

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 most of the jingles your child will learn during the 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 19.

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: For several hours the enormous yellow balloon in the sky floated aimlessly.

- |  |  |
|--|--|
| 1. What floated aimlessly? balloon - SN                  | 12. How many hours? several - Adj  |
| 2. What is being said about balloon? balloon floated - V | 13. SN V P1 Check  |
| 3. Floated how? aimlessly - Adv                          | 14. (For several hours) - Prepositional phrase                                     |
| 4. In - P  | 15. (In the sky) - Prepositional phrase  |
| 5. In what? sky - OP                                     | 16. Period, statement, D   |
| 6. The - A   | 17. Go back to the verb - divide the complete subject from the complete predicate. |
| 7. What kind of balloon? yellow - Adj                    | 18. Is there an adverb exception? No.  |
| 8. What kind of balloon? enormous - Adj                  | 19. Is this sentence in a natural or inverted order?                               |
| 9. The - A   | Inverted - underline the subject parts once and the predicate parts twice.         |
| 10. For - P  |  |
| 11. For what? hours - OP                                 |  |

#### Classified Sentence:

P   Adj   OP   A   Adj   Adj   SN   P   A   OP   V   Adv  
SN V   (For several hours)   the enormous yellow balloon   (in the sky)   / floated aimlessly.   **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 8 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:	<b>The</b>	<b>thin,</b>	<b>green</b>	<b>leaves</b>	<b>shook</b>	<b>hard</b>	<b>yesterday.</b>
Improved:	<b>The</b> (same)	<b>fragile,</b> (synonym)	<b>verdant</b> (synonym)	<b>foliage</b> (synonym)	<b>swayed</b> (synonym)	<b>gently</b> (antonym)	<b>overhead.</b> (word change)

### 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 paragraph writing is provided on page 20. Guidelines and examples for essay writing are provided on page 21.)*

### 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.)*

- Pattern 1: SN V** (Main parts: subject noun and verb.)
- Pattern 2: SN V-t DO** (Main parts: subject noun, verb-transitive, and direct object.)
- Pattern 3: SN V-t IO DO** (Main parts: subject noun, verb-transitive, indirect object, direct object.)
- Pattern 4: SN LV PrN** (Main parts: subject noun, linking verb, and predicate noun.)
- Pattern 5: SN LV PA** (Main parts: subject noun, linking verb, and predicate adjective.)
- Pattern 6: SN V-t DO OCN** (Main parts: subject noun, verb-transitive, direct object, and object complement noun.)
- Pattern 7: SN V-t DO OCA** (Main parts: subject noun, verb-transitive, direct object, and object complement adjective.)

## Jingle Section

Sentence Jingle	
<p>A sentence, sentence, sentence Is complete, complete, complete When 5 simple rules It meets, meets, meets.</p> <p>It has a subject, subject, subject And a verb, verb, verb. It makes sense, sense, sense With every word, word, word.</p>	<p>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!</p> <p><b>REMEMBER</b> Subject, Verb, Com-plete sense, Capital letter, and an end mark, too. Our sentence is complete, And now we're through!</p>

The Noun Jingle
<p>It's a noun jingle, my friend. Shake it to the left, Shake it to the right, Find a noun and then recite: A noun names a person; A noun names a thing; A noun names a person, Place, or thing. And sometimes an idea. Person, Place, Thing, Idea, Person, Place, Thing, Idea. So shake it to the left, Shake it to the right, Find those nouns And feel just right!</p>

The Verb Jingle
<p>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.</p> <p>The action verb shows a state of action, Like <b>stand</b> and <b>sit</b> and <b>smile</b>. The action verb is always doing Because it tells what the subject does. <b>We stand! We sit! We smile!</b></p> <p>The linking verb is a state of being, Like <b>am, is, are, was, and were,</b> <b>Look, become, grows, and feels.</b> A linking verb shows no action Because it tells what the subject is. <i>He is a clown. He looks funny.</i></p>

