

GRAMMAR SPY™

Grammar Intervention Bell Ringer Pack

Ten spiral-review warm-ups for the most common gaps · Grades 6–12 · ELD friendly

A separate two-week cycle built for intervention groups. Each page targets one of the gaps that show up most often in secondary ELD writing: a missing verb, plurals, pronouns, word order, tense signals, prepositions, articles, and reasons with *because*. Day 9 is a mixed quick check and day 10 is a short writing sample.

What is inside

- 10 printable intervention warm-up pages, one gap per page
- A worked model and five short items on every page
- Day 9 mixed quick check and day 10 four-sentence writing sample
- Teacher answer key for all 10 days
- Teacher observation log for the two-week cycle

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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Gap 1 — Is the verb missing?

Target skill: Missing be-verb

Warm-up model

She tired. → **She is tired.** Every English sentence needs a verb.

Directions

Each sentence is missing a verb. Write the sentence with *am*, *is*, or *are*.

1. My cousin from Guatemala.

2. The classrooms very cold today.

3. I ready for the quiz.

4. He a good goalkeeper.

5. We in the same first period.

Say why (30 seconds)

Circle the verb in your favourite answer above.

Name: _____ Date: _____

Gap 2 — Plural nouns

Target skill: Plural -s and count nouns

Warm-up model

one book → two **books** · one class → two **classes**

Directions

Write the correct plural form.

1. I have three (class) this morning.

2. She read two (story) last night.

3. The (child) waited by the door.

4. We need more (pencil).

5. Both (bus) were late.

Say why (30 seconds)

Which plural on this page does not follow a rule?

Name: _____ Date: _____

Gap 3 — He, she, they

Target skill: Subject pronouns

Warm-up model

Maria is late. She missed the bus. The pronoun replaces the name.

Directions

Replace the underlined words with he, she, it, we, or they.

1. Mr. Ortega teaches third period.

2. My sister and I walk home together.

3. The homework is on the desk.

4. Ana and Luis joined the club.

5. My mother works at the clinic.

Say why (30 seconds)

Write one sentence with a name, then a second sentence using a pronoun.

Name: _____ Date: _____

Gap 4 — Word order

Target skill: Subject – verb – object order

Warm-up model

English order: **who + does what + to what.**

Directions

Put the words in the correct order to build one sentence.

1. the test / finished / we / early

2. her homework / does / after dinner / she

3. soccer / play / on Saturdays / they

4. the door / opened / the teacher

5. my notes / lost / I / yesterday

Say why (30 seconds)

Which part of an English sentence comes first?

Name: _____ Date: _____

Gap 5 — Present or past?

Target skill: Choosing the tense from a time signal

Warm-up model

every day → present · **yesterday** → past

Directions

Underline the time signal, then write the correct verb form.

1. Every morning I (eat / ate) breakfast at school.

2. Last night we (watch / watched) a movie.

3. She (walk / walks) to class every day.

4. In 2023 my family (move / moved) here.

5. Right now the teacher (explain / is explaining) the task.

Say why (30 seconds)

Write one time signal that means past and one that means present.

Name: _____ Date: _____

Gap 6 — Prepositions of place and time

Target skill: in, on, at

Warm-up model

at 8:00 · **on** Monday · **in** January

Directions

Write in, on, or at.

1. Class starts ____ 8:15.

2. We have a test ____ Friday.

3. My birthday is ____ March.

4. Meet me ____ the library.

5. The poster is ____ the wall.

Say why (30 seconds)

Write the rule for days and the rule for months.

Name: _____ Date: _____

Gap 7 — Articles

Target skill: a, an, the

Warm-up model

a pencil • **an** eraser • **the** pencil on my desk

Directions

Write a, an, or the.

1. I need ____ pencil, please.

2. She brought ____ apple for lunch.

3. ____ principal spoke this morning.

4. He is ____ honest student.

5. Put it on ____ table by the door.

Say why (30 seconds)

Why is it “an honest student” and not “a honest student”?

Name: _____ Date: _____

Gap 8 — Say more with because

Target skill: Adding a reason to a sentence

Warm-up model

I was late because **the bus broke down**. Both halves need a verb.

Directions

Finish each sentence with a reason. Use a subject and a verb.

1. I like this class because ____.

2. The homework was hard because ____.

3. We stayed inside because ____.

4. She was proud because ____.

5. I need more time because ____.

Say why (30 seconds)

Read one of your sentences to a partner. Did both halves have a verb?

Name: _____ Date: _____

Gap 9 — Quick check on the top errors

Target skill: Mixed retrieval of gaps 1–8

Warm-up model

One mistake per line. You have seen all of these this week.

Directions

Rewrite each line correctly.

1. She tired after practice.

2. I have two class in the morning.

3. Yesterday we watch a movie.

4. Homework the on desk is.

5. He is a honest person.

Say why (30 seconds)

Which gap is still hard for you? Write the number.

