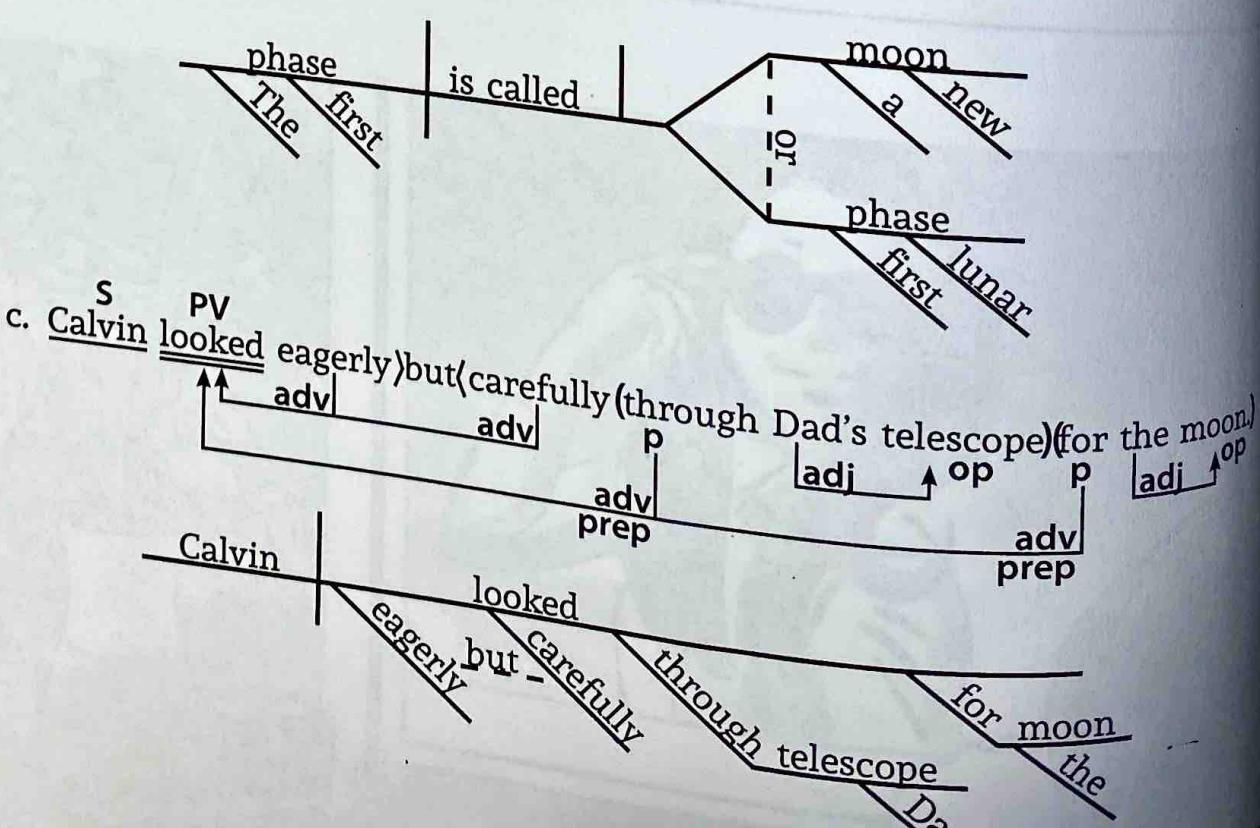
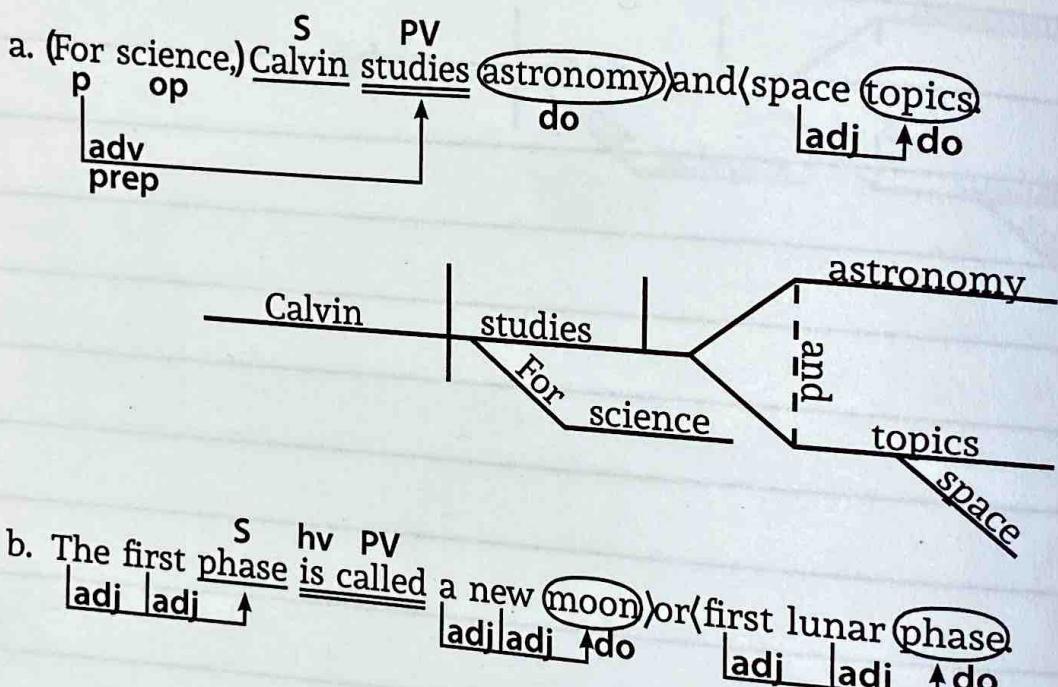


