

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

- a. Where did Calvin get that power squirt gun?

Dec (Int) Imp Ex

- b. Otis hid in the bushes near the garage.

(Dec) Int Imp Ex

- c. Watch out for Calvin.

Dec Int (Imp) Ex

- d. 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.

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

---

---

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

---

---

- c. 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

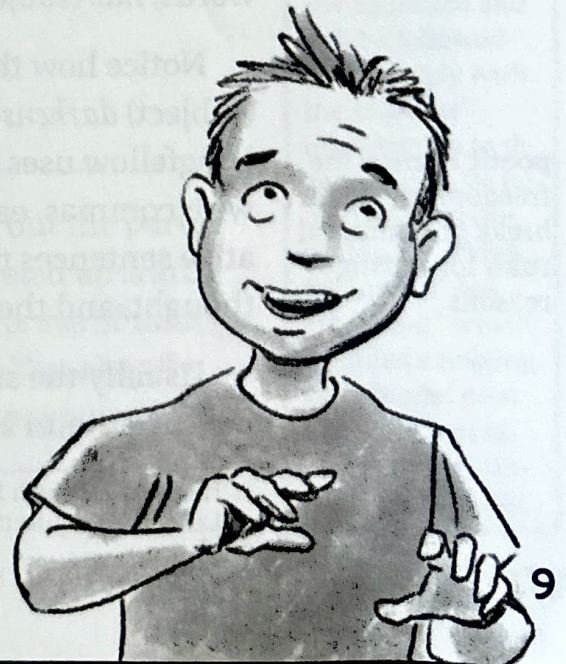
h. Is a *Cucurbita maxima* a pumpkin? Int

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.

a. <sup>S</sup> <sup>hv</sup> <sup>PV</sup>  
Geese are flying.

Geese | are flying

b. <sup>S</sup> <sup>PV</sup>  
Loki watches.

Loki | watches

c. <sup>S</sup> <sup>hv</sup> <sup>PV</sup>  
Leaves are fluttering.

Leaves | are fluttering

d. <sup>S</sup> <sup>hv</sup> <sup>PV</sup>  
Otis is raking.

Otis | is raking

e. <sup>S</sup> <sup>hv</sup> <sup>PV</sup>  
Eden was helping.

Eden | was helping

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





# 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. ruler to draw the lines.

a. <sup>S</sup> Branches <sup>hv</sup> are swaying. <sup>PV</sup>

Branches | are swaying

b. <sup>S</sup> Loki <sup>PV</sup> prowls.

Loki | prowls

c. <sup>S</sup> Mice <sup>hv</sup> will scamper. <sup>PV</sup>

Mice | will scamper

d. <sup>S</sup> Chip <sup>hv</sup> is barking. <sup>PV</sup>

Chip | is barking

e. <sup>S</sup> Eden <sup>PV</sup> screams.

Eden | screams





# Lesson to Learn

## Four Kinds of Sentences & Principal Elements

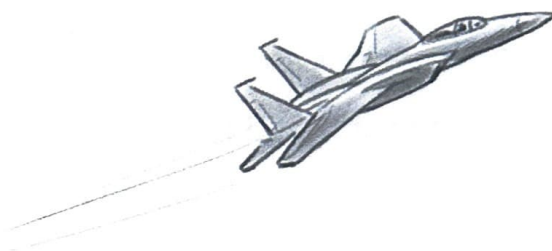
2. On the lines provided, list the *subjects* from the sentences you analyzed on page 20.

- 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

ANSWERS

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-part structure. It includes a separate section for 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.

1. <sup>S</sup> Kettles <sup>PV</sup> whistle.

2. <sup>S</sup> Kids <sup>hv</sup> are <sup>PV</sup> giggling.

3. <sup>S</sup> Clocks <sup>hv</sup> are <sup>PV</sup> ticking.

4. <sup>S</sup> Loki <sup>hv</sup> might <sup>PV</sup> nap.

5. <sup>S</sup> Curtains <sup>hv</sup> will <sup>PV</sup> rustle.

6. <sup>S</sup> Grandma <sup>hv</sup> is <sup>PV</sup> reading.



# Sentences for Practice

## Four Kinds of Sentences & Principal Elements

ANSW

7. <sup>S</sup> Soup <sup>PV</sup> boils.

8. <sup>S</sup> Faucets <sup>hv</sup> are <sup>PV</sup> dripping.

9. <sup>S</sup> Doors <sup>hv</sup> are <sup>PV</sup> squeaking.

10. <sup>S</sup> Chip <sup>PV</sup> barks.

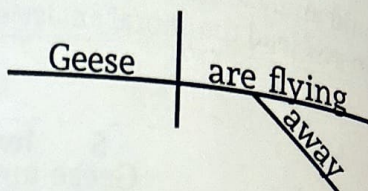


# Lesson to Learn

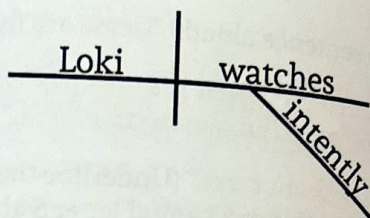
## Adverbs

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

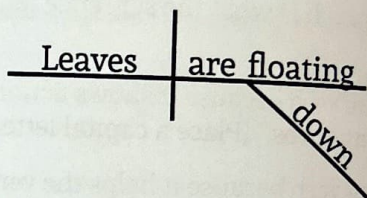
a. S hv PV  
a. Geese are flying away.  
↑ adv



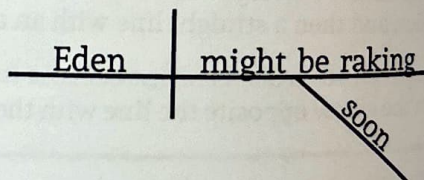
b. S PV  
b. Loki watches intently.  
                  ↑     adv



c. S  $h\nu$  PV  
Leaves are floating down.  
 $\uparrow$  adv



d. S Eden <sup>hv</sup>might <sup>PV</sup>be raking <sup>adv</sup>soon.





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.

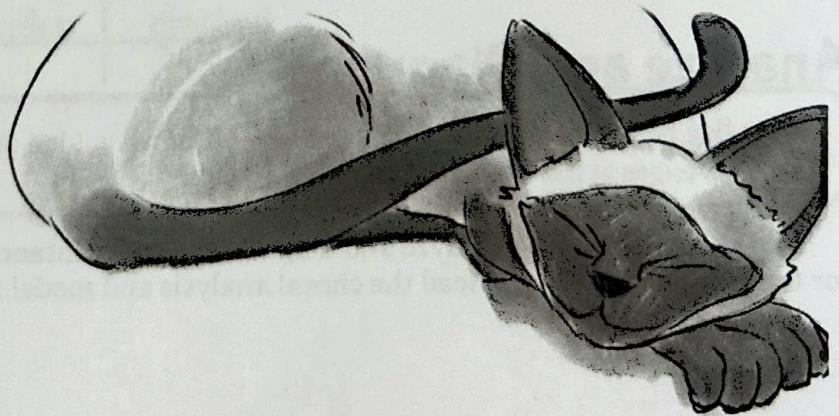
4. On the lines provided, write your address, using correct capitalization and punctuation.

Answers will vary. Here's an example:

Millie Chase

1827 Coney Ln.

Cincinnati, Ohio 45040



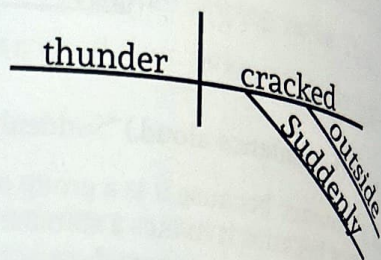


# Lesson to Learn

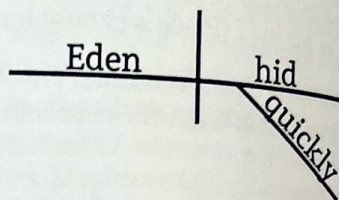
## Adverbs

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

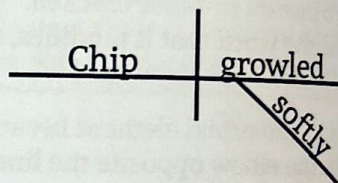
a. Suddenly thunder cracked outside.  
           adv                   ↑↑           adv



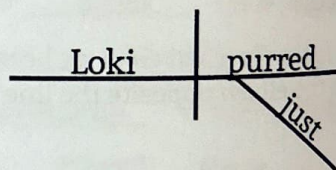
b. Eden quickly hid.  
           adv           ↑



c. Chip growled softly.  
           ↑           adv



d. Loki just purred.  
           adv   ↑



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

Thunder rumbles continually.



# 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.

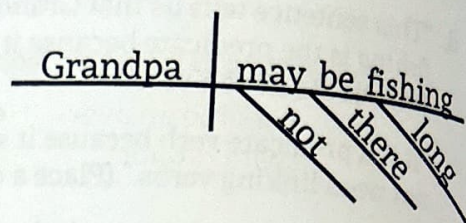
4. What is an adverb?

