

From the Sideline: Review regularly.

Revisit in a variety of ways—chant, sing, quiz, retell, or rewrite—concepts that have recently been taught. “Be ready to review.”

Chapter

1

^APoint to hooks you may have in the classroom, or show pictures of different kinds of hooks. Use such visuals to help the students understand that prepositions connect—or hook—their noun/pronoun objects to another part of the sentence.

Prepositional Phrases^A

Hooks hold things, such as jackets, belts, and even jump ropes. We don’t tend to notice hooks, but they serve an important function in organizing things. They come in various shapes and sizes—tiny and big, plain and fancy, straight and curled. They hang on walls and doors in our closets, our classrooms, our locker rooms, and our garages. Imagine if all the hooks in all these places suddenly disappeared. Baseball caps and bathroom towels would fall to the floor in disorganized heaps.

In sentences, prepositions are hooklike words that help organize ideas. Similar to hooks, prepositions come in many shapes and sizes: little ones, such as *at*, *by*, *in*, *on*, and *to*, and longer ones, such as *throughout* and *underneath*. Just as hooks are used in various places, so prepositions are found in various parts of a sentence, connected both to principal elements (subjects or predicates) and subordinate elements (adjectives or adverbs). Prepositions connect a noun or pronoun—called the *object of the preposition*—to other words in a sentence, showing the relationship between the words. As a hook is covered with clothing and almost forgotten, so a preposition is often overlooked. However, it is an important connecting element in a sentence. Without prepositions, some nouns and pronouns might fall into disorganized, disconnected heaps!

To the Source:

■ **preposition**

The word *preposition* literally means “put before,” coming from the Latin word *praeponere*, which comes from *prae*, meaning “before,” and *ponere*, meaning “to put, set, or place.”

Ideas to Understand

A preposition[■] is a part of speech used to show the relationship between certain words in a sentence. There are well over 100 prepositions in the English language. If you memorize the following forty-seven most

common prepositions, as you may already have done, you will not overlook these important hooklike connections within a sentence:

aboard	beneath	in	throughout
about	beside	into	to
above	between	near	toward
across	beyond	of	under
after	at	off	up
against	by	on	until
along	down	out	upon
among	during	outside	with
around	except	over	within
before	for	past	without
behind	from	since	underneath
below	inside	through	

You can find a number of these common prepositions—*into, of, from, till* (which is a synonym of *until*), *in, at, and by*—in the first three stanzas of “The Fountain,” a poem by James Russell Lowell that describes a spraying water fountain:

Into the sunshine,
Full of the light,
Leaping and flashing
From morn till night!

Into the moonlight,
Whiter than snow,
Waving so flower-like
When the winds blow!

Into the starlight
Rushing in spray,
Happy at midnight,
Happy by day!¹



1. James Russell Lowell, “The Fountain,” in *Poems*, 2nd ed. (Cambridge, MA: John Owen, 1844), p. 98.

Chapter 1: Prepositional Phrases

A preposition always has an object (called the object of the preposition). That means the preposition is *pre*-positioned, or placed before, a noun or pronoun. Can you find the objects of each preposition we mentioned that are in the poem excerpt? Here are the prepositions with the nouns that follow them italicized: into the *sunshine*, of the *light*, from *morn*, till *night*, into the *moonlight*, into the *starlight*, in *spray*, at *midnight*, by *day*. Some of these objects of the preposition have adjectives (articles) in front of them. It's possible for such objects to have other modifiers as well. For example, in this group of words—"into the bright, warm *sunshine*"—the object of the preposition *into* is *sunshine*, and there are three adjectives modifying it: *the*, *bright*, and *warm*.

Together, the preposition, its object, and any adjectives that modify the object are called a *prepositional phrase*. Even though a prepositional phrase is a group of words, it functions as a single part of speech—either an adjective or an adverb.

That means the part of speech called a preposition is a “wanna-be.” It wants to be an adjective or an adverb, modifying a noun, verb, or another adjective or adverb. No matter how many individual words are in a prepositional phrase—the preposition, its object, all the words modifying the object—the entire phrase functions like a single adjective or a single adverb in the sentence.

If the preposition hooks its object to a verb, then the prepositional phrase as a whole functions as an adverb, telling *where*, *how*, *when*, and sometimes *why* an action happens. All of the prepositional phrases we've found in “The Fountain” are *adverbial prepositional phrases*. Let's rewrite some of the lines of the poem “The Fountain” into complete sentences to illustrate the connections more clearly:

- ◊ The fountain is bubbling *into the sunshine*.

The preposition *into* hooks its object *sunshine* to the verb *is bubbling*, telling *where* the fountain is bubbling. So, “*into the sunshine*” functions as an adverb.

