

Dear Parents,

Welcome to the Shurley Method—English truly made easy! It is with much excitement that we share some of the unique features that make the Shurley Method so successful. Because of your concern as a parent to help your child, this booklet has been designed for you.

With this Parent Help Booklet, our goal is to give you, the parent, a basic understanding of the Shurley Method. We hope it makes your job of helping and encouraging your child at home a little easier. This booklet will provide you with samples of the terminology and style of teaching that is used at school so that you can follow your child's progress at home.

The information in this booklet is divided into the sections explained below.

**The Introduction Section:** The first three pages in the Parent Help Booklet will give you an understanding of why the Shurley Method works, outlining the key features and main elements taught in each grade level.

**The Jingle Section:** English definitions are taught in jingle form. The rhythm of the jingles is a fantastic learning tool that helps students learn and retain difficult English concepts. Students love reciting the jingles and are taught how to use the definition jingles to help analyze the structure of sentences. The Jingle Section will provide all the jingles your child will learn during the school year.

**The Question & Answer Flow Section:** Students are taught how to ask the right questions to find the role each word plays in the sentence being analyzed. This technique is called a Question & Answer Flow or the Q&A Flow. The Q&A Flow is done in a rhythmic, enthusiastic manner, enabling children to actively participate in their learning. Children's participation builds their confidence, and they are able to solve difficult sentence structure without constant assistance. The Q&A Flow is a stepping stone to higher level thinking skills because children will be stimulated to learn and use their own thought processes to answer questions about words and sentences. Several Q&A Flows and sample teaching scripts to introduce new concepts are provided in this section.

**Practice sheets, for the sentences in this booklet, are available in a separate file that can be downloaded.**

**The Practice and Improved Sentence Section:** Students are taught how to write and expand sentences correctly by writing practice sentences from grammar labels. Students then learn to improve their sentences by using synonyms, antonyms, or other word changes to improve different parts of the practice sentence. Writing improved sentences will help students to mentally make better word choices as they write because their writing ability and their vocabulary increase.

**The Writing Section:** The Shurley Method teaches the foundation of sentence composition: how to write a sentence, how to improve and expand a sentence, and then how to combine sentences into paragraphs. Since the Shurley Method teaches the parts of a sentence within the whole, students always have a clear picture of what it takes to write complete and accurate sentences, resulting in well-written paragraphs, essays, reports, and letters. Some writing samples and outlines that demonstrate different kinds of writing are provided in this section. Since students are taught to edit their writing, the editing checklist is also provided on page 21.

Brenda Shurley

## Introduction Section

### **The Problem:**

English. The very mention of this school subject brings shudders and moans from too many students. Why this attitude?

There are two reasons. First, many students hate and dread English because they are not successful in learning the concepts and rules they are taught. Second, a majority of students do not understand how to use the rules and concepts in their everyday speaking and writing. Since all students are required to take English for twelve years, it is essential that educators find a solution to this nationwide problem!

### **The Solution:**

The Shurley Method is the answer. This program provides students with two important ingredients for success: a love of the English language and the ability to use the English language correctly with ease and confidence.

### **Why the Shurley Method?**

For over twenty-five years, actual classroom situations and the learning needs of students have been used to develop this exciting English program. The features listed below show the advantages of the Shurley Method.

- **Never Teaches Isolated Concepts**  
A concrete set of questions about each word in a sentence is used to teach students how all the parts of a sentence fit together. Students have a clear picture of how to write complete sentences.
- **Uses All Learning Styles**  
Students are constantly exposed to “see it, hear it, say it, do it” activities that meet the visual, auditory, and kinesthetic learning styles of students.
- **Interactively Teaches During the Class Period**  
The Shurley Method uses repetition, fun, and student-teacher interaction to help students learn difficult English skills. The teacher models each new step in the Shurley Method for the students. Then, the students actively participate with the teacher as the steps are practiced.
- **Uses Repetition to Attain Mastery**  
The Shurley Method provides enough repetition for students to master each concept taught. Lessons include daily practice of old skills while new skills are being added.
- **Provides Tools for Writing Excellence**  
The students are taught how to merge a strong skill foundation with the writing process. As a result, teachers can spend less time going over beginning grammar and editing skills and more time introducing and enhancing advanced grammar and writing skills.
- **Promotes Higher Order Thinking Skills**  
Students use their grammar and writing skills automatically with dependable results. This leads to higher level thinking skills because the students are stimulated to learn and use their own thought processes to solve difficult language problems.
- **Leads to Success and Improved Self-Esteem**  
The most important effect of the Shurley Method on students may not be their increased grasp of language and improved grammar and writing skills. Instead, the greatest impact may be the students’ heightened self-confidence and self-esteem. Not only do the students gain confidence in English, but they carry this improved attitude into other subject areas as well.

## Introduction Section

### Special Features

All the special features of the Shurley Method give students the concrete steps necessary to relate a definition to a concept, a concept to a skill practice, and a skill practice to writing and editing. Competent writing begins with sentence structure, expands to paragraphs, and results in well-written essays, reports, letters, and general writing enjoyment.

A bonus feature of this unique program is the consistency of the terminology and skill practice exercises for all levels. In order to achieve this consistency for students, teachers at every level are given the same step-by-step teaching method for introducing and practicing concepts. This consistent teaching method helps students gain a solid foundation as additional skills are added at each subsequent level.

### Jingles

The first element of the Shurley Method is the use of jingles. Students begin learning the parts of speech by reciting definitions in jingle form. These rhythmic definitions are chanted or sung by the class to help them initially remember the role of each part of speech.

### Question and Answer Flow

In the Question and Answer Flow, an oral series of questions and answers determines the role each word plays in the sentence being analyzed. This is a classroom activity in which the teacher either leads, or supervises while a student leads. In this way, students are able to completely analyze the sentence. The Q&A flow includes questions for every word in the sentence. The difficulty level increases by grade level during the course of the year.

#### Sample Question and Answer Flow: The red candles burned brightly.

1. What burned brightly? candles - SN
2. What is being said about candles? candles burned - V
3. Burned how? brightly - Adv
4. What kind of candles? red - Adj
5. The - A
6. Subject noun Verb Pattern 1 Check (Write SN V P1 in the blank beside the sentence.)
7. Period, statement, declarative sentence (Write *D* at the end of the sentence.)
8. Go back to the verb - divide the complete subject from the complete predicate. (As you say divide, put a slash mark before your verb.)

#### Classified Sentence:

A Adj SN V Adv  
SN V The red candles / burned brightly. D  
P1

The effectiveness of the Question and Answer Flow as a teaching technique is based upon several key elements:

- ◆ Each part of speech is analyzed within the context of the whole sentence. Parts of speech are never studied in isolated units.
- ◆ Once a concept is introduced, it is never left behind. As each concept is learned, it is repeatedly applied in daily exercises throughout the year.
- ◆ Much of the students' work is done in a group environment. This approach provides immediate feedback to the students in a non-threatening way. Students are able to learn, using not only visual but also auditory and kinesthetic learning styles. When students see, hear, and say their answers, retention increases.

## Introduction Section

### Sentence Building

*(Level 4 teaches the eight parts of speech: noun, verb, adverb, adjective, preposition, pronoun, conjunction, and interjection.)*

The Shurley Method uses grammar to teach students the structure and design of their written language. Grammar provides students with a writing vocabulary, and it is the foundation of sentence composition. Students learn to write good sentences by using the basic sentence labels they are learning in grammar (A, Adj, SN, V, Adv) and by adding other labels as new concepts are taught. These sentences, written from grammar labels, are called Practice Sentences. Students then learn to improve and expand their sentences by using synonyms, antonyms, or complete word changes to improve different parts of the practice sentence.

