

TEACHER'S EDITION



Classical Subjects Creatively Taught™

Well- Ordered Language

Level 2A

The Curious Child's Guide to Grammar

Tammy Peters and Daniel Coupland, PhD



Lesson to Learn

Four Kinds of Sentences & Principal Elements

1. What kind of sentence is each of the following sentences? Circle the correct answer: *Dec* for a declarative sentence, *Int* for an interrogative sentence, *Imp* for an imperative sentence, or *Ex* for an exclamatory sentence.

Example: The boys were playing in the backyard. **Dec** Int Imp Ex

- Where did Calvin get that power squirt gun?
Dec **Int** Imp Ex
- Otis hid in the bushes near the garage.
Dec Int Imp Ex
- Watch out for Calvin.
Dec Int **Imp** Ex
- Blah, he sprayed all of us!
Dec Int Imp **Ex**

2. Imagine playing outside on a hot, late-summer day after school, and then write an example of each kind of sentence about it.

- Write a *declarative sentence* about *backyard fun*. The water fight was backyard fun.

- Write an *interrogative sentence* about a *squirt gun*. Do you have a squirt gun too?

- Write an *imperative sentence* about *water fights*. Stop spraying water!

Lesson to Learn

Four Kinds of Sentences & Principal Elements

d. Write an *exclamatory sentence* about a *garden hose*. Ah, the garden

hose has a hole in it!

3. Analyze the following sentences. 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. Acorn squash is our favorite squash. Dec

b. What kind of plants are those? Int

c. Hold the shovel firmly. Imp

d. There are 100 square feet in that garden. Dec

e. What is the Latin word for *squash*? Int

f. Ouch, those flies are biting! Ex

g. Aunt Bea has a vegetable garden too. Dec

h. Is a *Cucurbita maxima* a pumpkin? Int

i. Don't step on the new grass. Imp

j. What a delicious garden salad! Ex

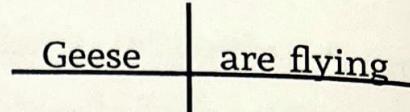
From the Sideline: The students should not merely identify the kinds of sentences, but they should practice oral analysis of the sentences together with you.

Lesson to Learn

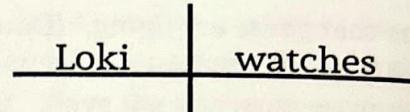
Four Kinds of Sentences & Principal Elements

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

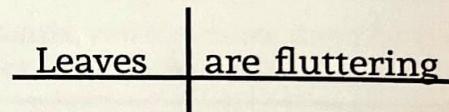
S hv PV
a. Geese are flying.



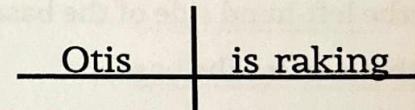
S PV
b. Loki watches.



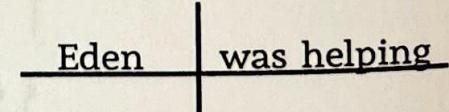
S hv PV
c. Leaves are fluttering.



S hv PV
d. Otis is raking.



S hv PV
e. Eden was helping.



From the Sideline: From the start, insist that the students use a ruler when drawing the diagram lines and that they write neat and petite words. Emphasizing neatness now will pay off later when sentences are longer and more complex.

B

Lesson to Learn

Four Kinds of Sentences & Principal Elements

2. On the lines provided, list the *subjects* from the sentences you analyzed on page 16.

a. Geese

b. Loki

c. Leaves

d. Otis

e. Eden

3. Imagine you are watching a play or recital. On the lines provided here and on the following page, construct your own sentences about the play using words from each column.

Example: Actors were acting.

Subject	Helping Verb	Verb
Actors	is	singing
Munchkins	are	clapping
Dancers	were	playing
Goblins	have been	dancing
Musicians	might be	hiding
Ballerinas	must be	videotaping
Ushers	could be	acting
Dad	will be	swaying
People	should be	yawning

a. Munchkins have been singing.

b. Dancers could be swaying.

c. Goblins must be hiding.

Lesson to Learn

Four Kinds of Sentences & Principal Elements

d. Musicians will be playing.

e. Ballerinas should be dancing.

f. Ushers might be yawning.

g. Dad is videotaping.

h. People are clapping.

4. Imagine you are watching the ballerinas, munchkins, and goblins perform, and then write a *declarative sentence* about it.

The family is enjoying the ballerinas and munchkins.

Lesson to Learn

Four Kinds of Sentences & Principal Elements

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

S hv PV
a. Branches are swaying.

Branches | are swaying

S PV
b. Loki prowls.

Loki | prowls

S hv PV
c. Mice will scamper.

Mice | will scamper

S hv PV
d. Chip is barking.

Chip | is barking

S PV
e. Eden screams.

Eden | screams

Lesson to Learn

Four Kinds of Sentences & Principal Elements

2. On the lines provided, list the *subjects* from the sentences you analyzed on page 20.

a. Branches

b. Loki

c. Mice

d. Chip

e. Eden

3. Fill in a predicate verb for each of the following sentences.

Example: Bulldozers destroy.

a. Saws cut.

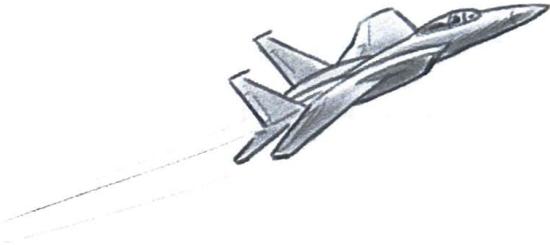
b. Shovels dig.

c. Pliers pinch.

d. Hammers pound.

e. Chisels chip.

f. Screwdrivers turn.



4. Imagine that you just received a brand-new set of tools as a gift, and then write the following kinds of sentences about it.

a. Write a *declarative sentence* about *tools*. I have my own set of tools.

b. Write an *interrogative sentence* about a *chisel*. Is that a chisel or a screwdriver?

Sentences for Practice

Four Kinds of Sentences

ANSWER

On the lines provided, identify each type of sentence by writing *Dec* for a declarative sentence, *Int* for an interrogative sentence, *Imp* for an imperative sentence, or *Ex* for an exclamatory sentence.

1. Where do I clean first? Int
2. The Latin word for house is *domus*. Dec
3. Wow, that is a dirty window! Ex
4. May I help you? Int
5. Take the laundry to your room. Imp
6. Ugh, the litter box is stinky! Ex
7. Vinegar is a natural cleaner. Dec
8. Look at what I found under the couch. Imp
9. Phew, I thought I lost it! Ex
10. Who invented the vacuum cleaner? Int

From the Sideline: Chapter 1 is unique because of its two-page structure. It includes a separate Sentences for Practice for Kinds of Sentences and for Principal Elements. All the other chapters contain only one Sentences for Practice section.



Analyze the following sentences.

S PV
1. Kettles whistle.

S hv PV
2. Kids are giggling.

S hv PV
3. Clocks are ticking.

S hv PV
4. Loki might nap.

S hv PV
5. Curtains will rustle.

S hv PV
6. Grandma is reading.

Sentences for Practice

Four Kinds of Sentences & Principal Elements

ANSW

7. Soup boils. S PV

8. Faucets are dripping. S hv PV

9. Doors are squeaking. S hv PV

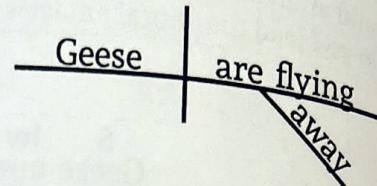
10. Chip barks. S PV

Lesson to Learn

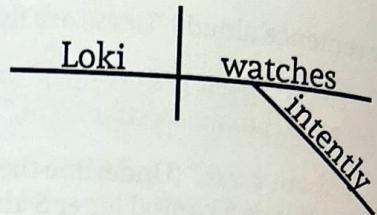
Adverbs

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

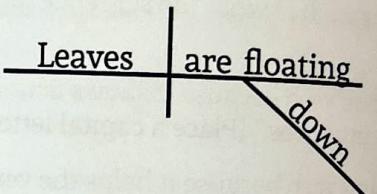
S hv PV
a. Geese are flying away.
 ↑ adv



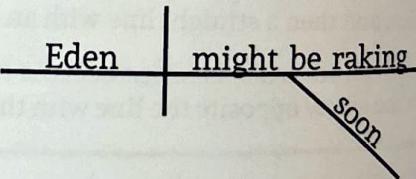
S PV
b. Loki watches intently.
 ↑ adv



S hv PV
c. Leaves are floating down.
 ↑ adv



S hv hv PV
d. Eden might be raking soon.
 ↑ adv



Lesson to Learn

Adverbs

2. Imagine that Loki the cat is outside in the crisp autumn weather. Write one sentence about *Loki*, being sure to include an *adverb*.

Loki suddenly pounces.

3. What is an adverb?

An adverb is a part of speech. It modifies a verb, an adjective, or an adverb.

4. On the lines provided, write your address, using correct capitalization and punctuation.

Answers will vary. Here's an example:

Millie Chase

1827 Coney Ln.

Cincinnati, Ohio 45040



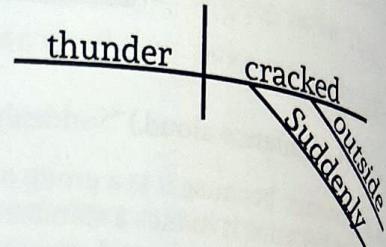
Lesson to Learn

Adverbs

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

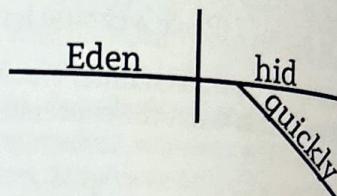
a. Suddenly thunder cracked outside.

S PV
adv ↑ adv



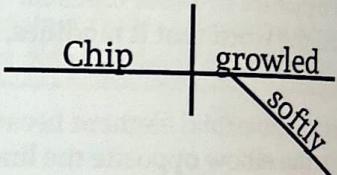
b. Eden quickly hid.

S PV
adv ↑



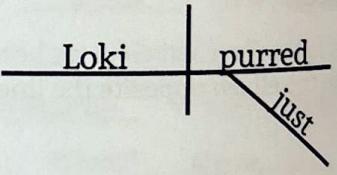
c. Chip growled softly.

S PV
 ↑ adv



d. Loki just purred.

S PV
adv ↑



2. Imagine there's a thunderstorm raging outside. Write one sentence about thunder being sure to include an *adverb*.

Thunder rumbles continually.

B

Lesson to Learn

Adverbs

3. Adverbs tell how the verb is behaving, even if it is in the negative. Rewrite the following sentences, adding *not* or *never* to them.

Example: Neighbors did call.

Neighbors did *not* call.

a. Doors will shut. Doors will not shut.

b. Keys do turn. Keys do not turn.

c. Balls are thrown inside. Balls are never thrown inside.

d. Rackets do swing. Rackets do not swing.

4. What is an adverb?

An adverb is a part of speech. It modifies a verb, an adjective, or an adverb.

