

# Lesson to Learn

## Adjectives

- Analyze the following sentences.

a. White, fleecy clouds drift above.

S      PV  
adj      adj      ↑      ↑      adv

b. Ten ants are hunting together.

S      hv      PV  
adj      ↑      adv

c. Then, a curious black ant scurries away.

S      PV  
adv      adj      adj      ↑      ↑      adv

d. The little ant wanders off alone.

S      PV  
adj      adj      ↑      adv      adv

### 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.

- An adjective modifies a noun by answering the questions *how many*, *whose*, *which one*, or *what kind*. On the lines provided, list the adjectives from the sentences in exercise 1. (Do not include article adjectives.)

a. white

b. fleecy

c. ten

d. curious

e. black

f. little

- Fill in each blank below with an adjective that modifies or describes the noun in the sentence. You may choose an adjective from the word bank or think of your own.

**Word Bank:** giggly, northern, wild, oak, small, autumn

Answers may vary.

a. A(n) autumn breeze blew gently.

b. The oak trees reached skyward.

# Lesson to Learn

## Adjectives

c. Several wild geese honked together.  
d. Two giggly girls skipped ahead.  
e. A(n) small boy shuffled behind.

4. Imagine you are lying in the grass watching the clouds drift by in the sky. Rewrite sentence *a* from exercise 1 by adding an adjective that tells **how many** white, fleecy clouds drift above.

Four white, fleecy clouds drift above.

Review It

Practices It

Exercise 1: In the first row, draw a straight line from the adjective to the word it modifies. In the second row, draw a straight line from the adjective to the word it modifies, and then a curved line to the word it is modifying.

5. *High* is an adverbial element because it modifies a verb. It is written in the column in the elbow opposite the line with the arrow.

6. *Large* tells us *what kind* of seagull. (Draw a straight line down from the adjective, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.)

7. *Many* is an adjectival element because it modifies a noun. It is written in the column in the elbow opposite the line with the arrow.

8. *How many* seagulls is kegging? Draw a straight line down from the elbow to the horizontal line toward the word that it modifies, and then connect the two lines with the arrow.

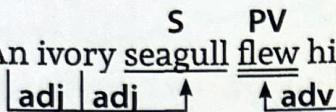
9. *How many* is an adverbial element because it modifies a verb. It is an adjective. (Write it in the column in the elbow opposite the line with the arrow.)

# Lesson to Learn

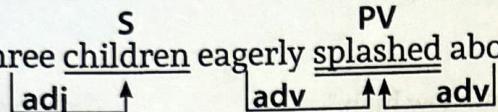
## Adjectives

### 1. Analyze the following sentences.

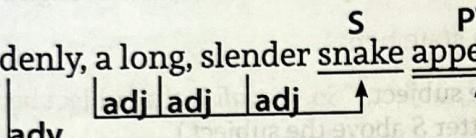
a. An ivory seagull flew high.



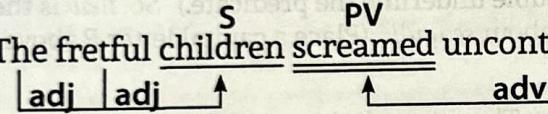
b. Three children eagerly splashed about.



c. Suddenly, a long, slender snake appeared.



d. The fretful children screamed uncontrollably.



2. An adjective modifies a noun by answering the questions *how many*, *whose*, *which one*, or *what kind*. On the lines provided, list the *adjectives* from the above sentences. (Do not include article adjectives.)

a. ivory

b. three

c. long

d. slender

e. fretful

# Lesson to Learn

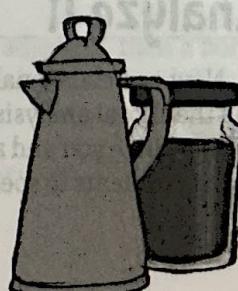
## Adjectives

3. Circle the correct indefinite article. Remember, *a* comes before words that begin with a consonant sound, while *an* comes before words that begin with a vowel or silent h.

- A / An hourly battle begins there.
- (A) / An pesky seagull squawked wildly.
- A / An angry crab snapped defensively.
- (A) / An curious sandpiper watched calmly.
- (A) / An hungry seagull flew away.

4. Imagine you are sitting on a beach watching the waves roll in. Then rewrite sentence *b* from exercise 1 by adding an adjective that tells *what kind* of children eagerly splashed about.

**Three young children eagerly splashed about.**

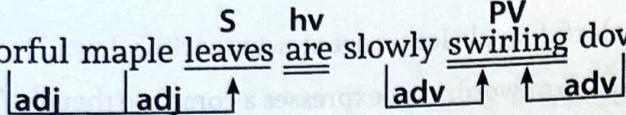


# Lesson to Learn

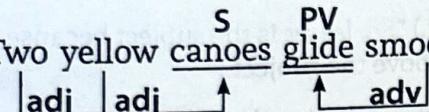
## Adjectives

### 1. Analyze the following sentences.

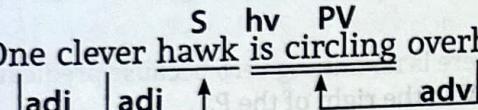
a. Colorful maple leaves are slowly swirling down.