The Adverb Jingle
<p>An adverb modifies a verb, adjective, or another adverb. An adverb asks <i>How? When? Where? Why? Under what condition? and To what degree?</i> To find an adverb: <b>Go, Ask, Get.</b> Where do I <b>go</b>? To a verb, adjective, or another adverb. What do I <b>ask</b>? How? When? Where? Why? Under What Condition? and To What Degree? What do I <b>get</b>? An ADVERB! (Clap) That's what!</p>

The Adjective Jingle
<p>An adjective modifies a noun or pronoun. An adjective asks <i>What kind? Which one? How many?</i> To find an adjective: <b>Go, Ask, Get.</b> Where do I <b>go</b>? To a noun or pronoun. What do I <b>ask</b>? What kind? Which one? How many? What do I <b>get</b>? An ADJECTIVE! (Clap) That's what!</p>

The Preposition Jingle
<p>A PREP PREP PREPOSITION Is a special group of words That connects a <b>NOUN, NOUN, NOUN</b> Or a <b>PRO PRO PRONOUN</b> To the rest of the sentence.</p>

Object of the Prep Jingle
<p>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 - <b>DONE!</b></p>

Prepositional Phrase Jingle
<p>I've been working with <b>PREPOSITIONS</b> 'Til I can work no more. They just keep connecting their <b>OBJECTS</b> To the rest of the sentence before. When I put them all together, The <b>PREP</b> and its <b>NOUN</b> or <b>PRO</b>, I get a <b>PREPOSITIONAL PHRASE</b> That could cause my mind to blow!</p>

Pronoun Jingle
<p>These little pronouns, Hanging around, Take the place of all the nouns. With a smile and a nod and a Twinkle of your eye, Give those pronouns a big high Five! Yea!</p>

Subject Pronoun Jingle
<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>

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 three)</p>

## Jingle Section

Preposition Flow		
<p><b>1. Preposition, Preposition Starting with an A.</b> (Fast) aboard, about, above, across, after, against, (Slow) along, among, around, at.</p>	<p><b>2. Preposition, Preposition Starting with a B.</b> (Fast) before, behind, below, beneath, beside, between, (Slow) beyond, but, by.</p>	<p><b>3. Preposition, Preposition Starting with a D.</b> down (slow &amp; long), during (snappy).</p>
<p><b>4. 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><b>5. 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><b>6. 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>

Noun Job Jingle	Possessive Pronoun Jingle
<p>Nouns will give you a run for your money. They do so many jobs That it's not even funny. A noun (person, place, or thing) Is very appealing! But it's the noun jobs That make nouns so revealing.</p>	<p>To find the nouns in a sentence, Go to their jobs, go to their jobs. Nouns do the objective jobs: They're the IO, DO, OC, and OP jobs; And nouns do subjective jobs: They're the SN, PN, and PrN jobs. Jobs, Jobs, Noun Jobs! Yea!</p>
	<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 times)</p>

The 23 Helping Verbs Of the Mean, Lean Verb Machine Jingle	
<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>

The Eight Parts of Speech Jingle	
<p>How do we learn the 8 parts of speech? Well, you gotta have a rhythm, and you gotta have a plan. Noun, verb, and pronoun are the leaders of the band! Adjective and adverb are the next ones to land. That only leaves the triplets for this music man: Preposition, interjection, and conjunction.</p>	<p>Learn the NVP-AA-PIC, And the 8 parts of speech you will receive. NVP: noun, verb, pronoun. AA: adjective and adverb. PIC: preposition, interjection, and conjunction. NVP-AA-PIC, NVP-AA-PIC.</p>

The Subordinate Conjunction
<p style="text-align: center;"><b>There Are Some Subordinate Conjunctions in the Town</b></p> <p style="text-align: center;">After, Although, As, As much as, Because, Before, How, If, In order that, Inasmuch as, Provided, Since, Than, That, Though, Unless, Until, When, Where, Whether, (Pause) While.</p>