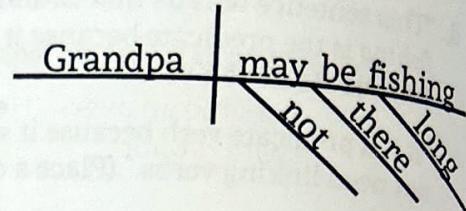


Lesson to Learn

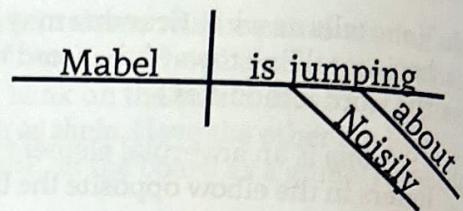
Adverbs

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

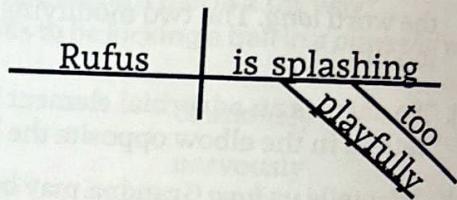
a. Grandpa may not be fishing there long.
S hv hv PV
|adv ↑ adv adv|



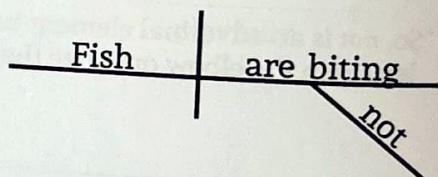
b. Noisily, Mabel is jumping about.
S hv PV
|adv ↑ adv|



c. Rufus is playfully splashing too.
S hv PV
|adv ↑ adv|



d. Fish are not biting.
S hv PV
|adv ↑|



2. Write one sentence about *how* Grandpa is fishing, being sure to include an *adverb*.

Grandpa is not fishing successfully today.

Lesson to Learn

Adverbs

3. Rewrite the following sentences by adding an adverb to each of them. Remember, adverbs answer the questions *how?* *when?* or *where?* so you can use those questions to help you come up with an appropriate adverb for each sentence.

Example: Kids swim.

Possible answers: (How?) Kids swim *swiftly*. (When?) Kids *often* swim. (Where?) Kids swim *around*.

a. Swimmers are competing. Swimmers are competing together.

b. Calvin will swim. Calvin will swim next.

c. Races begin. Suddenly races begin.

d. Uncle Roy is cheering. Uncle Roy is cheering loudly.

4. What are the questions that an *adverb* can answer?

The questions an adverb answers are *how?* *when?* or *where?*

Sentences for Practice—Tale Adverbs

ANSWERS

Analyze the following sentences in which the parts of the body are characters in "The Fable of the Stomach."

1. Legs complained slowly.
S PV
 ↑
 adv

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

2. Stomach was wondering.
S hv PV

3. Hands did not move.
S hv PV
 |
 adv ↑

4. Stomach was questioning.
S hv PV

5. Arms did not swing.
S hv PV
 |
 adv ↑

6. Stomach was worrying.
S hv PV

Sentences for Practice—Tale

ANSWERS

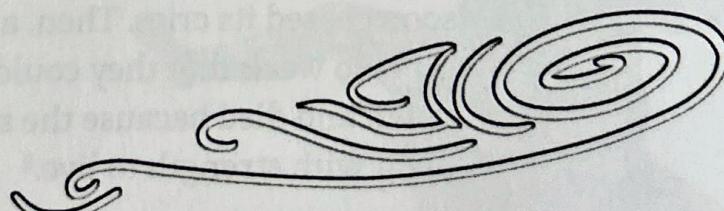
Adverbs

7. Teeth ^S ^{hv} ^{PV} did not grind.
 |
 adv

8. Stomach ^S ^{PV} objected quickly.
 |
 adv

9. Limbs ^S ^{PV} merely laughed.
 |
 adv

10. Soon, Body ^S ^{PV} ceased.
 |
 adv

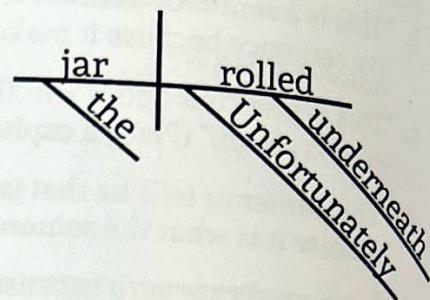
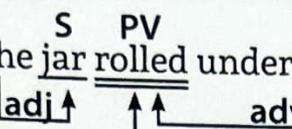


Lesson to Learn

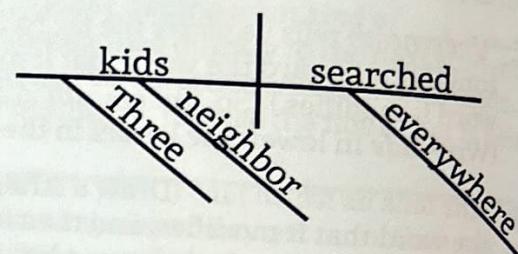
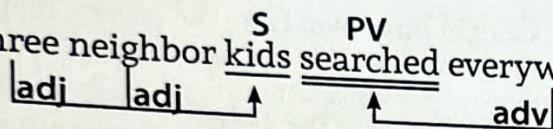
Adjectives

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

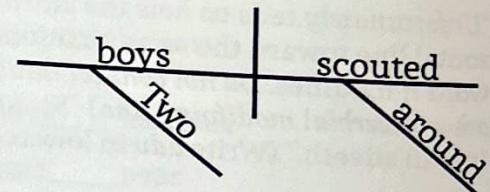
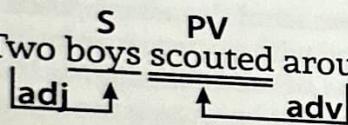
a. Unfortunately, the jar rolled underneath.



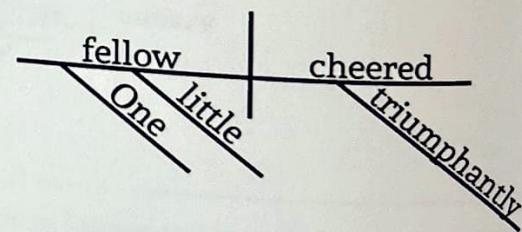
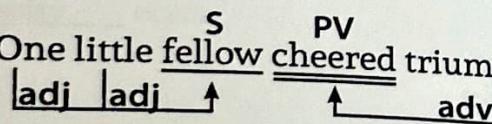
b. Three neighbor kids searched everywhere.



c. Two boys scouted around.



d. One little fellow cheered triumphantly.



Lesson to Learn Adjectives

2. Imagine kids gathered around a picnic table for a snack, and then write a sentence with *one* descriptive adjective about the *kids*.

The hungry kids munched together.

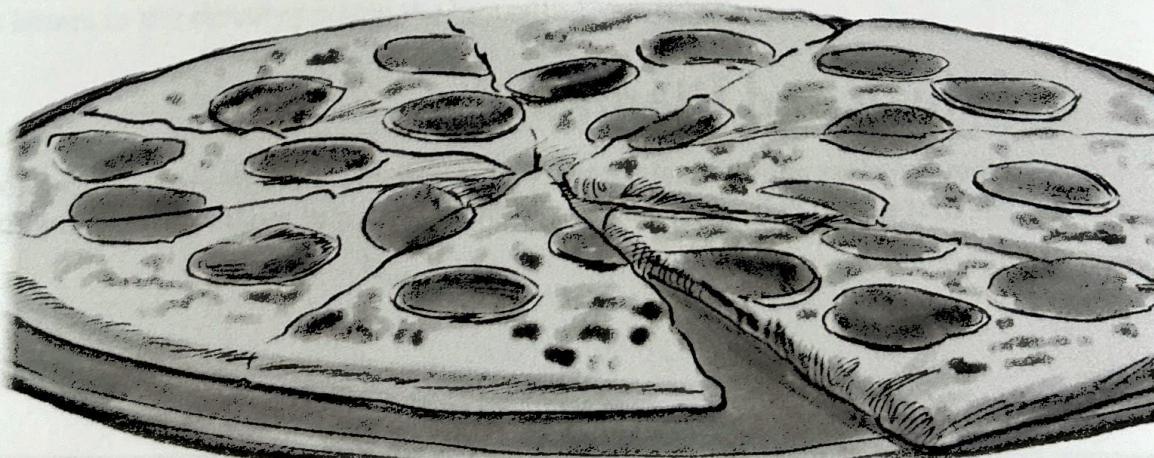
3. In the following sentences, add *one* descriptive adjective to each of the subjects.

Example: Dairy farms dot the countryside.

- a. Thick fog covered the farm.
- b. Rusty ladders stand near the barn.
- c. Brown cattle grazed in the pasture.
- d. Rickety fences connected the fields.
- e. Shaggy dogs barked at the cows.

4. What does an *adjective* modify? An adjective modifies a noun or a pronoun.

5. What *questions* do adjectives answer? Adjectives answer the questions *how many, whose, which one, or what kind.*



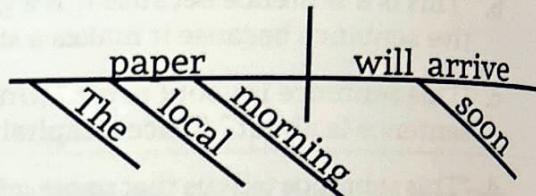
Lesson to Learn

Adjectives

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

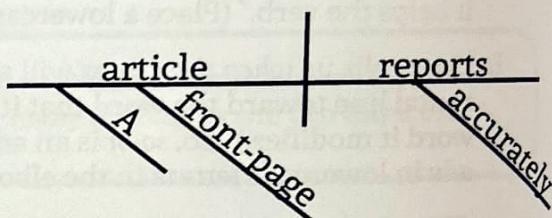
a. The local morning paper will arrive soon.

S hv PV
| | |
adj adj adj ↑ ↑ adv



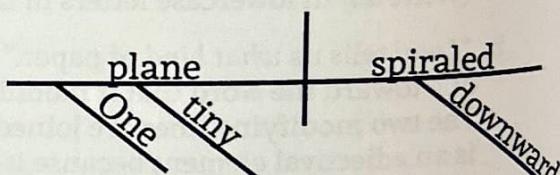
b. A front-page article accurately reports.

S PV
| |
adj adj ↑ adv ↑



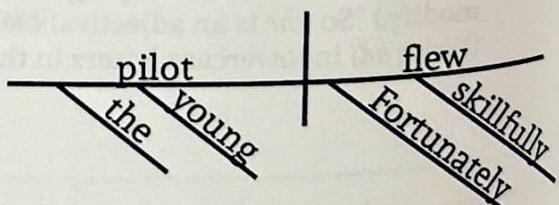
c. One tiny plane spiraled downward.

S PV
| |
adj adj ↑ adv



d. Fortunately, the young pilot flew skillfully.

S PV
| |
adv adj adj ↑ adv



B

Lesson to Learn Adjectives

2. Write one sentence with *two* descriptive adjectives about a *passenger*.

A grumpy, old passenger complained.

3. What does an *adjective* modify? An adjective modifies a noun or a pronoun.

4. For the following phrases, fill in the missing article adjective: *a* or *an*.

Example: an oblong bedroll a silvery trout

a. a gray tent

b. a trusty compass

c. an icky mud puddle

d. an ugly beetle

e. a crafty coyote

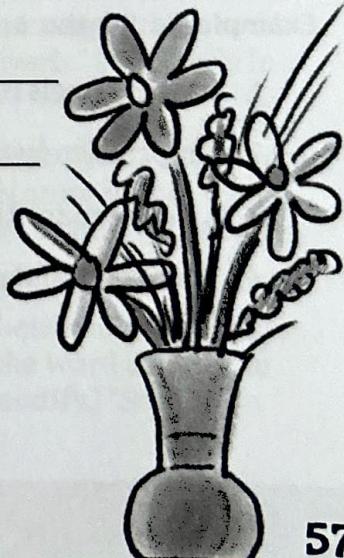
f. an orange vest

g. an emergency pouch

h. a mini flashlight

5. Imagine that you recently visited another city and state, and write a sentence about it. Be sure to place commas correctly before and after the state's name.

I visited Minneapolis, Minnesota, last summer with my family.



