

TEACHER'S EDITION

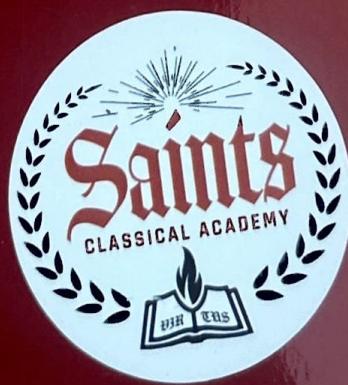


Classical Subjects Creatively Taught™

Well- Ordered Language

Level 1A

The Curious Child's Guide to Grammar



REVISED EDITION

Tammy Peters and Daniel Coupland, PhD

Lesson to Learn

Four Kinds of Sentences

1. Analyze the following sentences with your teacher. Then, on the lines provided, write *Dec* for a declarative sentence, *Int* for an interrogative sentence, *Imp* for an imperative sentence, or *Ex* for an exclamatory sentence.

- a. The sun is shining in the afternoon. Dec
- b. What a perfect day to play baseball! Ex
- c. Are you planning to play ball with us? Int
- d. Get the bases from the garage. Imp
- e. Baseball is my favorite sport. Dec
- f. Oh no, Rex ran off with the ball! Ex
- g. How many outs do we have? Int
- h. Is it your turn to bat? Int
- i. Stand back while she swings the bat. Imp
- j. It is time to head home for dinner. Dec

2. All sentences begin with a capital letter and end with an end mark. In the following sentences, add the missing end mark: a period (.), a question mark (?), or an exclamation point (!).

- a. How are hot dogs made (?)
- b. Hot dogs can also be called frankfurters (.)
- c. Where was the first hot dog sold in the US (?)
- d. Yick, Fritz put orange marmalade on his hot dog (!)
- e. Give me some sweet potato fries, please (.)
- f. Heidi just gobbled five chili dogs by herself (!)

From the

Sideline:

Remember that to *analyze* means you should guide the students in reciting the analysis aloud, which is important preparation for more complicated sentences in later chapters.

A

Lesson to Learn

Four Kinds of Sentences

3. Imagine you're talking with your friend about playing a backyard baseball game, and then write the following kinds of sentences about it. **Answers will vary.**

a. Write a declarative sentence. I like baseball more than football.

Declarative sentence: A sentence that makes a statement.

b. Write an interrogative sentence. What is your favorite position to play?

Interrogative sentence: A sentence that asks a question.

c. Write an imperative sentence. Bring your bat to the game.

Imperative sentence: A sentence that gives a command or makes a request.

d. Write an exclamatory sentence. Rats, we lost the ball again!

Exclamatory sentence: A sentence that expresses strong emotion.



Lesson to Learn

Four Kinds of Sentences

B

1. Analyze the following sentences with your teacher. Then, on the lines provided, write *Dec* for a declarative sentence, *Int* for an interrogative sentence, *Imp* for an imperative sentence, or *Ex* for an exclamatory sentence.

- a. Listen to the sound of the noisy katydids. Imp
- b. Grasshoppers and crickets are insects. Dec
- c. Are all grasshoppers green? Int
- d. Wow! that little critter jumped high! Ex
- e. Is a katydid a grasshopper too? Int
- f. Give me that butterfly net. Imp
- g. I love catching grasshoppers. Dec
- h. Do crickets really rub their legs together? Int
- i. My, that cricket is chirping loudly! Ex
- j. Grasshoppers are bigger than crickets. Dec

2. Remember that every sentence begins with a capital letter and ends with an end mark. In the following sentences, add the missing end mark: a period (.), a question mark (?), or an exclamation point (!).

- a. Ugh, Rex ate that big orange beetle (!)
- b. You can catch moths with a butterfly net (.)
- c. Who said that some moths are tasty (?)
- d. My dad once ate a cricket at Boy Scout camp (.)
- e. What a crazy thing to do (!)
- f. Are certain insects really healthy to eat (?)

From the

Sideline:

Remember that to *analyze* means you should guide the students in reciting the analysis aloud, which is important preparation for more complicated sentences in later chapters.

B

Lesson to Learn

Four Kinds of Sentences

3. Imagine that you're at the library looking for insect books and are taking books off the bookshelves, and then write the following kinds of sentences about it. **Answers will vary.**

a. Write a declarative sentence. I would like a book about katydids.

b. Write an interrogative sentence. What book are you reading?

c. Write an imperative sentence. Select a book from the shelf.

d. Write an exclamatory sentence. Icky! that book is so sticky!

Review It

Practice It

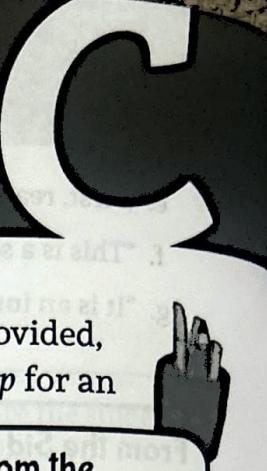
From the Sideline: Remind the students that interjections can be followed by either a comma or an exclamation point, as illustrated in Pause for Punctuation, page 5.



Do your students like to make original copies?