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 WHAT or WHOM after your verb.</li> </ol>

## Jingle Section

Transition Words Jingle	
<p>Listen, comrades, and you shall hear About transition words That make your writing smooth and clear. Transition words are connecting words. You add them to the beginning Of sentences and paragraphs To keep your ideas a-spinning.</p> <p>These words can clarify, summarize, or emphasize, Compare or contrast, inform or show time. Learn them now, and your writing will shine!</p> <p>Transition, Transition, For words that SHOW TIME: <b>first, second, third, before, during and after, next, then, and finally.</b></p> <p>Transition, Transition, For words that INFORM: <b>for example, for instance, in addition, and as well, next, another, also, besides, and along with.</b></p>	<p>Transition, Transition, For words that CONTRAST: <b>on the other hand, otherwise, and however, although, even though, but, yet, still.</b></p> <p>Transition, Transition, For words that COMPARE: <b>as, also, like, and likewise.</b></p> <p>Transition, Transition, For words that CLARIFY: <b>for example, for instance, and in other words.</b></p> <p>Transition, Transition, For words that EMPHASIZE: <b>for this reason, truly, again, and in fact.</b></p> <p>Transition, Transition For words that SUMMARIZE: <b>as a result, therefore, in conclusion, and last, to sum it up, all in all, in summary, and finally.</b></p>

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 TO WHOM or FOR WHOM after the direct object.</li> </ol>

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 That the predicate nouns will appear. Listen now to all the facts, So you will know when the <b>Pred's</b> are back! <b>Dum De Dum Dum!</b></p> <p><b>A predicate noun</b> is a special noun in the Predicate that means the same thing as the subject word. <b>To find a predicate noun,</b> ask <i>what</i> or <i>who</i> After a linking verb.</p>

The Predicate Adjective Jingle
<p>Listen, my comrades, and you shall hear About predicate adjectives from far and near. No one knows the time or year That the predicate adjectives will appear. Listen now to all the facts, So you will know when the <b>Pred's</b> are back! <b>Dum De Dum Dum!</b></p> <p><b>A predicate adjective</b> is a special adjective in the Predicate that modifies only the subject word. <b>To find a predicate adjective,</b> ask <i>what kind of subject</i> After a linking verb.</p>

The Regular Verb Jingle
<p>A regular verb, regular verb, regular verb Is a main verb, main verb, main verb That forms the past tense, past tense, past tense With -ED, -D, -T on the end; I said with -ED, -D, -T on the end.</p>

The Irregular Verb Jingle
<p>An irregular verb, irregular verb, irregular verb Is a main verb, main verb, main verb That forms the past tense, past tense, past tense With a MIDDLE VOWEL CHANGE; I said - with a MIDDLE VOWEL CHANGE!</p>

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

## 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 Pattern 1 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 wolf growled loudly at the cougar.***
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 growled loudly at the cougar? Wolf - SN (say “subject noun” not “SN”)***

#### To find the verb:

1. Make sure you have marked the subject with the “SN” abbreviation.
2. 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 wolf? Wolf growled- V (say “verb” not “V”)***

#### To find the adverb:

1. An adverb modifies a verb, adjective, or another adverb. Go to the verb first and ask an adverb question.
2. 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.