### Practice and Improved Sentences

Labels:	A	Adj	Adj	SN	V	Adv	Adv
Practice:	The	quiet	frowning	salesman	muttered	too	lowly.
Improved:	<b>The</b> (same word)	<b>eager</b> (antonym)	<b>smiling</b> (antonym)	<b>clerk</b> (synonym)	<b>spoke</b> (synonym)	<b>very</b> (synonym)	<b>clearly.</b> (antonym)

### The Writing Process

In the writing process, students are taught to write for different purposes. After they know the purpose of their writing, students are taught to organize their writing according to its purpose, to keep focused on the topic, to revise and edit their rough drafts, and to write a final paper.

As students progress in the Shurley Method year after year, they become better able to apply their knowledge of skills to editing and writing. As a result, the teacher can then spend less time laying basic foundations and more time introducing advanced writing concepts.

### Paragraph Construction

After students learn to construct a variety of good basic sentences, they learn to write different kinds of paragraphs. In the three-point expository paragraph, students easily learn how to write a paragraph by using topic sentences, supporting sentences, and concluding sentences. Three-point paragraphs make it easy for students to learn how to organize the parts of a paragraph and to develop these parts into effective paragraph writing.

*(An example of the three-point paragraph is provided on pages 20.)*

### Shurley Method Patterns

The pattern of a sentence is the order of its main parts. The patterns used at this level are listed below. *(The Shurley Method abbreviations are listed on Page 7.)*

The subject-noun and verb are the main parts of a Pattern 1 sentence.

**(SN V)**

The subject-noun, verb-transitive, and direct object are the main parts of a Pattern 2 sentence.

**(SN V-t DO)**

The subject-noun, verb-transitive, indirect object, and direct object are the main parts of a Pattern 3 sentence.

**(SN V-t IO DO)**

The subject-noun, linking verb, and predicate noun are the main parts of a Pattern 4 sentence.

**(SN LV PrN)**

## Jingle Section

### Jingle 1: Sentence Jingle

A sentence, sentence, sentence  
Is complete, complete, complete  
When 5 simple rules  
It meets, meets, meets.

It has a subject, subject, subject  
And a verb, verb, verb.  
It makes sense, sense, sense  
With every word, word, word.

Add a capital letter, letter,  
And an end mark, mark.  
Now we're finished, and aren't we smart!  
Now our sentence has all its parts!

**REMEMBER**  
Subject, Verb, Com-plete sense,  
Capital letter, and an end mark, too.  
That's what a sentence is all about!

### Jingle 2: Noun Jingle

This little noun  
Floating around  
Names a person, place, or thing.  
With a knick knack, paddy wack,  
These are English rules.  
Isn't language fun and cool?

### Jingle 3: Verb Jingle

A verb, a verb. What is a verb?  
Haven't you heard?  
There are two kinds of verbs:  
The action verb and the linking verb.

The action verb shows a state of action,  
Like **stand** and **sit** and **smile**.  
The action verb is always doing  
Because it tells what the subject does.  
**We stand! We sit! We smile!**

The linking verb is a state of being,  
Like **am, is, are, was, and were**,  
**Look, become, grows, and feels**.  
A linking verb shows no action  
Because it tells what the subject is.  
*He is a clown. He looks funny.*

### Jingle 4: Adverb Jingle

An adverb modifies a verb, adjective, or another adverb.  
An adverb asks *How? When? Where?*  
To find an adverb: **Go, Ask, Get**.  
Where do I **go**? To a verb, adjective, or another adverb.  
What do I **ask**? How? When? Where?  
What do I **get**? An ADVERB! (Clap) That's what!

### Jingle 5: Adjective Jingle

An adjective modifies a noun or pronoun.  
An adjective asks *What kind? Which one? How many?*  
To find an adjective: **Go, Ask, Get**.  
Where do I **go**? To a noun or pronoun.  
What do I **ask**? What kind? Which one? How many?  
What do I **get**? An ADJECTIVE! (Clap) That's what!

### Jingle 6: The Preposition Jingle

A PREP PREP PREPOSITION  
Is a special group of words  
That connects a  
NOUN, NOUN, NOUN  
Or a PRO PRO PRONOUN  
To the rest of the sentence.

### Jingle 7: Object of the Prep Jingle

Dum De Dum Dum!  
An O-P is a N-O-U-N or a P-R-O  
After the P-R-E-P  
In a S-E-N-T-E-N-C-E.  
Dum De Dum Dum - DONE!!

## Jingle Section

<b>Jingle 8: Preposition Flow</b>		
<p>1. <b>Preposition, Preposition Starting with an A.</b> (Fast) aboard, about, above, across, after, against, (Slow) along, among, around, at.</p>	<p>2. <b>Preposition, Preposition Starting with a B.</b> (Fast) before, behind, below, beneath, beside, between, (Slow) beyond, but, by.</p>	<p>3. <b>Preposition, Preposition Starting with a D.</b> down (slow &amp; long), during (snappy).</p>
<p>4. <b>Preposition, Preposition Don't go away. Go to the middle And see what we say. E-F-I and L-N-O</b> except, for, from, in, inside, into, like, near, of, off, on, out, outside, over.</p>	<p>5. <b>Preposition, Preposition Almost through. Start with P and end with W.</b> past, since, through, throughout, to, toward, under, underneath, until, up, upon, with, within, without.</p>	<p>6. <b>Preposition, Preposition Easy as can be. We're all finished, And aren't you pleased? We've just recited All 49 of these.</b></p>

<b>Jingle 9: Pronoun</b>
<p>This little pronoun, Floating around, Takes the place of a little old noun With a knick knack, paddy wack These are English rules. Isn't language fun and cool?</p>

<b>Jingle 10: Subject Pronoun</b>
<p>There are seven subject pronouns That are easy as can be: I and we, (clap twice) He and she, (clap twice) It and they and you. (clap three)</p>

<b>Jingle 11: Possessive Pronoun</b>
<p>There are seven possessive pronouns That are easy as can be: My and our, (clap twice) His and her, (clap twice) Its and their and your. (clap three)</p>

<b>Jingle 13: The Eight Parts of Speech Jingle</b>
<p>Want to know how to write? Use the eight parts of speech - They're dynamite!</p> <p><b>Nouns, Verbs, and Pronouns</b> - They rule! They're called the <b>NVP's</b>, and they're really cool! The <b>Double A's</b> are on the move; <b>Adjectives and Adverbs</b> help you groove! Next come the <b>PIC's</b>, and then we're done! The <b>PIC's</b> are <b>P</b>reposition, <b>I</b>nterjection, and <b>C</b>onjunction!</p> <p>All together now, the eight parts of speech, abbreviations please: NVP, AA, PIC NVP, AA, PIC!</p>

<b>Jingle 13: The 23 Helping Verbs Of the Mean, Lean Verb Machine Jingle</b>	
<p>These 23 helping verbs will be on my test. I gotta remember them so I can do my best. I'll start out with 8 and finish with 15; Just call me the mean, lean verb machine.</p> <p>There are the 8 <b>be</b> verbs that are easy as can be: am, is, are --was and were, am, is, are --was and were, am, is, are --was and were, be, being, and been.</p> <p>All together now, the 8 <b>be</b> verbs: am, is are -- was and were -- be, being, and been, am, is are -- was and were -- be, being, and been.</p>	<p>There're 23 helping verbs, and I've recited only 8. That leaves fifteen more that I must relate: has, have, and had --do, does, and did, has, have, and had --do, does, and did, might, must, may --might, must, may.</p> <p>Knowing these verbs will save my grade: can and could --would and should, can and could --would and should, shall and will, shall and will,</p> <p>In record time I did this drill. I'm the mean, lean verb machine - STILL!</p>

