

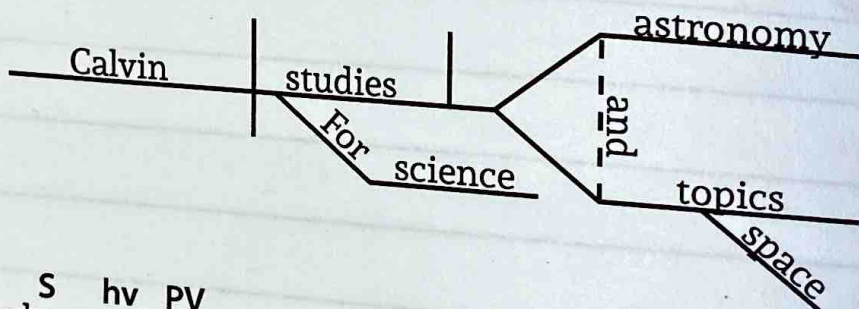
Lesson to Learn

Compound Elements

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

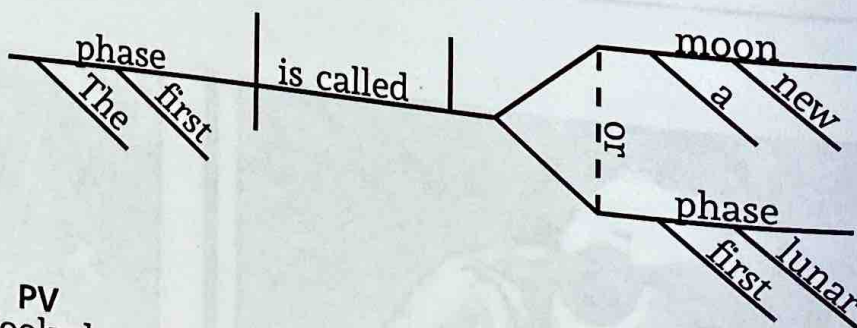
a. (For science,) Calvin studies astronomy and space topics

Diagram labels: S (above Calvin), PV (above studies), p (above For), op (above science), do (above astronomy), adj (above space), do (above topics), adv (below For), prep (below science).



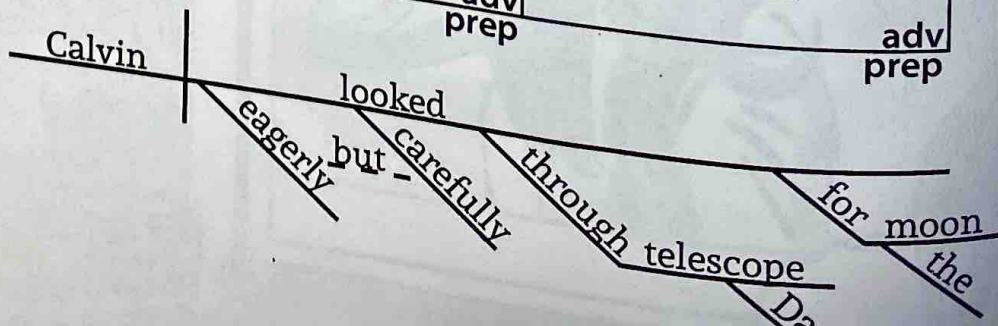
b. The first phase is called a new moon or first lunar phase

Diagram labels: S (above phase), hv (above is), PV (above called), adj (below The), adj (below first), do (below moon), do (below phase).



c. Calvin looked eagerly but carefully through Dad's telescope for the moon

Diagram labels: S (above Calvin), PV (above looked), adv (below eagerly), adv (below but), adv (below carefully), p (above through), op (above Dad's), p (above telescope), adv (below for), op (above the), p (above moon), adj (below the).

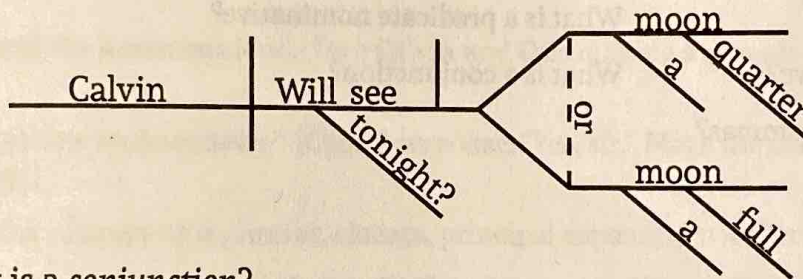


Lesson to Learn

Compound Elements

d. ^{hv} Will ^S Calvin ^{PV} see a quarter (moon) or a full (moon) tonight?

adj adj do adj adj do adv



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.

2. What is a *conjunction*?

A conjunction joins elements of the same name or rank.

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."