Lesson to Learn

Compound Elements

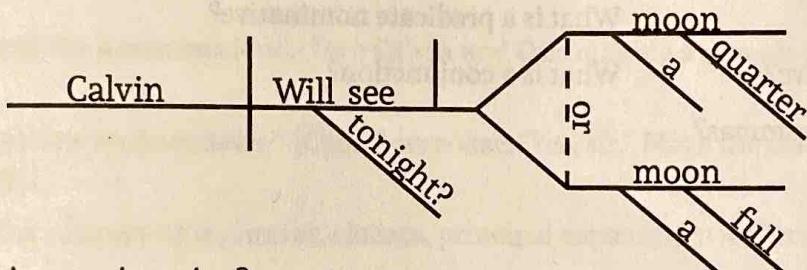
1. Analyze the following sentences, and then diagram them in the space provided. Use a ruler to draw the lines.



Lesson to Learn

Compound Elements

h v S PV
d. Will Calvin see a quarter (moon) or (a full moon) tonight?
adj adj do adj adj do
adv



2. What is a *conjunction*?

A conjunction joins elements of the same name or rank.

From the Sideline: When students are first learning how to diagram interrogative questions, we have found that including a question mark helps them visualize the question better. The first word in the sentence is capitalized in the diagram, and the question mark is included after the last word in the sentence.

3. Imagine Calvin is in the backyard at night studying the stars and planets. With that in mind, write the following sentences.

a. Write a sentence about a telescope using a *compound subject*.

Calvin and Dad positioned the big telescope.

b. Write a sentence about the moon and planets using a *compound direct object*.

Calvin saw the moon and Mars in the sky.

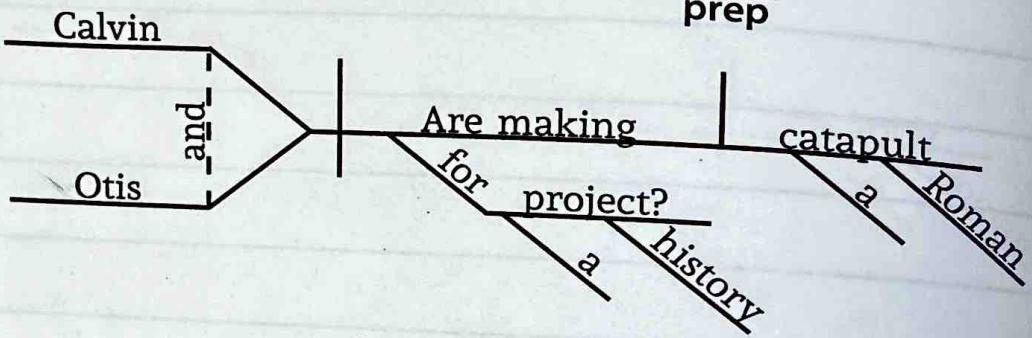
From the Sideline: The students may also answer the question "What is a conjunction?" with the longer definition found in the glossary: "A part of speech that joins words, phrases, or clauses. Conjunctions indicate the relation between the elements that they join."