Lesson to Learn

Four Kinds of Sentences



1. Analyze the following sentences with your teacher. Then, on the lines provided, write *Dec* for a declarative sentence, *Int* for an interrogative sentence, *Imp* for an imperative sentence, or *Ex* for an exclamatory sentence.

- a. Do you want to make oatmeal cookies? Int
- b. I do not know how to bake them. Dec
- c. Follow the directions in the cookbook. Imp
- d. Will we put raisins and walnuts in them? Int
- e. Turn on the oven to 350 degrees. Imp
- f. Oops, I sure am clumsy! Ex
- g. Get a sponge and clean up the mess. Imp
- h. I will stir in the butter with a spoon. Dec
- i. Have you put in all the ingredients yet? Int
- j. Yummy, these cookies are delicious! Ex

From the Sideline:

Remember that to *analyze* means you should guide the students in reciting the analysis aloud, which is important preparation for more complicated sentences in later chapters.

2. Imagine that you're going to watch a cooking show, and then write the following kinds of sentences about it.

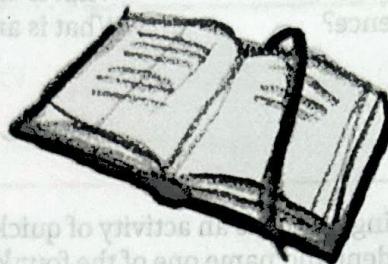
- a. Write a *declarative* sentence. The chef on the show made shepherd's pie.
- b. Write an *interrogative* sentence. Do you think it tastes as good as it looks?
- c. Write an *imperative* sentence. Turn the channel to the other station.
- d. Write an *exclamatory* sentence. Ugh, we missed our favorite cooking show again!

Lesson to Learn

Four Kinds of Sentences

3. In the poem "Mix a Pancake," the poet Christina Rossetti strings together six imperative sentences that tell her readers how to make pancakes. Rewrite each sentence as an interrogative sentence. Don't forget your capital letters and end marks.

Mix a pancake,
Stir a pancake,
Pop it in the pan;
Fry the pancake,
Toss the pancake—
Catch it if you can.



Answers will vary.

a. Mix a pancake. Can you mix a pancake?

b. Stir a pancake. Will you stir a pancake?

c. Pop it in the pan. Did you pop it in the pan?

d. Fry the pancake. Should you fry the pancake?

e. Toss the pancake. Can you toss that pancake?

f. Catch it if you can. Do you think you can catch it?

Lesson to Learn

Four Kinds of Sentences

1. Analyze the following sentences with your teacher. Then, on the lines provided, write *Dec* for a declarative sentence, *Int* for an interrogative sentence, *Imp* for an imperative sentence, or *Ex* for an exclamatory sentence.

- a. No way! volcanoes are vents in the earth! Ex
- b. What is the definition of a volcano? Int
- c. Today, we are studying volcanoes. Dec
- d. Don't touch the lava. Imp
- e. Can you name some famous volcanoes? Int
- f. Mt. Vesuvius erupted thirty times! Ex
- g. Open your textbooks to page 25. Imp
- h. Using papier-mâché, we will make them. Dec
- i. Will the volcanoes actually erupt? Int
- j. What an incredible science project! Ex

2. For each of the following sentences, write a sentence that identifies what kind of sentence it is and what makes it that kind of sentence. Don't forget capital letters and end marks in your responses.

a. Show me the picture of Mauna Kea, the highest point in the state of Hawaii. _____

This sentence is an *imperative* sentence because it gives a command. _____

b. Mt. Mauna Kea is one of our National Natural Landmarks. _____

This sentence is a *declarative* sentence because it makes a statement. _____

c. When did your neighbors hike to the top? This sentence is an *interrogative* sentence because it asks a question. _____

d. Wait, Aunt Gabby really did climb a 11,000-foot mountain! This sentence is an *exclamatory* sentence because it expresses strong feelings. _____

From the Sideline:

Remember that to *analyze* means you should guide the students in reciting the analysis aloud, which is important preparation for more complicated sentences in later chapters.

Lesson to Learn

Four Kinds of Sentences

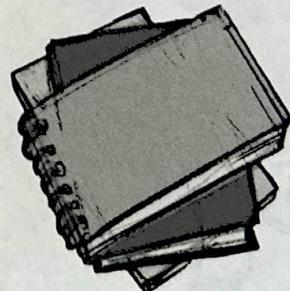
3. Imagine that you're going on a family trip to the Hawaiian Islands, and then write the following kinds of sentences about it.

a. Write a *declarative* sentence. Next week, we are heading to Honolulu, Hawaii.

b. Write an *interrogative* sentence. Will we be snorkeling in the ocean?

c. Write an *imperative* sentence. Pack my swimsuit and goggles, please.

d. Write an *exclamatory* sentence. Phew, the airplane trip will be nearly five hours from California!