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

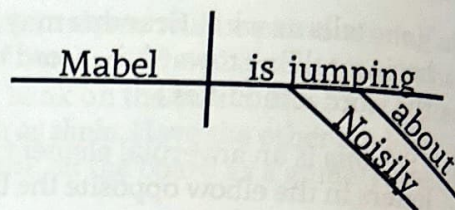




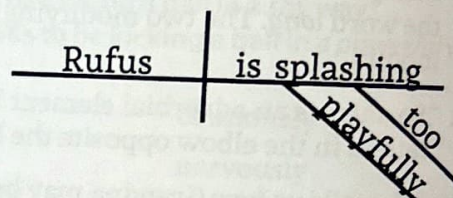
- a. Grandpa <sup>S</sup> may <sup>hv</sup> not be fishing <sup>hv PV</sup> there long.  
|adv| ↑↑ |adv| |adv|



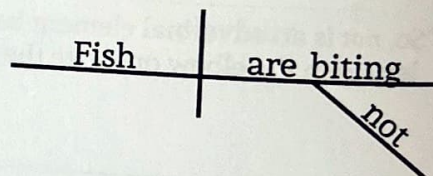
- b. Noisily, Mabel is jumping about.
- S   hv   PV
- |adv|   |adv|   |adv|
- ↑↑



- c. Rufus <sup>S</sup> is <sup>hv</sup> playfully splashing <sup>PV</sup> too.  
 |adv      ↑↑      adv|



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



- 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?*



# Adverbs

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

1. <sup>S</sup>Legs <sup>PV</sup>complained slowly.  
                    ↑  
                    adv

3. S Hands did not move.  
                    |  
                    adv ↑

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

42



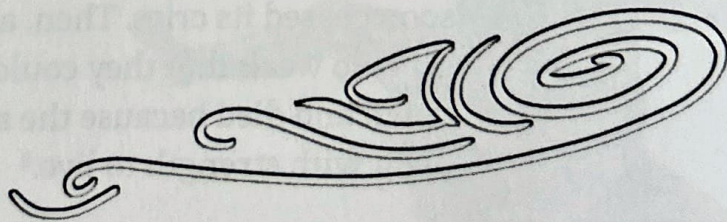
# ANSWERS

7. <sup>S</sup>Teeth <sup>hv</sup>did not <sup>PV</sup>grind.

8. <sup>S</sup> Stomach <sup>PV</sup> objected quickly.  
 ↑  
 adv

9. Limbs <sup>S</sup> merely laughed. <sup>PV</sup>  
|adv ↑

10. <sup>S</sup> <sup>PV</sup>  
Soon, Body ceased.  
|adv                    ↑





# Lesson to Learn

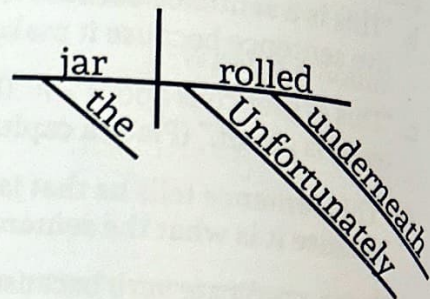
## Adjectives



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

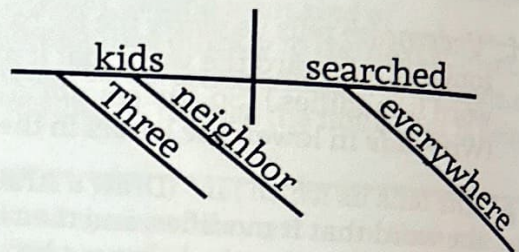
a. Unfortunately, the jar rolled underneath.

Diagram labels: adv (under Unfortunately), adj (under the), S (above jar), PV (above rolled), adv (under underneath).



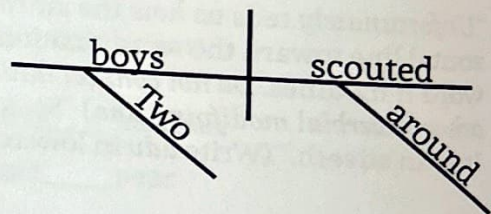
b. Three neighbor kids searched everywhere.

Diagram labels: adj (under Three), adj (under neighbor), S (above kids), PV (above searched), adv (under everywhere).



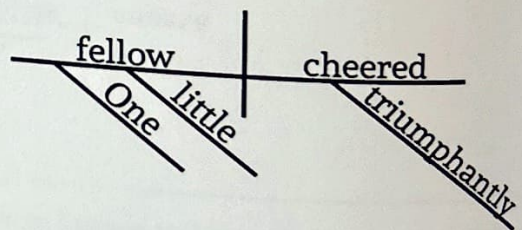
c. Two boys scouted around.

Diagram labels: adj (under Two), S (above boys), PV (above scouted), adv (under around).



d. One little fellow cheered triumphantly.

Diagram labels: adj (under One), adj (under little), S (above fellow), PV (above cheered), adv (under 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.

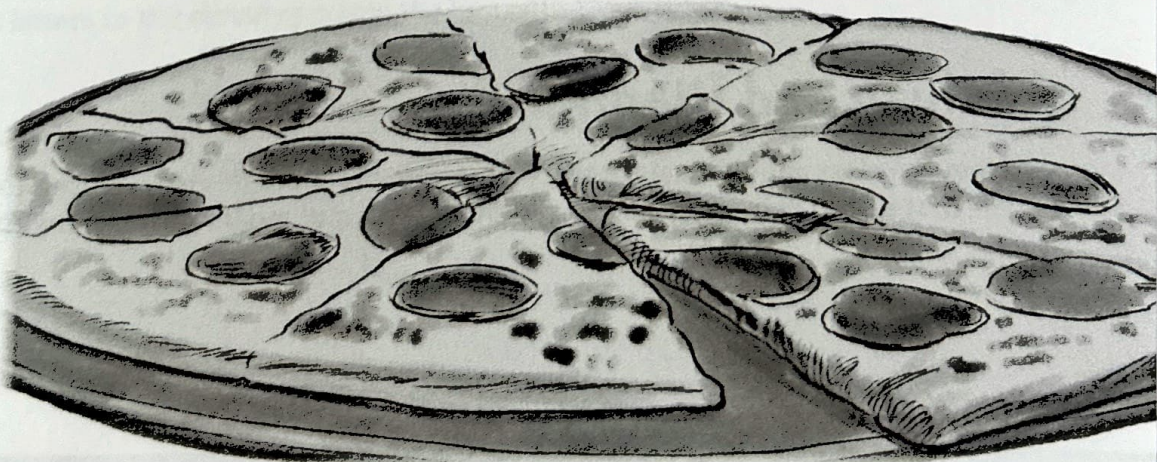
3. In the following sentences, add *one* descriptive adjective to each of the subjects.

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.*





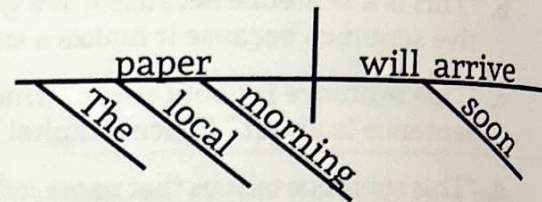
# Lesson to Learn

## Adjectives

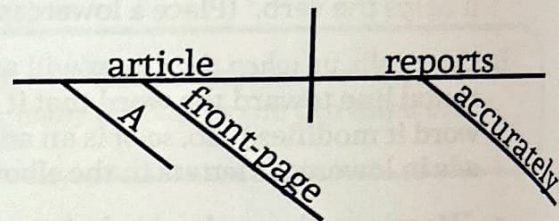
B

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

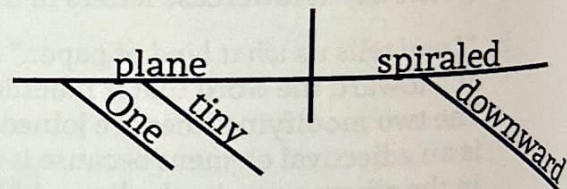
a. The local morning <sup>S</sup>paper <sup>hv</sup>will arrive <sup>PV</sup>soon.  
 |adj| |adj| |adj| ↑      ↑      |adv|



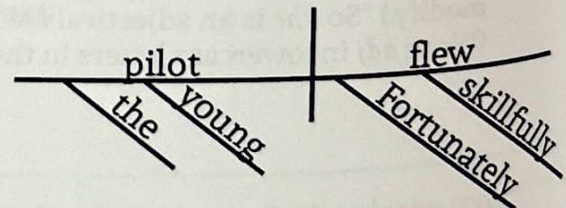
b. A front-page <sup>S</sup>article <sup>PV</sup>accurately reports.  
 |adj| |adj| ↑      |adv| ↑



c. One tiny <sup>S</sup>plane <sup>PV</sup>spiraled downward.  
 |adj| |adj| ↑      ↑      |adv|



d. Fortunately, the young <sup>S</sup>pilot <sup>PV</sup>flew skillfully.  
 |adv|      |adj| |adj| ↑      ↑      |adv|





# Lesson to Learn

## Adjectives

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

A grumpy, old passenger complained.