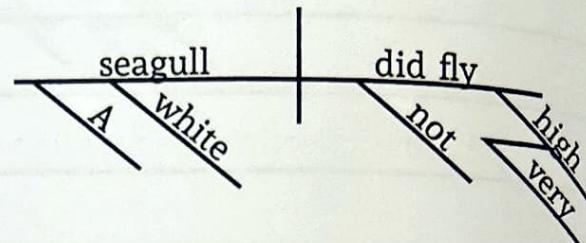
Lesson to Learn

Adjectives

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

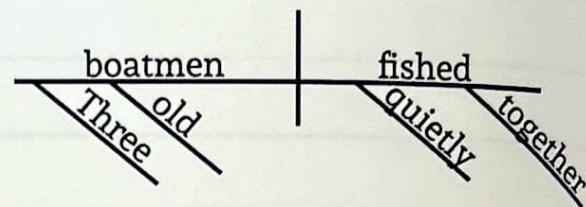
a. A white seagull did not fly very high.

S hv PV
adj adj adv adv adv



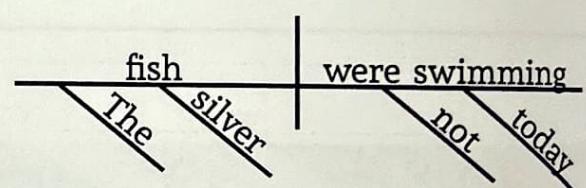
b. Three old boatmen fished quietly together.

S PV
adj adj adv adv



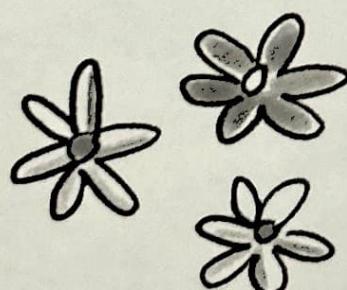
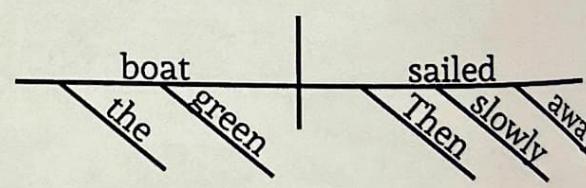
c. The silver fish were not swimming today.

S hv PV
adj adj adv adv adv



d. Then the green boat slowly sailed away.

S PV
adj adj adv adv



Lesson to Learn Adjectives

2. Imagine these unlucky men in the boat, and write a sentence with *one* descriptive adjective about *fishermen*.

Weary fishermen headed back.

3. Using the adjectives below, fill in the blanks in the following sentences.

Example: Gray rainclouds were rolling in.

yellow

two

curious

gray

silly

older

wet

pleasant

a. Beforehand the older girls shuffled past.

b. Yellow umbrellas were unfolded everywhere.

c. Then two dogs followed along.

d. A(n) pleasant babysitter agreed hesitantly.

e. Eagerly silly kids splash about.

f. The wet boys were racing around too.

4. What does an *adjective* modify? An adjective modifies a noun or a pronoun.

5. What *questions* do adjectives answer? Adjectives answer the questions *how many*, *whose*, *which one*, or *what kind*.



Sentences for Practice

Adjectives

ANSWERS

Analyze the following sentences.

1. Autumn days shine brightly.

S PV

|adj| |adv|

2. Suddenly, the carefree child stopped.

S PV

|adv| |adj| |adj| | |

3. A kind brother watched carefully.

S PV

|adj| |adj| |adv|

4. The uneasy sister looked around.

S PV

|adj| |adj| |adv|

5. Calvin searched everywhere.

S PV

| | |adv|

6. The tiny bracelet disappeared.

S PV

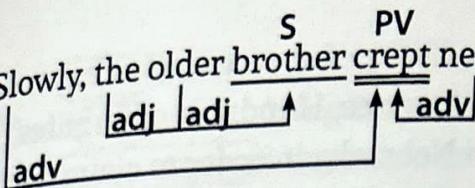
|adj| |adj|

ANSWERS

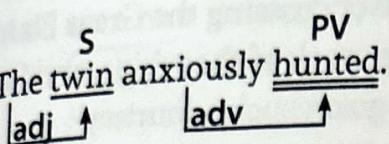
Sentences for Practice

Adjectives

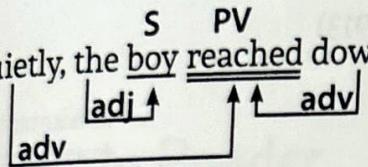
7. Slowly, the older brother crept near.



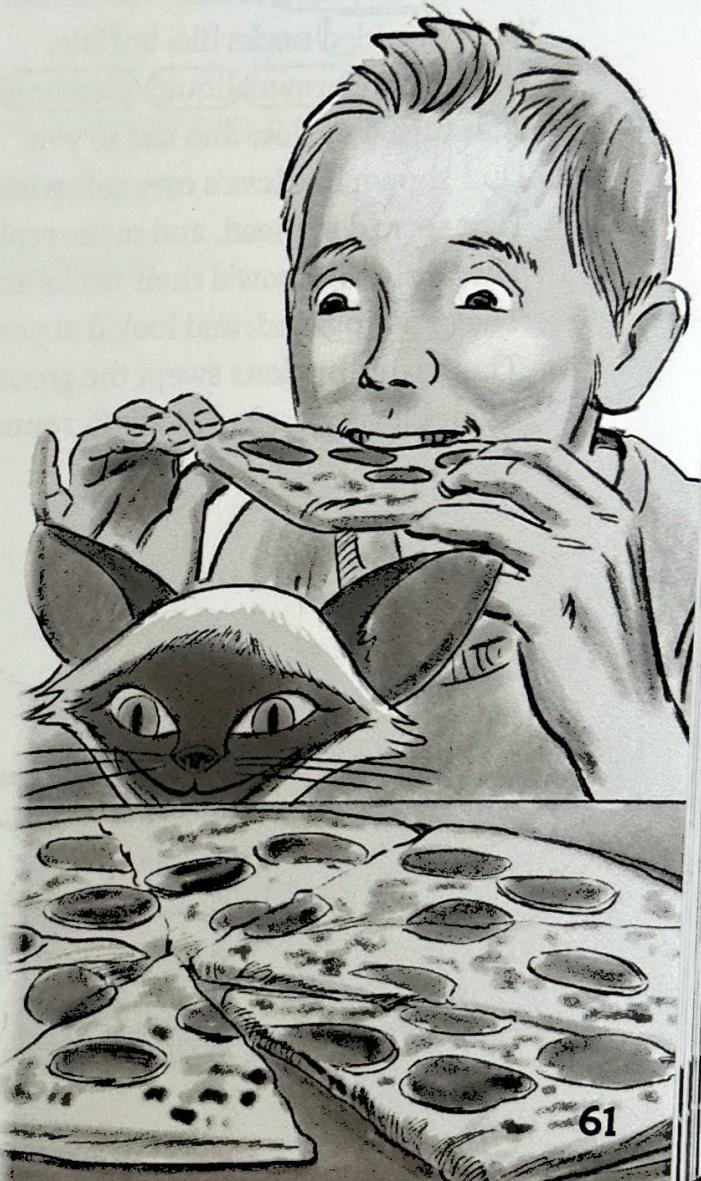
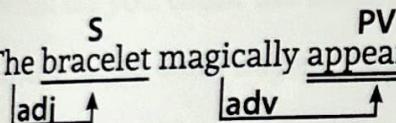
8. The twin anxiously hunted.



9. Quietly, the boy reached down.



10. The bracelet magically appeared.

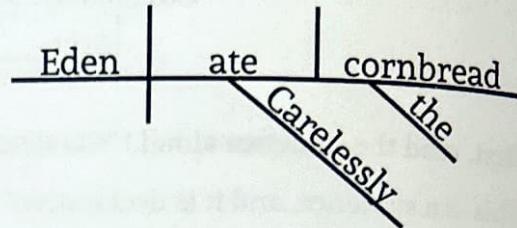
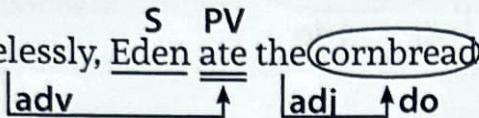


Lesson to Learn

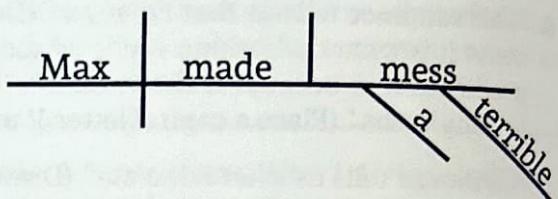
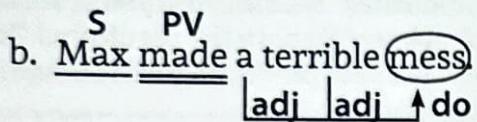
Predicate Verbs & Direct Objects

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

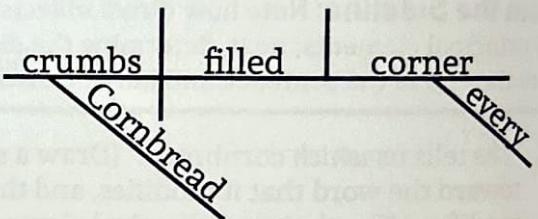
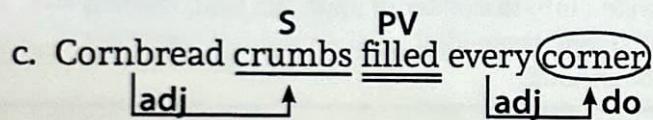
a. Carelessly, Eden ate the cornbread.



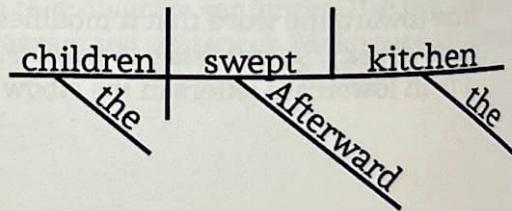
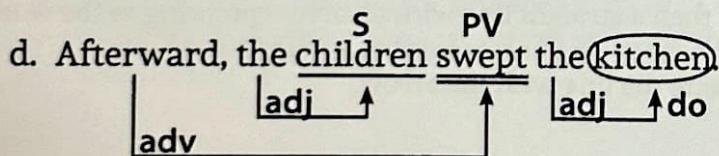
b. Max made a terrible mess.



c. Cornbread crumbs filled every corner.



d. Afterward, the children swept the kitchen.



Lesson to Learn

Predicate Verbs & Direct Objects

2. Imagine Chip was under the table while the children were in the kitchen. Write a sentence including a *direct object* telling what Chip *ate*.

Chip ate the cornbread crumbs.

3. On the lines provided, write the correct abbreviations for the following measurements.

Unit of Measurement	Abbreviation	Unit of Metric Measurement	Abbreviation
inch/inches	in.	millimeter/millimeters	mm
foot/feet	ft.	centimeter/centimeters	cm
yard/yards	yd.	kilometer/kilometers	km
mile/miles	mi.	meter/meters	m

4. On the lines provided, write the definition of a *direct object*. A direct object is an object

that tells what the subject is acting on. It's a noun or pronoun after a transitive

verb.