Sentences for Practice

Four Kinds of Sentences

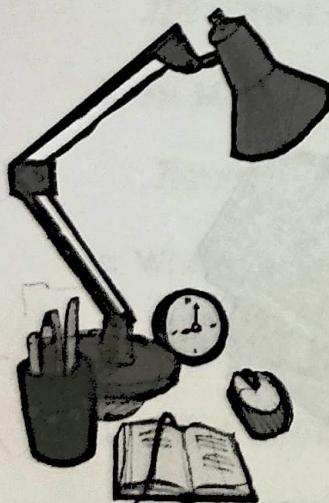
ANSWERS

From the Sideline

Sideline: In each chapter, an extra practice sheet provides more sentences for analysis to use as needed—perhaps for review as a class, for individual students requiring more practice, or even for a refresher for students later in the year.

Analyze the following sentences with your teacher. Then, on the lines provided, write *Dec* for a declarative sentence, *Int* for an interrogative sentence, *Imp* for an imperative sentence, or *Ex* for an exclamatory sentence.

1. Grandpa has several apple trees. Dec
2. Ugh, the cat is stuck in that tree! Ex
3. Please help me get her down. Imp
4. Who will bring the ladder? Int
5. An apple is a kind of fruit. Dec
6. Gosh, that is a huge one! Ex
7. Winston has the bushel basket. Dec
8. When can we pick them? Int
9. Put the ripe apples here. Imp
10. Will Grandma make a pie? Int



Lesson to Learn

Principal Elements, Part 1

1. Analyze the following sentences.

S P

a. Heidi screams.

S P

b. Centipedes scatter.

S P

c. Rex barks.

S P

d. Winston laughs.

2. Subjects are one of the principal elements that make up the core of a sentence. In the following sentences, underline the subject.

a. Clocks tick.

b. Fingers tap.

c. Lucy fidgets.

d. Theo waits.

e. Mom comes.

f. Cousins leave.

From the Sideline

For each of the four sentences, lead the students through the choral analysis as you mark it on the board so the students learn both the script and the markings.

Lesson to Learn

Principal Elements, Part 1

3. The subject of a sentence is usually a noun, which can be either singular or plural.

For each of the following sentences, from the word bank choose a subject that would make sense with the provided verb. You may add the word *the* before the subject if it sounds better. **Answers may vary.**

Word Bank: cousins, friends, farmer, crows, pumpkins, wagon, scarecrow

a. The scarecrow stands.

b. Crows caw.

c. The farmer invites.

d. The wagon stops.

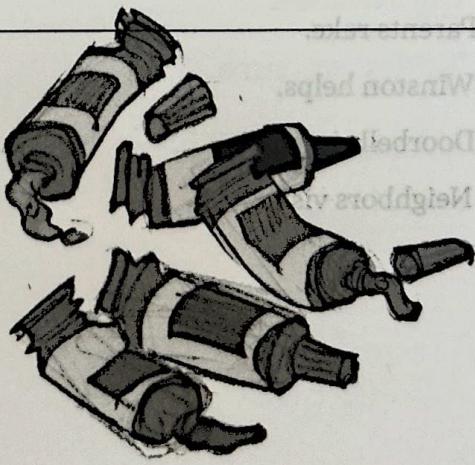
e. Pumpkins roll.

f. Cousins shout.

4. Imagine that you were at a pumpkin farm and your pumpkin rolled off the wagon, and then write the following kinds of sentences about it.

a. Write an exclamatory sentence. Ah, my pumpkin just smashed on the ground!

b. Write an interrogative sentence. What should I do now with seeds everywhere?



Lesson to Learn

Principal Elements, Part 1

1. Analyze the following sentences.

S P

- a. Fritz dashes.

S P

- b. Heidi gallops.

S P

- c. Winston sprints.

S P

- d. Rex wins.

2. Subjects are one of the principal elements that make up the core of a sentence. In the following sentences, underline the subject.

a. Dad barbecues.

b. Kids play.

c. Tail swishes.

d. Tables overturn.

e. Lemonade cascades.

f. Grandpa grumbles.

From the Sideline

From the Sideline: For each of the four sentences, lead the students through the choral analysis as you mark it on the board so the students learn both the script and the markings.

B

Lesson to Learn Principal Elements, Part 1

3. The subject of a sentence is usually a noun, which can be either singular or plural. For each of the following sentences, from the word bank choose a subject that would make sense with the provided verb. You may add the word *the* before the subject if it sounds better. **Answers may vary.**

Word Bank: Theo, flies, Winston, hamburgers, Dad, hot dogs, Mom

a. Hamburgers sizzle.

b. Flies buzz.

c. Mom swats.

d. Dad serves.

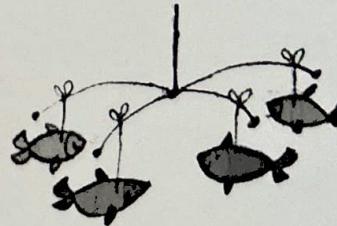
e. Theo munches.

f. Winston devours.

4. Imagine that you are at a cookout, and then write the following kinds of sentences about it.

a. Write an declarative sentence. I love going to the annual cookout.

b. Write an exclamatory sentence. Ick, that hot dog has pineapple mustard on it!



Lesson to Learn

Principal Elements, Part 1

- Analyze the following sentences.

S P

- Geese migrate.

S P

- Colors change.

S P

- Leaves dance.

S P

- Theo rakes.