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

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

1. A preposition is a connecting word. It connects a noun or pronoun to the rest of the sentence.
2. An object of the preposition is a noun or pronoun after the preposition in a sentence.
3. A preposition must always have a noun or pronoun (an object of the preposition) after it.
4. 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? cougar - OP (say “object of the preposition” not “OP”)***

#### To find the article adjective:

1. 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.
2. 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:

1. An adjective modifies a noun or a pronoun.
2. To find an adjective, go to a noun or 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 wolf? big - Adj (say “adjective” not “Adj”)***

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

1. The - A
2. SN V P1 check. (The pattern goes in the blank. The check is to identify the other parts of the Q & A Flow.)
3. (At the cougar) - Prepositional phrase.
4. Period, statement, declarative sentence. (Write a “D” at the end of the sentence.)
5. 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**

6. **SN V P1** The big wolf / growled loudly (at the cougar). **D**

## The Question & Answer Flow Section

### Introducing the Subject Noun and Verb

#### Question and Answer Flow for Sentence 1: Clerk worked.

1. Who worked? clerk - subject noun (Write SN above *clerk*.)  
Since the word *clerk* is a person, we ask the subject question using *who*.  
The subject noun *clerk* tells "*who*" the sentence is about.
2. What is being said about clerk? clerk worked - verb (Write V above *worked*.)

**Classified Sentence:**        SN        V  
Clerk worked.

#### Question and Answer Flow for Sentence 2: Whales floated.

1. What floated? whales - subject noun (Write SN above *whales*.)  
Since *whales* are animals, we begin the subject question with *what*.  
The subject noun *whales* tells *what* the sentence is about.
2. What is being said about whales? whales floated - verb (Write V above *floated*.)

**Classified Sentence:**        SN        V  
Whales floated.

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

#### Question and Answer Flow for Sentence 1: The frustrated clerk worked feverishly.

1. Who worked feverishly? clerk - subject noun (Write SN above *clerk*.)
2. What is being said about clerk? clerk worked - verb (Write V above *worked*.)
3. Worked how? feverishly - adverb (Write Adv above *feverishly*.)
4. What kind of clerk? frustrated - adjective (Write Adj above *frustrated*.)
5. The - article adjective (Write A above *The*.)

**Classified Sentence:**        A        Adj        SN        V        Adv  
The frustrated clerk worked feverishly.

#### Question and Answer Flow for Sentence 2: Three lazy whales floated along very slowly.

1. What floated along very slowly? whales - subject noun (Write SN.)
2. What is being said about whales? whales floated - verb (Write V.)
3. Floated where? along - adverb (Write Adv.)
4. Floated how? slowly - adverb (Write Adv.)
5. How slowly? very - adverb (Write Adv.)
6. What kind of whales? lazy - adjective (Write Adj.)
7. How many whales? three - adjective (Write Adj.)

**Classified Sentence:**        Adj        Adj        SN        V        Adv        Adv        Adv  
Three lazy whales floated along very slowly.

#### Question and Answer Flow for Sentence 3: An annoying mosquito buzzed hungrily.

1. What buzzed hungrily? mosquito - subject noun (Write SN.)
2. What is being said about mosquito? mosquito buzzed - verb (Write V.)
3. Buzzed how? hungrily - adverb (Write Adv.)
4. What kind of mosquito? annoying - adjective (Write Adj.)
5. An - article adjective (Write A.)

**Classified Sentence:**        A        Adj        SN        V        Adv  
An annoying mosquito buzzed hungrily.

#### Question and Answer Flow for Sentence 4: The young stallion ran surprisingly fast yesterday.

1. What ran surprisingly fast yesterday? stallion - subject noun (Write SN.)
2. What is being said about stallion? stallion ran - verb (Write V.)
3. Ran how? fast - adverb (Write Adv.)
4. How fast? surprisingly - adverb (Write Adv.)
5. Ran when? yesterday - adverb (Write Adv.)
6. What kind of stallion? young - adjective (Write Adj.)
7. The - article adjective (Write A.)

**Classified Sentence:**        A        Adj        SN        V        Adv        Adv        Adv  
The young stallion ran surprisingly fast yesterday.