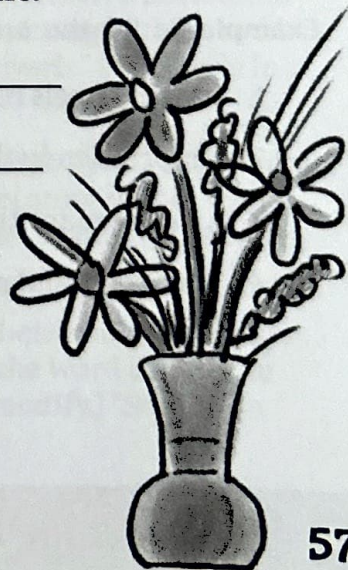
3. What does an *adjective* modify? An adjective modifies a noun or a pronoun.

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.



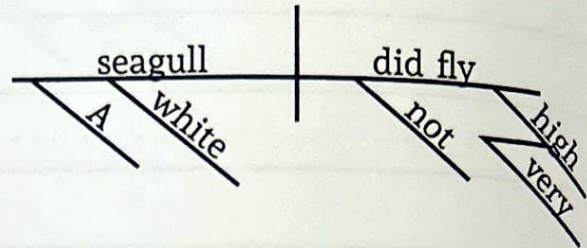


# Lesson to Learn

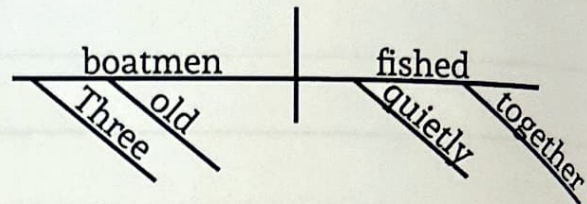
## Adjectives

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

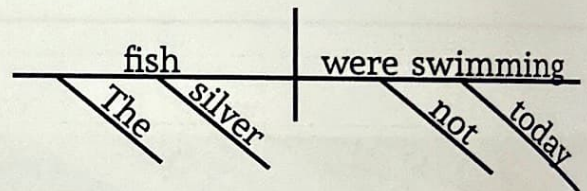
a. A white seagull <sup>S</sup> did <sup>hv</sup> not fly <sup>PV</sup> very high.  
 |adj|adj|↑ |adv|↑ |adv|↑  
 |adv|



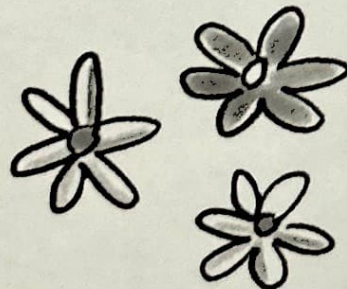
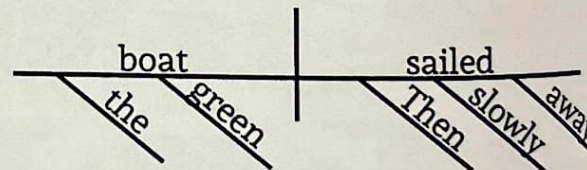
b. Three old boatmen <sup>S</sup> fished <sup>PV</sup> quietly together.  
 |adj|adj|↑ |adv|adv|



c. The silver fish <sup>S</sup> were <sup>hv</sup> not swimming <sup>PV</sup> today.  
 |adj|adj|↑ |adv|↑↑ |adv|



d. Then the green boat <sup>S</sup> slowly sailed <sup>PV</sup> away.  
 |adv| |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.  
|adj| ↑      ↑ |adv|

2. Suddenly, the carefree child stopped.  
|adv|      |adj| |adj| ↑      ↑

3. A kind brother watched carefully.  
|adj| |adj| ↑      ↑ |adv|

4. The uneasy sister looked around.  
|adj| |adj| ↑      ↑ |adv|

5. Calvin searched everywhere.  
↑      ↑ |adv|

6. The tiny bracelet disappeared.  
|adj| |adj| ↑



# Sentences for Practice

## Adjectives

### ANSWERS

7. Slowly, the older brother crept near.

Diagram: A bracket labeled 'adv' spans 'Slowly'. A bracket labeled 'S' spans 'the older brother'. A bracket labeled 'PV' spans 'crept near'. Arrows point from 'older' to 'brother' and from 'crept' to 'near'.

8. The twin anxiously hunted.

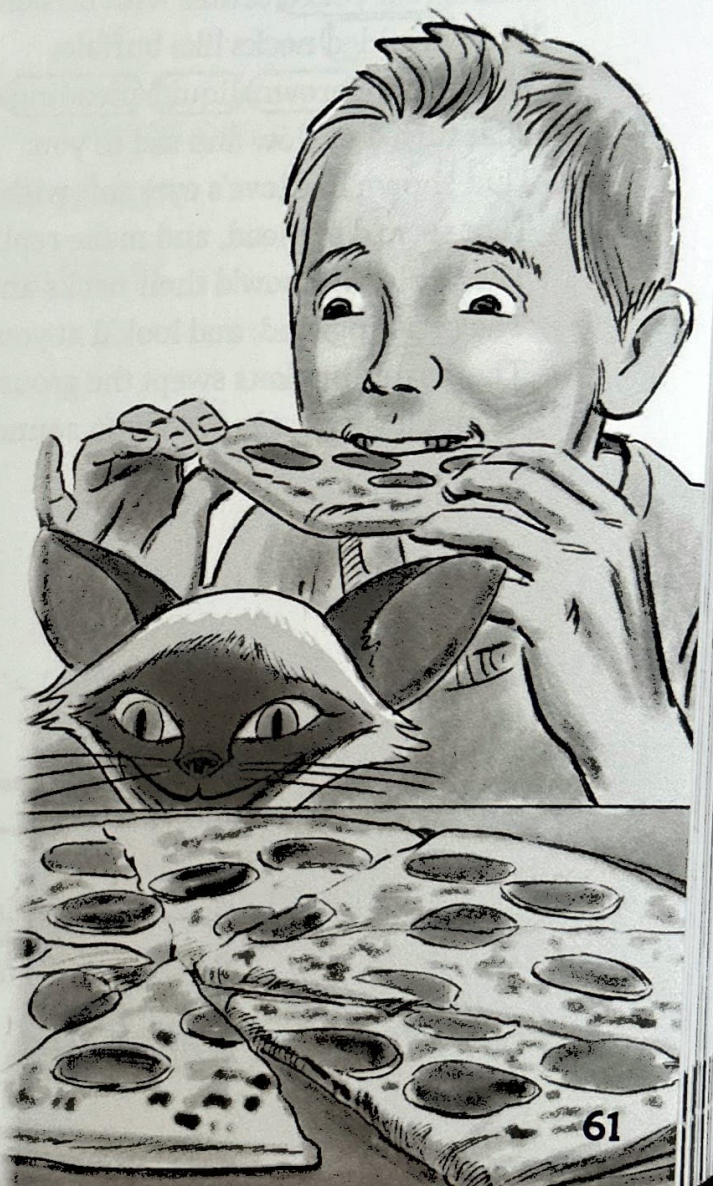
Diagram: A bracket labeled 'adj' spans 'twin'. A bracket labeled 'S' spans 'The twin'. A bracket labeled 'adv' spans 'anxiously'. A bracket labeled 'PV' spans 'hunted'. An arrow points from 'twin' to 'hunted'.

9. Quietly, the boy reached down.

Diagram: A bracket labeled 'adv' spans 'Quietly'. A bracket labeled 'S' spans 'the boy'. A bracket labeled 'PV' spans 'reached down'. Arrows point from 'boy' to 'reached' and from 'reached' to 'down'.

10. The bracelet magically appeared.

Diagram: A bracket labeled 'adj' spans 'bracelet'. A bracket labeled 'S' spans 'The bracelet'. A bracket labeled 'adv' spans 'magically'. A bracket labeled 'PV' spans 'appeared'. An arrow points from 'bracelet' to 'appeared'.





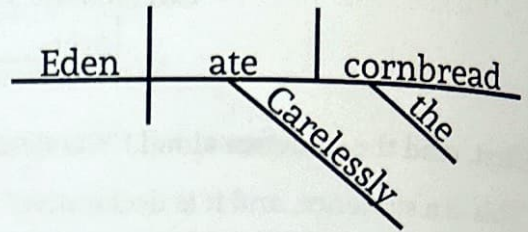
# Lesson to Learn

## Predicate Verbs & Direct Objects

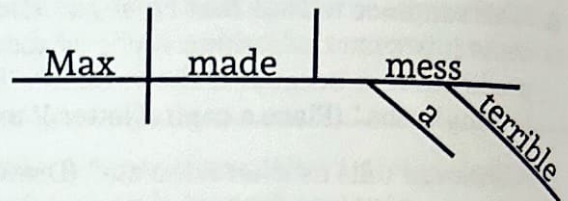
# A

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

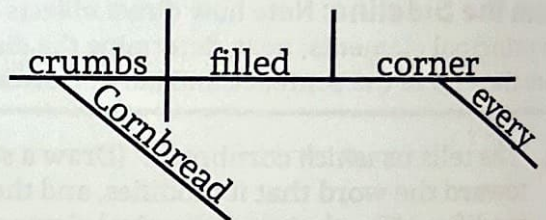
a. Carelessly, Eden ate the cornbread.  
 |adv | | |adj |do



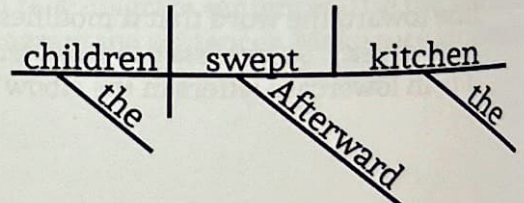
b. Max made a terrible mess.  
 | | |adj |adj |do



c. Cornbread crumbs filled every corner.  
 |adj | | |adj |do



d. Afterward, the children swept the kitchen.  
 |adv | | |adj |do





# A

## 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	<u>in.</u>	millimeter/millimeters	<u>mm</u>
foot/feet	<u>ft.</u>	centimeter/centimeters	<u>cm</u>
yard/yards	<u>yd.</u>	kilometer/kilometers	<u>km</u>
mile/miles	<u>mi.</u>	meter/meters	<u>m</u>

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's a noun or pronoun after a transitive verb.