## Jingle Section

Jingle 14: Object Pronoun Jingle	
<p>There are seven object pronouns That are easy as can be: Me and us,                                   (clap twice) Him and her,                               (clap twice) It and them and you.                      (clap twice)</p>	

Jingle 15: The Direct Object Jingle
<ol style="list-style-type: none"> <li>1. A direct object is a noun or pronoun.</li> <li>2. A direct object completes the meaning of the sentence.</li> <li>3. A direct object is located after the verb-transitive.</li> <li>4. To find the direct object ask <b>WHAT</b> or <b>WHOM</b> after your verb.</li> </ol>

Jingle 16: The Indirect Object Jingle
<ol style="list-style-type: none"> <li>1. An indirect object is a noun or pronoun.</li> <li>2. An indirect object receives what the direct object names.</li> <li>3. An indirect object is located between the verb-transitive and the direct object.</li> <li>4. To find the indirect object ask <b>TO WHOM</b> or <b>FOR WHOM</b> after the direct object.</li> </ol>

Jingle 17A: The Predicate Noun Jingle
<ol style="list-style-type: none"> <li>1. A predicate noun is a noun or pronoun.</li> <li>2. A predicate noun means the same thing as the subject word.</li> <li>3. A predicate noun is located after a linking verb.</li> <li>4. To find the predicate noun ask <b>WHAT</b> or <b>WHO</b> after the verb.</li> </ol>

Jingle 17B: The Predicate Noun Jingle	
<p>Listen, my comrades, and you shall hear About predicate nouns from far and near. No one knows the time or year When the predicate nouns will appear. Listen now to all the facts, So you will know when the <b>Pred's</b> are back!</p>	<p>Dum De Dum Dum! A <b>predicate</b> noun is a special noun in the predicate That means the same thing as the subject word. To find a <b>predicate</b> noun, ask <i>what</i> or <i>who</i> After a linking verb.</p>

Shurley Method Abbreviations					
<b>D</b>	declarative sentence	<b>P</b>	preposition	<b>HV</b>	helping verb
<b>Int</b>	interrogative sentence	<b>OP</b>	object of the preposition	<b>CV</b>	compound verb
<b>E</b>	exclamatory sentence	<b>SP</b>	subject pronoun	<b>V-t</b>	transitive verb
<b>Imp</b>	imperative sentence	<b>PPA</b>	possessive pronoun adjective	<b>LV</b>	linking verb
<b>SN</b>	subject noun	<b>PNA</b>	possessive noun adjective	<b>DO</b>	direct object
<b>V</b>	verb	<b>C</b>	conjunction	<b>IO</b>	indirect object
<b>Adj</b>	adjective	<b>I</b>	interjection	<b>PrN</b>	predicate noun
<b>Adv</b>	adverb	<b>N</b>	noun		
<b>A</b>	article adjective				

## The Question & Answer Flow Section

**Parent Note:** This is a General Question and Answer Flow Guide that will help your child remember the order of most of the questions used to classify sentences in the Shurley Method.

### General Q & A Flow Guide #1 for Pattern 1 Sentences

**To find the subject:**

1. Read the sentence: ***The big dog barked loudly at the car.***
2. To find the subject, ask the subject question “who” or “what” and read the rest of the sentence. (Ask the subject question “who” if the sentence is about people. Ask the subject question “what” if the sentence is not about people.) Label the subject with an “SN” abbreviation.

***What barked loudly at the car? Dog - SN (say “subject noun” not “SN”)***

**To find the verb:**

3. Make sure you have marked the subject with the “SN” abbreviation.
4. To find the verb, ask the verb question “what is being said about” and then say the subject. Next, say the subject and verb together to make sure they make sense together. Label the verb with a “V” abbreviation.

***What is being said about dog? Dog barked - V (say “verb” not “V”)***

**To find the adverb:**

5. An adverb modifies a verb, adjective, or another adverb. Go to the verb first and ask an adverb question.
6. To find an adverb, say the verb and ask one of the adverb questions “how, when, or where.” Label the adverb with an “Adv” abbreviation.

***Barked how? loudly - Adv (say “adverb” not “Adv”)***

**To find the preposition and the object of the preposition:**

7. A preposition is a connecting word. It connects a noun or pronoun to the rest of the sentence.
8. An object of the preposition is a noun or pronoun after the preposition in a sentence.
9. A preposition must always have a noun or pronoun (an object of the preposition) after it.
10. To find a preposition, say the preposition word and ask the question *what* or *whom* to find the object of the preposition. Label the preposition with a “P” abbreviation and label the object of the preposition with an “OP” abbreviation.

***At - P (say “preposition” not “P”)***

***At what? car - OP (say “object of the preposition” not “OP”)***

**To find the article adjective:**

11. There are three article adjectives: *a, an, the*. Article adjectives are also called noun markers because they tell that a noun is close by. Article adjectives must be memorized.
12. To find the article adjective, just memorize *a, an,* and *the* as article adjectives and say “article adjective” each time you see one of them in a sentence. Label the article adjective with an “A” abbreviation.

***The - A (say “article adjective” not “A”)***

**To find the adjective:**

13. An adjective modifies a noun or a pronoun.
14. To find an adjective, go to a noun or a pronoun and ask one of the adjective questions: “what kind, which one, or how many.” Label the adjective with an “Adj” abbreviation.

***What kind of dog? big - Adj (say “adjective” not “Adj”)***

**The Rest of the Q & A Flow**

15. The – A
16. SN V P1 Check. (The pattern goes in the blank. The check is to identify the other parts of the Q & A Flow.)
17. (At the car) - Prepositional phrase.
18. Period, statement, declarative sentence. (Write a “D” at the end of the sentence.)
19. Go back to the verb - divide the complete subject from the complete predicate. (Put a slash in front of the verb. See the example below for a classified sentence.)

A Adj SN V Adv P A OP

20. SN V The big dog / barked loudly (at the car). D

P1



## The Question & Answer Flow Section

### Introducing the Subject Noun and Verb

#### Question and Answer Flow for Sentence 1: Candles burned.

1. What burned? candles - subject noun (Trace over the SN above *candles*.)
2. What is being said about candles? candles burned - verb (Trace over the V above *burned*.)

**Classified Sentence:**           SN     V  
Candles burned.

#### Question and Answer Flow for Sentence 2: Children shouted.

1. Who shouted? children - subject noun (Write SN above *children*.)  
Since *children* are people, we begin the subject question with *who*.  
The subject noun *children* tells *who* the sentence is about.
2. What is being said about children? children shouted - verb (Write V above *shouted*.)

**Classified Sentence:**           SN     V  
Children shouted.

### Introducing the Adjective, Adverb, and Article Adjective

#### Question and Answer Flow for Sentence 1: The red candles burned brightly.

1. What burned brightly? candles - subject noun (Write SN above *candles*.)
2. What is being said about candles? candles burned - verb (Write V above *burned*.)
3. Burned how? brightly - adverb (Write Adv above *brightly*.)
4. What kind of candles? red - adjective (Write Adj above *red*.)
5. The - article adjective (Write A above *The*.)