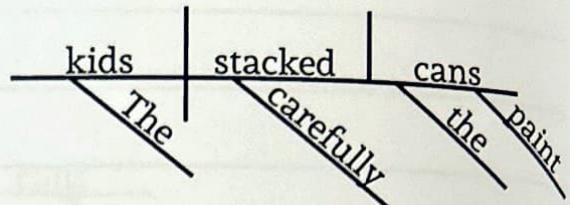


Lesson to Learn

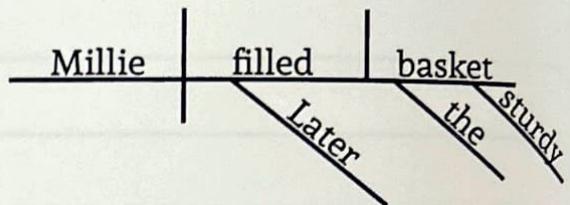
Predicate Verbs & Direct Objects

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

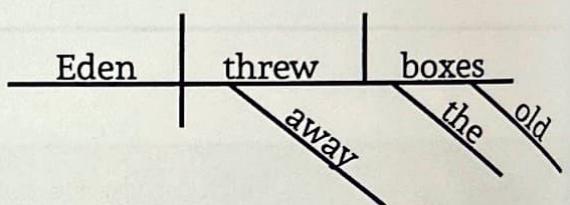
a. The kids carefully stacked the paint cans.
|adj↑ |adv↑ |adj |adj↑ do



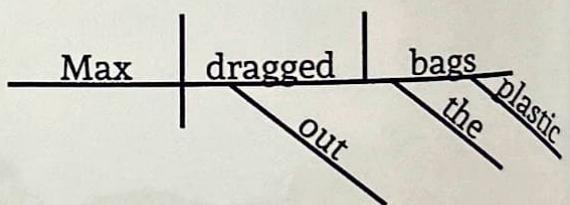
b. Later, Millie filled the sturdy basket.
 |adv ↑ |adj |adj ↑do



c. Eden threw away the old boxes.
 ↑ adv adj adj ↑ do



S	PV
d. <u>Max</u> <u>dragged</u> the plastic <u>bags</u> out.	<u>↑</u> <u>adj</u> <u>adj</u> <u>↑do</u> <u>adv</u>



B

Lesson to Learn

Predicate Verbs & Direct Objects



2. Imagine that Loki found something behind the trashcans. Write *one* sentence telling what Loki found.

Loki found an old ragdoll.

3. Look around your classroom and then, in the table below, write a list of what and who you see, placing them in the correct category: proper or common nouns. Answers will vary. The following are sample answers.

Proper Nouns

Mrs. Smith
Calvin
Otis
Nibbles the Hamster

Common Nouns

pencil
desk
paper clips
books

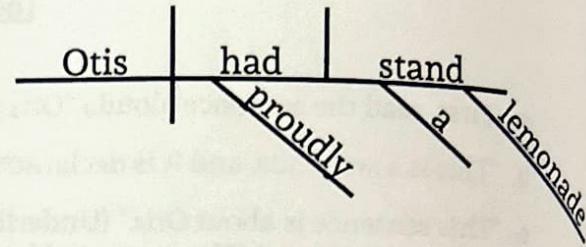
4. Write the definition of a *direct object*. A direct object is an objective element that tells what the subject is acting on. It's a noun or pronoun after the transitive verb.

Lesson to Learn

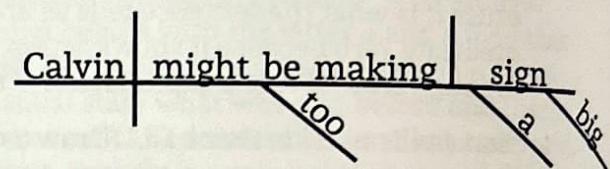
Predicate Verbs & Direct Objects

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

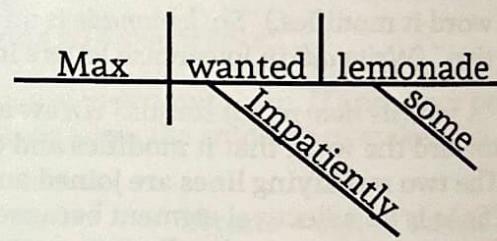
a. Otis proudly had a lemonade stand
S PV
adv adj do



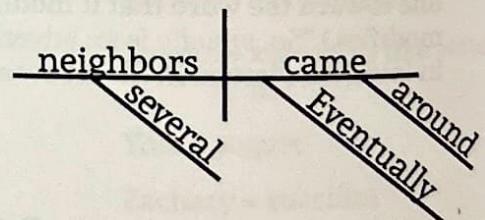
b. Calvin might be making a big sign too.
S hv hv PV
adv adj adj do
adv



c. Impatiently, Max wanted some lemonade.
S PV
adv adj do



d. Eventually, several neighbors came around.
S PV
adv adj do
adv



C

Lesson to Learn

Predicate Verbs & Direct Objects

2. Imagine that Max wanted to help at Otis's lemonade stand. Write *one* sentence telling what Max did at the lemonade stand.

Max stirred the lemonade.

3. Using the verbs provided, fill in the missing transitive verbs in the following sentences.

Example: Otis read the pirate book.

spied

greeted

closed

read

saluted

raised

saw

finished

a. The captain saluted, greeted the crew.

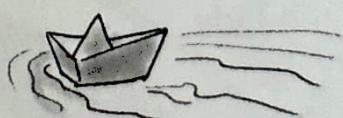
Answers will vary. The examples supplied here are just some of the options that students could choose.

b. The first mate raised, saluted the flag.

c. A crewmember saw, spied a pirate ship.

d. Otis finished, closed the book.

4. Write the definition of a *direct object*. A direct object is an objective element that tells what the subject is acting on. It's a noun or pronoun after the transitive verb.



Sentences for Practice

Predicate Verbs & Direct Objects

ANSWERS

Analyze the following sentences.

1. The October air briskly blew.
adj adj ↑ adv ↑

2. Aunt Bea was pruning the roses.
S hv PV
adj ↑ do

3. Several children are helping now.
adj ↑ adv ↑

4. Uncle Roy was planting a tiny maple tree.
S hv PV
adj adj adj ↑ do

5. The boys were digging a deep hole.
adj ↑ adj ↑ do

6. Suddenly, two boys discovered a heavy brick.
S PV
adv adj ↑ adv adj ↑ do

Sentences for Practice

Predicate Verbs & Direct Objects

7. One boy used the big shovel.
 S PV
 | adj | adj |
 | adv | adj | do

8. Then, Otis lowered the tree down.
 S PV
 | adv |
 | | | |
 | | | |
 | | | |
 | | | |
 | | | |

9. Later, the bell rang loudly.
 S PV
 | adv |
 | | |
 | | |
 | | |

10. The whole family gave thanks together.
 S PV
 | adj | adj | |
 | | | |
 | | | |
 | | | |
 | | | |
 | | | |



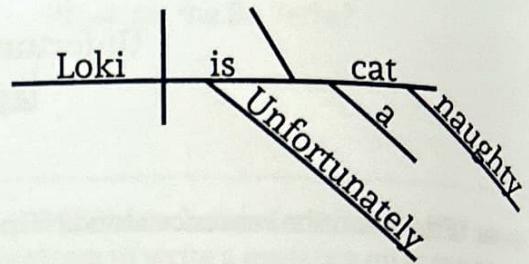
Lesson to Learn

Predicate Nominatives

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

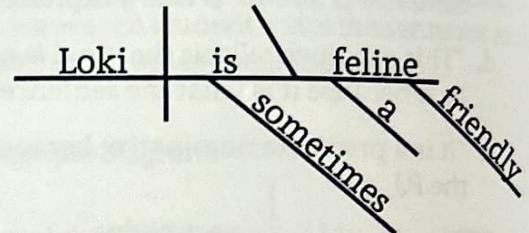
a. Unfortunately, Loki is a naughty cat.

S Iv PN
adv = adj adj up



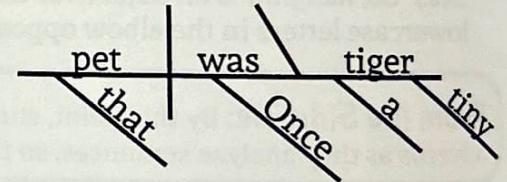
b. Loki is a friendly feline sometimes.

S Iv PN
= adj adj up
 adv



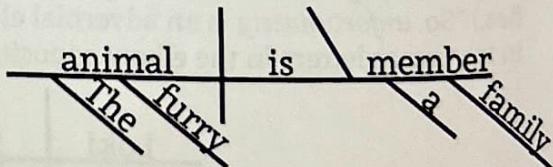
c. Once, that pet was a tiny tiger.

S Iv PN
adj = adj adj up
adv



d. The furry animal is a family member.

S Iv PN
adj adj = adj adj up



Lesson to Learn

Predicate Nominatives

2. Imagine receiving a pet as a gift. Write one sentence about a cuddly pet and include a predicate nominative.

A pet is a cuddly friend.

3. On the lines provided, write what class (type) of verb is in each of the following sentences: *transitive, intransitive, or linking verb*.

Example: *Otis plays the drums.* transitive

a. *Calvin drums* too. intransitive

b. *Oddly Max beats* the table. transitive

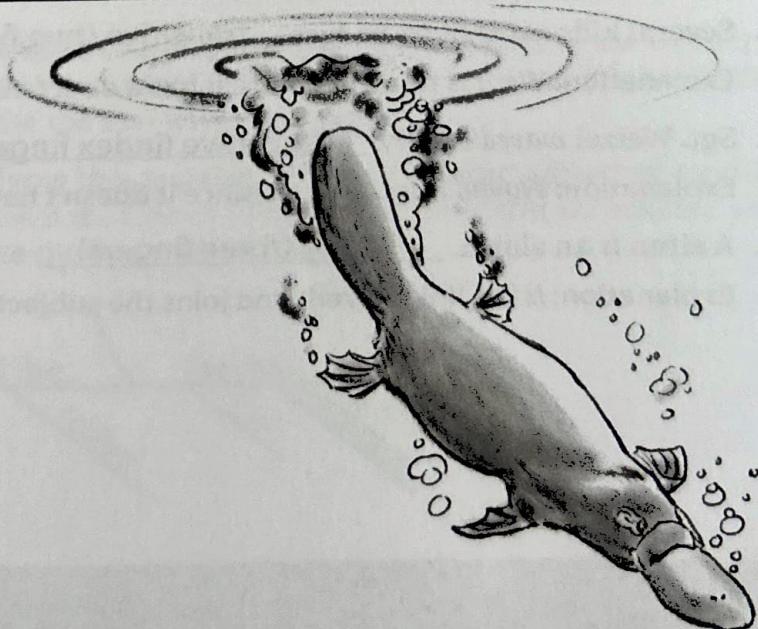
c. *That boy is* not a musician. linking

4. List the *Be Verbs*.

The Be Verbs are: am, is, are, was, were, be, being, been.

5. On the lines provided, write the definition of a predicate nominative.

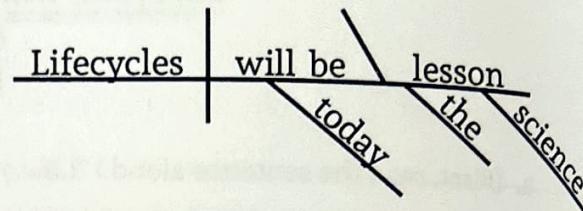
A predicate nominative is a noun or pronoun that follows a linking verb in a sentence and that renames the subject.