## 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 frustrated clerk /	worked feverishly.		<b>D</b>
<b>P1</b>						

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

**Question and Answer Flow for Sentence 1: The frustrated clerk worked feverishly.**

<ol style="list-style-type: none"> <li>1. Who worked feverishly? clerk - SN</li> <li>2. What is being said about clerk? clerk worked - V</li> <li>3. Worked how? feverishly - Adv</li> <li>4. What kind of clerk? frustrated - 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 divide, put a slash mark before your verb.)</li> </ol>
--	--

**Classified Sentence:**

	<b>A</b>	<b>Adj</b>	<b>SN</b>	<b>V</b>	<b>Adv</b>	
<b>SN V</b>			The frustrated clerk /	worked feverishly.		<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.

**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.

## The Question & Answer Flow Section

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: Three lazy whales floated along very slowly.</b>																			
<ol style="list-style-type: none"> <li>1. What floated along very slowly? whales - SN</li> <li>2. What is being said about whales? whales floated - V</li> <li>3. Floated where? along - Adv</li> <li>4. Floated how? slowly - Adv</li> <li>5. How slowly? very - Adv</li> <li>6. What kind of whales? lazy - Adj</li> <li>7. How many whales? three - Adj</li> </ol>	<ol style="list-style-type: none"> <li>8. Subject noun Verb Pattern 1 Check (Write <i>SN V P1</i> in the blank beside the sentence.)</li> <li>9. Period, statement, declarative sentence (Write <i>D</i> at the end of the sentence.)</li> <li>10. Go back to the verb - divide the complete subject from the complete predicate. (As you say divide, 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;">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;">Adv</td> <td style="padding: 0 10px;">Adv</td> </tr> <tr> <td style="text-align: center; padding: 0 10px;">P1</td> <td colspan="7">Three lazy whales / floated along very slowly. D</td> </tr> </table>		<u>SN V</u>	Adj	Adj	SN	V	Adv	Adv	Adv	P1	Three lazy whales / floated along very slowly. D								
<u>SN V</u>	Adj	Adj	SN	V	Adv	Adv	Adv												
P1	Three lazy whales / floated along very slowly. D																		
<b>Question and Answer Flow for Sentence 3: An annoying mosquito buzzed hungrily.</b>																			
<ol style="list-style-type: none"> <li>1. What buzzed hungrily? mosquito - SN</li> <li>2. What is being said about mosquito? mosquito buzzed - V</li> <li>3. Buzzed how? hungrily - Adv</li> <li>4. What kind of mosquito? annoying - Adj</li> <li>5. An - A</li> </ol>	<ol style="list-style-type: none"> <li>6. SN V P1 Check</li> <li>7. Period, statement, D</li> <li>8. Go back to the verb - divide the complete subject from the complete predicate.</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> </tr> <tr> <td style="text-align: center; padding: 0 10px;">P1</td> <td colspan="5">An annoying mosquito / buzzed hungrily. D</td> </tr> </table>		<u>SN V</u>	A	Adj	SN	V	Adv	P1	An annoying mosquito / buzzed hungrily. D										
<u>SN V</u>	A	Adj	SN	V	Adv														
P1	An annoying mosquito / buzzed hungrily. D																		
<b>Question and Answer Flow for Sentence 4: The young stallion ran surprisingly fast yesterday.</b>																			
<ol style="list-style-type: none"> <li>1. What ran surprisingly fast yesterday? stallion - SN</li> <li>2. What is being said about stallion? stallion ran - V</li> <li>3. Ran how? fast - Adv</li> <li>4. How fast? surprisingly - Adv</li> <li>5. Ran when? yesterday - Adv</li> </ol>	<ol style="list-style-type: none"> <li>6. What kind of stallion? young - Adj</li> <li>7. The - A</li> <li>8. SN V P1 Check</li> <li>9. Period, statement, D</li> <li>10. Go back to the verb - divide the complete subject from the complete predicate.</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;">Adv</td> <td style="padding: 0 10px;">Adv</td> </tr> <tr> <td style="text-align: center; padding: 0 10px;">P1</td> <td colspan="7">The young stallion / ran surprisingly fast yesterday. D</td> </tr> </table>		<u>SN V</u>	A	Adj	SN	V	Adv	Adv	Adv	P1	The young stallion / ran surprisingly fast yesterday. D								
<u>SN V</u>	A	Adj	SN	V	Adv	Adv	Adv												
P1	The young stallion / ran surprisingly fast yesterday. D																		
<b>Question and Answer Flow for Sentence 5: The two approaching storm systems moved very rapidly.</b>																			
<ol style="list-style-type: none"> <li>1. What moved very rapidly? systems - SN</li> <li>2. What is being said about systems? systems moved - V</li> <li>3. Moved how? rapidly - Adv</li> <li>4. How rapidly? very - Adv</li> <li>5. What kind of systems? storm - Adj</li> <li>6. What kind of systems? approaching - Adj</li> </ol>	<ol style="list-style-type: none"> <li>7. How many systems? two - Adj</li> <li>8. The - A</li> <li>9. SN V P1 Check</li> <li>10. Period, statement, D</li> <li>11. Go back to the verb - divide the complete subject from the complete predicate.</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;">Adj</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;">Adv</td> </tr> <tr> <td style="text-align: center; padding: 0 10px;">P1</td> <td colspan="8">The two approaching storm systems / moved very rapidly. D</td> </tr> </table>		<u>SN V</u>	A	Adj	Adj	Adj	SN	V	Adv	Adv	P1	The two approaching storm systems / moved very rapidly. D							
<u>SN V</u>	A	Adj	Adj	Adj	SN	V	Adv	Adv											
P1	The two approaching storm systems / moved very rapidly. D																		