**Classified Sentence:**       A Adj SN     V     Adv  
The red candles burned brightly.

#### Question and Answer Flow for Sentence 2: The happy children shouted loudly.

1. Who shouted loudly? children - subject noun (Write SN above *children*.)
2. What is being said about children? children shouted - verb (Write V above *shouted*.)
3. Shouted how? loudly - adverb (Write Adv above *loudly*.)
4. What kind of children? happy - adjective (Write Adj above *happy*.)
5. The - article adjective (Write A above *The*.)

**Classified Sentence:**       A Adj SN     V     Adv  
The happy children shouted loudly.

#### Question and Answer Flow for Sentence 3: Soft snow fell yesterday.

1. What fell yesterday? snow - subject noun (Write SN above *snow*.)
2. What is being said about snow? snow fell - verb (Write V above *fell*.)
3. Fell when? yesterday - adverb (Write Adv above *yesterday*.)
4. What kind of snow? soft - adjective (Write Adj above *soft*.)

**Classified Sentence:**       Adj SN     V     Adv  
Soft snow fell yesterday.

#### Question and Answer Flow for Sentence 4: A little boy ran away!

1. Who ran away? boy - subject noun (Write SN above *boy*.)
2. What is being said about boy? boy ran - verb (Write V above *ran*.)
3. Ran where? away - adverb (Write Adv above *away*.)
4. What kind of boy? little - adjective (Write Adj above *little*.)
5. A - article adjective (Write A above *A*.)

**Classified Sentence:**       A Adj SN V Adv  
A little boy ran away!

## The Question & Answer Flow Section

There are three additional parts to be added to the Question and Answer Flow. These parts are explained below.

1. **Subject Noun Verb Pattern 1 Check** (*Write SN V P1 in the blank beside the sentence. Be sure to say **check**. You will use the check to check for any new parts that are added to the question and answer flow.*)
2. Period, statement, declarative sentence (*Write a D at the end of the sentence.*)
3. Go back to the verb - divide the complete subject from the complete predicate.  
(*As you say divide, put a slash mark before your verb.*)

**Note:** Your sentence should look like this:

	<b>A</b>	<b>Adj</b>	<b>SN</b>	<b>V</b>	<b>Adv</b>	
<b>SN V</b>	The red candles / burned brightly.					<b>D</b>
<b>P1</b>						

Introducing Pattern 1, complete subject/complete predicate, and end punctuation

**Question and Answer Flow for Sentence 1: The red candles burned brightly.**

<ol style="list-style-type: none"> <li>1. What burned brightly? candles - SN</li> <li>2. What is being said about candles? candles burned - V</li> <li>3. Burned how? brightly - Adv</li> <li>4. What kind of candles? red - Adj</li> <li>5. The - A</li> <li>6. Subject noun Verb Pattern 1 Check (<i>Write SN V P1 in the blank beside the sentence.</i>)</li> </ol>	<ol style="list-style-type: none"> <li>7. Period, statement, declarative sentence (<i>Write D at the end of the sentence.</i>)</li> <li>8. Go back to the verb - divide the complete subject from the complete predicate. (<i>As you say <u>divide</u>, put a slash mark before your verb.</i>)</li> </ol>
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**Classified Sentence:**

	<b>A</b>	<b>Adj</b>	<b>SN</b>	<b>V</b>	<b>Adv</b>	
<b>SN V</b>	The red candles / burned brightly.					<b>D</b>
<b>P1</b>						

Now I will explain each of these parts, one at a time. **For the first new part**, we added the words **Subject Noun Verb Pattern 1 Check**. Listen to the definition for a Pattern 1 sentence. The pattern of a sentence is the order of the main parts of the sentence. **Pattern 1** has only two main parts: the subject and the verb. Adjectives and adverbs add information to sentences, but they are not part of a sentence pattern. A Pattern 1 sentence is labeled *SN V P1* (*Subject Noun, Verb, Pattern 1*).

**When you say Subject Noun Verb Pattern 1 Check** in the question and answer flow, you are classifying the pattern of the sentence. The pattern of a sentence is the order of its main parts. The subject and verb are the main parts of a Pattern 1 sentence.

Remember, adjectives and adverbs are extra words that are not considered essential parts of a sentence pattern because they are used freely with all sentence patterns. To identify all Pattern 1 sentences, you will write *SN V P1* on the line in front of any Pattern 1 sentence.

## The Question & Answer Flow Section

**When you say *period, statement, declarative sentence***, you are classifying the kind of sentence. To identify the sentence as a declarative sentence, you will write a *D* after the period.

**When you say *Go back to the verb - divide the complete subject from the complete predicate***, you are identifying all the subject parts and all the predicate parts.

I will now give you more information about the complete subject and the complete predicate. Listen carefully. The **complete subject** is the subject and all the words that modify the subject. The complete subject usually starts at the beginning of the sentence and includes every word up to the verb of the sentence. A vertical line in front of the verb shows that the subject parts are divided from the predicate parts in the sentence.

The **complete predicate** is the verb and all the words that modify the verb. The complete predicate usually starts with the verb and includes every word after the verb. A vertical line in front of the verb shows that the predicate parts are divided from the subject parts in the sentence.

<b>Question and Answer Flow for Sentence 2: The happy children shouted loudly.</b>															
<ol style="list-style-type: none"> <li>1. Who shouted loudly? children - SN</li> <li>2. What is being said about children? children shouted - V</li> <li>3. Shouted how? loudly - Adv</li> <li>4. What kind of children? happy - Adj</li> <li>5. The - A</li> <li>6. Subject noun Verb Pattern 1 Check (Write <i>SN V P1</i> in the blank beside the sentence.)</li> </ol>	<ol style="list-style-type: none"> <li>7. Period, statement, declarative sentence (Write <i>D</i> at the end of the sentence.)</li> <li>8. Go back to the verb - divide the complete subject from the complete predicate. (As you say <u>divide</u>, put a slash mark before your verb.)</li> </ol>														
<p><b>Classified Sentence:</b></p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 0 10px;"><u>SN V</u></td> <td style="padding: 0 10px;">A</td> <td style="padding: 0 10px;">Adj</td> <td style="padding: 0 10px;">SN</td> <td style="padding: 0 10px;">V</td> <td style="padding: 0 10px;">Adv</td> <td style="padding: 0 10px;">D</td> </tr> <tr> <td style="text-align: center; padding: 0 10px;">P1</td> <td colspan="5"></td> <td></td> </tr> </table>		<u>SN V</u>	A	Adj	SN	V	Adv	D	P1						
<u>SN V</u>	A	Adj	SN	V	Adv	D									
P1															
<b>Question and Answer Flow for Sentence 3: Soft snow fell yesterday.</b>															
<ol style="list-style-type: none"> <li>1. What fell yesterday? snow - SN</li> <li>2. What is being said about snow? snow fell - V</li> <li>3. Fell when? yesterday - Adv</li> <li>4. What kind of snow? soft - Adj</li> <li>5. Subject noun Verb Pattern 1 Check (Write <i>SN V P1</i> in the blank beside the sentence.)</li> </ol>	<ol style="list-style-type: none"> <li>6. Period, statement, declarative sentence (Write <i>D</i> at the end of the sentence.)</li> <li>7. Go back to the verb - divide the complete subject from the complete predicate. (As you say <u>divide</u>, put a slash mark before your verb.)</li> </ol>														
<p><b>Classified Sentence:</b></p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 0 10px;"><u>SN V</u></td> <td style="padding: 0 10px;">Adj</td> <td style="padding: 0 10px;">SN</td> <td style="padding: 0 10px;">V</td> <td style="padding: 0 10px;">Adv</td> <td style="padding: 0 10px;">D</td> </tr> <tr> <td style="text-align: center; padding: 0 10px;">P1</td> <td colspan="5"></td> </tr> </table>		<u>SN V</u>	Adj	SN	V	Adv	D	P1							
<u>SN V</u>	Adj	SN	V	Adv	D										
P1															
<b>Question and Answer Flow for Sentence 4: A little boy ran away!</b>															
<ol style="list-style-type: none"> <li>1. Who ran away? boy - SN</li> <li>2. What is being said about boy? boy ran - V</li> <li>3. Ran where? away - Adv</li> <li>4. What kind of boy? little - Adj</li> <li>5. A - A</li> <li>6. Subject noun Verb Pattern 1 Check (Write <i>SN V P1</i> in the blank beside the sentence.)</li> </ol>	<ol style="list-style-type: none"> <li>7. Exclamation point, strong feeling, exclamatory sentence. (Write <i>E</i> at the end of the sentence.)</li> <li>8. Go back to the verb - divide the complete subject from the complete predicate. (As you say <u>divide</u>, put a slash mark before your verb.)</li> </ol>														
<p><b>Classified Sentence:</b></p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 0 10px;"><u>SN V</u></td> <td style="padding: 0 10px;">A</td> <td style="padding: 0 10px;">Adj</td> <td style="padding: 0 10px;">SN</td> <td style="padding: 0 10px;">V</td> <td style="padding: 0 10px;">Adv</td> <td style="padding: 0 10px;">E</td> </tr> <tr> <td style="text-align: center; padding: 0 10px;">P1</td> <td colspan="5"></td> </tr> </table>		<u>SN V</u>	A	Adj	SN	V	Adv	E	P1						
<u>SN V</u>	A	Adj	SN	V	Adv	E									
P1															