- ◊ The fountain is leaping *in spray*.

The preposition *in* connects its object *spray* to the verb *is leaping*, telling *how* the fountain is leaping. So, “*in spray*” also functions as an adverb.

From the

Sideline: Poems used as examples in each chapter's “Ideas to Understand” can be found in their entirety in the literary appendix (see p. 172), and biographical sketches of the authors are included in the Meet the Authors appendix (see p. 186).

From the

Sideline: Adverbial prepositional phrases modify verbs, but sometimes they can also modify adjectives. In “The Fountain,” all of the words ending in *-ing* are participles, which are adjectives all modifying the noun “fountain” in the title. (We will discuss participles in *WOL Level 3*.) So, strictly speaking, the prepositional phrases are functioning as adverbs modifying adjectives; however, to match what the students will encounter in this chapter's lessons, our example sentences demonstrate phrases modifying verbs.

- ◊ The fountain is rushing **from morn until night**.

The preposition *from* connects its object *morn* to the verb *is rushing*, and the preposition *until* connects its object *night* to the same verb, both telling **when** the fountain is rushing. So, “from morn until night” is actually two adverbial prepositional phrases.

Adverbs and adverbial prepositional phrases usually answer the questions *where?* *how?* or *when?* However, they can also answer *why?* For example,

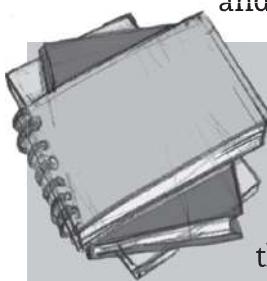
- ◊ Otis sketched the fountain **for the art teacher**.

The preposition *for* connects its object *teacher* to the verb *sketched*, telling **why** Otis sketched. So, “for the art teacher” functions as an adverb.

An adverbial prepositional phrase may be placed in different positions in a sentence. If it is at the beginning of a sentence, it is called an *introductory prepositional phrase*: “Into the sunshine, the fountain is bubbling.”

When a preposition hooks its object to a noun, the prepositional phrase functions as an adjective. An *adjectival prepositional phrase* modifies a noun and, like other adjectives, answers the questions *how many?* *whose?* *which one?* or *what kind?* Even though the phrase contains multiple words—the preposition, its object, and the object’s modifiers—it functions as a single adjective. In the sentence “The fountain of water sprayed the pigeon,” the prepositional phrase “of water” is an adjective modifying the noun *fountain* and answering the question *which fountain?*

Some adverbial and adjectival prepositional phrases may start with the same preposition, so identifying the phrase’s part of speech might be challenging. The preposition itself does not determine whether the phrase is adverbial or adjectival. The adverb and adjective questions can help you decide, but the real proof of a prepositional phrase’s function is the part of speech to which it is hooked. You will see in this chapter’s lessons that if a prepositional phrase is modifying a verb, it is adverbial, and if it is modifying a noun, it is adjectival.



In this book, we meet up again with the Chase family (Mom, Dad, Millie, Otis, Eden, Max, and their Siamese cat, Loki). Study the illustration at the beginning of this chapter. Is Mom hanging up a jacket or grabbing it to go outside? What is hanging on the sixth hook from the left? Which items on the hooks do you have in your closet at home?

II Pause for Punctuation

A *comma* is usually used to separate introductory words or phrases, such as adverbs and adverbial prepositional phrases, from the rest of the sentence. When adverbial elements begin a sentence, a comma is often used to set the elements apart from the subject.

- ◊ A *comma* is used to separate *introductory adverbs*:
 - ◆ Earlier, the art teacher dropped off art supplies.
 - ◆ Carefully, Otis sketched the bronze fountain.
- ◊ A *comma* is used to separate *introductory adverbial prepositional phrases* from the rest of the sentence:
 - ◆ At the fountain, the boy drew the fountain figures.
 - ◆ During the afternoon, other people watched the young artist.

Terms to Remember

- ◊ Preposition (1–16)
- ◊ List of Prepositions (1–17)
- ◊ Phrase (1–18)
- ◊ Object of the Preposition (1–19)

Song Lyrics:

For the lyrics to all of the songs in *WOL2B*, please see the Song Lyrics section starting on p. 211.

^BSee p. 8 for this note.

Sentences to Analyze and Diagram^B

You have been analyzing the principal elements first and then their modifiers. In *WOL1B* you learned that at times you need to analyze a sentence in a slightly different order because that sentence contains phrases. So, when you analyze sentences that include prepositional phrases, you'll need to analyze the phrases first and then move on to the principal elements. You will identify the prepositional phrases and mark the parts of speech within them, getting them out of the way. That way you can see the principal elements more clearly. Later, when you learn about clauses, you'll do the same with them.