- Subjects are one of the principal elements that make up the core of a sentence. In the following sentences, underline the subject.

- Autumn begins.
- Sun shines.
- Clouds form.
- Winds change.
- Skies darken.
- Rain falls.

From the Sideline

Sideline: For each of the four sentences, lead the students through the choral analysis as you mark it on the board so the students learn both the script and the markings.

Lesson to Learn

Principal Elements, Part 1

3. The subject of a sentence is usually a noun, which can be either singular or plural. For each of the following sentences, from the word bank choose a subject that would make sense with the provided verb. You may add the word *the* before the subject if it sounds better. **Answers may vary.**

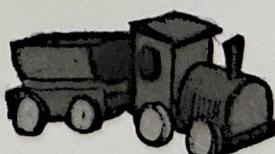
Word Bank: fire, kids, branch, marshmallows, leaves, chocolate, trees

- a. Trees rustle.
- b. The branch snaps.
- c. Fire crackles.
- d. Marshmallows toast.
- e. Chocolate melts.
- f. Kids gobble.

4. Imagine that you are making s'mores around a firepit, and then write the following kinds of sentences about it.

a. Write an imperative sentence. Hand me another marshmallow.

b. Write an interrogative sentence. Who invented s'mores, anyway?



Lesson to Learn

Principal Elements, Part 1

1. Analyze the following sentences.

a. Winston bikes.

b. Pedals move.

c. Wheels turn.

d. Time flies.

2. Suffixes help define the roles of words. In the following sentences, underline the word with the suffix *-er*, *-tion*, or *-age* and write its root word on the line.

a. The sender gave a clue. **Root word:** send

b. The invitation was mysterious. **Root word:** invite

c. The biker left the house. **Root word:** bike

d. The coverage was a helmet. **Root word:** cover

e. The passage was the bike trail. **Root word:** pass

f. The direction was uncharted. **Root word:** direct

From the Sideline

Sideline: For each of the four sentences, lead the students through the choral analysis as you mark it on the board so the students learn both the script and the markings.

Lesson to Learn

Principal Elements, Part 1

3. The subject of a sentence is usually a noun, which can be either singular or plural. For each of the following sentences, from the word bank choose a subject that would make sense with the provided verb. You may add the word *the* before the subject if it sounds better. **Answers may vary.**

Word Bank: lady, sirens, newscaster, biker, police, vehicles, windshield

- a. The biker swerves.
- b. Vehicles collide.
- c. The windshield shatters.
- d. Sirens wail.
- e. Police appear.
- f. The newscaster reports.

4. Imagine that you saw the bike accident, and then write the following kinds of sentences about it.

a. Write an exclamatory sentence. Yikes, that biker just caused that accident!

b. Write an interrogative sentence. Did anyone get hurt?



Sentences for Practice—Fable Principal Elements, Part 1

ANSWERS

Analyze the following sentences, which are based on “The Jay and the Peacock.”

1. Peacocks strut.

2. Feathers fall.

3. Jay ventures.

4. Plumes flutter.

5. Feathers adorn.

From the Sideline: These extra practice sentences are a synopsis of the fable “The Jay and the Peacock.” The fable and the extended lesson notes are on the following pages.



Sentences for Practice—Fable

Principal Elements, Part 1

ANSWERS

6. Jay paraded.

7. Peacocks pecked.

8. Birds plucked.

9. Feathers fly.

10. Jay sobbed.

The Jay and the Peacock

by Aesop



Lesson to Learn

Principal Elements, Part 2

1. Analyze the following sentences.

S PV
a. Worms wriggle.

S PV
b. Fishermen cast.

S PV
c. Fish nibble.

S PV
d. Boats tip.

2. The principal elements are the core of the sentence. In the following sentences, underline the subject and double underline the predicate verb.

a. Fireflies blink.

b. Mosquitoes buzz.

c. Gnats annoy.

d. Bees hum.

e. Spiders crawl.

f. Critters scatter.

From the Sideline:
Remember that when you see the word *analyze* in instructions throughout this book, we mean both choral analysis and written notations. The two go hand in hand as a prediagramming system.

Lesson to Learn

Principal Elements, Part 2

3. Construct complete sentences by choosing a predicate verb from the word bank and adding it to each of the following subjects. Remember, singular subjects should have singular verbs and plural subjects should have plural verbs. **Answers may vary.**

Word Bank: dives, annoy, swim, laugh, sprays, bite, splashes

a. The flies bite.

b. Winston sprays.

c. The kids swim.

d. Fritz splashes.

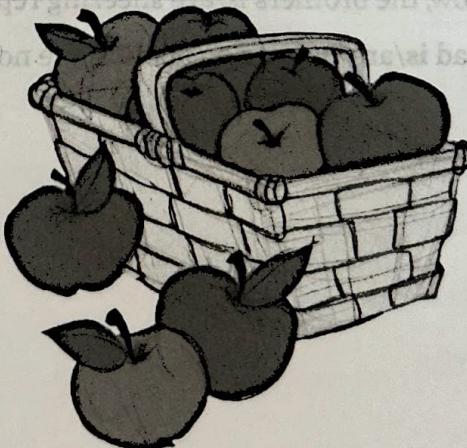
e. Heidi dives.

f. The campers laugh.