## The Question & Answer Flow Section

### Question and Answer Flow for Sentence 1: The large brown dusty leaves swirled around quickly.

**Note:** Whenever you begin to classify a sentence, always start with the words “what” if the sentence is about an animal, place, or thing.

1. What swirled around quickly? leaves – SN
2. What is being said about leaves? leaves swirled – V
3. Swirled where? around - Adv
4. Swirled how? quickly - Adv
5. What kind of leaves? dusty - Adj
6. What kind of leaves? brown - Adj

7. What kind of leaves? large - Adj
8. The - A
9. SN V P1 Check
10. Period, statement, D
11. Go back to the verb – divide the complete subject from the complete predicate.

**Note:** As you say “divide,” put a slash mark before the verb.

**Classified Sentence:**

SN V
A Adj Adj Adj SN V Adv Adv  
 The large brown dusty leaves / swirled around quickly. D  
P1

### Question and Answer Flow for Sentence 2: One tiny gray kitten jumped playfully today.

1. What jumped playfully today? kitten – SN
2. What is being said about kitten? kitten jumped – V
3. Jumped how? playfully – Adv
4. Jumped when? today– Adv
5. What kind of kitten? gray – Adj

6. What kind of kitten? tiny – Adj
7. How many kittens? one - Adj
8. SN V P1 Check
9. Period, statement, D
10. Go back to the verb – divide the complete subject from the complete predicate.

**Classified Sentence:**

SN V
Adj Adj Adj SN V Adv Adv  
 One tiny gray kitten / jumped playfully today. D  
P1

### Question and Answer Flow for Sentence 3: Several new red sleds raced merrily along.

1. What raced merrily along? sleds – SN
2. What is being said about sleds? sleds raced – V
3. Raced how? merrily – Adv
4. Raced where? along – Adv
5. What kind of sleds? red – Adj
6. What kind of sleds? new – Adj

7. How many sleds? several – Adj
8. SN V P1 Check
9. Period, statement, D
10. Go back to the verb – divide the complete subject from the complete predicate.

**Classified Sentence:**

SN V
Adj Adj Adj SN V Adv Adv  
 Several new red sleds / raced merrily along. D  
P1

### Question and Answer Flow for Sentence 4: All the frightened animals ran quickly away.

1. What ran quickly away? animals – SN
2. What is being said about animals? animals ran – V
3. Ran how? quickly – Adv
4. Ran where? away – Adv
5. What kind of animals? frightened – Adj
6. The – A (article adjective)

7. How many animals? all – Adj
8. SN V P1 Check
9. Period, statement, D
10. Go back to the verb – divide the complete subject from the complete predicate.

**Classified Sentence:**

SN V
Adj A Adj SN V Adv Adv  
 All the frightened animals / ran quickly away. D  
P1

## The Question & Answer Flow Section

### Introducing the Preposition and the Object of the Preposition

We are now ready to start prepositions! The preposition jingle has already told you a lot about prepositions, but now we are going to learn even more. A **preposition** is a joining word. It joins or connects a noun to the rest of the sentence. To know whether a word is a preposition, say the preposition and ask *What* or *Whom*. If the answer is a noun, then the word is a preposition. Prepositions are labeled with a *P*.

An **object of the preposition** is a noun after the preposition in a sentence. A noun that is an object of the preposition is labeled with an *OP*.

It is important for you to know the difference between prepositions and adverbs. Look at Reference 14 (on page 99 of the student workbook) as I explain how you can tell the difference between prepositions and adverbs.

A word can be a preposition or an adverb, depending on how it is used in a sentence. For example, the word *around* can be an adverb or a preposition. How do you decide if the word *around* is an adverb or a preposition? If *around* is used alone, with no noun after it, it is an adverb. If *around* has a noun after it that answers the question *what* or *whom*, then *around* is a preposition, and the noun after *around* is an object of the preposition. (*Have students follow along as you now read and discuss the information in the reference box below.*)

Reference 14: Knowing the Difference Between Prepositions and Adverbs	
	Adv
In the example sentence, <i>Bob skated <b>around</b></i> , the word <i>around</i> is an adverb because it does not have a noun after it.	
	P noun (OP)
In the example sentence, <i>Bob skated <b>around the rink</b></i> , the word <i>around</i> is a preposition because it has the noun <i>rink</i> (the object of the preposition) after it. To find the preposition and object of the preposition in the question and answer flow, say: <b>around - P</b>	(Say: <i>around- preposition</i> )
<b>around what? rink - OP</b>	(Say: <i>around what? rink - object of the preposition</i> )

A **prepositional phrase** starts with the preposition and ends with the object of the preposition. It includes any modifiers between the preposition and object of the preposition. A prepositional phrase adds meaning to a sentence and can be located anywhere in the sentence.

**Extra Information:** The whole prepositional phrase can modify like a one-word adverb: Stepped where? (*around the rink*) - adverbial phrase. (*This is just extra information that some students might want to know.*)

**Prepositional phrases** are identified in the question and answer flow after you say the word *check*. This time when you say *check*, you are looking for prepositional phrases in the sentence. If you find a prepositional phrase, you will read the whole prepositional phrase and put parentheses around it.

We will learn how to classify a preposition and an object of the preposition by reciting the Question and Answer Flows for the first group of sentences. I will lead you as we say the questions and answers together. Remember, it is very important that you say the questions with me as well as the answers. Begin.