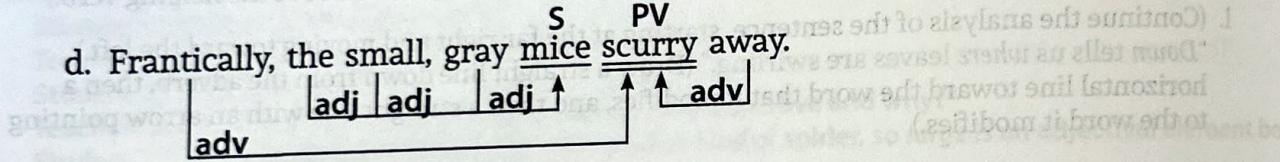
b. Two yellow canoes glide smoothly.



c. One clever hawk is circling overhead.



d. Frantically, the small, gray mice scurry away.



2. An adjective modifies a noun by answering the questions *how many*, *whose*, *which one*, or *what kind*. On the lines provided, list the adjectives from the sentences in exercise 1. (Do not include article adjectives.)

a. colorful

b. maple

c. two

d. yellow

e. one

f. clever

g. small

h. gray

# Lesson to Learn

## Adjectives

3. Fill in each blank below with an adjective that modifies or describes the noun in the sentence. You may choose an adjective from the word bank or think of your own.

**Word Bank:** hungry, curious, icy, unfortunate, brown, silvery

Answers may vary.

a. The brown bears fish.

b. The icy rivers rapidly flow.

c. Later, silvery salmon swam upstream.

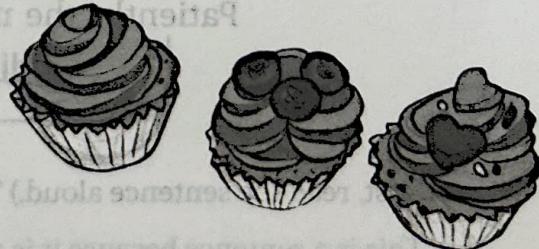
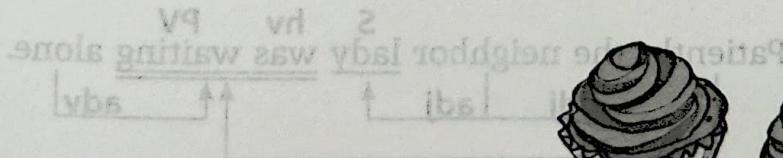
d. Several curious bears watched together.

e. One unfortunate fish jumped high.

f. A hungry bear grabbed eagerly.

4. Imagine you are taking a canoe trip down a river when you spot mice scurrying away because of a hawk. Rewrite sentence *d* from exercise 1 by adding an adjective that tells *how many* gray field mice scurry away.

**Frantically, five small, gray mice scurry away.**

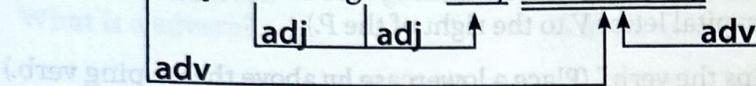


# Lesson to Learn

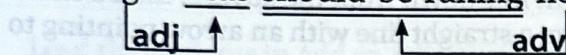
## Adjectives

### 1. Analyze the following sentences.

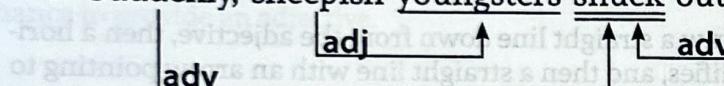
a. Patiently, the neighbor lady was waiting alone.



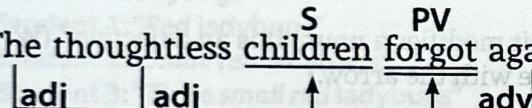
b. Eight kids should be raking now.



c. Suddenly, sheepish youngsters snuck outside.



d. The thoughtless children forgot again.



### 2. On the lines provided, list the *adjectives* from the above sentences. (Do not include article adjectives.)

a. neighbor

b. eight

c. sheepish

d. thoughtless

# Lesson to Learn

## Adjectives

3. Add a few creative adjectives to spice up the following old nursery rhyme.

- The nippy south wind brings wet weather.
- The gnawing north wind blows wet and cold together.
- The wheezy west wind brings us rain.
- The freezing east wind blows it back again.

4. Imagine you are watching some children playing games and not doing the raking they should be doing. Rewrite sentence *b* from exercise 1 by adding an adjective that tells *what kind* of kids should be raking.

Eight forgetful kids should be raking now.



# Sentences for Practice

## Adjectives

Analyze the following sentences.