# Lesson to Learn

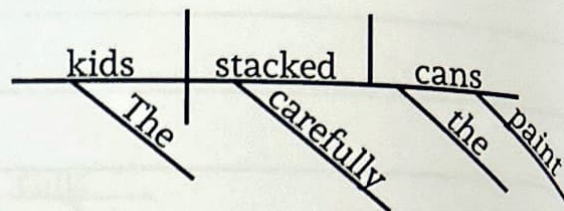
## Predicate Verbs & Direct Objects

# B

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

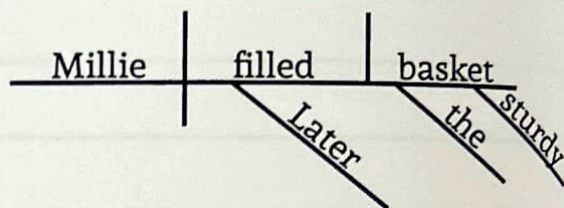
a. The <sup>S</sup> kids <sup>PV</sup> carefully stacked the paint cans

adj ↑      adv ↑      adj adj ↑ do



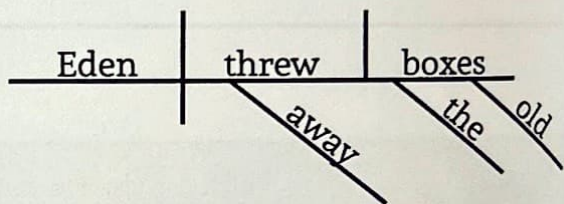
b. Later, <sup>S</sup> Millie <sup>PV</sup> filled the sturdy basket

adv ↑      adj adj ↑ do



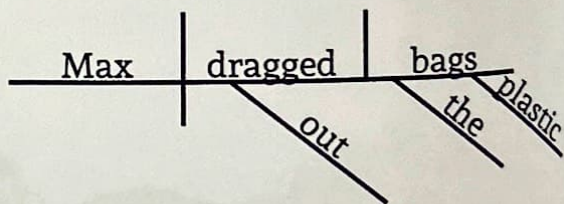
c. <sup>S</sup> Eden <sup>PV</sup> threw away the old boxes

↑ adv      adj adj ↑ do



d. <sup>S</sup> Max <sup>PV</sup> dragged the plastic bags out.

↑      adj adj ↑ do      adv





# 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.



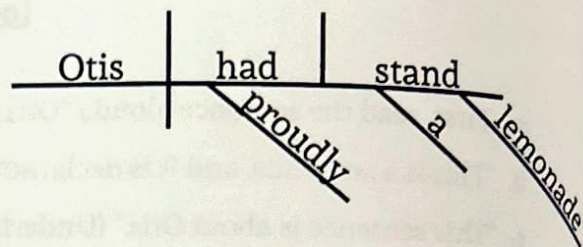
# Lesson to Learn

## Predicate Verbs & Direct Objects

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

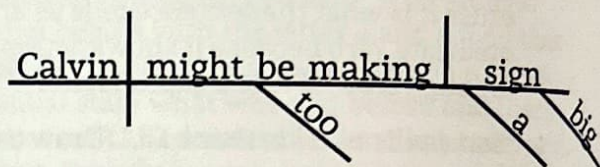
a. <sup>S</sup> Otis <sup>PV</sup> proudly had a lemonade stand

adv      ↑      adj      adj      ↑ do



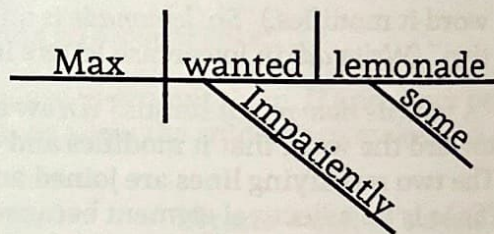
b. <sup>S</sup> Calvin <sup>hv</sup> might be making <sup>PV</sup> a big sign too.

adv      ↑      adj      adj      ↑ do



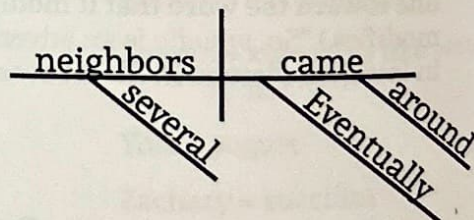
c. <sup>S</sup> Impatiently, <sup>PV</sup> Max wanted some lemonade.

adv      ↑      adj      ↑ do



d. <sup>S</sup> Eventually, several <sup>PV</sup> neighbors came around.

adv      adj      ↑      ↑      adv





# 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.  
b. The first mate raised, saluted the flag.  
c. A crewmember saw, spied a pirate ship.  
d. Otis finished, closed the book.

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

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 <sup>S</sup>air <sup>PV</sup>briskly blew.  
 |adj|adj|↑ |adv|↑

2. <sup>S</sup>Aunt Bea <sup>hv</sup>was pruning the <sup>PV</sup>roses.  
 |adj|↑ |adj|↑do

3. Several <sup>S</sup>children <sup>hv</sup>are <sup>PV</sup>helping now.  
 |adj|↑ |adv|↑

4. <sup>S</sup>Uncle Roy <sup>hv</sup>was planting a tiny maple <sup>PV</sup>tree.  
 |adj|adj|adj|↑do

5. The <sup>S</sup>boys <sup>hv</sup>were digging a deep <sup>PV</sup>hole.  
 |adj|↑ |adj|adj|↑do

6. Suddenly, two <sup>S</sup>boys <sup>PV</sup>discovered a heavy brick.  
 |adv| |adj|↑ |adj|adj|↑do



# ANSWERS

## Sentences for Practice Predicate Verbs & Direct Objects

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

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

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

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





# Lesson to Learn

## Predicate Nominatives

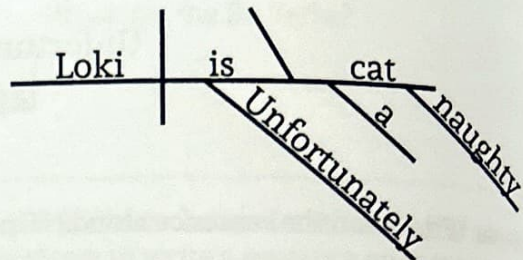
# A

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

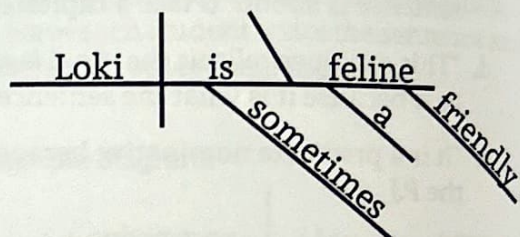
|adv                      |adj |adj |↑



b. Loki is a friendly feline sometimes.

S      Iv                      PN

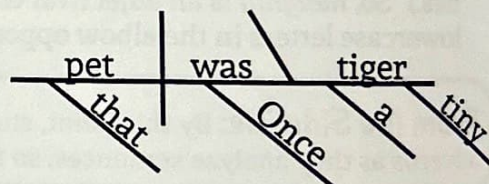
|adj |adj |↑                      |adv



c. Once, that pet was a tiny tiger.

S      Iv                      PN

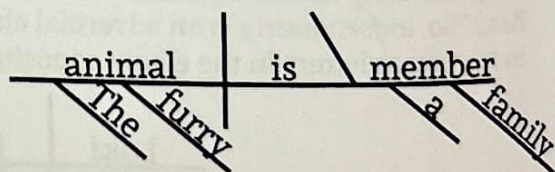
|adv                      |adj |adj |↑



d. The furry animal is a family member.

