
4	Did they play soccer yesterday?	Past → did + base verb.
5	Does he need a pencil?	does + base verb.

Say why: Accept any full-sentence answer, for example "Yes, she studies every night."

Day 6 — Finish the sentence

#	Answer	Rule to say out loud
1	I lost points because I forgot my notebook.	Add a main clause.
2	The student was running down the hallway.	Add a subject and a helping verb.
3	The students in the front row answered first.	Add a verb.
4	After the fire drill ended, we went back to class.	Add a main clause.
5	I was very tired after practice.	Add a subject and a verb.

Say why: A subject and a verb — and it must finish the idea.

Day 7 — Split the run-on

#	Answer	Rule to say out loud
1	I studied all night, but I still felt nervous.	Two full ideas need a joining word or a period.
2	The gym was closed, so we practiced outside.	Result → so.
3	She likes math, but she does not like tests.	Contrast → but.
4	The power went out, but the lights came back fast.	Contrast → but.
5	We finished early, so the teacher let us read.	Result → so.

Say why: Before *so*, between the two complete ideas.

Day 8 — Capital letters and end marks

#	Answer	Rule to say out loud
1	On Monday we start our new unit.	Capitalize the first word and days.
2	Did you see Mr. Ortega in the office?	Question → question mark.
3	My family moved here from Mexico in January.	Capitalize countries and months.
4	I read a book called The Giver.	Capitalize <i>I</i> and title words.
5	Watch out! The floor is wet.	Warning → exclamation mark, then a new sentence.

Say why: Any two of: the first word of a sentence, *I*, names, places, days, months.

Day 9 — Keep one timeline

#	Answer	Rule to say out loud
1	The paragraph is set “last Friday”, so every verb must be past.	Signal words set the timeline.
2	visits → visited	Regular -ed.
3	arrive → arrived	Regular -ed.
4	takes → took	Irregular.
5	explains → explained	Regular -ed.

6	eat → ate (and leaves → left if students catch it)	Irregular; praise the extra catch.
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Say why: “Last Friday” and “at ten o’clock” — the time signal sets the tense.

Day 10 — Case file: mixed editing

#	Answer	Rule to say out loud
1	My brother plays soccer every weekend.	Capital letter and -s on the verb (accept either as the single fix, praise both).
2	Yesterday she didn’t bring her permission slip.	Past negative → didn’t.
3	The students were excited about the trip.	Plural subject → were.
4	Because the library closed early, we studied at home.	Fragment → add a main clause.
5	Did he finish the reading log?	After did, use the base verb.

Say why: Use the answers to decide which skill to reteach next week.