### 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 as a refresher for students later in the year.

1. Loudly, the big gray clouds rumbled.

S                    PV  
|adj|adj|adj|  
|adv|

2. Two parents were watching cautiously.

S                    PV  
|adj|  
|hv|  
|adv|

3. Four children waited patiently.

S                    PV  
|adj|  
|hv|  
|adv|

4. Passengers were scattering everywhere.

S                    PV  
|hv|  
|adv|

5. An old, smiley man waved kindly.

S                    PV  
|adj|adj|adj|  
|hv|  
|adv|

# Sentences for Practice

## Adjectives

6. One giant airplane flew overhead.

S      PV  
adj      adj      ↑      adv

7. The four eager children were hurrying aboard.

S      hv      PV  
adj      adj      adj      ↑      adv

8. Again, the weary parents watched.

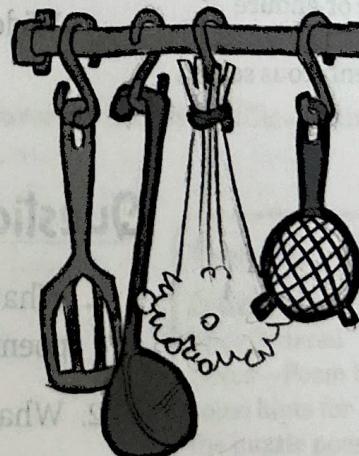
S      PV  
adv      adj      adj      ↑  
                    ↑

9. Then, a cheerful stewardess warmly greeted.

S      PV  
adv      adj      adj      ↑  
                    ↑      adv

10. Suddenly, a brilliant rainbow appeared.

S      PV  
adv      adj      adj      ↑  
                    ↑



# Lesson to Learn

## Direct Objects

1. Analyze the following sentences.

a. Yesterday, the boys crossed an old wooden bridge.

S      PV  
|      ||  
adv    adj      do  
      ↑      ↑      ↑  
      |      |      |  
      adj   adj   adj      do

b. Winston helped the guys along.

S      PV  
|  
|  
adv    adj      do  
      ↑      ↑      ↑  
      |      |  
      adj   do  
      adv

c. Suddenly, Fritz found a small nest.

S      PV  
|  
|  
adv    adj      do  
      ↑      ↑      ↑  
      |      |  
      adj   adj      do

d. The three boys did not disturb the tiny home.

S      hv      PV  
|      |  
|      |  
adj   adj      adv      adj      do  
      ↑      ↑      ↑      |  
      |      |  
      adj   adj      do

2. On the lines provided, list all the *nouns* from the above sentences.

a. boys

b. bridge

c. Winston

d. guys

e. Fritz

f. nest

g. boys

h. home

### 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

## Direct Objects

3. The order of words is important for understanding the meaning of a sentence. Unscramble the following sentences. Remember that adverbs can show up in different places and still make sense. **Answers may vary.**

Example:

tuna not the want Fritz sandwich did

Fritz did not want the tuna sandwich.

a. along brought few Winston sandwiches a Winston brought a few sandwiches  
along. OR: Winston brought along a few sandwiches.

b. butter away Winston the gave sandwich peanut Winston gave the peanut butter  
sandwich away. OR: Winston gave away the peanut butter sandwich.

c. alone two sandwiches boy ham ate one One boy ate two ham sandwiches alone. OR:  
Alone, one boy ate two ham sandwiches. OR One boy alone ate two ham sandwiches.

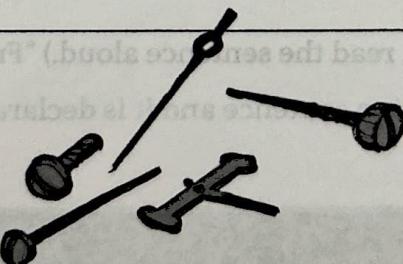
d. three eagerly oatmeal friends cookies the shared The three friends eagerly shared  
oatmeal cookies. OR: Eagerly, the three friends shared oatmeal cookies.

4. What questions does a *direct object* answer? (Answer using a complete sentence.)

Direct objects answer the questions **what** or **whom**.

5. Imagine some boys exploring the woods, and then write a sentence about it, being sure to include a *direct object* in it.

The boys found a nest.



# Lesson to Learn

## Direct Objects

**B**

1. Analyze the following sentences.

a. Fritz should not have stirred the thick batter alone.

b. The youngster wanted blueberry pancakes  
|adj      ↑      |adj      ↑ do

c. Fritz will now use the electric mixer.

d. Afterward, Rex licked the sticky floor.

2. On the lines provided, list all the *nouns* from the above sentences.

a. **Fritz**

b. batter

### C. **youngster**

d. **pancakes**

e Fritz

flour, salt, and a mixer

9 Rex

b floor

g. Rex h. floor

# Lesson to Learn

## Direct Objects

3. Read each sentence carefully and decide whether the verb is transitive or intransitive. Circle the correct response. Keep in mind that some verbs can be either transitive or intransitive depending on whether or not there is a direct object in the sentence.