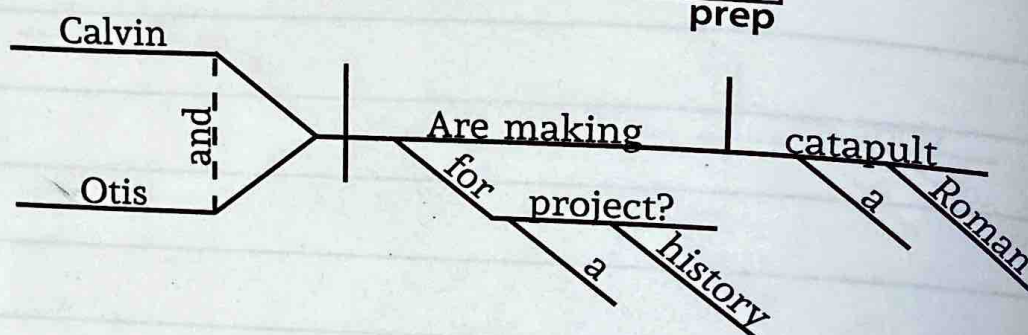
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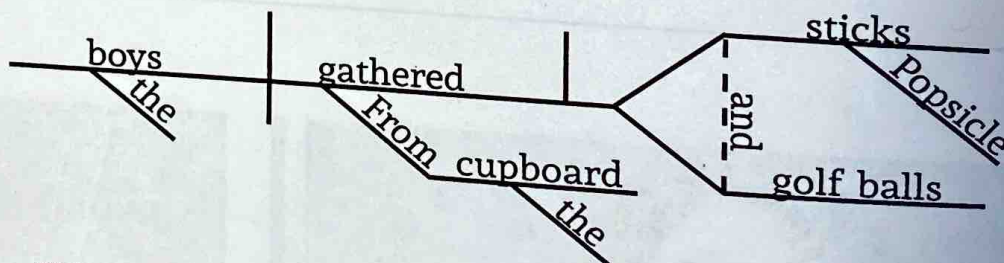
a. ^{hv} Are ^S Calvin ^S and Otis ^{PV} making a Roman catapult for a history project?

Labels: Calvin (S), and (S), Otis (S), making (PV), a (adj), Roman (adj), catapult (do), for (p), a (adj), history (adj), project? (op).



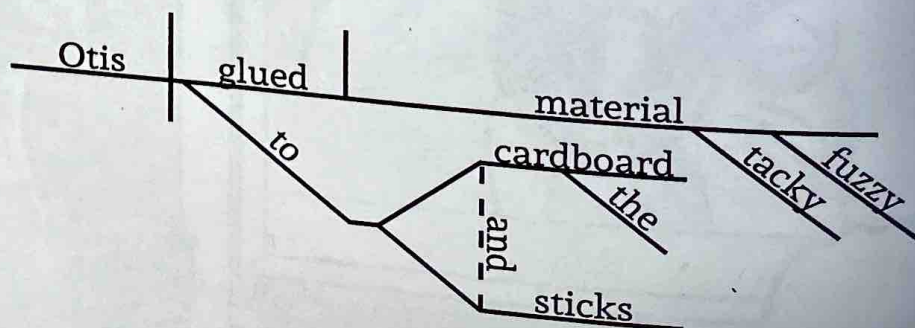
b. ^p (From the cupboard,) ^S the boys ^{PV} gathered Popsicle sticks and golf balls

Labels: (From the cupboard,) (p), the (adj), boys (op), gathered (PV), Popsicle (adj), sticks (do), and (S), golf (adj), balls (do).



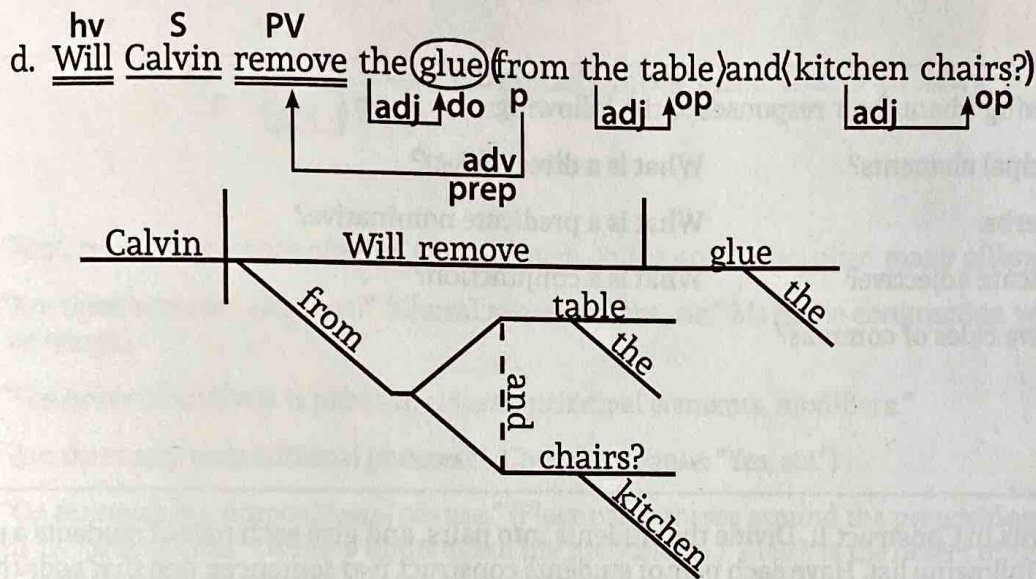
c. ^S Otis ^{PV} glued tacky, fuzzy material to the cardboard and sticks