4. Imagine that you are talking about bugs with a friend, and then write the following kinds of sentences about it.

a. Write an interrogative sentence. Do you have a bug collection?

b. Write an imperative sentence. Don't open that ant farm.



Lesson to Learn

Principal Elements, Part 2

B

1. Analyze the following sentences.

S hv PV

- a. Dials have turned.

S hv PV

- b. Machines are rumbling.

S hv PV

- c. Water is spraying.

S PV

- d. Fritz snickers.

2. Construct complete sentences by choosing a predicate verb from the word bank and adding it to each of the following subjects. Remember, singular subjects should have singular verbs and plural subjects should have plural verbs. **Answers may vary.**

Word Bank: barks, falls, blows, chatter, chases, floats, scatter

- a. The wind blows.
- b. A leaf floats.
- c. Seeds scatter.
- d. Squirrels chatter.
- e. Rex barks.
- f. Fritz chases.

From the

Sideline:

Remember that when you see the word *analyze* in instructions throughout this book, we mean both choral analysis and written notations. The two go hand in hand as a prediagramming system.

B

Lesson to Learn Principal Elements, Part 2

3. Helping verbs show time relations. Rewrite the sentences from exercise 2 using the *-ing* form of the predicate verbs you supplied. Add a helping verb to show the action is happening right now. Use *is* for singular subjects and *are* for plural subjects.

- The wind is blowing.
- A leaf is floating.
- Seeds are scattering.
- Squirrels are chattering.
- Rex is barking.
- Fritz is chasing.

4. Imagine that you are talking to the city workers who have cleaned the streets, and then write the following kinds of sentences about it.

- Write an interrogative sentence. Why do you clean the streets in the fall?

- Write an exclamatory sentence. Phew! The streets are sure dirty!

- adverb ◦
- prepos. ◦
- verb ◦
- interj. ◦
- pronoun ◦



Lesson to Learn

Principal Elements, Part 2

1. Analyze the following sentences.

S hv hv PV

- a. Time has been passing.

S hv hv PV

- b. Winston should be studying.

S hv hv PV

- c. Heidi might be working.

S hv PV

- d. Fritz is bird-watching.

2. Construct complete sentences by choosing a predicate verb from the word bank and adding it to each of the following subjects. Remember, singular subjects should have singular verbs and plural subjects should have plural verbs. **Answers may vary.**

Word Bank: swoop, hoot, squawk, chatter, hunt, peck, chirp

a. Chickadees chirp.

b. Woodpeckers peck.

c. Blue jays squawk.

d. Sparrows swoop.

e. Owls hoot.

f. Hawks hunt.

From the Sideline:

Remember that when you see the word *analyze* in instructions throughout this book, we mean both choral analysis and written notations. The two go hand in hand as a prediagramming system.

Lesson to Learn

Principal Elements, Part 2

3. Add the correct helping verb, either *is* or *are*, to make the verb phrase agree with the subject in each sentence. For a singular subject, use *is* with the action verb. For a plural subject, use *are* with the action verb.

- Winston is getting the heavy bags from the van.
- Heidi is dragging the birdseed bag along.
- The cousins are helping Grandpa outside.
- Grandpa is carrying the ladder.
- The boys are scooping cups of seed.
- Fritz is eating the sunflower seeds.

4. Imagine that you are looking for birds in your yard with your grandfather, and then write the following kinds of sentences about it.

- Write a declarative sentence. Grandpa loves bird-watching in the backyard.

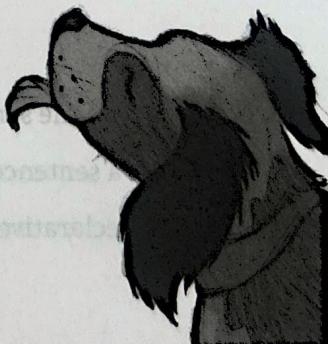
Bobcom is bopping

- Write an interrogative sentence. Did Grandpa put more birdseed in the feeder?

Bobcom is bopping

Answers II

Bobcom is bopping



Lesson to Learn

Principal Elements, Part 2

- Analyze the following sentences.

S hv PV

a. Popcorn is popping.

S hv PV

b. Hot dogs are sizzling.

S hv PV

c. Ice cubes are melting.

S PV

d. Games begin.

- Construct complete sentences by choosing a predicate verb from the word bank and adding it to each of the following subjects. Remember, singular subjects should have singular verbs and plural subjects should have plural verbs. Answers may vary.

Word Bank: catches, run, scores, sprint, signals, compete, kicks

- Referee signals.
- Kicker kicks.
- Players run.
- Catcher catches.
- Athletes sprint.
- Team scores.

From the Sideline:

Remember that when you see the word *analyze* in instructions throughout this book, we mean both choral analysis and written notations. The two go hand in hand as a prediagramming system.

Lesson to Learn

Principal Elements, Part 2

3. Add the correct helping verb, either *was* or *were*, to make the verb phrase agree with the subject in each sentence. For a singular subject, use *was* with the action verb. For a plural subject, use *were* with the action verb.