## The Question & Answer Flow Section

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

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

Knowing the Difference Between Prepositions and Adverbs	
Adv	
In the example sentence, <i>Jason fell <b>down</b></i> , the word <i>down</i> is an adverb because it does not have a noun after it.	
P      noun (OP)	
In the example sentence, <i>Jason fell <b>down the escalator</b></i> , the word <i>down</i> is a preposition because it has the noun <i>escalator</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>down - P</b> (Say: <i>down- preposition</i> )	
<b>down what? escalator - OP</b> (Say: <i>down what? escalator - 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? (*down the steps*) - adverbial phrase.

**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 tired workers went home at midnight.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Who went home at midnight? workers - SN</li> <li>2. What is being said about workers? workers went - V</li> <li>3. Went where? home - Adv</li> <li>4. At - P (Say <i>Preposition</i> and label.)</li> <li>5. At what? midnight - OP<br/>(Say "<i>Object of the Preposition</i>" and label.)<br/>(To test whether a word is a preposition, say the preposition and ask <i>what</i> or <i>whom</i>. If the answer is a noun or pronoun, you have a preposition.)</li> <li>6. What kind of workers? tired - Adj</li> <li>7. The - A</li> </ol> | <ol style="list-style-type: none"> <li>8. SN V P1 Check</li> <li>9. (At midnight) - Prepositional phrase<br/>(Say "<i>at midnight – Prepositional phrase</i>" as you put parentheses around the words. This also teaches your students how to read in complete phrases, so keep it smooth.)</li> <li>10. Period, statement, D</li> <li>11. Go back to the verb - divide the complete subject from the complete predicate.</li> </ol> |
|---|--|

**Classified Sentence:**

<u>SN V</u>	A Adj SN V Adv P OP
P1	The tired workers / went home (at midnight.) D