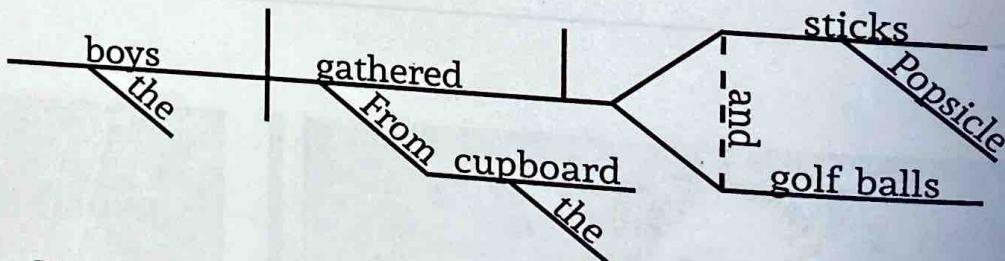
Lesson to Learn

Compound Elements

1. Analyze the following sentences, and then diagram them in the space provided. Use a ruler to draw the lines.

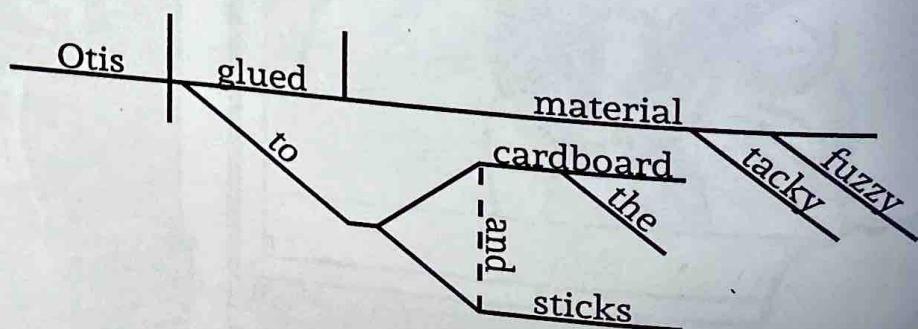


b. (From the cupboard,) the boys gathered Popsicle sticks and golf balls



c. Otis glued tacky, fuzzy material (to the cardboard) and (sticks.)

S PV
adj adj do p adj op op
adv prep



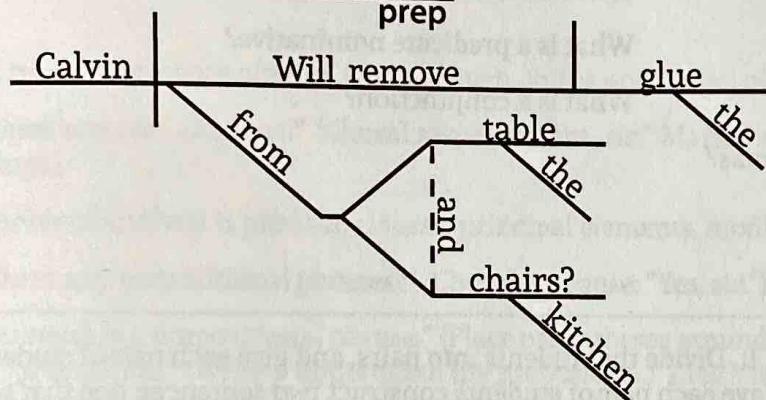
B

Lesson to Learn Compound Elements

d. Will Calvin remove the glue from the table and kitchen chairs?

h v S PV
adj do p adj op adj op

adv prep



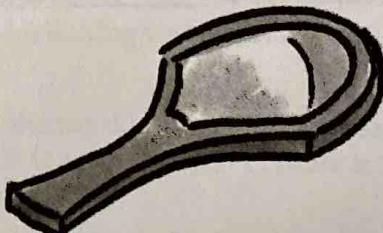
2. Rewrite the following sentences correctly by adding the capitalization and correct punctuation (such as periods and commas).

a. the rickety noisy truck drove around the block for hours

The rickety, noisy truck drove around the block for hours.

b. the two bristly needy fellows were looking for work

The two bristly, needy fellows were looking for work.