- a. The players were wearing new uniforms too.
- b. The cousins were excited for the game.
- c. Dad was taking the gang to the junior football game.
- d. Lucy was sitting with Heidi.
- e. The girls were telling jokes in the back of the van.
- f. Fritz was laughing at the jokes.

4. Imagine that you are going to a football game, and then write the following kinds of sentences about it.

- a. Write an exclamatory sentence. Hurray, I love football!

- b. Write an interrogative sentence. What team are we playing this week?

Sentences for Practice

Principal Elements, Part 2

ANSWERS

Analyze the following sentences.

1. Stripes naps.
S PV

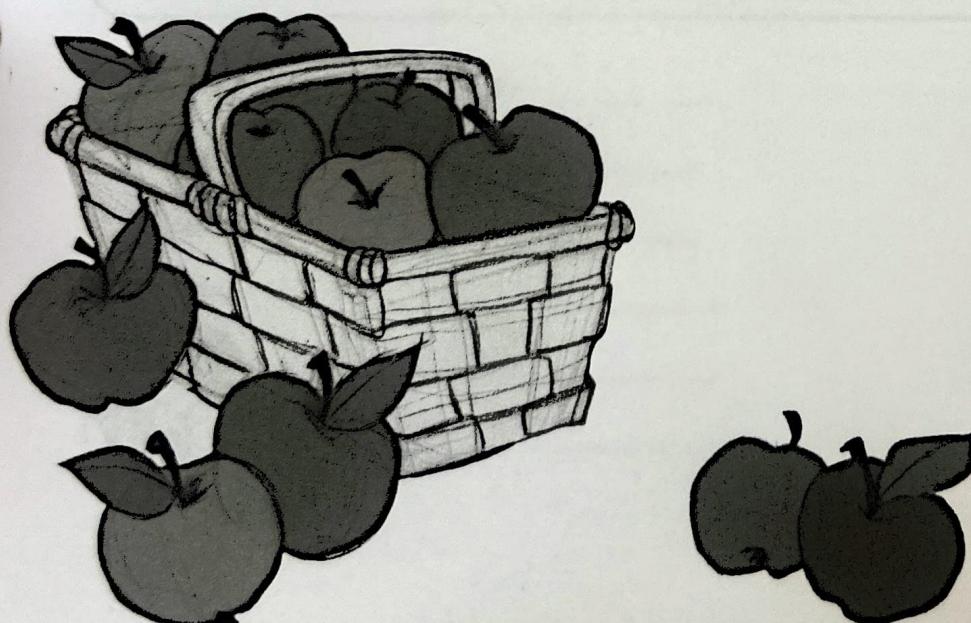
2. Rex is playing.
S hv PV

3. Lucy is singing.
S hv PV

4. Winston should have been watching.
S hv hv hv PV

5. Fritz hides.
S PV

From the Sideline: In each chapter, an extra practice sheet provides more sentences for analysis to use as needed—perhaps for review as a class, for individual students requiring more practice, or even for a refresher for students later in the year.



Sentences for Practice

Principal Elements, Part 2

ANSWERS

6. Dad **s** **hv** **hv** **PV**
will be calling.

7. Boys **s** **hv** **hv** **PV**
might be chasing.

8. Lucy **s** **PV**
runs.

9. Fritz **s** **PV**
trips.

10. Neighbors **s** **PV**
laugh.

Lesson to Learn

Adverbs

1. Analyze the following sentences.

S hv PV

- a. People were moving slowly.

↑ adv

S hv PV

- b. Fritz was impatiently standing.

↑ adv

S PV

- c. Lines snake around.

↑ adv

S hv PV

- d. Travelers are heading somewhere.

↑ adv

2. An adverb answers the questions *how*, *when*, or *where* in a sentence. On the lines provided, list the adverbs from the sentences in exercise 1.

a. slowly

b. impatiently

c. around

d. somewhere

3. Rewrite sentence *b* from exercise 1 by adding an adverb that tells *when* Fritz was impatiently standing. Earlier, Fritz was impatiently standing.

From the Sideline:

Remember that when you see the word *analyze* in instructions throughout this book, we mean both choral analysis and written notations. The two go hand in hand as a prediagramming system.

Lesson to Learn

Adverbs

4. Fill in each blank below with an adverb that answers *how* the action is being done. You may choose an adverb from the word bank or think of your own.

Word Bank: gently, suddenly, loudly, eagerly, together, quietly

Answers may vary.

a. The family was flying together.

b. Passengers were quietly reading.

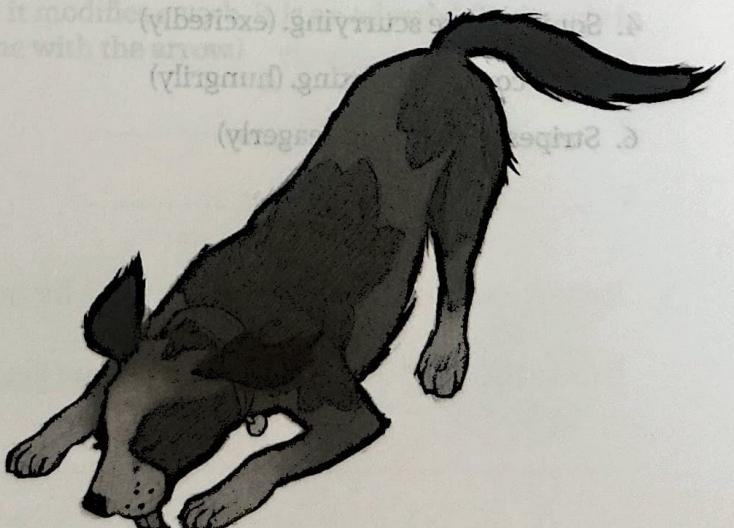
c. Loudly, a man snored.

d. The attendant spoke gently.

e. The gentleman suddenly awoke.