^bFrom p. 7: Note the slight shift in analysis because phrases need to be identified and analyzed first before the principal elements. Have students rehearse the order of analysis in chant form: “The order of analysis is phrases, clauses, principal elements, modifiers.” Even though clauses will not be discussed until later, students should memorize (or review) the complete order of analysis now to avoid having to adjust it later. Continue to model how to mark the sentence while the students chorally analyze each sentence. Say the words in gray.

Adverbial Prepositional Phrases

As usual, you say the analysis aloud while marking the sentence, but now the analysis is done in two parts:

Part 1: Identify the *phrases*, place them in parentheses, and then mark their parts.

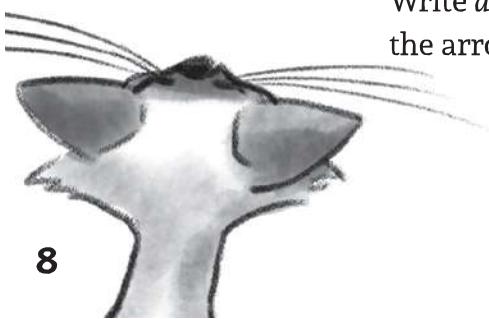
Part 2: Identify the *principal elements* and *modifiers*, including the whole prepositional phrases as adverbs or adjectives.

Part 1: Identify Phrases

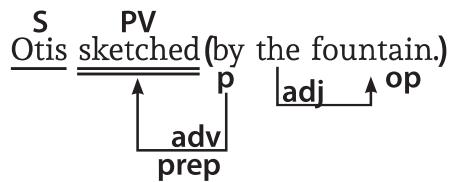
Otis sketched (by the fountain.)

p adj op

- a. First, read the sentence aloud. “Otis sketched by the fountain.”
- b. Chant: “The order of analysis is phrases, clauses, principal elements, modifiers.”
- c. “Are there any prepositional phrases?” (Choral response: “Yes, sir.” Since there is one in this sentence, you can answer *yes*.)
- d. “*By the fountain* is a prepositional phrase.” (Since *by the fountain* is a prepositional phrase, put parentheses around the phrase.)
- e. “*By* is the preposition.” (Since *by* is a preposition, you can place a lowercase letter *p* underneath it.)
- f. “*Fountain* is the object of the preposition.” (Since *fountain* is connected to the preposition, you can place the lowercase letters *op* underneath it because it is the object of the preposition.)
- g. “*The* is an adjective.” (Since *the* tells us *which* fountain, it is an adjective [or article]. Draw the modifying lines to the word *fountain*. Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)



Part 2: Identify Principal Elements and Modifiers



- a. Read the sentence aloud again. “Otis sketched by the fountain.”
- b. “This is a sentence, and it is declarative.”
- c. “This sentence is about *Otis*. So, *Otis* is the subject because it is what the sentence is about.” (Since *Otis* is the subject, underline it and place a capital letter *S* above it.)
- d. “This sentence tells us that *Otis sketched*. So, *sketched* is the predicate because it is what the sentence tells us about *Otis*.” (Since *sketched* tells us something about *Otis*, double underline the predicate and place a capital letter *P* above the predicate.)
- e. “It is a predicate verb because it shows action. There is no linking verb because predicate verbs do not need linking verbs.” (Since *sketched* shows action, place a capital letter *V* to the right of the letter *P*.)
- f. “*By the fountain* tells us *where* *Otis* sketched.” (Since *by the fountain* tells us *where* *Otis* sketched, you can draw a straight line down from the preposition—from the letter *p*—then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to *sketched*.)
- g. “*So, by the fountain* is an adverbial element because it modifies a verb. It is an adverbial prepositional phrase.” (Since the prepositional phrase is behaving like an adverb, write *adv* in lowercase letters in the elbow opposite the line with the arrow. Since the phrase is a prepositional phrase, write *prep* in lowercase letters directly below the *adv*, underneath the modifier line.)

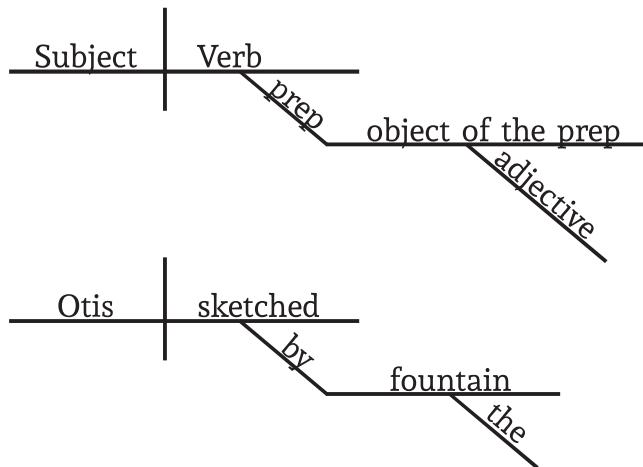
When you diagram prepositional phrases, the principal elements remain on the baseline while the subordinate elements are drawn underneath the baseline. Since prepositional phrases are modifiers, they will be drawn beneath the words which they are modifying. For a sentence with