- a. An inventor once watched a baker.
- b. The clever man watched closely.
- c. The baker was stirring quickly.
- d. Next, the inventor was stirring an idea.
- e. Later, this man designed the first mixer.

transitive

intransitive

transitive

intransitive

transitive

intransitive

transitive

intransitive

transitive

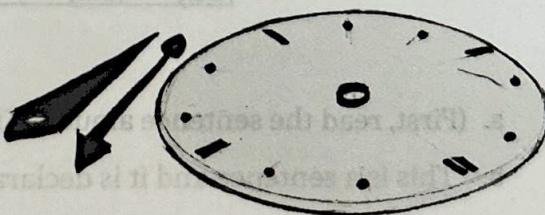
intransitive

4. What questions does a *direct object* answer? (Answer using a complete sentence.)

Direct objects answer the questions *what* or *whom*.

5. Imagine Fritz is preparing breakfast for the family, and then write a sentence about it, being sure to include a *direct object* in it.

Fritz sets the table.



# Lesson to Learn

## Direct Objects

1. Analyze the following sentences.

a. The neighbor children climbed the stone wall.

S PV  
adj adj ↑ adj adj ↑ do

b. One parent called the active children back.

S PV  
adj ↑ adj adj ↑ do  
adv

c. The six anxious kids quickly jumped down.

S PV  
adj adj adj ↑ adv ↑ ↑ adv

d. Suddenly, yellow flashes lit the dark, stormy sky.

S PV  
adv adj ↑ ↑ adj adj ↑ do

2. On the lines provided, list all the *adjectives* from the above sentences. (Do not include article adjectives.)

a. neighbor

b. stone

c. one

d. active

e. six

f. anxious

g. yellow

h. dark

i. stormy

# Lesson to Learn

## Direct Objects

3. Consider what happened when the children were outside watching a storm come. Supply subjects and direct objects for the following sentences. You may need to include article adjectives (*a/an* or *the*) to complete your sentences.

a. The boys saw the lightning.

b. Winston called the boys.

c. Fritz heard the thunder.

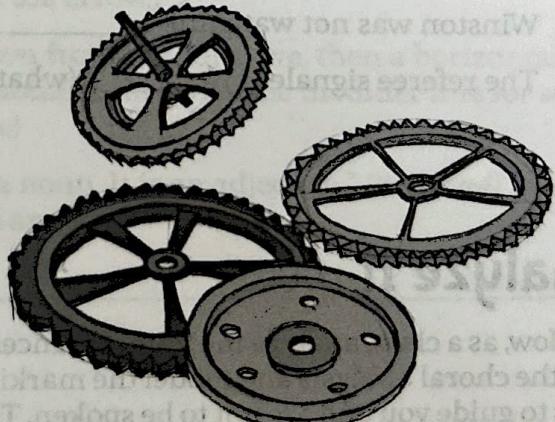
d. The boys closed the door.

4. What questions does a *direct object* answer? (Answer using a complete sentence.)

Direct objects answer the questions **what** or **whom**.

5. Imagine wet neighbor children coming inside for cocoa and cookies, and then write a sentence about it, being sure to include a *direct object* in it.

The children drank cocoa.



# Lesson to Learn

## Direct Objects

1. Analyze the following sentences.

a. Coach Stevens watched the soccer players carefully.

S                    PV  
|  
adj    adj    do  
|  
adv

b. The goalie threw the ball overhand.

S                    PV  
|  
adj    |  
|    adj    do  
|  
adv

c. One teammate quickly kicked the ball.

S                    PV  
|  
adj    |  
|    adv    |  
|    adj    do

d. Skillfully, the blue team scored a goal!

S                    PV  
|  
|    adj    |  
|    |  
|    |  
|    adv    |  
|    adj    do

2. On the lines provided, list all the *nouns* from the above sentences.

a. Coach Stevens

b. players

c. goalie

d. ball

e. teammate

f. ball

g. team

h. goal

# Lesson to Learn

## Direct Objects

3. Consider what you would see at the ice cream stand after the soccer game. Supply subjects and direct objects for the following sentences. You may need to include article adjectives (*a/an* or *the*) to complete your sentences.

a. Winston chose a chocolate cone.

b. The man scooped the ice cream.

c. Heidi slurped a milkshake.

d. Dad sampled a Popsicle.

4. What questions does a *direct object* answer? (Answer using a complete sentence.)

Direct objects answer the questions *what* or *whom*.

5. Imagine what Winston did during a soccer game, and then write a sentence about it, being sure to include a *direct object* in it. Analyze your sentence.

Winston dribbled the soccer ball.



# Sentences for Practice

## Direct Objects

Analyze the following sentences.

**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 as a refresher for students later in the year.

1. Three filthy children slammed the front door

S PV  
[adj] [adj] ↑ [adj] [adj] ↑ do

2. Shoes cluttered the tiny hallway

S PV  
[adj] [adj] ↑ do

3. Then, Mom followed the muddy trail upward.

S PV  
[adv] ↑ [adj] [adj] ↑ do [adv]

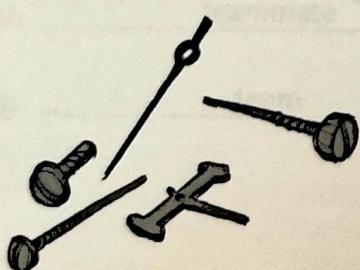
4. The kids were washing the grime off.