5. Imagine that your family was going on a trip, and then write a declarative sentence about your family waiting for an airplane. Include an adverb in your sentence.

My family waited forever.



Lesson to Learn

Adverbs

1. Analyze the following sentences.

a. Fritz yelled excitedly.

adv

b. Dad was not listening.

adv

c. Suddenly, Fritz hollered loudly.

adv adv

d. Stripes was climbing higher.

adv

2. An adverb answers the questions *how*, *when*, or *where* in a sentence. On the lines provided, list the adverbs from the sentences in exercise 1.

a. excitedly

b. not

c. suddenly

d. loudly

e. higher

3. Rewrite sentence *b* from exercise 1 by adding an adverb that tells *how* Dad was not listening. Unfortunately, Dad was not listening.

Lesson to Learn

Adverbs

4. Fill in each blank below with an adverb that answers *how* the action is being done. You may choose an adverb from the word bank or think of your own.

Word Bank: quickly, steadily, brightly, rapidly, nervously, frantically

Answers may vary.

a. Rapidly, the clouds darkened.

b. Dad was nervously mowing.

c. The sky flashed brightly.

d. Fritz was racing frantically.

e. Doors quickly slammed.

5. Imagine that your family sees a thunderstorm coming, and then write a declarative sentence about your family's response to the storm. Include an adverb in your sentence.

Immediately, my family ran inside.

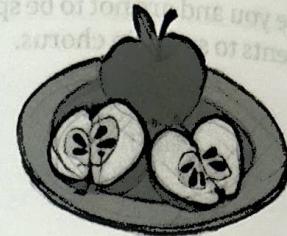


Lesson to Learn

Adverbs

1. Analyze the following sentences.

a. S hv PV
Waves were not rolling.
 |
 adv



b. S hv PV
Quietly, Theo watched.
 |
 adv

c. S hv PV
Seabirds were not circling together.
 |
 adv

d. S hv PV
Gulls sometimes soar alone.
 |
 adv

2. An adverb answers the questions *how*, *when*, or *where* in a sentence. On the lines provided, list the adverbs from the sentences in exercise 1.

a. not

b. quietly

c. not

d. together

e. sometimes

f. alone

3. Rewrite sentence *a* from exercise 1 by adding an adverb that tells *when* the waves were not rolling. Yesterday, waves were not rolling.

Lesson to Learn

Adverbs

4. Fill in each blank below with an adverb that answers *how* the action is being done. You may choose an adverb from the word bank or think of your own.

Word Bank: slowly, tightly, freely, eagerly, slightly, cautiously

Answers may vary.

a. The barnacles were tightly closed.

b. Slowly, the tide returned.

c. Heidi was eagerly searching.

d. The boys waded cautiously.

e. Suddenly, a starfish moved slightly.

5. Remember, adverbs can negate a verb, or turn it into its opposite. Imagine a windy day on a beach. Rewrite the following sentences and add the adverb *not* to create the opposite meaning.

a. The kids are playing outside. The kids are not playing outside.

b. Theo will throw high. Theo will not throw high.

c. Now, Lucy will walk backward. Now, Lucy will not walk backward.

d. Heidi is hiding underneath. Heidi is not hiding underneath.

e. Fritz was reaching down. Fritz was not reaching down.

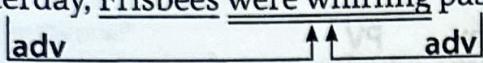
f. Grandpa will come afterward. Grandpa will not come afterward.

Lesson to Learn

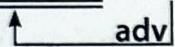
Adverbs

1. Analyze the following sentences.

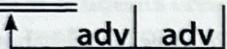
a. Yesterday, Frisbees were whirling past.



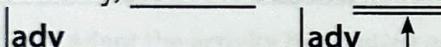
b. Winston was dashing forward.



c. Rex followed behind too.



d. Unfortunately, Winston never catches.



2. An adverb answers the questions *how*, *when*, or *where* in a sentence. On the lines provided, list the adverbs from the sentences in exercise 1.

a. yesterday

b. past

c. forward

d. behind

e. too

f. unfortunately

g. never

Lesson to Learn

Adverbs

3. Rewrite sentence *b* from exercise 1 by adding an adverb that tells *how* Winston was dashing forward. Awkwardly, Winston was dashing forward.

4. Fill in each blank below with an adverb that answers *how* the action is being done. You may choose an adverb from the word bank or think of your own.