From the

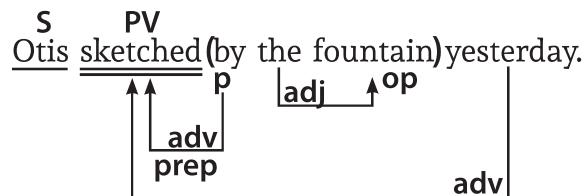
Sideline: When the students say aloud “*So, by the fountain* is an adverbial element because it modifies a verb,” write *adv* in the elbow of the modifying lines drawn in the previous step. Then, when they say “It is an adverbial prepositional phrase,” write *prep* underneath the line and directly below *adv*.

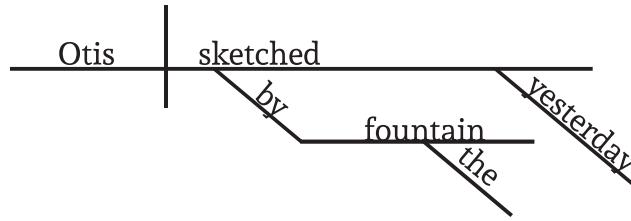


an adverbial prepositional phrase, the subject and predicate verb are marked as before. The adverbial prepositional phrase is drawn beneath the verb. First, a diagonal line is drawn from the baseline and the preposition is written on that line. Then, a horizontal line is drawn from the diagonal line and the object of the preposition is written on it. If there are any adjectives modifying the object of the preposition, then they are drawn on diagonal modifier lines beneath the object of the preposition.

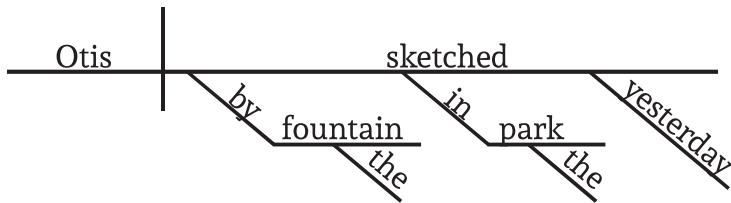
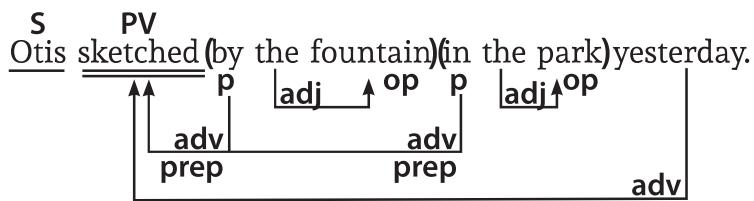


When you analyze a sentence with two or more adverbial elements (i.e., an adverb and an adverbial prepositional phrase), the modifier lines must be separated and not crossed. For example, in the sentence “Otis sketched by the fountain *yesterday*,” the modifier lines do not cross one another. The modifier line for *yesterday* is written before the adverbial prepositional phrase modifier line, so make sure you drop down far enough to avoid crossing lines.





When there are two or more adverbial prepositional phrases after the verb, then the modifier lines can be joined. For example, in the following sentence, the modifier lines for “by the fountain” and for “in the park” are joined as one line modifying the same verb: *sketched*. Yet, the adverb *yesterday* has its own modifying lines, so you don’t cross it with the adverbial prepositional phrase modifying lines.



Adjectival Prepositional Phrase

Analyzing and diagramming sentences with prepositional phrases that function as adjectives is very similar to what we did for adverbial prepositional phrases, except you analyze, mark, and diagram the phrases to show how they modify nouns instead of verbs.

From the Sideline: When you diagram sentences with multiple adverbial elements, remember to draw the adverbial elements in the same order in which they appear in the sentence. For example, if an adverbial prepositional phrase is first and there is another adverb in the sentence, then the modifying line for the adverbial prepositional phrase should be placed in the diagram under the verb to the *left* of the other adverb's modifying line.