S hv PV  
[adj] ↑ ↑ [adj] ↑ do [adv]

grime: dirt

5. Brown suds filled the upstairs bathtub

S PV  
[adj] ↑ [adj] [adj] ↑ do



# Sentences for Practice

## Direct Objects

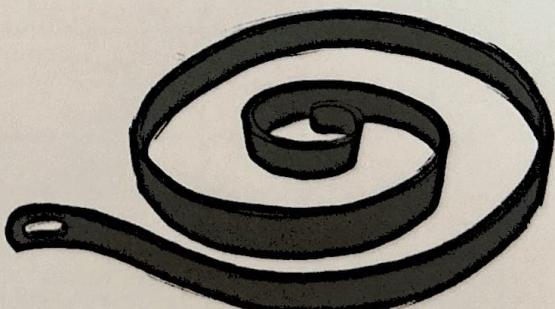
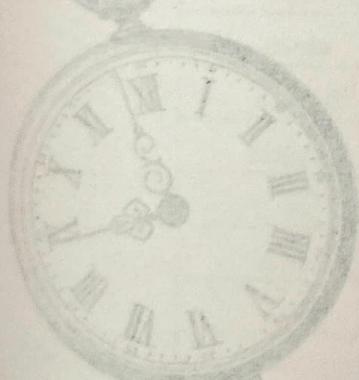
6. Winston could not find the laundry basket.  
S      hv      PV  
[adv]    [adj]    [adj]    [do]

7. Dad found smelly, dirty socks everywhere.  
S      PV  
[adj]    [adj]    [do]  
[adv]

8. Quickly, the children hung the wrinkly towels.  
S      PV  
[adv]    [adj]    [do]  
[adj]    [adj]    [do]

9. Mom stirred the hot chocolate.  
S      PV  
[adj]    [adj]    [do]

10. Fritz wanted graham crackers too.  
S      PV  
[adj]    [do]  
[adv]



# Lesson to Learn

## Subject Pronouns

1. Analyze the following sentences.

a. S PV  
They slowly opened the wooden door.  
|adv| adj adj ↑ do

b. S PV  
Quickly, he crossed the glossy floor.  
|adv| adj adj ↑ do

c. S PV  
She eagerly watched Winston.  
|adv| do

d. S PV  
Then, she tiptoed silently across.  
|adv| ↑ |adv| adv

### 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.

2. Fill in the following chart with the correct subject pronouns.

### Subject Pronouns

	Singular	Plural
First Person	I	we
Second Person	you	you
Third Person	he, she, it	they

# Lesson to Learn

## Subject Pronouns

3. What is a *pronoun*?

A pronoun is a part of speech used in place of a noun or of more than one noun.

4. In the following sentences, write in the blanks provided the correct pronoun that goes with the underlined antecedent. Remember, if the antecedent is singular, the pronoun must be singular. Similarly, plural antecedents require plural pronouns.

a. Winston wandered over to the sports section. He chose many books about baseball.

b. Heidi walked to the animal section. She selected six books on crickets.

c. Mom and I went downstairs to the fiction section. We were looking for the book *The Cricket in Times Square* by George Selden.

d. Lucy and Fritz sat in the rocking chairs. They read picture books together.

e. Then, a rocking chair fell over. It knocked over the stack of books.

5. Imagine that you're at the library. Using a subject pronoun and a direct object, write a sentence about what you do at the library.

I read books.

Answers 11

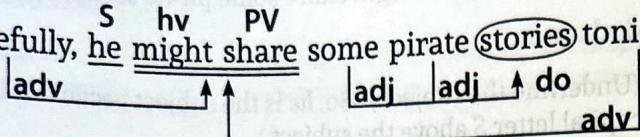


# Lesson to Learn

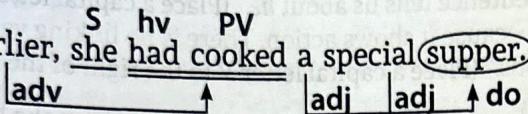
## Subject Pronouns

### 1. Analyze the following sentences.

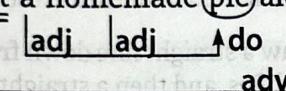
a. Hopefully, he might share some pirate stories tonight.



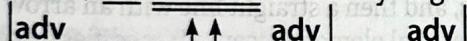
b. Earlier, she had cooked a special supper.



c. They had brought a homemade pie along.



d. Afterward, we listened carefully together.



### 2. Fill in the following chart with the correct subject pronouns.

#### Subject Pronouns

	Singular	Plural
First Person	I	we
Second Person	you	you
Third Person	he, she, it	they

# Lesson to Learn

## Subject Pronouns

### 3. What is a pronoun?

A pronoun is a part of speech used in place of a noun or of more than one noun.