### Question and Answer Flow for Sentence 2: The comedian joked with the audience about the days of his youth.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Who joked with the audience about the days of his youth? comedian – SN</li> <li>2. What is being said about comedian? comedian joked – V</li> <li>3. With – P</li> <li>4. With whom? audience – OP</li> <li>5. The - A</li> <li>6. About - P</li> <li>7. About what? days - OP</li> <li>8. The - A</li> <li>9. Of - P</li> </ol> | <ol style="list-style-type: none"> <li>10. Of what? youth - OP</li> <li>11. Whose youth? his - PPA</li> <li>12. The - A</li> <li>13. SN V P1 Check</li> <li>14. (With the audience) – Prepositional phrase</li> <li>15. (About the days) - Prepositional phrase</li> <li>16. (Of his youth) - Prepositional phrase</li> <li>17. Period, statement, D</li> <li>18. Go back to the verb – divide the complete subject from the complete predicate.</li> </ol> |
|--|---|

**Classified Sentence:**

<u>SN V</u>	A SN V P A OP P A OP P PPA OP
P1	The comedian / joked (with the audience) (about the days) (of his youth.) D

### Question and Answer Flow for Sentence 3: Lucy did not search for the lost Doberman immediately.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Who did not search for the lost Doberman immediately? Lucy– SN</li> <li>2. What is being said about Lucy? Lucy did search – V</li> <li>3. Did - HV</li> <li>4. Did search how? not - Adv</li> <li>5. For - P</li> <li>6. For what? Doberman - OP</li> </ol> | <ol style="list-style-type: none"> <li>7. What kind of Doberman? lost - Adj</li> <li>8. The – A</li> <li>9. Did search when? immediately - Adv</li> <li>10. SN V P1 Check</li> <li>11. (For the lost Doberman) – Prepositional phrase</li> <li>12. Period, statement, D</li> <li>13. Go back to the verb – divide the complete subject from the complete predicate.</li> </ol> |
|---|--|

**Classified Sentence:**

<u>SN V</u>	SN HV Adv V P A Adj OP Adv
P1	Lucy / did not search (for the lost Doberman) immediately. D

### Question and Answer Flow for Sentence 4: The exchange student from Mexico spoke to our Spanish class about the customs of Mexico.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Who spoke to our Spanish class about the customs of Mexico? student – SN</li> <li>2. What is being said about student? student spoke – V</li> <li>3. To - P</li> <li>4. To what? class - OP</li> <li>5. What kind of class? Spanish - Adj</li> <li>6. Whose class? our - PPA<br/>(Say: possessive pronoun adjective.)</li> <li>7. About - P</li> <li>8. About what? customs - OP</li> <li>9. The - A</li> <li>10. Of - P</li> <li>11. Of what? Mexico - OP</li> </ol> | <ol style="list-style-type: none"> <li>12. From - P</li> <li>13. From what? Mexico - OP</li> <li>14. What kind of student? exchange - Adj</li> <li>15. The - A</li> <li>16. SN V P1 Check</li> <li>17. (From Mexico) – Prepositional phrase</li> <li>18. (To our Spanish class) – Prepositional phrase</li> <li>19. (About the customs) – Prepositional phrase</li> <li>20. (Of Mexico) – Prepositional phrase</li> <li>21. Period, statement, D</li> <li>22. Go back to the verb – divide the complete subject from the complete predicate.</li> </ol> |
|---|---|

**Classified Sentence:**

<u>SN V</u>	A Adj SN P OP V P PPA Adj OP P A
P1	The exchange student (from Mexico) / spoke (to our Spanish class) (about the customs) (of Mexico.) D

## The Question & Answer Flow Section

Now we have two additional parts to be added to the question and answer flow. These parts are questions that will remind us to check for two additional things: an adverb exception and natural or inverted word order.

**Adverb Exception:** Since the verb usually begins the predicate, an **adverb exception** occurs when you have an adverb immediately before the verb that starts the predicate. To add the adverb exception to the question and answer flow, we will say, “*Is there an adverb exception?*” If there is not an adverb before the verb, you say, “*No.*” If there is an adverb before the verb, we will say, “*Yes – change the line.*” To show the adverb exception, simply erase your slash mark and put it in front of the adverb that is immediately before the verb.