Part 1: Identify Phrases

The kids (from the park) watched.
p |adj↑^{op}

- a. First, read the sentence aloud. “The kids from the park watched.”
- b. Chant: “The order of analysis is phrases, clauses, principal elements, modifiers.”
- c. “Are there any prepositional phrases?” (Choral response: “Yes, sir.” Since there is one in this sentence, you can answer *yes*.)
- d. “*From the park* is a prepositional phrase.” (Since *from the park* is a prepositional phrase, put parentheses around the phrase.)
- e. “*From* is the preposition.” (Since *from* is a preposition, you can place a lowercase letter *p* underneath it.)
- f. “*Park* is the object of the preposition.” (Since *park* is connected to the preposition, you can place the lowercase letters *op* underneath the object of the preposition.)
- g. “*The* is an adjective.” (Since *the* tells us *which* park, it is an adjective, or article. Draw the modifying lines to the word *park*. Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)

Part 2: Identify Principal Elements and Modifiers

- a. Read the sentence aloud again. “The kids from the park watched.”
- b. “This is a sentence and it is declarative.”
- c. “This sentence is about *kids*. So, *kids* is the subject because it is what the sentence is about.” (Since *kids* is the subject, underline it and place a capital letter *S* above it.)

d. “This sentence tells us that kids *watched*. So, *watched* is the predicate because it is what the sentence tells us about *kids*.” (Since *watched* tells us something about *kids*, double underline the predicate and place a capital letter *P* above the action verb.)

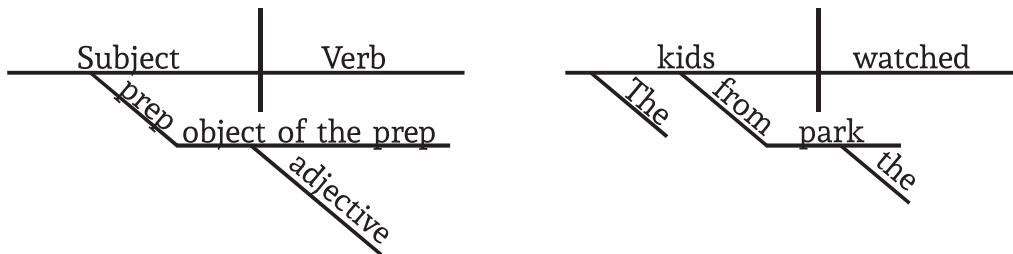
e. “It is a predicate verb because it shows action. There is no linking verb because predicate verbs do not need linking verbs.” (Since *watched* shows action, place a capital letter *V* to the right of the letter *P*.)

f. “*From the park* tells us *which* kids.” (Since *from the park* tells us *which* kids, draw a straight line down from the preposition—from the letter *p*—then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to *kids*.)

g. “So, *from the park* is an adjectival element because it modifies a noun. It is an adjectival prepositional phrase.” (Since the prepositional phrase is behaving like an adjective, write *adj* in lowercase letters in the elbow opposite the line with the arrow. Since the phrase is a prepositional phrase, write *prep* in lowercase letters directly below the *adj*, underneath the modifier line.)

h. “*The* is an adjective.” (Since *the* tells us *which* kids, it is an adjective, or article. Draw the modifying lines to the word *kids*. Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)

When you diagram a sentence that contains an adjectival prepositional phrase, the phrase is placed on a line drawn beneath the noun it modifies. First, a diagonal line is drawn from the baseline below the noun and the preposition is written on it. Then, a horizontal line is drawn from the diagonal line and the object of the preposition is written on it. If there are any adjectives modifying the object of the preposition, then they are drawn on diagonal modifier lines beneath the object of the preposition.



Sentence Bank

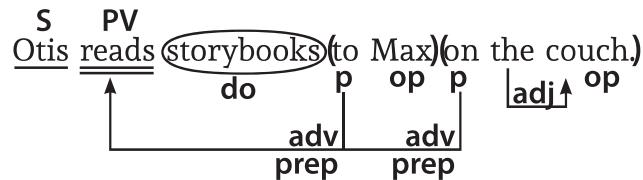
Model the sentence analysis on the board while students recite aloud from memory the lines in quotation marks. Then diagram the sentence on the board together.