S      Iv                      PN

|adj |adj |↑                      |adj |adj |↑





# 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

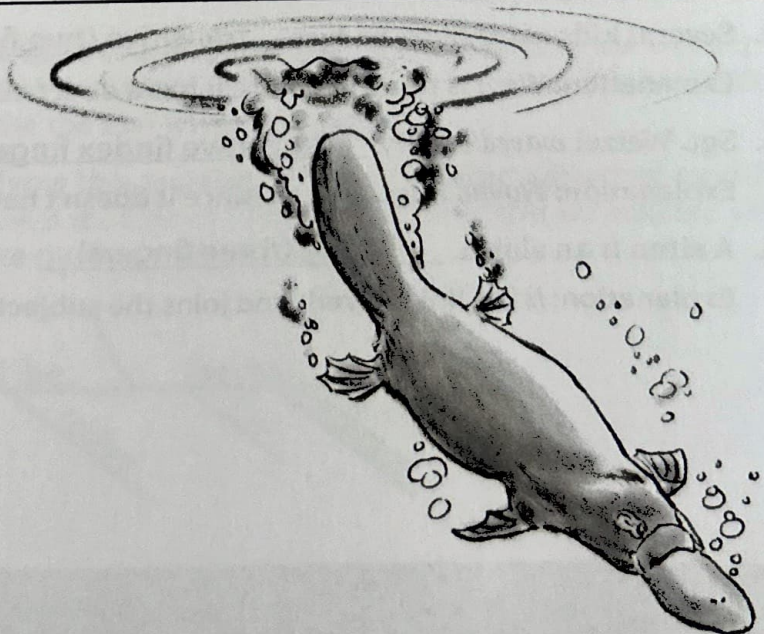
c. That boy *is* not a musician. linking

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

# B

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

a. Lifecycles <sup>S</sup> will be <sup>lv</sup> the science lesson <sup>PN</sup> today.

Diagram labels: adj adj adv

Lifecycles | will be | lesson  
today | the | science

b. Those <sup>S</sup> dragonflies <sup>lv</sup> were <sup>PN</sup> nymphs once.

Diagram labels: adj adv

dragonflies | were | nymphs  
Those | once

**nymphs:** immature or baby insects

c. Earlier, that <sup>S</sup> butterfly <sup>lv</sup> was <sup>PN</sup> a caterpillar.

Diagram labels: adv adj adj

butterfly | was | caterpillar  
that | Earlier | a

d. Surprisingly, a <sup>S</sup> tadpole <sup>lv</sup> will be <sup>PN</sup> a frog someday.

Diagram labels: adv adj adj adv

tadpole | will be | frog  
a | Surprisingly | someday | a



# 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

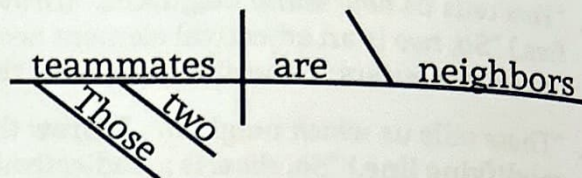
## Predicate Nominatives

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.

S                      lv                      PN

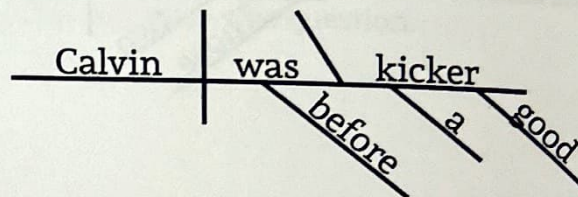
|adj|adj|                      |



b. Calvin was a good kicker before.

S                      lv                      PN

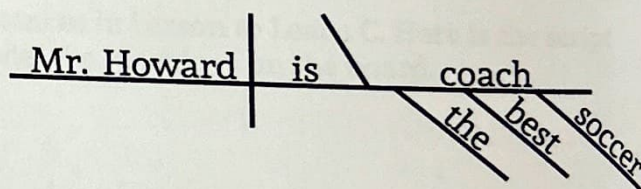
|adj|adj|adv|



c. Mr. Howard is the best soccer coach.

S                      lv                      PN

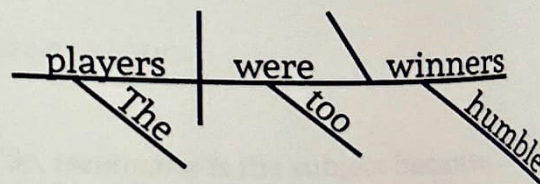
|adj|adj|adj|



d. The players were humble winners too.

S                      lv                      PN

|adj|                      |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                      Iv      PN  
|adj|adj                      ↑

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

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

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

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

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



# Sentences for Practice

## Predicate Nominatives

### ANSWERS

7. <sup>S</sup> Max <sup>lv</sup> is <sup>PN</sup> a kindergartener.  
<sub>adj</sub> ↑

8. <sup>S</sup> That classmate <sup>lv</sup> is <sup>PN</sup> also a kindergartener.  
<sub>adj</sub> ↑ <sub>adv</sub> <sub>adj</sub> ↑

9. <sup>S</sup> Mom <sup>lv</sup> is <sup>PN</sup> a PTA member.  
<sub>adj</sub> <sub>adj</sub> ↑

10. <sup>S</sup> Soon, Mrs. Smith <sup>lv</sup> will be <sup>PN</sup> the music advisor.  
<sub>adv</sub> ↑ <sub>adj</sub> <sub>adj</sub> ↑





# 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

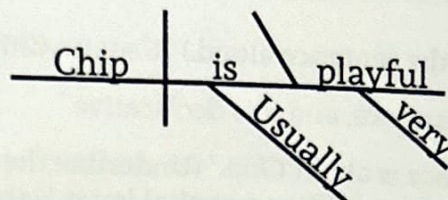
# A

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

a. Usually, Chip is very playful.

S      lv      PA

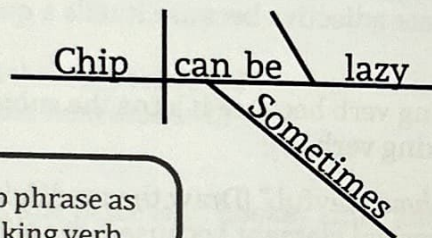
|adv      |adv      |



b. Sometimes, Chip can be lazy.

S      lv      PA

|adv      |

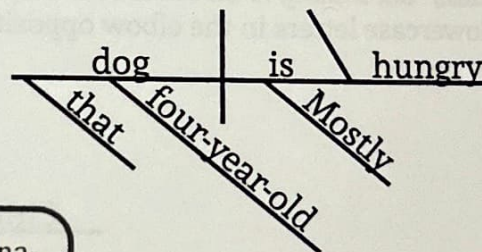


**From the Sideline:** Remind the students to mark the verb phrase as *lv* and to double underline both the helping verb and the linking verb.

c. Mostly, that four-year-old dog is hungry.

S      lv      PA

|adv      |adj      |adj      |

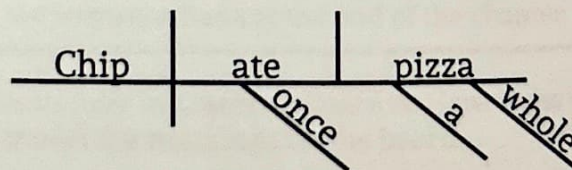


**From the Sideline:** Students may be confused regarding how to analyze and diagram the hyphenated age. Feel free to tell them it should be treated as a compound adjective.

d. Chip once ate a whole pizza.

S      PV

|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

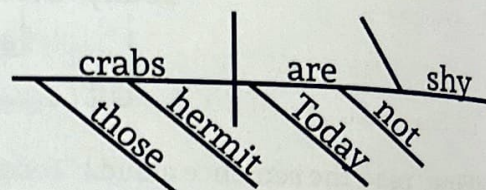
B

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.

S      lv      PA

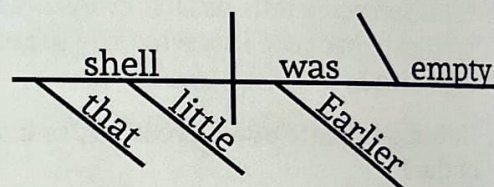
adv      adj      adj      adv



b. Earlier, that little shell was empty.

S      lv      PA

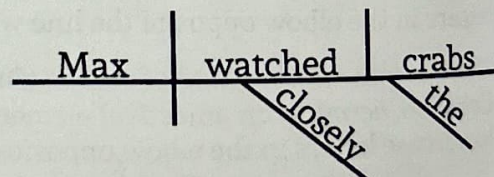
adv      adj      adj



c. Max watched the crabs closely.

S      PV

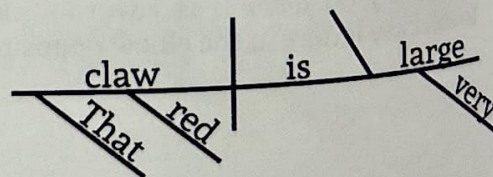
adv      adj      do      adv



d. That red claw is very large.

S      lv      PA

adv      adj      adv





# 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* (intrans), or *linking verb* (lv). Underline any proper adjectives.