Name: _____ Date: _____

Gap 10 — Write four sentences

Target skill: Applying the week's skills in writing

Warm-up model

Short and correct beats long and broken.

Directions

Write four sentences about your week. Use one past verb, one present verb, one *because* reason, and one plural noun. Label each one.

1. Past verb sentence:

2. Present verb sentence:

3. Because sentence:

4. Plural noun sentence:

5. Check: did every sentence get a subject and a verb?

Say why (30 seconds)

Which sentence are you proudest of? Underline it.

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 — Gap 1 — Is the verb missing?

#	Answer	Rule to say out loud
1	My cousin is from Guatemala.	One person → is.
2	The classrooms are very cold today.	More than one → are.
3	I am ready for the quiz.	I → am.
4	He is a good goalkeeper.	He → is.
5	We are in the same first period.	We → are.

Say why: Check that the student circled am / is / are.

Day 2 — Gap 2 — Plural nouns

#	Answer	Rule to say out loud
1	classes	Ends in -s → add -es.
2	stories	Consonant + y → -ies.
3	children	Irregular plural.
4	pencils	Add -s.
5	buses	Ends in -s → add -es.

Say why: *Children* — it is irregular.

Day 3 — Gap 3 — He, she, they

#	Answer	Rule to say out loud
1	He	One man → he.
2	We	Includes me → we.
3	It	A thing → it.
4	They	More than one → they.
5	She	One woman → she.

Say why: Accept any pair where the pronoun clearly matches the name.

Day 4 — Gap 4 — Word order

#	Answer	Rule to say out loud
1	We finished the test early.	Subject first.
2	She does her homework after dinner.	Time phrase goes last.
3	They play soccer on Saturdays.	Subject, verb, object, time.
4	The teacher opened the door.	Who acts goes first.
5	I lost my notes yesterday.	Subject, verb, object, time.

Say why: The subject — who or what the sentence is about.

Day 5 — Gap 5 — Present or past?

#	Answer	Rule to say out loud
1	eat	“Every morning” → present.
2	watched	“Last night” → past.
3	walks	“Every day” → present, one person → -s.
4	moved	“In 2023” → past.
5	is explaining	“Right now” → happening now.

Say why: Any correct pair, for example *yesterday* and *every day*.

Day 6 — Gap 6 — Prepositions of place and time

#	Answer	Rule to say out loud
1	at	Clock times → at.
2	on	Days → on.
3	in	Months → in.
4	in / at	Both are used; <i>in the library</i> means inside.
5	on	Surfaces → on.

Say why: *On* for days, *in* for months.

Day 7 — Gap 7 — Articles

#	Answer	Rule to say out loud
1	a	Consonant sound → a.

2	an	Vowel sound → an.
3	The	One specific person we both know.
4	an	<i>Honest</i> starts with a vowel sound.
5	the	A specific table.

Say why: The *h* is silent, so the word starts with a vowel sound.

Day 8 — Gap 8 — Say more with because

#	Answer	Rule to say out loud
1	Any clause with a subject and a verb, e.g. "because we work in teams."	Both halves need a verb.
2	e.g. "because the reading had new words."	Reason, not a single word.
3	e.g. "because it was raining."	Reason, not a single word.
4	e.g. "because she passed the quiz."	Reason, not a single word.
5	e.g. "because I was absent on Tuesday."	Reason, not a single word.

Say why: Reject one-word reasons such as "because hard".

Day 9 — Gap 9 — Quick check on the top errors

#	Answer	Rule to say out loud
1	She is tired after practice.	Gap 1 — missing be-verb.
2	I have two classes in the morning.	Gap 2 — plural -es.
3	Yesterday we watched a movie.	Gap 5 — past time signal.
4	The homework is on the desk.	Gap 4 — word order.
5	He is an honest person.	Gap 7 — vowel sound → an.

Say why: Use the answers to choose the skill to reteach in week two.

Day 10 — Gap 10 — Write four sentences

#	Answer	Rule to say out loud
1	Any correct past-tense sentence.	Check the verb form, not the length.
2	Any correct present-tense sentence.	Check -s with one subject.
3	Any sentence with a full clause after <i>because</i> .	Both halves need a verb.
4	Any sentence with a correct plural noun.	Check the plural ending.

5	Student self-check.	Have students mark the subject and verb in each line.
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Say why: Collect these four-sentence samples as your end-of-cycle writing evidence.

Teacher observation log

Write down what you notice in student work each day. These notes are your own classroom evidence for grouping and reteaching — nothing is scored or reported anywhere else.

Day	Skill	What I saw in student work	Next step
1	Missing be-verb		
2	Plural -s and count nouns		
3	Subject pronouns		
4	Subject - verb - object order		
5	Choosing the tense from a time signal		
6	in, on, at		
7	a, an, the		
8	Adding a reason to a sentence		
9	Mixed retrieval of gaps 1-8		
10	Applying the week's skills in writing		