Otis reads storybooks (to Max)(on the couch.)
p op p |adj↑ op

Part 1: Identify Phrases

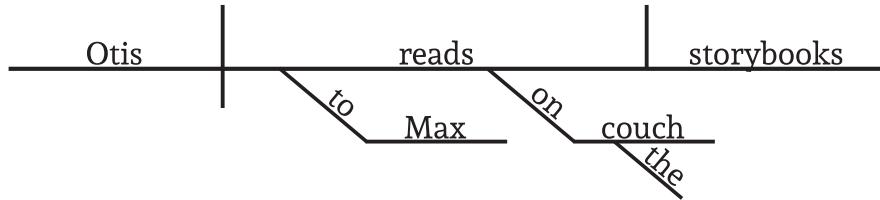
- a. (First, read the sentence aloud.) “Otis reads storybooks to Max on the couch.”
- b. Chant: “The order of analysis is phrases, clauses, principal elements, modifiers.”
- c. “Are there any prepositional phrases?” (Choral response: “Yes, sir.”)
- d. “*To Max* is a prepositional phrase.” (Place parentheses around the prepositional phrase.)
- e. “*To* is the preposition.” (Write *p* underneath the preposition.)
- f. “*Max* is the object of the preposition.” (Write *op* underneath the object of the preposition.)
- g. “*On the couch* is a prepositional phrase.” (Place parentheses around the prepositional phrase.)
- h. “*On* is the preposition.” (Write *p* underneath the preposition.)
- i. “*Couch* is the object of the preposition.” (Write *op* underneath the object of the preposition.)
- j. “*The* is an adjective (article).” (Draw the modifying lines and write *adj* in the elbow opposite the line with the arrow.)

Part 2: Identify Principal Elements and Modifiers



- a. (Read the sentence aloud again.) “Otis reads storybooks to Max on the coach.”
- b. “This is a sentence, and it is declarative.”

- c. "This sentence is about *Otis*." (Underline the subject.) "So, *Otis* is the subject because it is what the sentence is about." (Write *S* above the subject.)
- d. "This sentence tells us that *Otis reads*." (Double underline the predicate.) "So, *reads* is the predicate because it is what the sentence tells us about *Otis*." (Write *P* above the predicate.)
- e. "It is a predicate verb because it shows action. There is no linking verb because predicate verbs do not need linking verbs." (Write *V* to the right of the *P*.)
- f. "*Storybooks* tells us *what* *Otis* reads." (Draw a circle around the word.) "So, *storybooks* is an objective element because it completes the meaning of the action verb. It is a direct object because it tells us *what* *Otis* reads." (Write *do* beneath the direct object.)
- g. "*On the couch* tells us *where* *Otis* reads." (Draw a straight line down from the letter *p* that's under the preposition, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.) "So, *on the couch* is an adverbial element because it modifies a verb. It is an adverbial prepositional phrase." (Write *adv* in the elbow opposite the line with the arrow. Write *prep* directly below the *adv*, underneath the modifier line.)
- h. "*To Max* tells us *how (to whom)* *Otis* reads." (Draw a straight line down from the letter *p* that's under the preposition, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.) "So, *to Max* is an adverbial element because it modifies a verb. It is an adverbial prepositional phrase." (Write *adv* in the elbow opposite the line with the arrow. Write *prep* directly below the *adv*, underneath the modifier line.)



(During the game) Otis made a basket (from the free-throw line.)

p adj ^{op}

p adj adj ^{op}

Part 1: Identify Phrases

- (First, read the sentence aloud.) “During the game, Otis made a basket from the free-throw line.”
- Chant: “The order of analysis is phrases, clauses, principal elements, modifiers.”
- “Are there any prepositional phrases?” (Choral response: “Yes, sir.”)
- “*During the game* is a prepositional phrase.” (Place parentheses around the prepositional phrase.)
- “*During* is the preposition.” (Write *p* underneath the preposition.)
- “*Game* is the object of the preposition.” (Write *op* underneath the object of the preposition.)
- “*The* is an adjective (article).” (Draw the modifying lines and write *adj* in the elbow opposite the line with the arrow.)
- “*From the free-throw line* is a prepositional phrase.” (Place parentheses around the prepositional phrase.)
- “*From* is the preposition.” (Write *p* underneath the preposition.)
- “*Line* is the object of the preposition.” (Write *op* underneath the object of the preposition.)
- “*Free-throw* tells us *what kind* of line, so *free-throw* is an adjectival element because it modifies a noun. It is an adjective.” (Draw the modifying lines and write *adj* in the elbow opposite the line with the arrow.)
- “*The* is an adjective (article).” (Draw the modifying lines and write *adj* in the elbow opposite the line with the arrow.)

Part 2: Identify Principal Elements and Modifiers

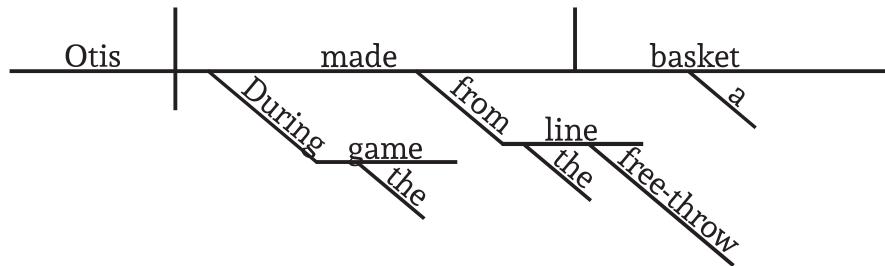
(During the game) Otis made a basket (from the free-throw line.)

p adj ^{op}
adv prep

S PV
adj ^{do} adv
prep

- (Read the sentence aloud again.) “During the game, Otis made a basket from the free-throw line.”
- “This is a sentence, and it is declarative.”