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

a. Two girls *boiled* Italian noodles. (trans) intrans lv

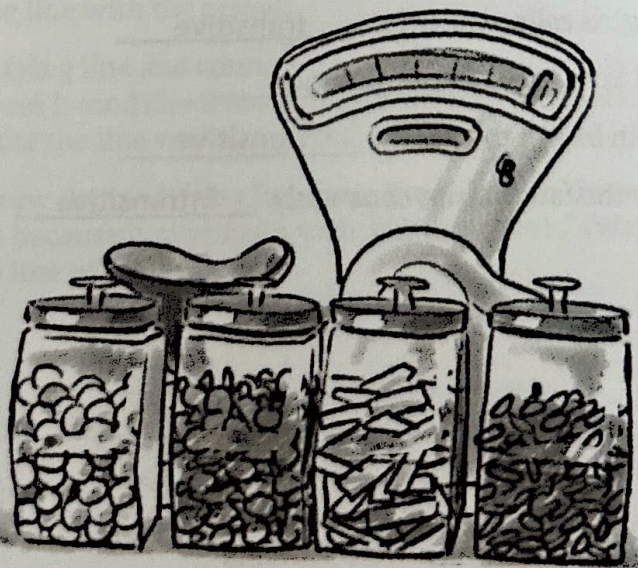
b. The French bread *was* crunchy. trans intrans (lv)

c. The Sicilian spaghetti sauce *bubbled*. trans (intrans) lv

d. 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 <sup>S</sup> is <sup>lv</sup> so cloudy. <sup>PA</sup>

Diagram labels: adv (Now), adj (the), adj (silver), adv (so), adv (Now).

Diagram labels: liquid, is, cloudy, the, silver, Now, so.

b. <sup>S</sup> Otis <sup>PV</sup> stirred the liquid <sup>do</sup> slowly. <sup>adv</sup>

Diagram labels: adv (slowly), adv (do), adv (slowly).

Diagram labels: Otis, stirred, liquid, the, slowly.

c. Finally, air <sup>S</sup> bubbles <sup>lv</sup> were <sup>PA</sup> visible.

Diagram labels: adv (Finally), adv (Finally), adv (Finally).

Diagram labels: bubbles, were, visible, air, Finally.

d. The young <sup>S</sup> student <sup>lv</sup> might be <sup>PN</sup> a scientist someday <sup>adv</sup>.

Diagram labels: adv (someday), adv (someday), adv (someday).

Diagram labels: student, might be, scientist, The, young, someday, a.



# 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*.

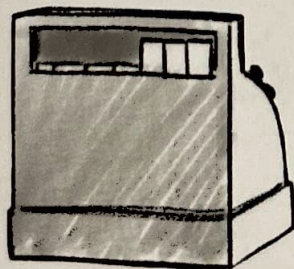
The science experiment is successful.

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.

2. The centerpiece was a colorful basket.

3. S lv lv PA  
Millie might not be hungry.  
adv↑

4. Otis is always hungry.

5. The youngest should not be full.

6. Earlier, Grandma was creative.  
 |adv                      ↑  
                                     S                      lv                      PA

**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

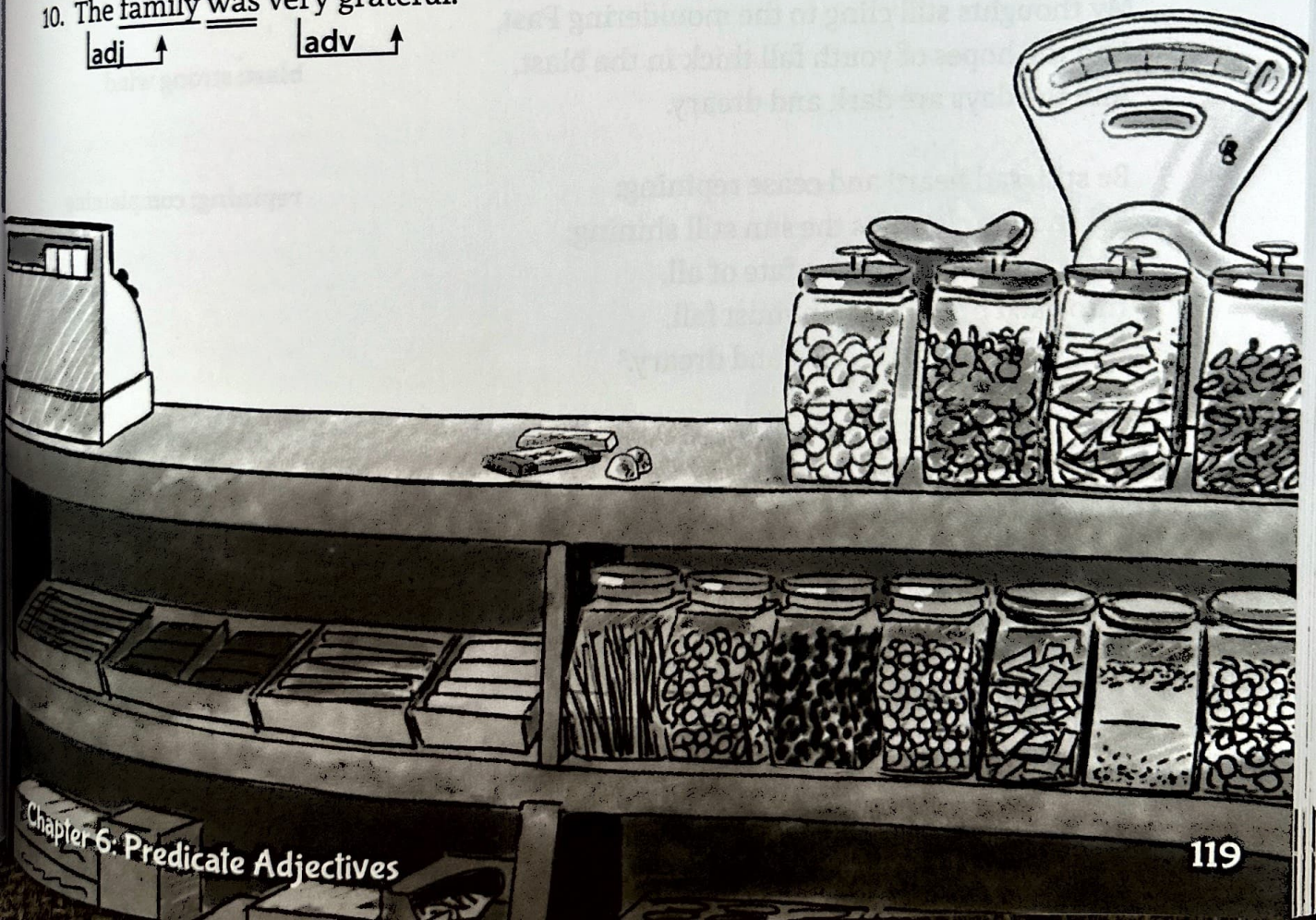
### ANSWERS

7. <sup>S</sup>Grandma <sup>lv</sup>is <sup>PN</sup>a chili queen.  
 |adj|adj ↑

8. <sup>S</sup>Eden <sup>adv</sup>usually <sup>PV</sup>has <sup>adj</sup>a <sup>adj</sup>second <sup>do</sup>(bowl)  
 |adv ↑ |adj|adj ↑

9. Afterward, the chili <sup>S</sup>bowl <sup>lv</sup>was <sup>PA</sup>empty.  
 |adv |adj|adj ↑

10. The <sup>S</sup>family <sup>lv</sup>was <sup>PA</sup>very grateful.  
 |adj ↑ |adv ↑





# Lesson to Learn

## Predicate Review

# A

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

a. <sup>S</sup> Max <sup>hv</sup> was chasing <sup>PV</sup> Chip around again.

do

adv    adv

Max | was chasing | Chip

around

again

b. <sup>S</sup> This rainy day <sup>lv</sup> was <sup>PN</sup> a long day.

adj adj ↑

adj adj ↑

day | was | day

This rainy

a long

c. <sup>hv</sup> Did <sup>S</sup> Eden <sup>PV</sup> open the side door again?

adj adj ↑ do

adv

Eden | Did open | door

again?

the side

d. <sup>S</sup> Now, wild Chip <sup>lv</sup> was <sup>PA</sup> very wet.

adv adj ↑

adv ↑

Chip | was | wet

Now

very



# 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.

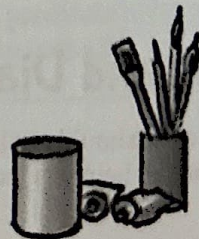
c. Linking verb: Chip was a mess.

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.