Lesson to Learn

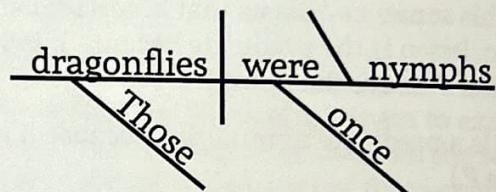
Predicate Nominatives

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



b. Those dragonflies were nymphs once.
S lv PN
adj ↑ ↑ adv

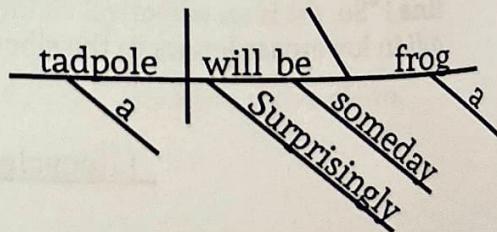
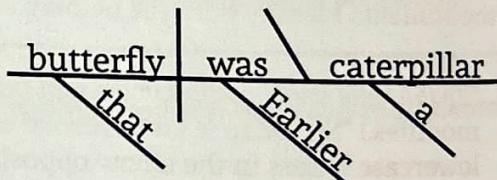
nymphs: immature or baby insects



c. Earlier, that butterfly was a caterpillar.

S IV PN

| | |
adj was adj
↑ ↑ ↑
adv



Lesson to Learn

Predicate Nominatives

2. List the *Be* Verbs.

The Be Verbs are: am, is, are, was, were, be, being, been.

3. On the lines provided, write what class (type) of verb is in each of the following sentences: *transitive, intransitive, or linking* verb.

Example: Popcorn *is* a favorite snack. linking

a. Otis *pops* the kernels. transitive

b. The tiny kernels *are* corn seeds. linking

c. Some kernels *pop* quickly. intransitive

4. Think of three adults (e.g., a teacher, a coach, and a doctor), and then write a sentence about them that lists them using their titles (e.g., Mr., Mrs., Dr.).

My music teacher is Mrs. Smith, my coach is Mr. Howard, and my doctor is Dr. Burg.

5. On the lines provided, write the definition of a predicate nominative.

A predicate nominative is a noun or pronoun that follows a linking verb in a sentence and that renames the subject.



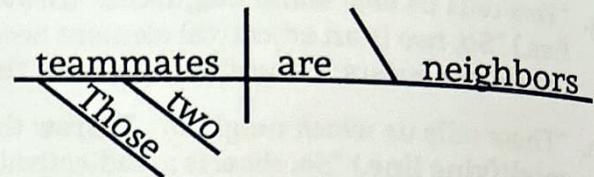
Lesson to Learn

Predicate Nominatives

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

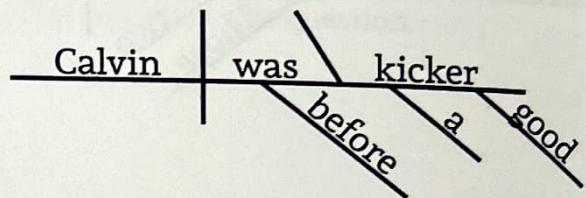
a. Those two teammates are neighbors.

adj adj



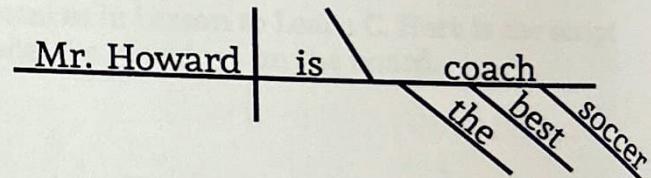
b. Calvin was a good kicker before.

adj adj



c. Mr. Howard is the best soccer coach.

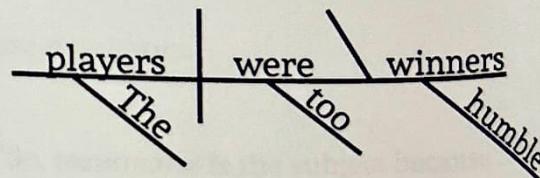
adj adj adj



d. The players were humble winners too.

adj

adv



Lesson to Learn

Predicate Nominatives

2. Think about all the sports that are played on a field. Write a sentence about a field sport and include a *predicate nominative*.

Soccer is a sport.

3. Circle the class (type) of verb that is in each of the following sentences: *transitive* (trans), *intransitive* (intrans), or *linking verb* (lv).

Example: The bicycle *was* an antique. trans intrans (lv)

a. Otis *borrowed* the bike. trans intrans lv

b. The rusty metal links *were* a hazard. trans intrans (lv)

c. Unfortunately, the chain *broke*. trans (intrans) lv

4. What are the *Be Verbs*?

The Be Verbs are: am, is, are, was, were, be, being, been.

5. On the lines provided, write the definition of a predicate nominative.

A predicate nominative is a noun or pronoun that follows a linking verb in a sentence and that renames the subject.

Sentences for Practice

Predicate Nominatives

ANSWERS

Analyze the following sentences.

1. All the schoolmates are cousins.
S lv PN
|adj|adj ↑

2. Millie is a good reader.
S lv PN
|adj|adj ↑

3. Otis is a math student.
S lv PN
|adj|adj ↑

4. The children were young scholars.
S lv PN
|adj| ↑ |adj| ↑

5. Calvin was an Adventure Scout.
S lv PN
|adj| ↑

6. Phoebe is a junior scout.
S lv PN
|adj|adj ↑

Sentences for Practice

Predicate Nominatives

ANSWERS

7. Max ^S ^{lv} ^{adj} ^{PN}
is a kindergartener.

8. That classmate ^S ^{lv} ^{adv} ^{adj} ^{PN}
is also a kindergartener.

9. Mom ^S ^{lv} ^{adj} ^{adj} ^{PN}
is a PTA member.

10. Soon, Mrs. Smith ^S ^{lv} ^{adj} ^{adj} ^{PN}
will be the music advisor.



Clever Riddles

Predicate Nominatives

ANSWERS

From the Sideline: Clever Riddles is included as an enjoyable extra, which you can do as a class or assign to individuals who finish their work early. See if you can find more riddles with answers that include predicate nominatives.

Riddles are great ways to play with language. In the puzzles below, see if you can use the word clues to find the answers. They may be a little challenging, but try using what you've learned about grammar to figure them out. When you do, write each answer using a sentence with a predicate nominative.

1. Once there was a cowboy who rode into town on Monday. He stayed for three nights and then left on Monday. How is this possible?

Answer: Monday is the horse.

2. Joe's coach had five players on his team: January was the tallest, February was the fastest, March was the most aggressive, and April was just moody. What was the name of the fifth player?

Answer: Joe was the fifth player.

3. Elizabeth, Elspeth, Betsy, and Bess—they all went together to seek a bird's nest. They found one with five eggs in it. They each took one, and left four in it. How can this be?

Answer: Elizabeth, Elspeth, Betsy, and Bess are one person.

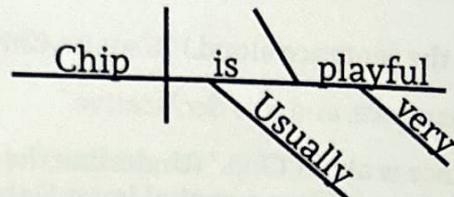


Lesson to Learn

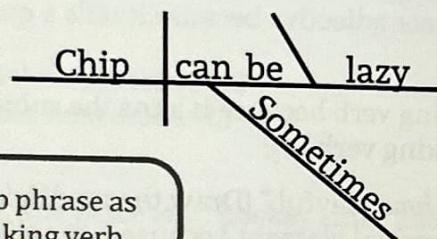
Predicate Adjectives

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

a. Usually, Chip ^S ^{lv} ^{PA} is very playful.
adv adv ↑ ↑

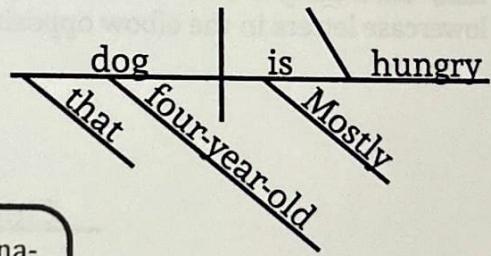


b. Sometimes, Chip ^S ^{lv} ^{PA} can be lazy.
adv ↑



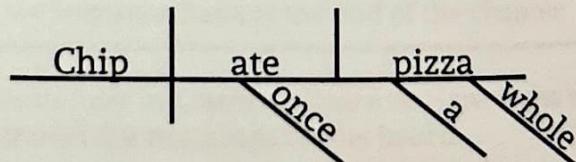
From the Sideline: Remind the students to mark the verb phrase as *lv* and to double underline both the helping verb and the linking verb.

c. Mostly, that four-year-old dog ^S ^{lv} ^{PA} is hungry.
adj adj ↑ ↑
adv



From the Sideline: Students may be confused regarding how to analyze and diagram the hyphenated age. Feel free to tell them it should be treated as a compound adjective.

d. Chip ^S ^{PV} once ate a whole pizza
adv ↑ adj adj ↑ do



Lesson to Learn

Predicate Adjectives

2. List the *Be Verbs*.

The Be Verbs are: am, is, are, was, were, be, being, been.

3. Think about what your own pet or a friend's pet is like and then write the following sentences about it.

a. Write one sentence including a *predicate adjective*.

The dog is frisky.

b. Write one sentence including a *predicate verb*.

The dog eats beef bones.

c. Write one sentence including a *predicate nominative*.

That loyal dog is Chip.

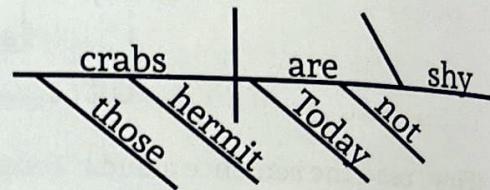
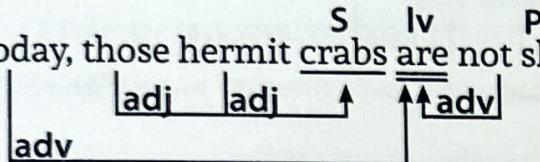


Lesson to Learn

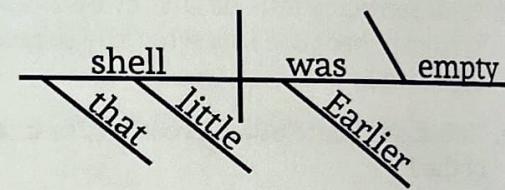
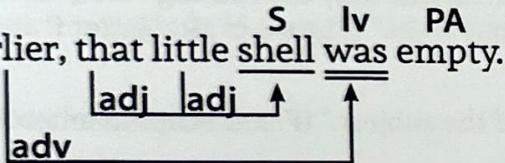
Predicate Adjectives

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

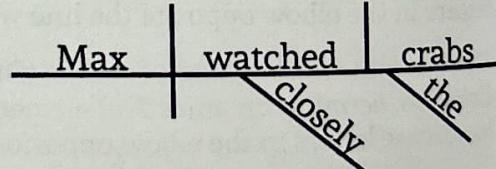
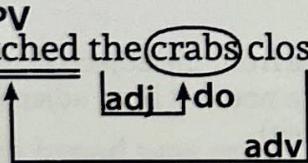
a. Today, those hermit crabs are not shy.



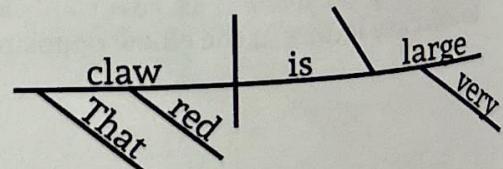
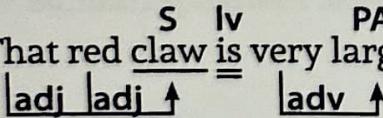
b. Earlier, that little shell was empty.



c. Max watched the crabs closely.



d. That red claw is very large.



Lesson to Learn

Predicate Adjectives

2. What is a predicate adjective?

A predicate adjective is an adjective that tells a quality of the subject.