4. In the following sentences, write in the blanks provided the correct pronoun that goes with the underlined antecedent. Remember, if the antecedent is singular, the pronoun must be singular. Similarly, plural antecedents require plural pronouns.

- a. The dinner guest told stories to the kids. They loved pirate tales.
- b. Once, a pirate dragged a heavy chest on shore. He collapsed on the beach.
- c. Surprisingly, the dark cave was dry. It provided a secret shelter.
- d. A sneaky sea bandit stole the treasure. He was hiding in the dark.
- e. Lucy wanted another story. She could listen all night to the pirate tales.

5. Imagine that you were in the pirate cave. Using a subject pronoun and a direct object, write a sentence about what happens in the cave.

**He dragged the chest away.**



# Lesson to Learn

## Subject Pronouns

### 1. Analyze the following sentences.

a. Carelessly, they carried the old glass tubes.  
 S                    PV  
 adv                ↑      adj adj adj do

b. They did not like the smell.  
 S                    hv      PV  
 adv↑              adj↑ do

c. He unfortunately dropped the empty containers.  
 S                    PV  
 adv                ↑      adj adj      do

d. Shortly, he will be sweeping up glass.  
 S                    hv      hv      PV  
 adv                ↑↑      adv      do

### 2. Fill in the following chart with the correct subject pronouns.

#### Subject Pronouns

	Singular	Plural
First Person	I	we
Second Person	you	you
Third Person	he, she, it	they

# Lesson to Learn

## Subject Pronouns

3. What is a pronoun?

A pronoun is a part of speech used in place of a noun or of more than one noun.

4. For each of the following sentences, write in the blank provided the correct predicate—either *has* or *have*.

a. He has the wobbly chair again.

b. You have a new lab partner.

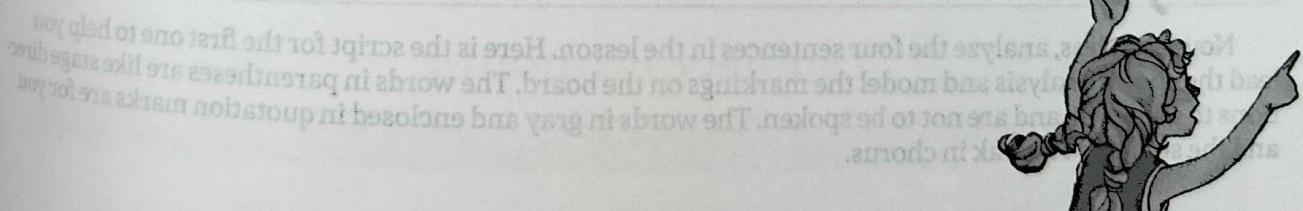
c. She has the only orange test tube holder.

d. We have old science books.

e. Unfortunately, Theo and I have a science test now.

5. Imagine that you were in science class. Using a subject pronoun and a direct object, write a sentence about what happens in class.

Actually, they broke several test tubes.



# Lesson to Learn

## Subject Pronouns

1. Analyze the following sentences.

a. Surprisingly, she could not solve the riddle.

adv      hv      PV  
                  adv ↑      adj ↑ do

b. He asked Heidi repeatedly.

S      PV  
  adv      do  
                  adv

c. Finally, she successfully gave an answer.

adv      adv      PV  
                  up      adj ↑ do

d. Afterward, they wrote word puzzles together.

adv      PV  
                  up      adj ↑ do  
                  adv

2. Fill in the following chart with the correct subject pronouns.

### Subject Pronouns

	Singular	Plural
First Person	I	we
Second Person	you	you
Third Person	he, she, it	they

# Lesson to Learn

## Subject Pronouns

### 3. What is a pronoun?

A pronoun is a part of speech used in place of a noun or of more than one noun.

4. In the following sentences, write in the blanks provided the correct pronoun that goes with the underlined antecedent. Remember, if the antecedent is singular, the pronoun must be singular. Similarly, plural antecedents require plural pronouns.

- Heidi loves puzzle books. She studies riddles.
- A riddle book can be tricky. It has many clever questions.
- Winston and Heidi actually collect word puzzles. They save them.
- Uncle Ulysses creates brainteasers. He likes mysteries too.
- The kids are often stumped. They cannot answer the riddles.

5. Imagine that you were sharing riddles with a friend. Using a subject pronoun and a direct object, write a sentence about what happens when you share.

He could not answer the hard riddle.

# Sentences for Practice

## Subject Pronouns

Analyze the following sentences.