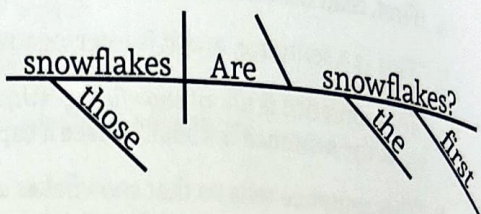
# Lesson to Learn

## Predicate Review

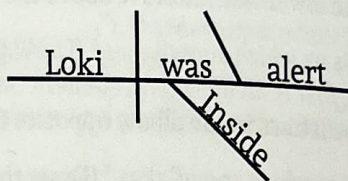
# B

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

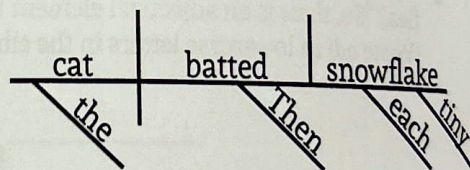
a. <sup>Iv</sup> Are <sup>S</sup> those snowflakes <sup>PN</sup> the first snowflakes?  
<sub>adj</sub> <sub>adj</sub> <sub>adj</sub>



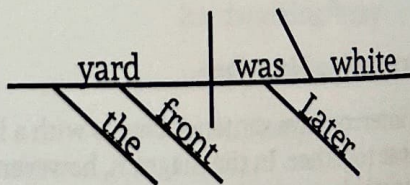
b. <sup>S</sup> Inside, <sup>Iv</sup> Loki <sup>PA</sup> was alert.  
<sub>adv</sub>



c. <sup>S</sup> Then the cat <sup>PV</sup> batted each tiny snowflake  
<sub>adv</sub> <sub>adj</sub> <sub>adj</sub> <sub>do</sub>



d. <sup>S</sup> Later, the front yard <sup>Iv</sup> was <sup>PA</sup> white.  
<sub>adv</sub> <sub>adj</sub> <sub>adj</sub>





# 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.

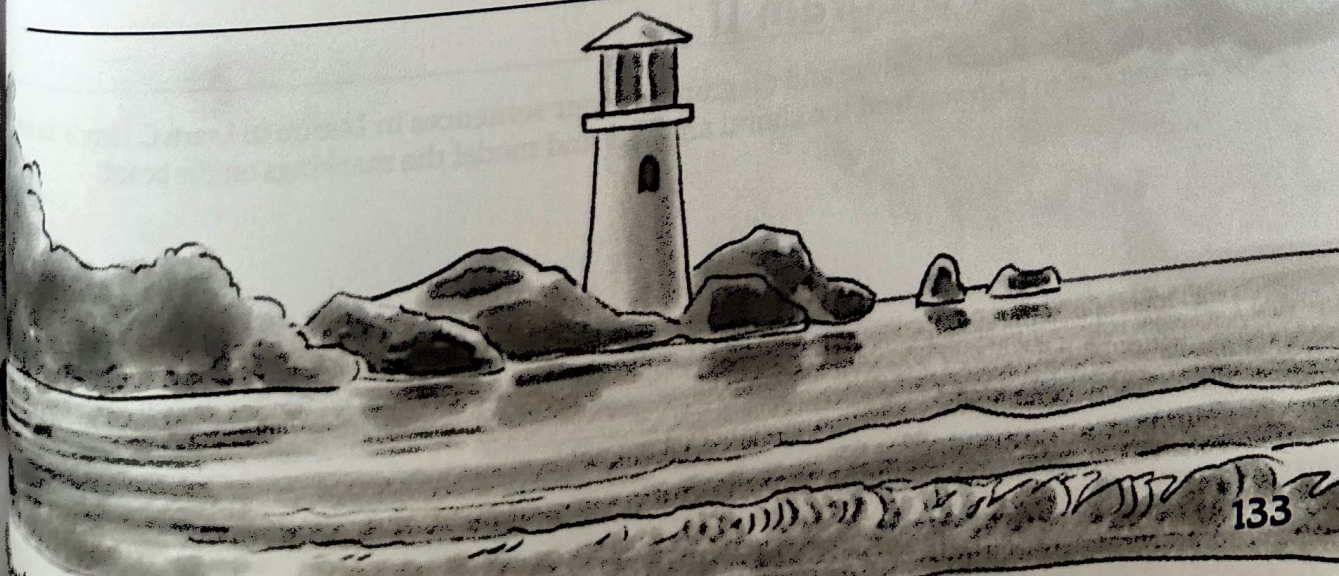
a. The end of the *Revolutionary War*: 9/3/1783. The date was September 3, 1783.

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.



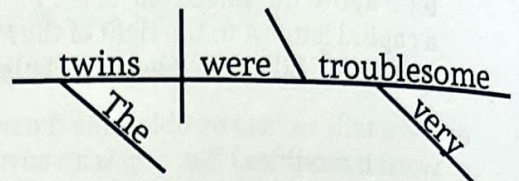


# Lesson to Learn

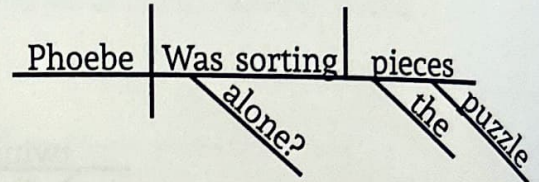
## Predicate Review

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

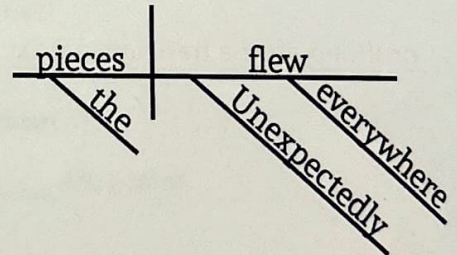
a. The <sup>S</sup>twins <sup>lv</sup>were <sup>PA</sup>very troublesome.  
 |adj| ↑ |adv| ↑



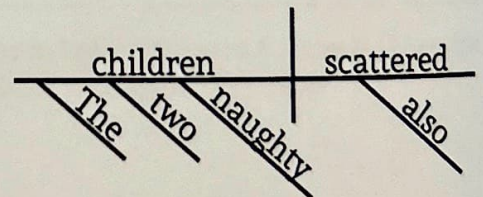
b. <sup>hv</sup>Was <sup>S</sup>Phoebe <sup>PV</sup>sorting the puzzle pieces <sup>adj</sup>alone?  
 |adj| |adj| ↑do |adv|



c. Unexpectedly, the <sup>S</sup>pieces <sup>PV</sup>flew everywhere.  
 |adv| |adj| ↑ |adv|



d. The two naughty <sup>S</sup>children <sup>PV</sup>also scattered.  
 |adj| |adj| |adj| ↑ |adv| ↑





# 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.)

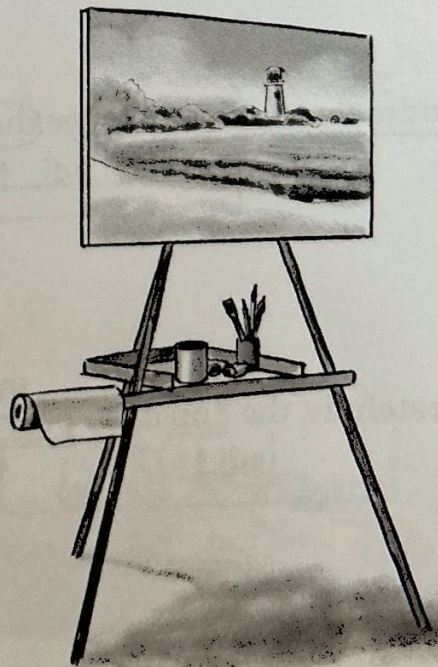
a. Intransitive verb: The twins ran outside.

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."

**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.

1. Once, a Roman slave daringly escaped.

Diagram: adv | adj | adj | adv | PV

2. Did Androclus discover a grand lion?

Diagram: hv | S | PV | adj | adj | do

3. Mournfully, the great lion was groaning.

Diagram: adv | adj | adj | hv | PV

4. Androclus pulled the huge thorn out.

Diagram: S | PV | adj | adj | do | adv

5. Gratefully, the lion daily provided food.

Diagram: adv | adj | adv | PV | do



# Sentences for Practice—Tale

## Predicate Review

### ANSWERS

6. The two friends were captured unexpectedly.

Diagram: S (The two friends) hv (were captured) PV (unexpectedly).  
 Labels: adj (The), adj (two), adv (unexpectedly).  
 Arrows: from 'The' to 'two', from 'two' to 'friends', from 'were' to 'captured', from 'captured' to 'unexpectedly'.

7. Androclus was a prisoner again.

Diagram: S (Androclus) lv (was) PN (a prisoner) adv (again).  
 Labels: adj (a), adv (again).  
 Arrows: from 'Androclus' to 'was', from 'was' to 'a', from 'a' to 'prisoner', from 'prisoner' to 'again'.

8. The fierce lion was very hungry.

Diagram: S (The fierce lion) lv (was) PA (very hungry).  
 Labels: adj (The), adj (fierce), adv (very).  
 Arrows: from 'The' to 'fierce', from 'fierce' to 'lion', from 'was' to 'very', from 'very' to 'hungry'.

9. Did the emperor summon Androclus?

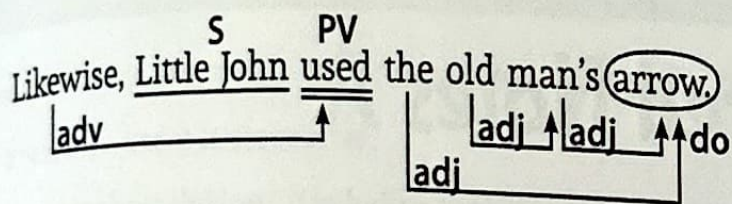
Diagram: hv (Did) S (the emperor) PV (summon) do (Androclus).  
 Labels: adj (the), do (Androclus).  
 Arrows: from 'Did' to 'the', from 'the' to 'emperor', from 'emperor' to 'summon', from 'summon' to 'Androclus'.