Labels: Otis (S), glued (PV), tacky (adj), fuzzy (adj), material (do), to (p), the (adj), cardboard (op), and (S), sticks (op).



Lesson to Learn

Compound Elements



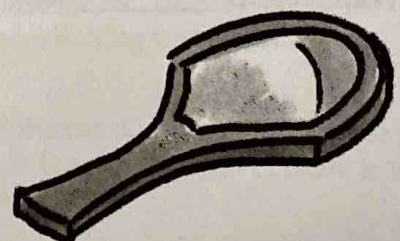
2. Rewrite the following sentences correctly by adding the capitalization and correct punctuation (such as periods and commas).

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.



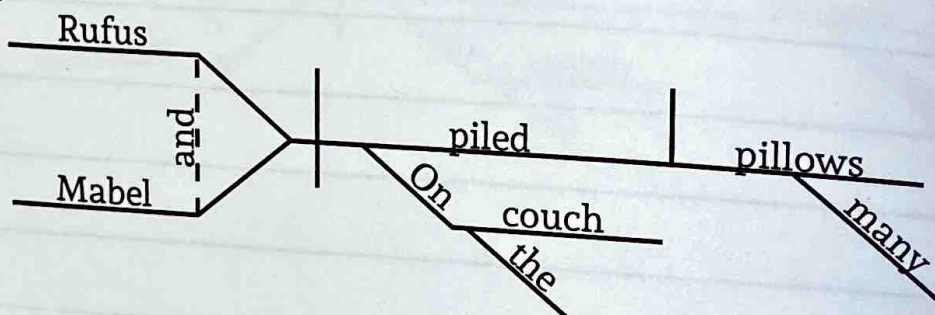
Lesson to Learn

Compound Elements

1. Analyze the following sentences, and then diagram them in the space provided.

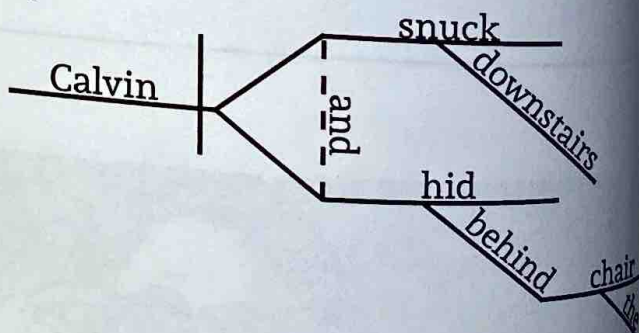
a. (On the couch,) Rufus and Mabel piled many pillows

Diagram labels: S, S, PV, p, adj, op, adv, prep, do



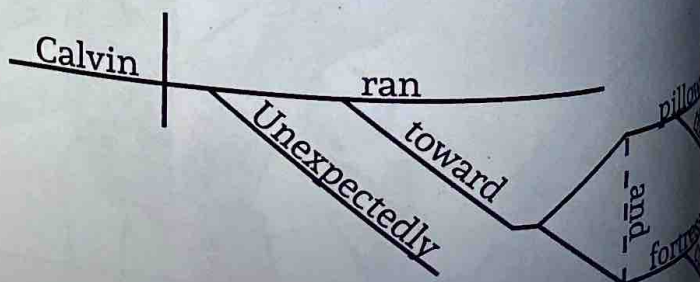
b. Calvin snuck downstairs) and hid (behind the chair.)