1. **S hv PV**  
They are eating chili tonight.  
do  
adv

2. **S PV**  
I wanted some hot chili too.  
adj adj ↑ do  
adv

3. **S PV**  
Occasionally, we eat spicy foods.  
adv ↑ adj ↑ do

4. **S hv PV**  
Unfortunately, he will not make chili anymore.  
adv ↑ adv ↑ do  
adv

5. **S PV**  
It burned yesterday.  
adv

### 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 as a refresher for students later in the year.



# Sentences for Practice

## Subject Pronouns

7. She will never clean the icky, sticky chili pot again.

8. Sadly, I hungrily left the table.  
|adv |adv ↑ |adj↑do

9. Fortunately, they brought dinner over.

S PV

adv do adv

The diagram shows the sentence 'Fortunately, they brought dinner over.' with 'they' underlined and 'brought dinner' underlined. Above the sentence, 'S' is above 'they' and 'PV' is above 'brought dinner'. Below the sentence, 'adv' is under 'Fortunately', an arrow points from 'they' to 'do', and 'adv' is under 'over'.

10. We are having spicy tacos instead!  
S hv PV  
adj do  
adv



# Critter Riddles

## Subject Pronouns

**From the Sideline:** Guess the Antecedent is included as an enjoyable extra, which you can do as a class or assign to individuals who finish their work early. You could also have the class write more riddles like these.

See if you can guess the antecedent for each of the following riddles. Read the three clues with their subject pronouns, and then on the line provided write the answer. Make sure your answer is a complete sentence. Create your own critter riddles and share them with your friends!

It is a house for eggs to be safe.

It is tightly woven, yet fragile.

It is stored in bushes and trees.

What is it?

It is a bird's nest.

They often make their own hills.

They have three body parts and six legs.

They have one queen, but many workers.

What are they?

They are ants.

She is busy in spring.

She cares for her fledglings.

She teaches her young to swim.

What is she?

She is a duck.

# Critter Riddles

## Subject Pronouns

He can fit in my pocket, if I can catch him.

He is brown, gray, or green.

He uses his back legs to jump really high and to make chirping sounds.

What is he?

He is a grasshopper or cricket.

We chatter in trees.

We hide nuts in the ground.

We scurry from branch to branch.

What are we?

We are squirrels.

I spin webs in corners of rooms.

I have eight legs and a plump body.

I look like an insect, but I am not one.

What am I?

I am a spider.

# Lesson to Learn

## Interrogative Sentences

- Analyze the following sentences.

h v S P V  
a. Will they arrive later together?  
    ↑ adv    adv

h v S P V  
b. Are we getting a new puppy?  
    adj adj ↑ do

h v S P V  
c. Did you see that frisky brown Labrador?  
    adj adj adj ↑ do

h v S P V  
d. Should he really feed those puppies too?  
    adv ↑      adj ↑ do  
                  adv

### 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.

- Fill in the following chart with the correct subject pronouns.

### Subject Pronouns

	Singular	Plural
First Person	I	we
Second Person	you	you
Third Person	he, she, it	they

# Lesson to Learn

## Interrogative Sentences

3. Make the following words into *contractions*.

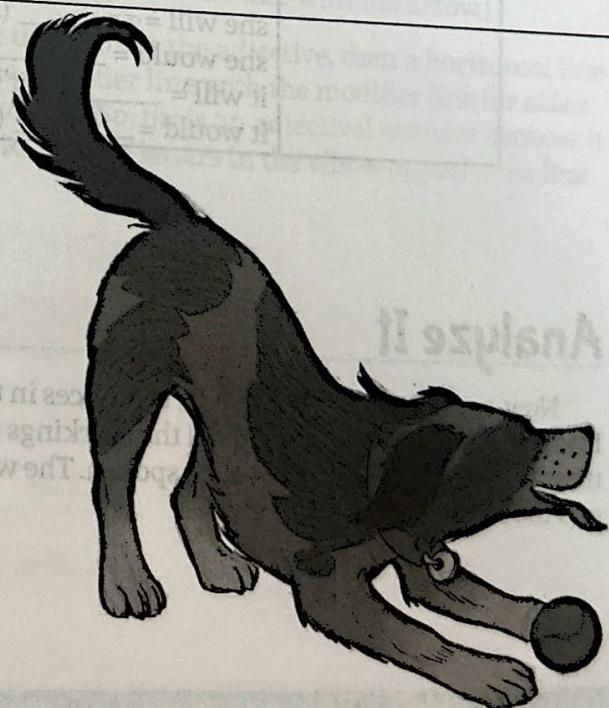
- a. I am: I'm
- b. you are: you're
- c. they are: they're
- d. he is: he's
- e. it is: it's
- f. we are: we're

4. Rewrite sentence *b* from exercise 1 to make it a **declarative sentence**. Choose a different subject pronoun as well.

They are getting a new puppy.

5. Imagine you are playing with a brown puppy, and then write an interrogative sentence about it using a **helping verb** and a **subject pronoun**.

Will you feed the brown puppy?



# Lesson to Learn

## Interrogative Sentences

B

1. Analyze the following sentences.

a. Are we bringing the oldest cousins tonight?

↑  
hv S PV  
adj adj ↑ do  
adv

b. May she come along too?

↑  
hv S PV  
adv adv

c. Will they watch the basketball game tomorrow?

↑  
hv S PV  
adj adj ↑ do  
adv

d. Would you really leave the youngest two boys alone?