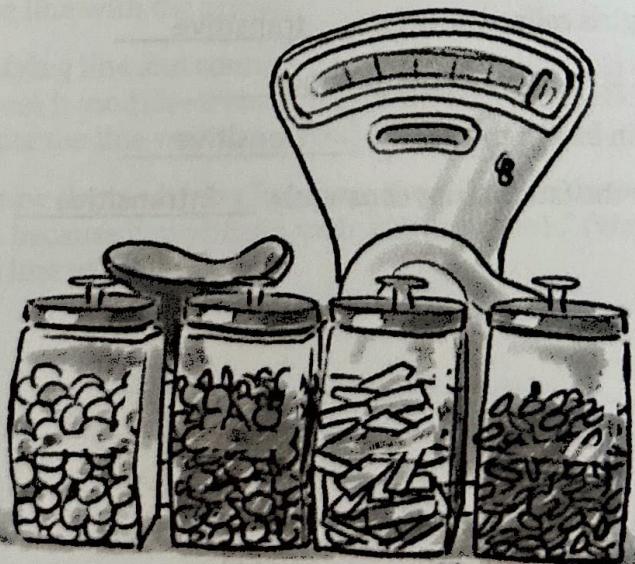
3. Circle the class (type) of verb that is in each of the following sentences: *transitive* (trans), *intransitive* (intans), or *linking verb* (lv). Underline any proper adjectives.

Example: The kitchen was clean. trans intrans (lv)

- Two girls boiled Italian noodles. (trans) intrans lv
- The French bread was crunchy. trans intrans (lv)
- The Sicilian spaghetti sauce bubbled. trans (intans) lv
- Now the kitchen was a mess. trans intrans (lv)

4. Imagine eating the meal the girls cooked, and then write a sentence about *spaghetti* and include a *predicate nominative*.

Spaghetti noodles are pasta.

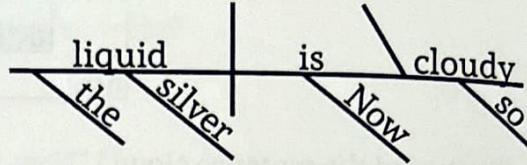
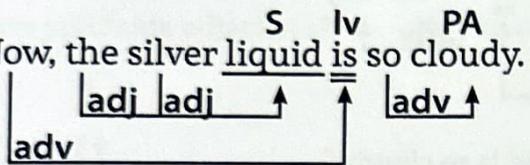


Lesson to Learn

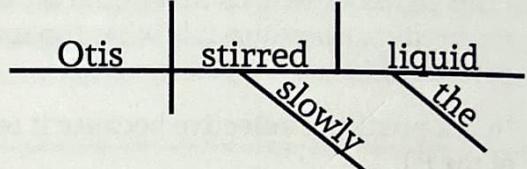
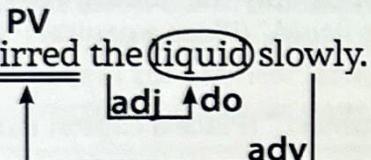
Predicate Adjectives

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

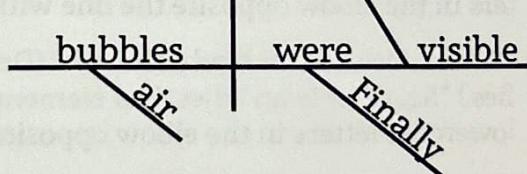
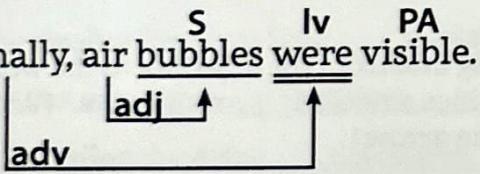
a. Now, the silver liquid is so cloudy.



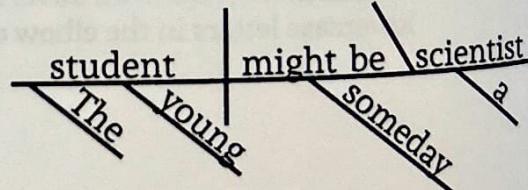
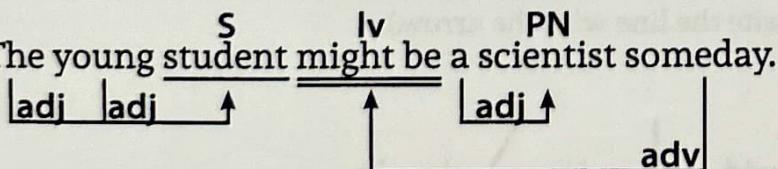
b. Otis stirred the liquid slowly.



c. Finally, air bubbles were visible.



d. The young student might be a scientist someday.



Lesson to Learn

Predicate Adjectives

2. What is a *predicate adjective*?

A predicate adjective is an adjective that tells a quality of the subject.

5. Imagine doing a science experiment, and then write the following sentences about it.

a. Write one sentence including a *predicate adjective*.

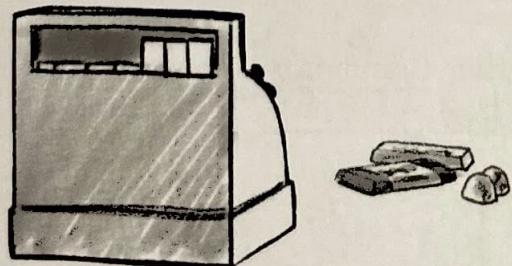
The science experiment is successful.

b. Write one sentence including a *predicate verb*.

The science experiment exploded everywhere.

c. Write one sentence including a *predicate nominative*.

The homemade volcano was the science experiment.



Sentences for Practice

Predicate Adjectives

ANSWERS

Analyze the following sentences.

1. The dinner arrangement was beautiful.
|adj |adj |↑

2. The centerpiece was a colorful basket.

S	IV	PN
<u>adj</u>	<u>adj</u> <u>adj</u>	

3. Millie might not be hungry. PA
|adv↑

5. The youngest should not be full.
 |adj ↑ |adv↑

6. Earlier, Grandma was creative.

From the Sideline: When a linking verb has a helping verb, we usually mark the entire verb phrase with *lv*. Because the verb phrases are split with adverbs in sentences 3 and 5 on this sheet, some students may wish to mark *hv* over the helping verbs. If so, they are not incorrect. The verb phrase can be marked either way.

Sentences for Practice

Predicate Adjectives

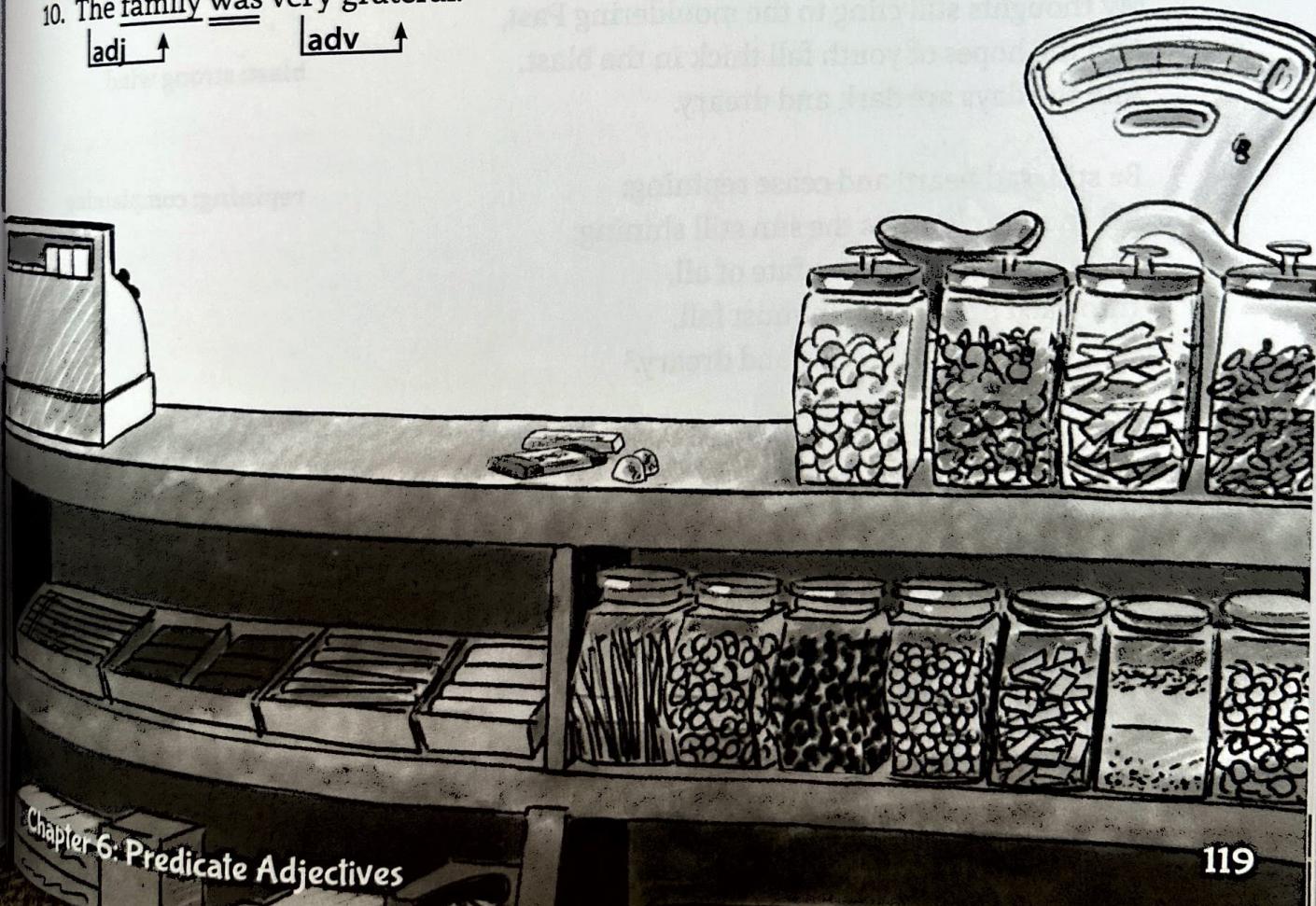
ANSWERS

7. Grandma ^S ^{Iv} ^{PV} ^{PN}
is a chili queen.
|adj|adj|↑

8. Eden ^S ^{adv} ^{PV}
usually has ^{adj} a second bowl
|adj|adj|↑ do

9. Afterward, the chili bowl ^S ^{Iv} ^{PA}
was empty.
|adj|adj|↑
adv

10. The family ^S ^{Iv} ^{PA}
was ^{adj} ^{adv} ^{PA}
very grateful.

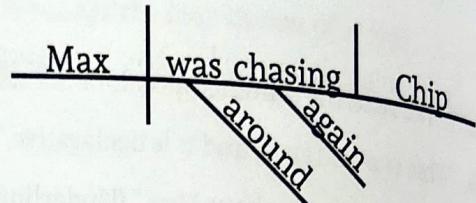


Lesson to Learn

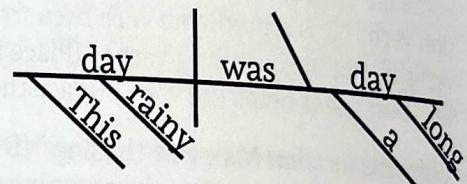
Predicate Review

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

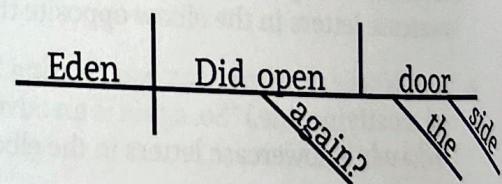
a. S hv PV
Max was chasing Chip around again.
 do adv adv



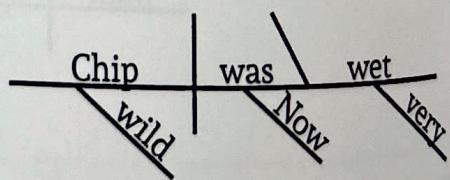
b. S lv PN
This rainy day was a long day.
 adj adj up adj adj up



c. hv S PV
Did Eden open the side door again?
 adj adj up do adv



d. Now, wild S lv PA
Chip was very wet.
 adv adj up adv up



Lesson to Learn

Predicate Review

2. Imagine that after Chip comes inside, he knocks over a jar of molasses. Write three sentences about what happens using these classes of verbs: *transitive*, *intransitive*, or *linking*. (You may also add helping verbs if needed.)

a. Intransitive verb: The molasses jar tipped over.

b. Transitive verb: The sticky dog licked the syrup.

c. Linking verb: Chip was a mess.