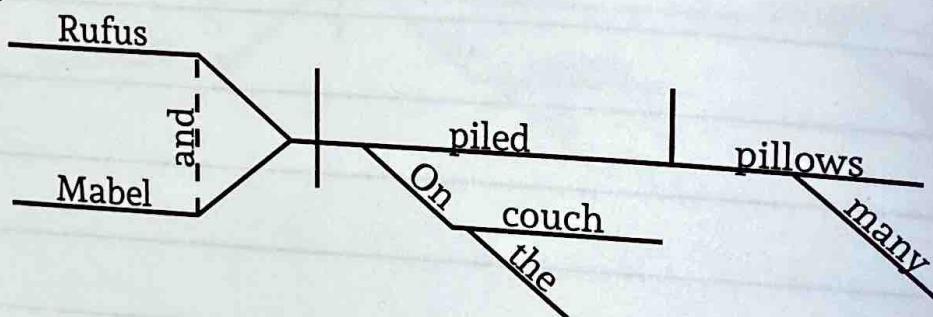


Lesson to Learn

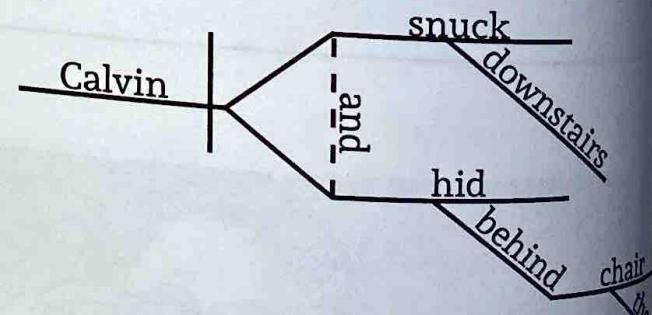
Compound Elements

1. Analyze the following sentences, and then diagram them in the space provided.
ruler to draw the lines.

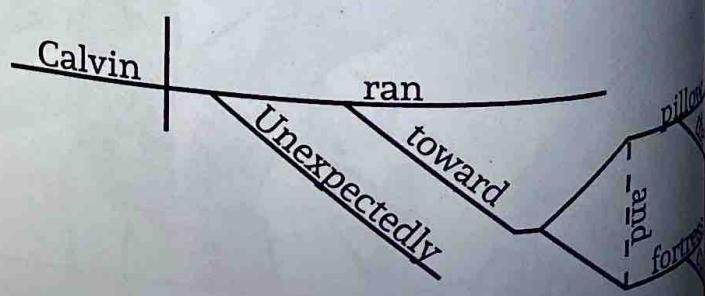
a. (On the couch,) Rufus) and Mabel piled many pillows.



b. Calvin snuck downstairs) and hid (behind the chair.)



c. Unexpectedly, Calvin ran (toward the pillows) and (cushion fortress.)

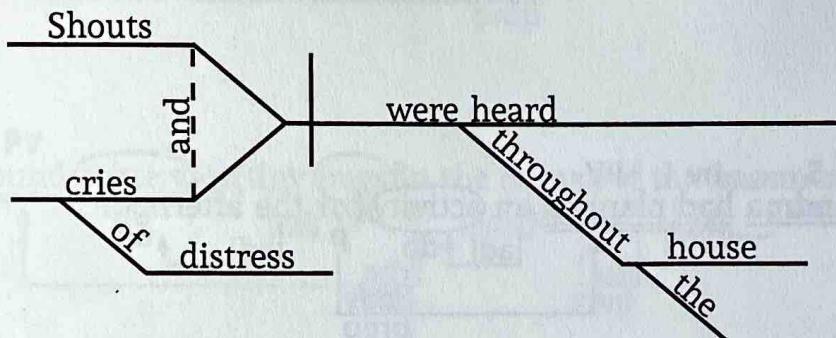


Lesson to Learn

Compound Elements

d. Shouts and cries (of distress) were heard (throughout the house.)

S **S** **hv** **PV**
↑ ↑ ↑ ↑
adj **prep** **op** **p**
adj **prep**
op



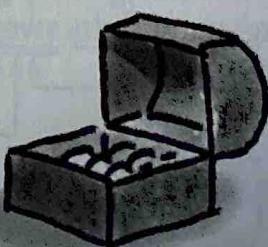
2. Rewrite the following sentences correctly by adding the capitalization and correct punctuation (such as periods and commas).

a. several snowflakes danced floated and flitted to the ground

Several snowflakes danced, floated, and flitted to the ground.

b. will the children have another cold blustery day or just a snowy one

Will the children have another cold, blustery day or just a snowy one?