↑  
hv S PV  
adv ↑ adj adj adj ↑ do  
adv

2. Fill in the following chart with the correct subject pronouns.

### Subject Pronouns

	Singular	Plural
First Person	I	we
Second Person	you	you
Third Person	he, she, it	they

# Lesson to Learn

## Interrogative Sentences

3. Make the following words into *contractions*.

- a. she will: she'll
- b. they would: they'd
- c. I will: I'll
- d. we would: we'd
- e. he will: he'll
- f. you would: you'd

4. Rewrite sentence *c* from exercise 1 to make it a declarative sentence. Choose a different subject pronoun as well.

We will watch the basketball game tomorrow.

5. Imagine your cousins or good friends are coming over to your house tonight, and then write an interrogative sentence about it using a *helping verb* and a *subject pronoun*.

Will they come over for dinner?



# Lesson to Learn

## Interrogative Sentences

### 1. Analyze the following sentences.

a. Please, hv S PV those wet towels?  
[adv] [up] [adj] [adj] [up] [do]

b. hv S hv PV the dirty clothes downstairs?  
[up] [up] [adj] [adj] [up] [do] [up] [adv]

c. hv S PV the laundry basket too?  
[up] [up] [adj] [adj] [up] [do] [up] [adv]

d. hv S PV the extra sheets?  
[up] [up] [adj] [adj] [up] [do]

### 2. Fill in the following chart with the correct subject pronouns.

#### Subject Pronouns

	Singular	Plural
First Person	I	we
Second Person	you	you
Third Person	he, she, it	they

# Lesson to Learn

## Interrogative Sentences

3. Make the following words into *contractions*.

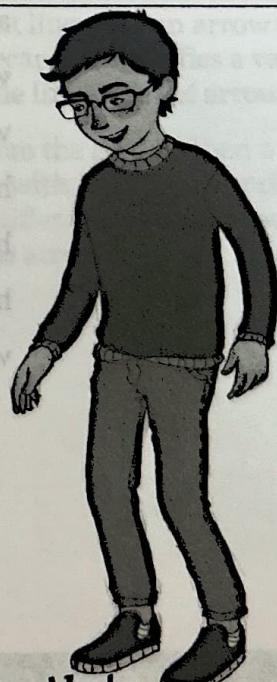
- a. we have: we've
- b. he has: he's
- c. you had: you'd
- d. she had: she'd
- e. they have: they've
- f. I had: I'd

4. Rewrite sentence *b* from exercise 1 to make it a declarative sentence. Choose a different subject pronoun as well.

He should be hauling the dirty clothes downstairs.

5. Imagine you are helping with laundry, and then write an interrogative sentence about it using a *helping verb* and a *subject pronoun*.

Did you wash the socks too?



# Lesson to Learn

## Interrogative Sentences

### 1. Analyze the following sentences.

a. Will you not be heading westward?

**hv S PV**  
adv ↑↑ adv

b. Tomorrow, must I leave alone?

**hv S PV**  
adv ↑↑adv

c. Did they bring the maps along too?

**hv S PV**  
adj ↑do adv adv

d. Could he not ride behind?

**hv S PV**  
adv ↑↑adv

### 2. Fill in the following chart with the correct subject pronouns.

#### Subject Pronouns

	Singular	Plural
<b>First Person</b>	I	we
<b>Second Person</b>	you	you
<b>Third Person</b>	he, she, it	they

# Lesson to Learn

## Interrogative Sentences

3. Make the following words into *contractions*.

- a. has not: hasn't
- b. will not: won't
- c. is not: isn't
- d. were not: weren't
- e. are not: aren't
- f. would not: wouldn't

4. Rewrite sentence *b* from exercise 1 to make it a declarative sentence. Choose a different subject pronoun as well.

Tomorrow, she must leave alone.

5. Imagine your family is going on a day trip and you want to bring a friend, and then write an interrogative sentence about it using a *helping verb* and a *subject pronoun*.

Can I invite a friend?



# Sentences for Practice

## Interrogative Sentences

Analyze the following sentences.

hv S PV

1. May they play inside today?

↑ adv | adv

hv S PV

2. Did she not close the frontdoor again?

↑ adv | adj adj ↑ do |  
adv

hv S PV

3. Quickly, could you grab thedog?

↑ adv |↑ adj do

hv S PV

4. Does he always run away?

↑ adv ↑ adv

hv S PV

5. Can you find that naughtydog alone?

↑ adj | adj ↑ do |  
adv

hv S PV

6. Must I also search?

↑ adv

# Sentences for Practice

## Interrogative Sentences

7. Will we wander the neighborhood together?  
hv S PV  
|  
adj ↑ do  
|  
adv

8. Should she not call the police now?  
hv S PV  
|  
adv ↑ adj ↑ do  
|  
adv

9. Did you find the frisky fellow?  
hv S PV  
|  
adj adj ↑ do

10. Was he secretly hiding underneath?  
hv S PV  
|  
adv ↑ ↑ adv