- c. "This sentence is about *Otis*." (Underline the subject.) "So, *Otis* is the subject because it is what the sentence is about." (Write *S* above the subject.)
- d. "This sentence tells us that *Otis made*." (Double underline the predicate.) "So, *made* is the predicate because it is what the sentence tells us about *Otis*." (Write *P* above the predicate.)
- e. "It is a predicate verb because it shows action. There is no linking verb because predicate verbs do not need linking verbs." (Write *V* to the right of the *P*.)
- f. "*Basket* tells us *what* *Otis* made." (Draw a circle around the word.) "So, *basket* is an objective element because it completes the meaning of the action verb. It is a direct object because it tells us *what* *Otis* made." (Write *do* beneath the direct object.)
- g. "A is an adjective (article)." (Draw the modifying lines and write *adj* in the elbow opposite the line with the arrow.)
- h. "*From the free-throw line* tells us *where* *Otis* made a *basket*." (Draw a straight line down from the letter *p* that's under the preposition, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.) "So, *from the free-throw line* is an adverbial element because it modifies a verb. It is an adverbial prepositional phrase." (Write *adv* in the elbow opposite the line with the arrow. Write *prep* directly below the *adv*, underneath the modifier line.)
- i. "*During the game* tells us *when* *Otis* made a *basket*." (Draw a straight line down from the letter *p* that's under the preposition, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.) "So, *during the game* is an adverbial element because it modifies a verb. It is an adverbial prepositional phrase." (Write *adv* in the elbow opposite the line with the arrow. Write *prep* directly below the *adv*, underneath the modifier line.)



Is the clock (in the kitchen) broken again?

p | adj op

Part 1: Identify Phrases

- a. (First, read the sentence aloud.) “Is the clock in the kitchen broken again?”
- b. Chant: “The order of analysis is phrases, clauses, principal elements, modifiers.”
- c. “Are there any prepositional phrases?” (Choral response: “Yes, sir.”)
- d. “*In the kitchen* is a prepositional phrase.” (Place parentheses around the prepositional phrase.)
- e. “*In* is the preposition.” (Write *p* underneath the preposition.)
- f. “*Kitchen* is the object of the preposition.” (Write *op* underneath the object of the preposition.)
- g. “*The* is an adjective (article).” (Draw the modifying lines and write *adj* in the elbow opposite the line with the arrow.)

Part 2: Identify Principal Elements and Modifiers

Is the clock (in the kitchen) broken again?

Diagram showing the structure of the sentence:

- Iv** (Independent Verb) is the main verb.
- S** (Subject) is the noun phrase "the clock".
- PA** (Prepositional Adverb) is the phrase "in the kitchen".
- adj** (Adjective) is the word "broken".
- p** (Preposition) is the word "again".
- adj** (Adjective) is the word "broken".
- op** (Object) is the word "again".
- adj** (Adjective) is the word "broken".
- prep** (Preposition) is the word "in".
- adv** (Adverb) is the word "again".

Arrows indicate the relationships between the words: "clock" points to "clock", "in" points to "in", and "again" points to "again".

- a. (Read the sentence aloud again.) “Is the clock in the kitchen broken again?”
- b. “This is a sentence, and it is interrogative.”
- c. “This sentence is about *clock*.” (Underline the subject.) “So, *clock* is the subject because it is what the sentence is about.” (Write **S** above the subject.)
- d. “This sentence tells us that *clock* *is broken*. (Double underline only the linking verb.) “So, *is broken* is the predicate because it is what the sentence tells us about *clock*.” (Write **P** above the predicate.)
- e. “*Broken* is a predicate adjective because it describes a *quality* of the subject.” (Write **A** to the right of the **P**.)
- f. “*Is* is the linking verb because it joins the subject to the predicate.” (Write **lv** above the linking verb.)

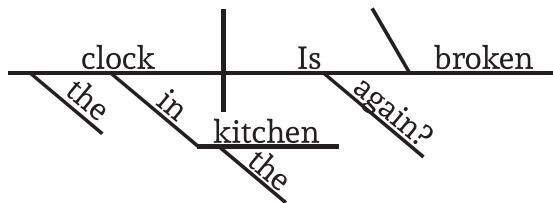
aa

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g. “*Again* tells us *when* the clock is (being).” (Draw a straight line down from the adverb, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing the word *is*.) “So, *again* is an adverbial element because it modifies a verb. It is an adverb.” (Write *adv* in the elbow opposite the line with the arrow.)

h. “*In the kitchen* tells us *which* clock.” (Draw a straight line down from the letter *p* that’s under the preposition, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.) “So, *in the kitchen* is an *adjectival element* because it modifies a noun. It is an *adjectival prepositional phrase*.” (Write *adj* in the elbow opposite the line with the arrow. Write *prep* directly below the *adj*, underneath the modifier line.)

i. “*The* is an *adjective (article)*.” (Draw the modifying lines and write *adj* in the elbow opposite the line with the arrow.)