3. On the lines provided, write the definition of a *predicate nominative*.

A predicate nominative is a noun or pronoun that renames the subject.

4. List the *Be Verbs*.

The Be Verbs are: am, is, are, was, were, be, being, been.

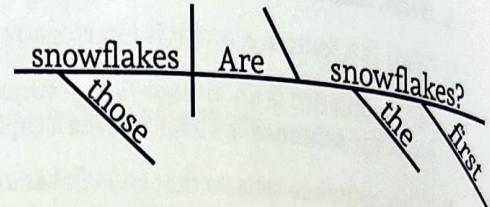


Lesson to Learn

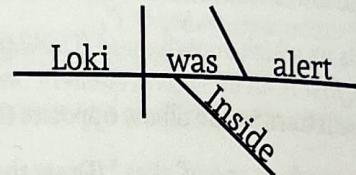
Predicate Review

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

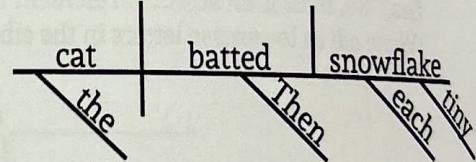
a. lv S PN
Are those snowflakes the first snowflakes?
adj adj adj adj



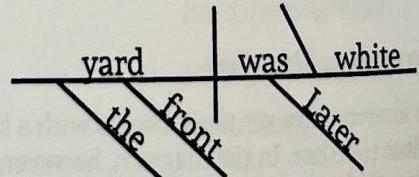
b. Inside, S lv PA
Inside, Loki was alert.
adv adv



c. Then the S PV
Then the cat batted each tiny snowflake.
adj adj adj adj do
adv



d. Later, the front S lv PA
Later, the front yard was white.
adj adj adv



Lesson to Learn

Predicate Review

2. Dates are sometimes written only with numerals and slash marks, such as 2/10/1763, which represent the month, day, and year. In a sentence, you would write the date by spelling out the month and using a comma to separate the day from the year: February 10, 1763.

Write out, in words, the following dates of historic events. Be sure to write complete sentences.

Example: The end of the French and Indian War: 2/10/1763. The date was February 10, 1763.

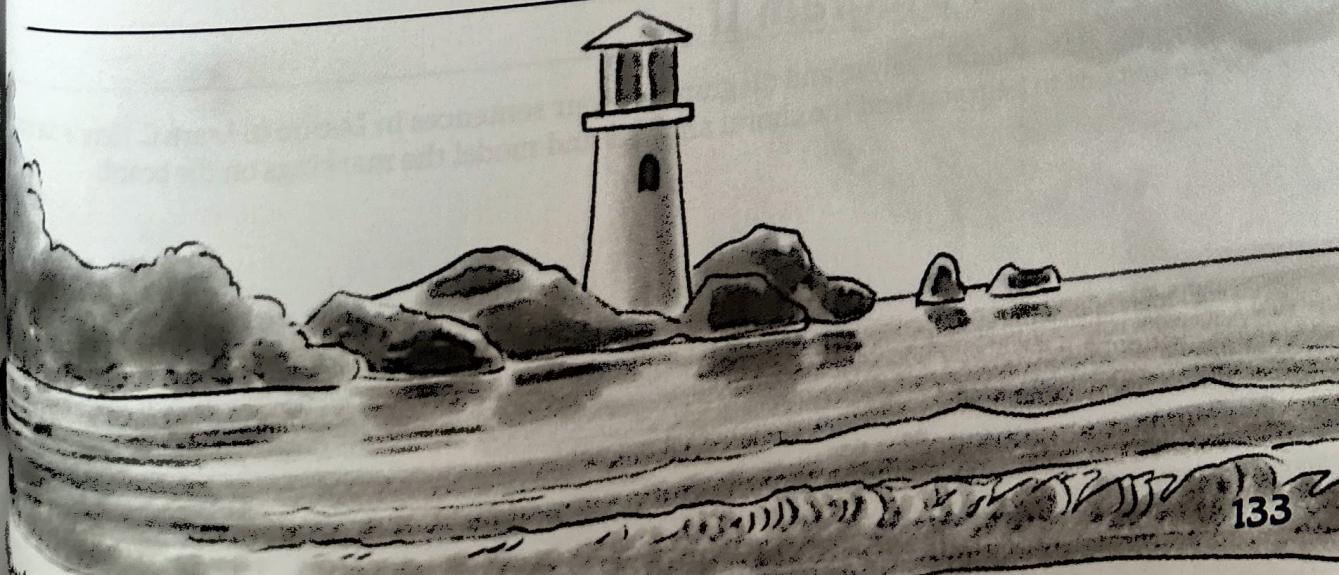
a. The end of the Revolutionary War: 9/3/1783. The date was September 3, 1783.

b. The end of the Civil War: 5/9/1865. The date was May 9, 1865.

c. The end of World War I: 11/11/1918. The date was November 11, 1918.

3. On the lines provided, write the definition of a predicate adjective.

A predicate adjective is an adjective that tells a quality of the subject.

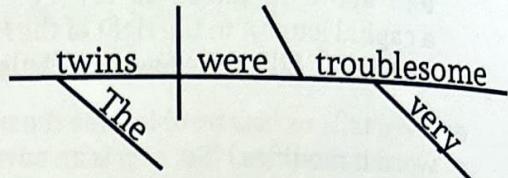
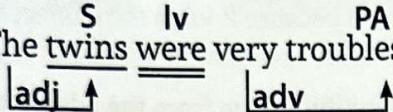


Lesson to Learn

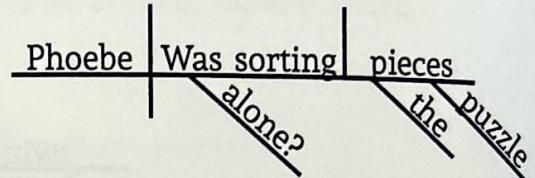
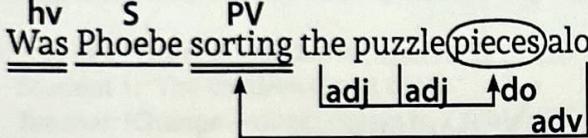
Predicate Review

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

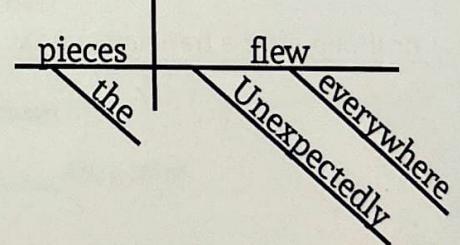
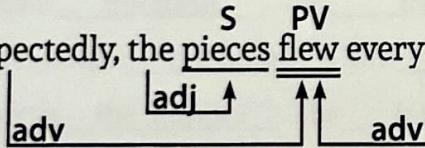
a. The twins were very troublesome.



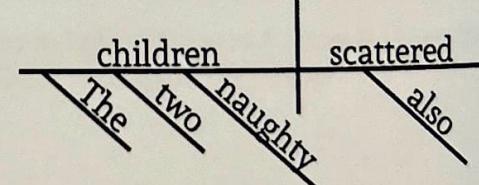
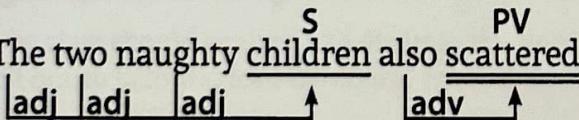
b. Was Phoebe sorting the puzzle(pieces)alone?



c. Unexpectedly, the pieces flew everywhere.



d. The two naughty children also scattered.



Lesson to Learn

Predicate Review

2. Imagine Phoebe chasing the twins. Write three sentences about what happens, being sure to use one of each of these classes of verbs in the sentences: *transitive, intransitive, or linking*. (You may also use helping verbs.)

a. Intransitive verb: The twins ran outside.

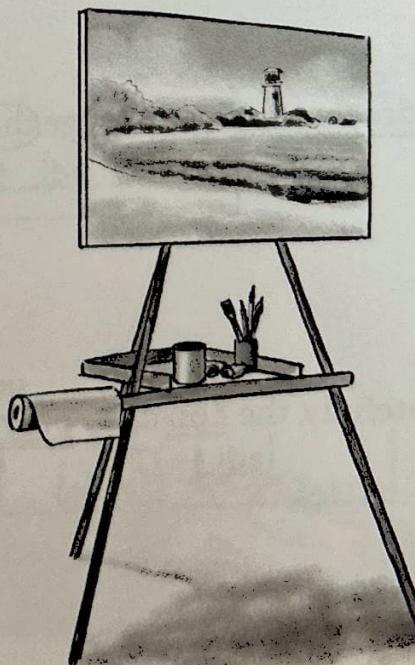
b. Transitive verb: Phoebe chased the twins everywhere.

c. Linking verb: Phoebe is a fast runner.

4. On the lines provided, write the definition of a *direct object*.

A direct object is an objective element that tells what the subject is acting on. It is a noun or

pronoun after a transitive verb.

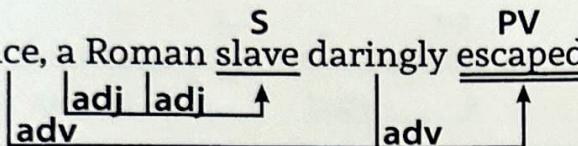


Sentences for Practice—Tale Predicate Review

ANSWERS

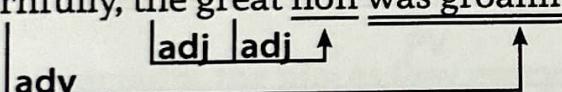
Analyze the following sentences, which tell a shortened version of the ancient Roman tale "Androclus and the Lion."

1. Once, a Roman slave daringly escaped.

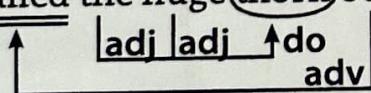


From the Sideline: These extra practice sentences are a synopsis of the tale "Androclus and the Lion." The tale and the extended lesson notes are on the following pages.

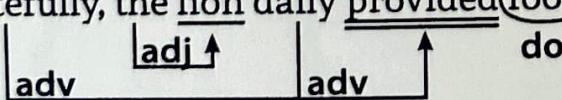
S hv PV
3. Mournfully, the great lion was groaning.