## The Question & Answer Flow Section

### Question and Answer Flow for Sentence 1: The large brown leaves swirled quickly around the yard.

1. What swirled quickly around the yard? leaves – SN
2. What is being said about leaves? leaves swirled – V
3. Swirled how? quickly – Adv
4. Around – P (Say: around - Preposition)
5. Around what? yard – OP (Say: yard - Object of the Preposition)

**Note:** To test whether a word is a preposition, say your preposition and ask “what or whom.” If your answer is a noun or pronoun, you will have a preposition. All prepositions will have noun or pronoun objects. Remember to ask “whom” if the noun is a person.

6. The – A

7. What kind of leaves? brown – Adj
8. What kind of leaves? large – Adj
9. The – A
10. SN V P1 Check
11. (Around the yard) – Prepositional phrase

**Note:** Say “Around the yard – Prepositional phrase” as you put parentheses around the words. This also teaches your students how to read in complete phrases, so keep it smooth.

12. Period, statement, D
13. Go back to the verb – divide the complete subject from the complete predicate.

**Classified Sentence:**

A Adj Adj SN V Adv P A OP  
SN V      The large brown leaves / swirled quickly (around the yard.) D  
P1

### Question and Answer Flow for Sentence 2: Several new sleds on the hill raced rapidly toward town.

1. What raced rapidly toward town? sleds – SN
2. What is being said about sleds? sleds raced – V
3. Raced how? rapidly – Adv
4. Toward – P
5. Toward what? town – OP
6. On – P
7. On what? hill – OP
8. The – A

9. What kind of sleds? new – Adj
10. How many sleds? several – Adj
11. SN V P1 Check
12. (On the hill) – Prepositional phrase
13. (Toward town) – Prepositional phrase
14. Period, statement, D
15. Go back to the verb – divide the complete subject from the complete predicate.

**Classified Sentence:**

Adj Adj SN P A OP V Adv P OP  
SN V      Several new sleds (on the hill) / raced rapidly (toward town.) D  
P1

Sometimes, predicate words come at the beginning of the sentence. These words modify the verb even though they are located at the beginning of the complete subject. They are really easy to identify because they are always at the beginning of the sentence. Three words located at the beginning of a sentence that modify the verb are an adverb, a helping verb, and a prepositional phrase. Say these three words with me five times. (Say “an adverb, a helping verb, and a prepositional phrase” five times.) (Read the information in Reference 15 to your students.)

### Reference 15: Examples of Predicate Words Located in the Complete Subject

1. An adverb at the beginning of the sentence will modify the verb.  
(Example: Yesterday we / went to the park.) (We / went to the park yesterday.)
2. A helping verb at the beginning of a sentence will always be part of the verb.  
(Example: Are we / going to the park?) (We / are going to the park.)
3. A prepositional phrase at the beginning of a sentence will modify the verb.  
(Example: At the park we / had a picnic lunch.) (We / had a picnic lunch at the park.)

To add *predicate words in the complete subject* to the question and answer flow, say, “This sentence has predicate words in the complete subject. Underline the (adverb, helping verb, or prepositional phrase) twice.” If there are no predicate words in the complete subject, then you will not do this step.

## The Question & Answer Flow Section

### Question and Answer Flow for Sentence 1: Yesterday the six frisky puppies tumbled playfully in the grass.

- |  |   |
|--|---|
| 1. What tumbled playfully in the grass? puppies – SN     | 10. Tumbled when? yesterday – Adv   |
| 2. What is being said about puppies? puppies tumbled – V | 11. SN V P1 Check   |
| 3. Tumbled how? playfully – Adv                          | 12. (In the grass) - Prepositional phrase   |
| 4. In – P  | 13. Period, statement, D  |
| 5. In what? grass – OP                                   | 14. Go back to the verb – divide the complete subject from the complete predicate.  |
| 6. The – A   | 15. This sentence has predicate words in the complete subject. Underline the adverb at the beginning of the sentence twice. |
| 7. What kind of puppies? frisky – Adj                    |   |
| 8. How many puppies? six – Adj                           |   |
| 9. The – A   |   |

**Classified Sentence:**                                      Adv     A     Adj     Adj     SN           V           Adv     P     A     OP  
                         SN V     Yesterday the six frisky puppies / tumbled playfully (in the grass.) D  
P1

### Question and Answer Flow for Sentence 2: During the day the frisky kitten roamed merrily through the house.

- |   |   |
|---|---|
| 1. What roamed merrily through the house? kitten – SN | 12. SN V P1 Check   |
| 2. What is being said about kitten? kitten roamed – V | 13. (During the day) – Prepositional phrase   |
| 3. Roamed how? merrily – Adv                          | 14. (Through the house) – Prepositional phrase  |
| 4. Through – P  | 15. Period, statement, D  |
| 5. Through what? house – OP                           | 16. Go back to the verb – divide the complete subject from the complete predicate.  |
| 6. The – A  | 17. This sentence has predicate words in the complete subject. Underline the prepositional phrase at the beginning of the sentence twice. |
| 7. What kind of kitten? frisky – Adj                  |   |
| 8. The – A  |   |
| 9. During – P   |   |
| 10. During what? day – OP                             |   |
| 11. The – A   |   |

**Classified Sentence:**                                      P     A     OP     A     Adj     SN           V           Adv           P     A     OP  
                         SN V     (During the day) the frisky kitten / roamed merrily (through the house.) D  
P1

### Question and Answer Flow for Sentence 3: Was the horse groomed carefully for his master?

- |  |   |
|--|---|
| 1. What was groomed carefully for his master? horse – SN | 9. SN V P1 Check  |
| 2. What is being said about horse? horse was groomed – V | 10. (For his master) – Prepositional phrase   |
| 3. Was – HV  | 11. Question mark, question, Int  |
| 4. Was groomed how? carefully – Adv                      | 12. Go back to the verb – divide the complete subject from the complete predicate.  |
| 5. For – P   | 13. This sentence has predicate words in the complete subject. Underline the helping verb at the beginning of the sentence twice. |
| 6. For whom? master – OP                                 |   |
| 7. Whose master? his – PPA                               |   |
| 8. The – A   |   |

**Classified Sentence:**                                      HV     A     SN           V           Adv           P     PPA     OP  
                         SN V     Was the horse / groomed carefully (for his master?) Int  
P1

### Question and Answer Flow for Sentence 4: After dark the hunted animal darted quickly toward safety.

- |   |   |
|---|---|
| 1. What darted quickly toward safety? animal – SN     | 10. SN V P1 Check   |
| 2. What is being said about animal? animal darted – V | 11. (After dark) – Prepositional phrase   |
| 3. Darted how? quickly – Adv                          | 12. (Toward safety) – Prepositional phrase  |
| 4. Toward – P   | 13. Period, statement, D  |
| 5. Toward what? safety – OP                           | 14. Go back to the verb – divide the complete subject from the complete predicate.  |
| 6. What kind of animal? hunted – Adj                  | 15. This sentence has predicate words in the complete subject. Underline the prepositional phrase at the beginning of the sentence twice. |
| 7. The – A  |   |
| 8. After – P  |   |
| 9. After what? dark – OP                              |   |

**Classified Sentence:**                                      P     OP     A     Adj     SN           V           Adv           P     OP  
                         SN V     (After dark) the hunted animal / darted quickly (toward safety.) D  
P1

## The Practice and Improved Sentence Section

Write the title *Practice Sentence* on the top line of your notebook paper. Now copy these labels across the page: **A Adj SN V Adv P Adj OP**. Make sure you leave plenty of room for the words that you will write under the labels. Now I will lead you through the process of using the labels to write a practice sentence.