Sentences for Practice

Compound Elements

Analyze the following sentences.

1. The two longest winter months are December and January.

S lv PN PN
adj adj adj adj ↑

2. Grandpa and Grandma had planned an activity (for the afternoon.)

S hv PV
adj do p
adv prep

3. The children would eat lunch and then come (to the basement.)

S hv PV
adj do p
adv prep

4. Otis organized the mountain (of board games) and (puzzles.)

S PV
adj do p
adj prep

5. Eagerly, Calvin swept back and forth (with a broom.)

S PV
adv adv adv p
adv prep

Sentences for Practice

Compound Elements

6. Eden made a pile of old toys and dolls for the rummage sale.

7. Max found critters or tiny bugs in the corner of the basement.

8. Are those little ants red and black?

9. Later, Phoebe threw away the old, raggedy pillows and blankets.

10. Hopefully, the junk man will come on Monday or Tuesday.

From the Sideline: Note that because *pillows* and *blankets* is a compound direct object there is no need to draw a modifying line from *the, old, and raggedy* to *blankets*.

Sentences for Practice—Tale Compound Elements

Analyze the following sentences, which retell the ancient Greek myth of King Cecrops, the founder of Athens.

From
practi
of the
ed from
King C
extend
followi

1. A poor group (of people) lived (on a wild peninsula.)

Diagram 1: A poor group (of people) lived (on a wild peninsula.)

Structure: S (A poor) | adj (group) | op (of people) | PV (lived) | op (on a wild peninsula.)

Annotations: 'S' above 'A poor', 'PV' above 'lived', 'op' under 'group', 'op' under 'people', 'op' under 'on a wild peninsula.'
2. These hunters lived (in tunnels) and (caves.)

Diagram 2: These hunters lived (in tunnels) and (caves.)

Structure: S (These) | adj (hunters) | PV (lived) | op (in tunnels) | op (caves.)

Annotations: 'S' above 'These', 'PV' above 'lived', 'op' under 'hunters', 'op' under 'tunnels', 'op' under 'caves.'
3. The people did not know things (about bows) and (arrows.)

Diagram 3: The people did not know things (about bows) and (arrows.)

Structure: S (The) | adj (people) | hv (did) | op (not) | PV (know) | op (things) | op (about bows) | op (and) | op (arrows.)

Annotations: 'S' above 'The', 'PV' above 'know', 'op' under 'people', 'op' under 'did', 'op' under 'not', 'op' under 'things', 'op' under 'about bows', 'op' under 'and', 'op' under 'arrows.'
4. (Without warning) a serpentlike man came (to the encampment.)

Diagram 4: (Without warning) a serpentlike man came (to the encampment.)

Structure: p (Without) | op (warning) | S (a) | adj (serpentlike) | adj (man) | PV (came) | op (to) | S (the) | adj (encampment.)

Annotations: 'p' under 'Without', 'op' under 'warning', 'S' above 'a', 'PV' above 'came', 'op' under 'the', 'op' under 'encampment.'
5. The odd man was hungry and needy.

Diagram 5: The odd man was hungry and needy.

Structure: S (The) | adj (odd) | adj (man) | PA (was) | PA (hungry) | PA (and) | PA (needy.)

Annotations: 'S' above 'The', 'PA' above 'was', 'PA' above 'hungry', 'PA' above 'and', 'PA' above 'needy.'

From the Sideline: The practice sentences are a study of the tale "Finding a King" ed from the Greek myth about King Cecrops. The tale and extended lesson notes are following pages.

Sentences for Practice—Tale Compound Elements

6. The people cared (for the man) and listened (to the man's songs.)

S PV
adj p adj op PV
adv prep adv adj adj op

7. (In a short time,) the serpent man learned the people's language

S PV
p adj adj op adj adj adj adj do
adv prep

8. The man was the people's new king) and (hero.

S Iv PN PN
adj adj adj adj up

9. King Cecrops taught many things (to the people)

S PV
adv adj do p adj op
prep

10. Later, the encampment was the famous city (of Athens.)

S Iv PN
adv adj up adj adj up p op
adj prep