(After piano lessons,) Otis devoured a plate (of sugar cookies.)

p adj op

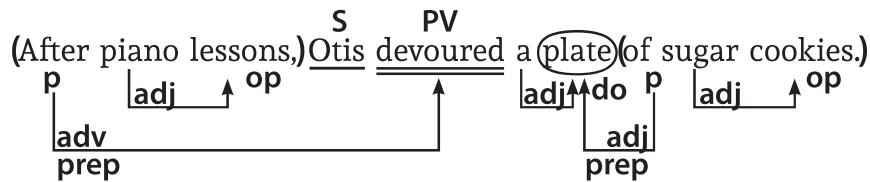
p adj op

Part 1: Identify Phrases

From the Sideline: Remind the students that some compound nouns, such as *sugar cookies*, stand as separate words and are treated as separate words in analysis and diagramming: *sugar* is the adjective and *cookies* is the noun (object of the preposition). However, there are a few common nouns that stay together, such as *peanut butter*. In such instances, students may choose to analyze and diagram the two-word compound noun as a single noun.

- a. (First, read the sentence aloud.) “After piano lessons, Otis devoured a plate of sugar cookies.”
- b. Chant: “The order of analysis is phrases, clauses, principal elements, modifiers.”
- c. “Are there any prepositional phrases?” (Choral response: “Yes, sir.”)
- d. “*After piano lessons* is a prepositional phrase.” (Place parentheses around the prepositional phrase.)
- e. “*After* is the preposition.” (Write *p* underneath the preposition.)
- f. “*Lessons* is the object of the preposition.” (Write *op* underneath the object of the preposition.)
- g. “*Piano* tells us *what kind* of lessons, so *piano* is an adjectival element because it modifies a noun. It is an adjective.” (Draw the modifying lines and write *adj* in the elbow opposite the line with the arrow.)
- h. “*Of sugar cookies* is a prepositional phrase.” (Place parentheses around the prepositional phrase.)
- i. “*Of* is the preposition.” (Write *p* underneath the preposition.)
- j. “*Cookies* is the object of the preposition.” (Write *op* underneath the object of the preposition.)
- k. “*Sugar* tells us *what kind* of cookies, so *sugar* is an adjectival element because it modifies a noun. It is an adjective.” (Draw the modifying lines and write *adj* in the elbow opposite the line with the arrow.)

Part 2: Identify Principal Elements and Modifiers



- (Read the sentence aloud again.) “After piano lessons, Otis devoured a plate of sugar cookies.”
- “This is a sentence, and it is declarative.”
- “This sentence is about *Otis*.” (Underline the subject.) “So, *Otis* is the subject because it is what the sentence is about.” (Write *S* above the subject.)
- “This sentence tells us that *Otis devoured*.” (Double underline the predicate.) “So, *devoured* is the predicate because it is what the sentence tells us about *Otis*.” (Write *P* above the predicate.)
- “It is a predicate verb because it shows action. There is no linking verb because predicate verbs do not need linking verbs.” (Write *V* to the right of the *P*.)
- “*Plate* tells us *what* *Otis* devoured.” (Draw a circle around the word.) “So, *plate* is an objective element because it completes the meaning of the action verb. It is a direct object because it tells us *what* *Otis* devoured.” (Write *do* beneath the direct object.)
- “*A* is an adjective (article).” (Draw the modifying lines and write *adj* in the elbow opposite the line with the arrow.)
- “*Of sugar cookies* tells us *what kind* of *plate*.” (Draw a straight line down from the letter *p* that’s under the preposition, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.) “So, *of sugar cookies* is an adjectival element because it modifies a noun. It is an adjectival prepositional phrase.” (Write *adj* in the elbow opposite the line with the arrow. Write *prep* directly below the *adj*, underneath the modifier line.)
- “*After piano lessons* tells us *when* *Otis* devoured.” (Draw a straight line down from the letter *p* that’s under the preposition, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.) “So, *after piano lessons* is an adverbial element because it modifies a verb. It is an adverbial prepositional phrase.” (Write *adv* in the elbow opposite the line with the arrow. Write *prep* directly below the *adv*, underneath the modifier line.)