1. Go to the **SN** label for the subject noun. Think of a noun you want to use as your subject. Write the noun you have chosen on the line *under* the **SN** label.
2. Go to the **V** label for verb. Think of a verb that tells what your subject does. Make sure that your verb makes sense with the subject noun. Write the verb you have chosen on the line *under* the **V** label.
3. Go to the **Adv** label for the adverb. Immediately go to the verb in your sentence and ask an adverb question. What are the adverb questions? (*how, when, where*) Choose one adverb question to ask and write your adverb answer *under* the **Adv** label.
4. Go to the **P** label for the preposition. Think of a preposition that tells something about your verb. You must be careful to choose a preposition that makes sense with the noun you will choose for the object of the preposition in your next step. Write the word you have chosen for a preposition *under* the **P** label.
5. Now go to the **OP** label for object of the preposition. If you like the noun you thought of while thinking of a preposition, write it down *under* the **OP** label. If you prefer, think of another noun by asking *what* or *whom* after your preposition. Check to make sure the preposition and object of the preposition make sense together and also make sense with the rest of the sentence. Remember, the object of the preposition will always answer the question **what** or **whom** after the preposition. Write the word you have chosen for the object of the preposition *under* the **OP** label.
6. Go to the **Adj** label in front of the object of the preposition noun for an adjective. Then go to the object of the preposition in the sentence and ask an adjective question. What are the three adjective questions? (*what kind, which one, how many*) Think of one adjective that answers the adjective questions you asked and which makes sense in the sentence. Raise your hand to tell me your adjectives. (*Allow time for a few students' responses.*) Now I will choose one adjective. Let's write this adjective *under* the **Adj** label. (*Write the adjective choice on the board and have students write it on their papers.*)
7. Go to the **Adj** label in front of the subject noun for an adjective. Then go to the subject noun in the sentence and ask an adjective question. What are the three adjective questions? (*what kind, which one, how many*) Think of one adjective that answers the adjective questions you asked and which makes sense in the sentence. Raise your hand to tell me your adjectives. (*Allow time for a few students' responses.*) Now I will choose one adjective. Let's write this adjective *under* the **Adj** label. (*Write the adjective choice on the board and have students write it on their papers.*)



## The Practice and Improved Sentence Section

8. Go to the **A** label for the article adjective in the subject area. What are the three article adjectives again? (*a, an, and the*) Now you will choose one of these article adjectives that makes the best sense in your sentence. Write the article adjective you have chosen *under* the **A** label.
9. Finally, check your Practice Sentence to make sure it has the necessary parts to be a complete sentence. What are the five parts of a complete sentence? (*subject, verb, complete sense, capital letter, and an end mark*) Does your Practice Sentence have the five parts of a complete sentence? (*Allow time for students to read over their sentences and to make any corrections they need to make.*)

Now under your practice sentence, write the title *Improved Sentence* on another line. To improve your practice sentence, you will make one synonym change, one antonym change, and your choice of a complete word change or another synonym or antonym change.

Since it is harder to find words that can be changed to an antonym, it is usually wise to go through your sentence to find an antonym change first. Then look through your sentence again to find words that can be improved with synonyms. Finally, make a decision about whether your last change will be a complete word change, another synonym change, or another antonym change.

Now take time to write an improved sentence. If you need help writing the improved sentence, let me know. (*Always encourage students to use a thesaurus, synonym-antonym book, or a dictionary to help them develop an interesting and improved writing vocabulary.*)

## The Question & Answer Flow Section

### General Q & A Flow Guide #2 for Patterns 2-4

This is a general question and answer flow guide that will help you remember the order of most of the questions you will use to classify Patterns 2-4.

#### **Pattern 2: To find the direct object**

1. Read the sentence: ***Sam made a kite.***
2. First, find the subject and verb by following the steps in Guide #1.
3. To find the direct object, say the subject and verb and ask the question "what."  
(Ask "whom" if the direct object is a person.) ***Sam made what? Kite***
4. Since a direct object cannot mean the same thing as the subject, you say:  
***Verify the noun. Does kite mean the same thing as Sam? No. Kite - DO***  
(Say "direct object" not "DO.")
5. Label the direct object with a "DO" abbreviation.
6. After the direct object is labeled, put a "t" on the verb (V-t) to indicate that it is a transitive verb.  
A transitive verb is an action verb that has a direct object in the predicate.
7. Shurley Method pattern: **SN V-t DO P2**. Regular pattern: **N V N P2**
8. Classify the rest of the sentence by following the steps in Guide #1.

#### **Pattern 3: To find the indirect object**

1. Read the sentence: ***Sam made me a kite.***
2. First, find the subject and verb by following the steps in Guide #1.
3. Next, find the direct object by following the steps above for the direct object.
4. To find the indirect object, say the subject, verb, and direct object and ask the question "to whom" or "for whom." (Ask "what" if the indirect object is not a person.)  
***Sam made the kite for whom? Me - IO*** (Say "indirect object" not "IO.")
5. Label the indirect object with an "IO" abbreviation.
6. Shurley Method pattern: **SN V-t IO DO P3**. Regular pattern: **N V N N P3**
7. Notice that the indirect object always comes between a verb-transitive and the direct object.
8. Classify the rest of the sentence by following the steps in Guide #1.

#### **Pattern 4: To find the predicate noun**

1. Read the sentence: ***Strawberries are my favorite fruit.***
2. First, find the subject and verb by following the steps in Guide #1.
3. To find the predicate noun, say the subject and verb and ask the question "what."  
(Ask "who" if the predicate noun is a person.) ***Strawberries are what? fruit***
4. Since a predicate noun must mean the same thing as the subject, you say:  
***Verify the noun. Does fruit mean the same thing as strawberries? Yes. Fruit - PrN.***  
(Say "predicate noun" not "PrN.")
5. Label the predicate noun with a "PrN" abbreviation.
6. After the predicate noun is labeled, put an "L" on the verb (LV) to indicate that it is a linking verb.  
A linking verb is a state of being verb (not action) that has a predicate noun in the predicate.
7. Shurley Method pattern: **SN LV PrN P4**. Regular pattern: **N LV N P4**
8. Classify the rest of the sentence by following the steps in Guide #1.

## The Question & Answer Flow Section

### Pattern 2 Sentence

#### Question and Answer Flow for Sentence 1: Two birds built a nest.

1. What built a nest? birds – SN
2. What is being said about birds? birds built – V
3. Birds built what? nest – verify the noun

**Note:** Verify the noun is a check to make sure the noun does not mean the same thing as the subject noun. If it does not, then the noun is a direct object.

4. Does nest mean the same thing as birds? No
5. Nest – DO
6. Built – V-t

**Note:** Always ask the WHAT question immediately after finding the SN and V to get the DO. Mark the verb as a V until the DO has been identified. After you verify the noun as a direct object, then go back and put the “t” on your verb.

Until you find and verify your DO, you will not mark your verb as transitive. The verb will be changed to a V-t because of the direct object. Get the core, SN V-t DO, before you classify the rest of the sentence.

7. A – A
8. How many birds? two – Adj
9. SN V-t DO P2 Check  
**Note:** Check for the “t” on the verb.
10. Verb-transitive – Check again.  
**Note:** No prepositional phrases
11. Period, statement, D
12. Go back to the verb – divide the complete subject from the complete predicate.