4. Androclus pulled the huge thorn out.



5. Gratefully, the lion daily provided food



Sentences for Practice—Tale

Predicate Review

ANSWERS

6. The two friends were captured unexpectedly.

S hv PV
adj adj ↑ adv

7. Androclus was a prisoner again.

S lv PN
adj ↑ adv

8. The fierce lion was very hungry.

S lv PA
adj adj ↑ adv ↑

9. Did the emperor summon Androclus?

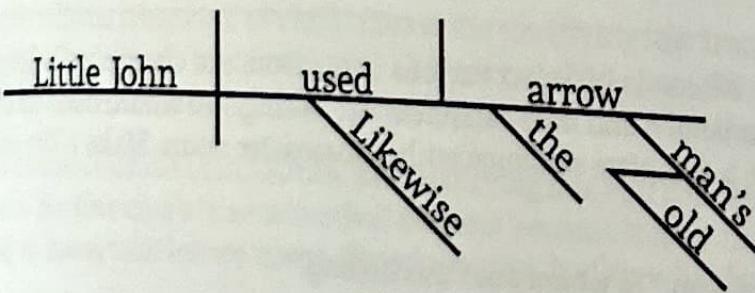
hv S PV
adj ↑ do

10. Afterward, the two friends were free.

adv S lv PA
adj adj ↑



When you diagram a sentence that has an adjective modifying a possessive noun, the modifying diagonal line under the noun has a second modifying line off of the first. The article is under the direct object. For example, *old* is placed under *man's* and *man's* is under the direct object



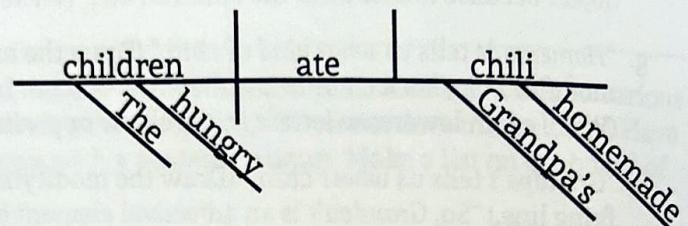
Lesson to Learn

Possessive Nouns

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

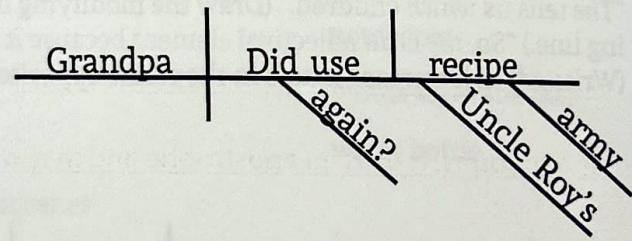
a. The hungry children ate Grandpa's homemade chili

S PV
adj adj ↑ adj adj ↑ do



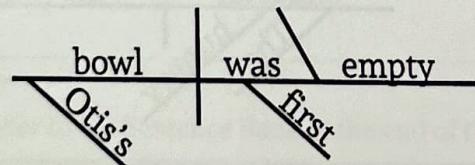
b. Did Grandpa use Uncle Roy's army recipe again?

hv S PV
↑ adj adj ↑ do
adv



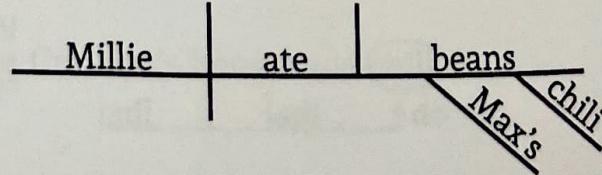
c. Otis's bowl was empty first.

S Iv PA
adj ↑ ↑ adv



d. Millie ate Max's chili beans

S PV
adj adj ↑ do



Lesson to Learn

Possessive Nouns

2. Imagine you are having chili for dinner. Write a sentence about it and include a *possessive noun*.

Mom's chili is the best!

3. Fill in the missing day of the week: **Answers will vary depending on the day of the week on which you do this lesson. If the day is *Monday*, the answers will be as listed here.**

a. Yesterday was Sunday.

b. Three days ago, the day was Friday.

c. Tomorrow will be Tuesday.

d. In five days, it will be Saturday.

4. On the lines provided, write the definition of *possessive noun*.

A possessive noun is a noun that shows ownership and behaves like an adjective. It modifies other nouns. It uses an apostrophe and may use the letter s.



Lesson to Learn

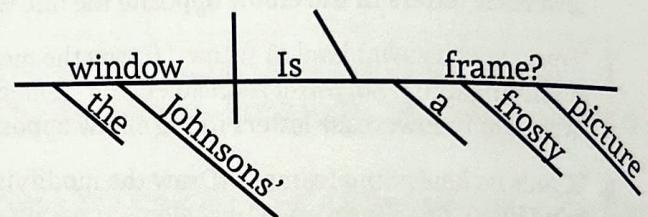
Possessive Nouns

B

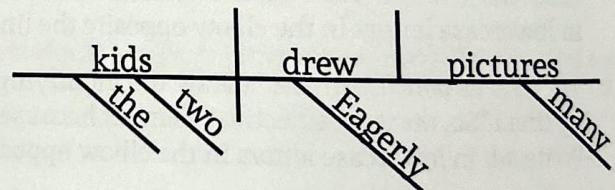
1. Analyze the following sentences, and then diagram them in the space provided. Use a ruler to draw the lines.

a. lv s PN
Is the Johnsons' window a frosty picture frame?

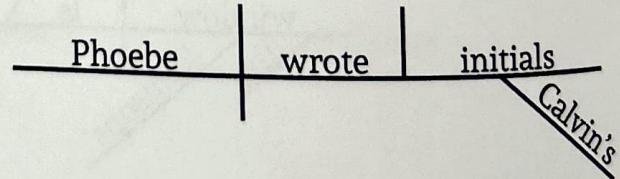
adj adj ↑ adj adj adj ↑



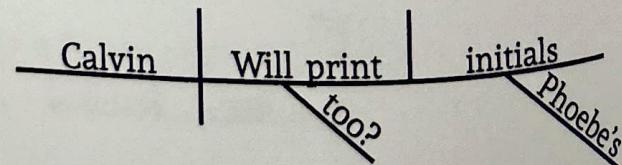
b. S PV
Eagerly, the two kids drew many pictures
adv adj adj ↑ adj ↑ do



c. S PV
Phoebe wrote Calvin's initials
adj ↑ do



d. hv S PV
Will Calvin print Phoebe's initials too?
adj ↑ do
adv



B

Lesson to Learn Possessive Nouns

2. On the lines provided, write Rule 1 of commas (a comma in a series).

Use a comma to separate items listed in a series of words, phrases, and subordinate clauses.

3. On the lines provided, rewrite each of the following sentences with correct punctuation and capitalization.

a. the johnsons saw lions tigers and bears at the zoo

The Johnsons saw lions, tigers, and bears at the zoo.

b. four elephants nibbled grasses leaves and hay

Four elephants nibbled grasses, leaves, and hay.

c. edens sandal suddenly flew into the giraffes cage

Eden's sandal suddenly flew into the giraffe's cage.

From the Sideline: Every time your students hesitate about the differences among *to*, *two*, and the adverb *too*, use a rhythmic chant, as if it's a cheer at a sporting event:

T-O ... preposition!

T-W-O ... the number two!

T-O-O ... means *also* and *very* (ad-verb)!



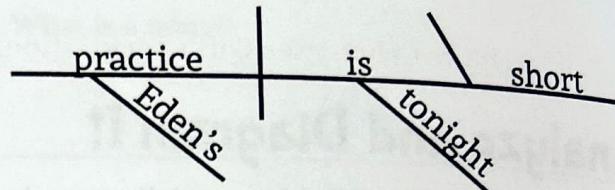
Lesson to Learn

Possessive Nouns

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

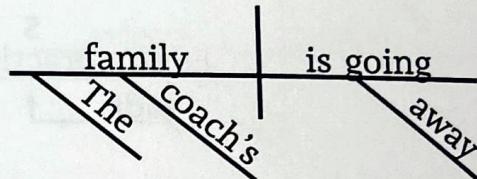
a. Eden's practice is short tonight.

S lv PA
adj = adv



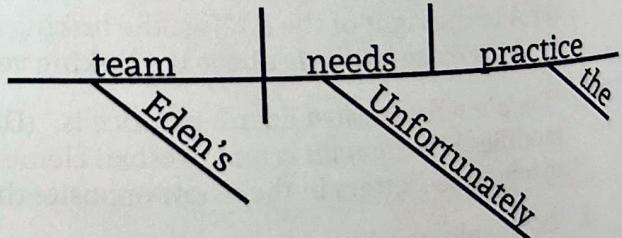
b. The coach's family is going away.

S hv PV
adj adj ↑ adv



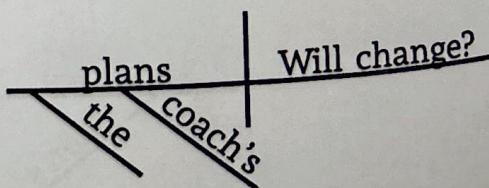
c. Unfortunately, Eden's team needs the practice.

S PV
adj =
adv ↑ adj do



d. hv the coach's plans change?

S PV
adj adj ↑



Lesson to Learn

Possessive Nouns

2. On the lines provided, rewrite each of the following sentences with correct punctuation and capitalization.

a. often calvin uses otiss socks shoes and basketball

Often, Calvin uses Otis's socks, shoes, and basketball.

b. sometimes calvin likes otiss extra jersey

Sometimes, Calvin likes Otis's extra jersey.

c. will calvin borrow otiss mouth guard too

Will Calvin borrow Otis's mouth guard too?

3. On the lines provided, write the definition of a *possessive noun*.

A possessive noun is a noun that shows ownership and behaves like an adjective. It modifies other nouns. It uses an apostrophe and may use the letter s.



Sentences for Practice

Possessive Nouns

ANSWERS

Analyze the following sentences.

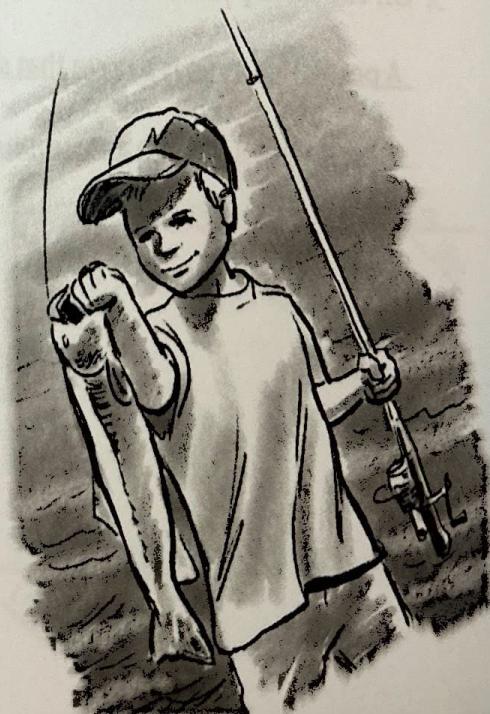
1. S PV
Dad invited Otis's team over.
|
adj do
adv

2. Calvin's basketball S PV team came too.
|
adj adj ↑ adv

3. Many S PV players ate Aunt Bea's famous dip.
|
adj ↑ adj adj ↑ do

4. Eden's S PV friend had two enchiladas.
|
adj ↑ adj ↑ do

5. The new kid's little S PV brother came.
|
adj adj adj ↑



Sentences for Practice

Possessive Nouns

ANSWERS

6. Later, Otis's basketball coach even stopped by.

```
graph TD; Later[Later] -- adv --> stopped[stopped]; Later -- adv --> S[S]; S -- adj --> coach[coach]; PV[PV] -- adv --> stopped; PV -- adv --> PV;
```

7. Max's tiny, tawny hamster escaped. S PV
|adj |adj |adj ↑

8. Otis's friends looked around.
|adj ↑ ↑ adv|