Diagram labels: S, PV, PV, adv, p, adj, op, adv, prep



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

Diagram labels: adv, S, PV, p, adv, prep, adj, op, adj, op

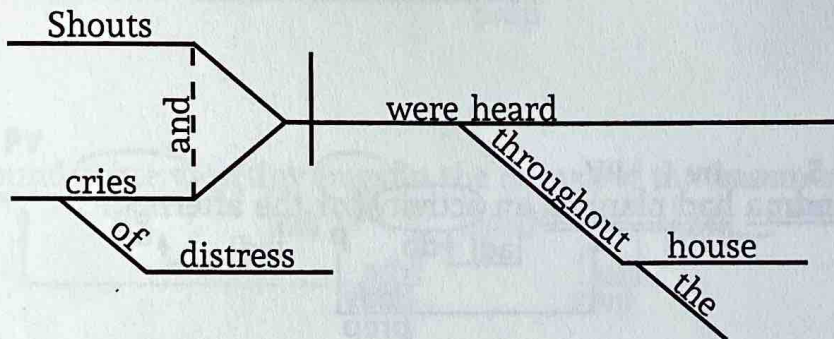


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d. ^SShouts)and<^Scries (of distress) ^{hv}were ^{PV}heard (throughout the house.)

^{adj}_{prep} ^p ^{op} ^{adv}_{prep} ^p ^{adj}_{op}



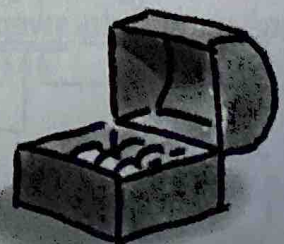
2. Rewrite the following sentences correctly by adding the capitalization and correct punctuation (such as periods and commas).

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 S hv PV

adj ↑ do p adj ↑ op

adv prep

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

S hv PV PV

adj ↑ do adv ↑ p adj ↑ op

adv prep

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

S PV

adj ↑ do p op

adj prep

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

S PV

adv ↑ adv ↑ adv ↑ p adj ↑ op

adv prep

Sentences for Practice

Compound Elements

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

Diagram: S (Eden) PV (made) a (adj) do (pile) (of) (prep) (old) (adj) (toys) (op) (dolls) (op) (for) (prep) (the) (adj) (rummage) (adj) (sale) (op). A line connects the PV 'made' to the 'adv prep' 'for the rummage sale'.

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

Diagram: S (Max) PV (found) (critters) (do) or (tiny) (adj) (bugs) (do) (in) (prep) (the) (adj) (corner) (op) (of) (prep) (the) (adj) (basement) (op). A line connects the PV 'found' to the 'adv prep' 'in the corner'.

8. Are those little ants red) and (black?

Diagram: Iv (Are) S (those) (adj) (little) (adj) (ants) (PA) (red) (PA) (and) (black). A line connects the S 'those' to the 'adj' 'ants'.

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

Diagram: S (Later) (adv) S (Phoebe) (adv) PV (threw) (away) (adv) the (adv) old, raggedy (pillows) (do) and (blankets) (do). A line connects the PV 'threw' to the 'adv' 'away'.

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

Diagram: S (Hopefully) (adv) S (the) (adv) S (junk man) (adv) hv (will) PV (come) (on) (prep) (Monday) (op) or (Tuesday) (op). A line connects the hv 'will' to the PV 'come'.

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 the Sideline: These practice sentences are a part of the tale "Finding a King" adapted from the Greek myth about King Cecrops. The tale and extended lesson notes are on the following pages.

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

Diagram: S (A poor group) op (of people) PV (lived) p (on a wild peninsula.)
 Labels: adj, adj, p, op, adv, prep, adj, adj, op

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

Diagram: S (These hunters) PV (lived) p (in tunnels) op (and) op (caves.)
 Labels: adj, p, adv, prep, op, op

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

Diagram: S (The people) hv (did) PV (know) p (things) op (about bows) op (and) op (arrows.)
 Labels: adj, adv, adv, do, p, op, op, op, adj, prep

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

Diagram: p (Without warning) op (a serpentlike man) S (man) PV (came) p (to the encampment.)
 Labels: adv, prep, adj, adj, p, adv, prep, adj, op

5. The odd man was hungry) and (needy.)

Diagram: S (The odd man) lv (was) PA (hungry) and (needy.)
 Labels: adj, adj, p, adv, prep, adj, op, PA

Sentences for Practice—Tale

Compound Elements

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

Diagram: S (The people) PV (cared) P (for the man) and PV (listened) P (to the man's songs).
 Labels: S (The people) [adj ↑] PV (cared) [adv prep] P (for the man) [adj ↑ op] and PV (listened) [adv prep] P (to the man's songs) [adj adj ↑ op]

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

Diagram: P (In a short time) [adv prep] S (the serpent) [adj adj ↑ op] PN (man) [adj adj ↑] PV (learned) [adv prep] PN (the people's language) [adj adj ↑ do]

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

Diagram: S (The man) [adj ↑] lv (was) PN (the people's new king) [adj adj adj ↑] and PN (hero)

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

Diagram: S (King Cecrops) PV (taught) P (many things) [adv prep] P (to the people) [adv prep]

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

Diagram: adv (Later) S (the encampment) [adv] lv (was) PN (the famous city) [adv] P (of Athens) [adv prep]