Word Bank: openly, carefully, tearfully, bravely, warmly, thoroughly

Answers may vary.

a. The nurse warmly welcomes.

b. Winston is explaining tearfully.

c. Carefully, the doctor examines.

d. The attendant is thoroughly bandaging.

e. Winston winces openly.

5. Imagine that a nurse is caring for a person's twisted ankle, and then write a declarative sentence about the nurse helping. Include an adverb in your sentence.

The nurse calmly helped.

Sentences for Practice—Fable Adverbs

ANSWERS

Analyze the following sentences, which are based on "The Lion and the Mouse."

1. Lion stretches out.
S PV
↑ adv

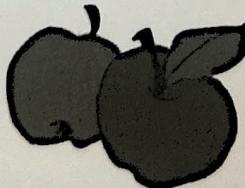
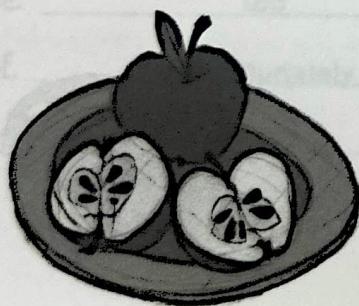
2. Later, Lion was sleeping.
S hv PV
adv ↑

3. Mouse quickly sprints past.
S PV
adv ↑ adv

4. Lion snatches furiously.
S PV
↑ adv

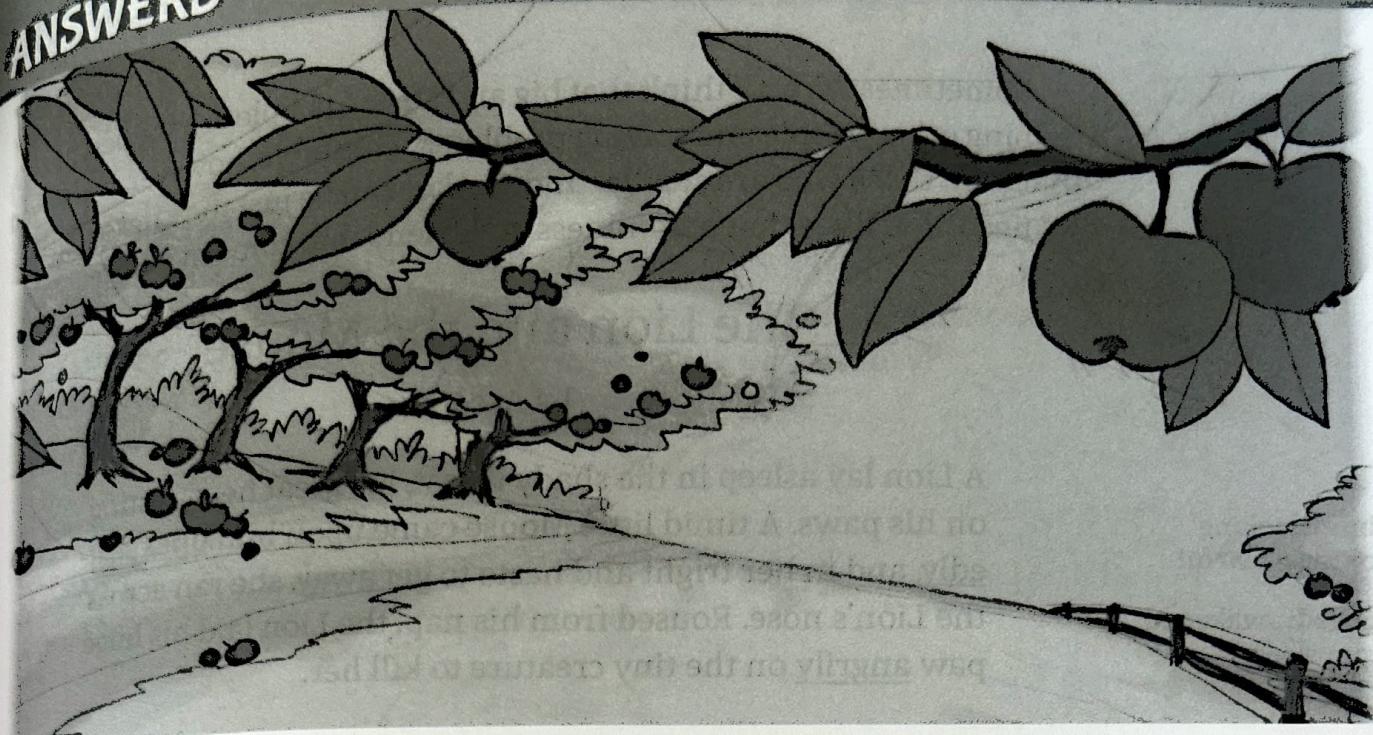
5. Mouse woefully cries.
S PV
adv ↑

From the Sideline: These extra practice sentences are a synopsis of the fable "The Lion and the Mouse." The fable and the extended lesson notes are on the following pages.



Sentences for Practice—Fable Adverbs

ANSWERS



6. Lightheartedly, Lion will release.

adv ↑

7. Lion howls continually.

↑ adv

8. Mouse eagerly comes.

↑ adv

9. Quietly, Mouse kindly gnaws.

adv adv ↑

10. Lion gratefully smiles.

↑ adv