**Classified Sentence:**

<table style="border-collapse: collapse;"> <tr><td style="text-align: center;">SN</td><td style="text-align: center;">V-t</td></tr> <tr><td style="text-align: center;">DO</td><td style="text-align: center;">P2</td></tr> </table>	SN	V-t	DO	P2	Adj	SN	V-t	A	DO
SN	V-t								
DO	P2								
Two birds / built a nest. D									

### Pattern 3 Sentence

#### Question and Answer Flow for Sentence 3: The funny magician showed my friends and me several neat tricks.

1. Who showed my friends and me several neat tricks? magician – SN
2. What is being said about magician? magician showed – V
3. Magician showed what? tricks – verify the noun
4. Do tricks mean the same thing as magician? No
5. Tricks – DO
6. Showed – V-t
7. Magician showed tricks to whom? friends and me – CIO, CIO
8. What kind of tricks? neat – Adj
9. How many tricks? several – Adj

10. And – C
11. Whose friends? my – PPA
12. What kind of magician? funny – Adj
13. The – A
14. SN V-t IO DO P3 Check
15. Verb-transitive – Check again. (No prepositional phrases.)
16. Period, statement, D
17. Go back to the verb – divide the complete subject from the complete predicate

**Classified Sentence:**

<table style="border-collapse: collapse;"> <tr><td style="text-align: center;">SN</td><td style="text-align: center;">V-t</td></tr> <tr><td style="text-align: center;">IO</td><td style="text-align: center;">DO P3</td></tr> </table>	SN	V-t	IO	DO P3	A	Adj	SN	V-t	PPA	CIO	C	CIO	Adj	Adj	DO
SN	V-t														
IO	DO P3														
The funny magician / showed my friends and me several neat tricks. D															

### Pattern 4 Sentence

#### Question and Answer Flow for Sentence 5: That large book on the shelf is a dictionary.

1. What is a dictionary? book – SN
2. What is being said about book? book is – V
3. Book is what? dictionary – verify the noun
4. Does dictionary mean the same thing as book? Yes
5. Dictionary – PrN
6. Is – LV
7. A - A
8. On – P
9. On what? shelf – OP

10. The - A
11. What kind of book? large - Adj
12. Which book? that - Adj
13. SN LV PrN P4 Check
14. Linking verb – Check again.
15. (On the shelf) – Prepositional phrase
16. Period, statement, D
17. Go back to the verb – divide the complete subject from the complete predicate.

**Classified Sentence:**

<table style="border-collapse: collapse;"> <tr><td style="text-align: center;">SN</td><td style="text-align: center;">LV</td></tr> <tr><td style="text-align: center;">PrN</td><td style="text-align: center;">P4</td></tr> </table>	SN	LV	PrN	P4	Adj	Adj	SN	P	A	OP	LV	A	PrN
SN	LV												
PrN	P4												
That large book (on the shelf) / is a dictionary. D													

## Writing Section

### Three-Point Expository Paragraph Example

Topic: **My favorite places**

Three main points: 1. **the city park** 2. **my grandmother's house** 3. **the lake**

Sentence #1 – Topic Sentence (*Use words in the topic and tell how many points will be used.*)

**I have three favorite places.**

Sentence #2 – 3-Point Sentence (*List the 3 points in the order you will present them.*)

**These places are the city park, my grandmother's house, and the lake.**

Sentence #3 – First Point

**My first favorite place is the city park.**

Sentence #4 – Supporting Sentence for the first point.

**I like the city park because my family and I have picnics there.**

Sentence #5 – Second Point

**My second favorite place is my grandmother's house.**

Sentence #6 – Supporting Sentence for the second point.

**I always have fun there because my grandmother laughs and plays with me.**

Sentence #7 – Third Point

**My third favorite place is the lake.**

Sentence #8 – Supporting Sentence for the third point.

**I love the lake because my dad takes me fishing there.**

Sentence #9 – Concluding (final) Sentence. (*Restate the topic sentence and add an extra thought.*)

**I wish I could go to my three favorite places everyday.**

### SAMPLE PARAGRAPH

#### My Favorite Places

I have three favorite places. These places are the city park, my grandmother's house, and the lake. My first favorite place is the city park. I like the city park because my family and I have picnics there. My second favorite place is my grandmother's house. I always have fun there because my grandmother laughs and plays with me. My third favorite place is the lake. I love the lake because my dad takes me fishing there. I wish I could go to my three favorite places everyday.

### General Checklist: Check the Finished Paragraph

- (1) Have you followed the pattern for a three-point paragraph?  
(*Indent and follow the sentences listed in the Three-Point Paragraph Outline on the next page.*)
- (2) Do you have complete sentences?
- (3) Have you capitalized the first word and put an end mark at the end of every sentence?
- (4) Have you written your paragraph in the assigned point of view (*first or third person*)?
- (5) Have you checked your sentences for capitalization and punctuation mistakes?
- (6) Have you checked your verb tenses?
- (7) Have you varied your sentence structure?

## Writing Section

**Parent Note:** The outlines below show the Expository and Persuasive Paragraph Writing.

Guidelines for Expository and Persuasive Paragraph Writing	
Expository Paragraph	Persuasive Paragraph
Sentence 1: <b>Topic</b> sentence	Sentence 1: <b>Topic</b> sentence
Sentence 2: A <b>three-point</b> sentence	Sentence 2: A <b>general number</b> sentence
Sentence 3: A <b>first point</b> sentence	Sentence 3: A <b>first point persuasive</b> sentence
Sentence 4: A <b>supporting</b> sentence for the first point	Sentence 4: A <b>first point supporting</b> sentence
Sentence 5: A <b>second point</b> sentence	Sentence 5: A <b>second point persuasive</b> sentence
Sentence 6: A <b>supporting</b> sentence for the second point	Sentence 6: A <b>second point supporting</b> sentence point
Sentence 7: A <b>third point</b> sentence	Sentence 7: A <b>third point persuasive</b> sentence
Sentence 8: A <b>supporting</b> sentence for the third point	Sentence 8: A <b>third point supporting</b> sentence
Sentence 9: A <b>concluding</b> sentence ( <i>Summarize using the topic idea with a point of interest.</i> )	Sentence 9: <b>In conclusion</b> sentence ( <i>Restate topic idea.</i> )
	Sentence 10: <b>Final summary</b> sentence ( <i>Summarize reasons.</i> )

**Parent Note:** The Editing Checklist provides points to check a writing assignment.

Editing Checklist
<b>Read each sentence and go through the Sentence Checkpoints below.</b>
_____ E1. Sentence sense check. (Check for words left out or words repeated.)
_____ E2. First word, capital letter check. End mark check. Any other capitalization check. Any other punctuation check.
_____ E3. Sentence structure and sentence structure punctuation check. (Check for correct construction and correct punctuation of a simple sentence, a simple sentence with compound parts, a compound sentence, or a complex sentence.)
_____ E4. Spelling and homonym check. (Check for misspelled words and incorrect homonym choices.)
_____ E5. Usage check. (Check subject-verb agreement, a/an choice, pronoun/antecedent agreement, pronoun cases, degrees adjectives, double negatives, verb tenses, and contractions.)
<b>Read each paragraph and go through the Paragraph Checkpoints below.</b>
_____ E6. Check to see that each paragraph is indented.
_____ E7. Check each paragraph for a topic sentence.
_____ E8. Check each sentence to make sure it supports the topic of the paragraph.
_____ E9. Check the content for interest and creativity. Do not begin all sentences with the same word, and use a variety of simple, compound, and complex sentences.
_____ E10. Check the type and format of writing assigned.