10. Afterward, the two friends were free.

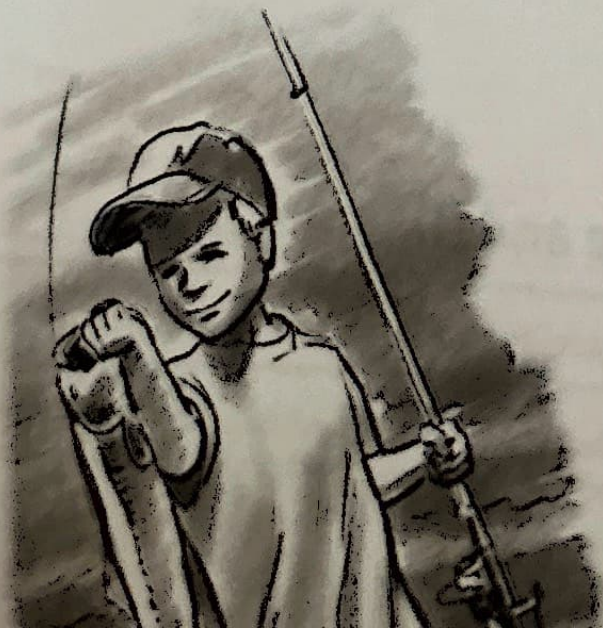
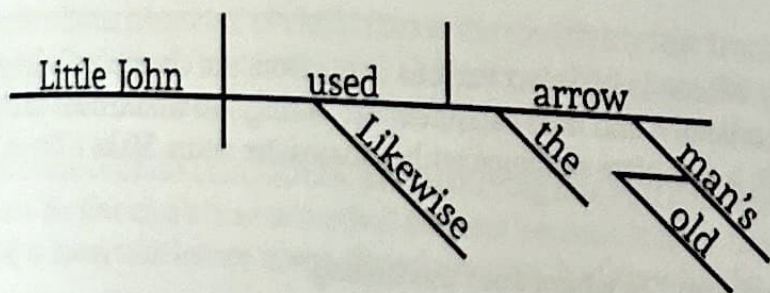
Diagram: adv (Afterward) S (the two friends) lv (were) PA (free).  
 Labels: adv (Afterward), adj (the), adj (two).  
 Arrows: from 'Afterward' to 'the', from 'the' to 'two', from 'two' to 'friends', from 'were' to 'free'.







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

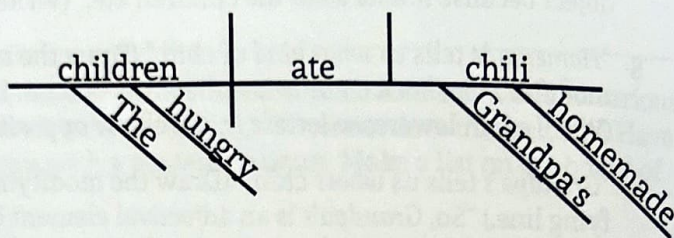
## Possessive Nouns

# A

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

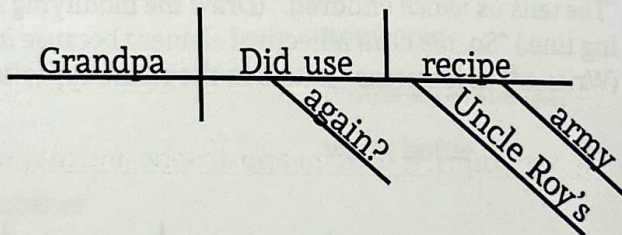
a. The hungry children ate Grandpa's homemade chili

          |adj| |adj|   ↑                   |adj|   |adj|   ↑do



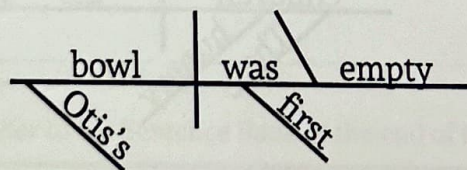
b. Did Grandpa use Uncle Roy's army recipe again?

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



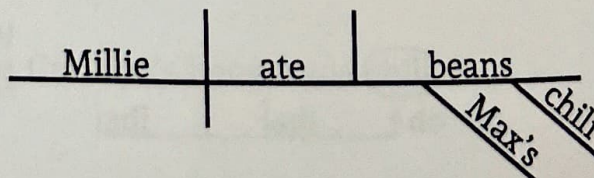
c. Otis's bowl was empty first.

          |S|   |lv|   |PA|                   |adv|



d. Millie ate Max's chili beans

                  |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.





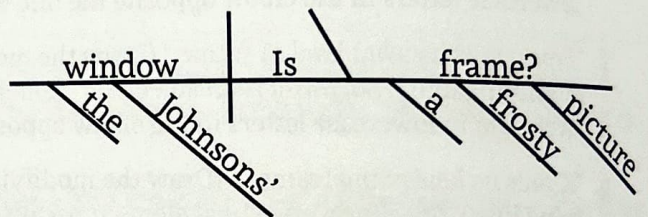
# Lesson to Learn

## Possessive Nouns

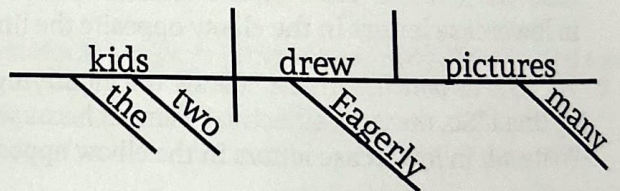
# B

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

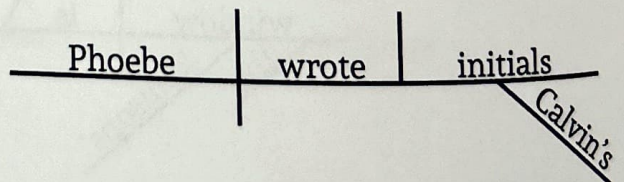
a. <sup>lv</sup> Is <sup>S</sup> the Johnsons' window <sup>PN</sup> a frosty picture frame?  
 |adj|adj|                      |adj|adj|adj|



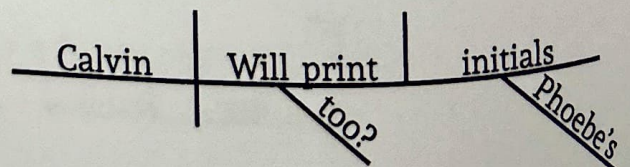
b. Eagerly, <sup>S</sup> the two kids <sup>PV</sup> drew many pictures  
 |adv|adj|adj|                      |adj|do



c. <sup>S</sup> Phoebe <sup>PV</sup> wrote Calvin's initials  
 |adj|do



d. <sup>hv</sup> Will <sup>S</sup> Calvin <sup>PV</sup> print Phoebe's initials too?  
 |adj|do                      |adv|





# 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

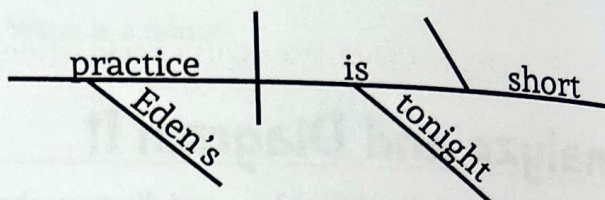
## Possessive Nouns

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

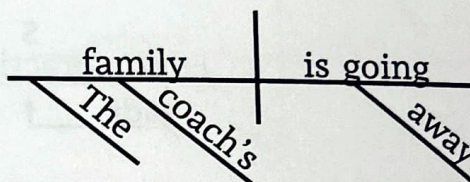
|adj|      |adv|



b. The coach's family is going away.

S      hv      PV

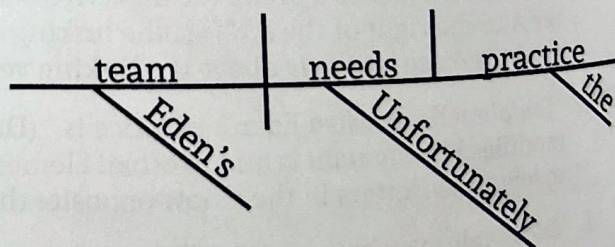
|adj| |adj|      |adv|



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

S      PV

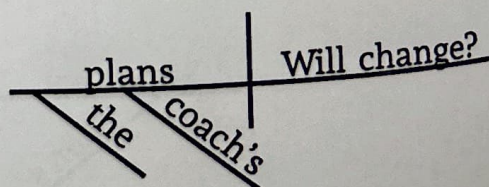
|adv|      |adj|      |adj|      |do|



d. Will the coach's plans change?

hv      S      PV

|adj| |adj|      |adv|





# 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. Dad invited Otis's team over.

S      PV

adj      adj      do

adv

2. Calvin's basketball team came too.

S      PV

adj      adj      do

adv

3. Many players ate Aunt Bea's famous dip

S      PV

adj      adj      do

4. Eden's friend had two enchiladas

S      PV

adj      adj      do

5. The new kid's little brother came.

S      PV

adj      adj      do





# ANSWERS

## Sentences for Practice Possessive Nouns

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

Diagram: adv | adj | adj | S | adv | PV | adv

7. Max's tiny, tawny hamster escaped.

Diagram: adj | adj | adj | S | PV

8. Otis's friends looked around.

Diagram: adj | S | PV | adv

9. Dr. Burg's grandson found (it).

Diagram: adj | S | PV | do

10. The hamster was eating Aunt Bea's famous (dip).

Diagram: adj | S | hv | PV | adj | adj | do