### Adverb Exception Example

From: (The firemen swiftly / retreated.) To show the adverb exception: (The firemen / swiftly retreated.)

To add adverb exception to the question and answer flow, say, “*Is there an adverb exception?*” If there is not an adverb before the verb you say, “*No.*” If there is an adverb before the verb, you say, “*Yes – change the line.*”

### Question and Answer Flow for Sentence 1: The unruly children suddenly ran toward the busy street.

- |  |   |
|--|---|
| 1. Who ran toward the busy street? children - SN       | 10. SN V P1 Check   |
| 2. What is being said about children? children ran - V | 11. (Toward the busy street) - Prepositional phrase   |
| 3. Toward - P  | 12. Period, statement, D  |
| 4. Toward what? street - OP                            | 13. Go back to the verb - divide the complete subject from the complete predicate.                          |
| 5. What kind of street? busy - Adj                     | 14. Is there an adverb exception? Yes - change the line.<br>(Demonstrate by erasing and changing the line.) |
| 6. The - A   |   |
| 7. Ran when? suddenly - Adv                            |   |
| 8. What kind of children? unruly - Adj                 |   |
| 9. The - A   |   |

**Classified Sentence:**

A	Adj	SN	Adv	V	P	A	Adj	OP
SN V	The unruly children / suddenly ran (toward the busy street.)							D
P1								

### Natural and Inverted Word Order in Sentences

A sentence that is in a **natural order** has all subject parts first and all predicate parts after the verb. **Inverted Order** means that a sentence has predicate words in the complete subject. When a word is located in the complete subject but modifies or is part of the verb, it is a predicate word in the complete subject. A sentence with inverted order has one of these predicate words at the beginning of the complete subject: **an adverb, a helping verb, or a prepositional phrase**. Writers use inverted order to give some variety to their sentences. The examples below will help you remember the three ways to use inverted order in your sentences.

1. A prepositional phrase at the beginning of a sentence will modify the verb.  
(Example: Before supper she / played with Payton.)
2. A helping verb at the beginning of a sentence will always be part of the verb.  
(Example: Did you / jog this morning?)
3. An adverb at the beginning of the sentence will modify the verb.  
(Example: Today we / go the library.)

To add inverted order to the question and answer flow, say, “*Is this sentence in a natural or inverted order?*” If there are no predicate words in the complete subject, then you say, “*Natural – No change.*” If there are predicate words at the beginning of the complete subject, then you say, “*Inverted – Underline the subject parts once and the predicate parts twice.*” To show the inverted order, draw one line under the subject parts and two lines under the predicate parts.

## The Question & Answer Flow Section

### Question and Answer Flow for Sentence 2: In the early evening thousands of black bats eagerly poured from the huge cave entrance.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. What poured from the huge cave entrance?<br/>thousands - SN</li> <li>2. What is being said about thousands?<br/>thousands poured - V</li> <li>3. From - P</li> <li>4. From what? entrance - OP</li> <li>5. What kind of entrance? cave - Adj</li> <li>6. What kind of entrance? huge - Adj</li> <li>7. The - A</li> <li>8. Poured how? eagerly - Adv</li> <li>9. Of - P</li> <li>10. Of what? bats - OP</li> <li>11. What kind of bats? black - Adj</li> <li>12. In - P</li> <li>13. In what? evening - OP</li> </ol> | <ol style="list-style-type: none"> <li>14. What kind of evening? early - Adj</li> <li>15. The - A</li> <li>16. SN V P1 Check</li> <li>17. (In the early evening) - Prepositional phrase</li> <li>18. (Of black bats) - Prepositional phrase</li> <li>19. (From the huge cave entrance) - Prepositional phrase</li> <li>20. Period, statement, D</li> <li>21. Go back to the verb - divide the complete subject from the complete predicate.</li> <li>22. Is there an adverb exception? Yes - change the line.</li> <li>23. Is this sentence in a natural or inverted order?<br/>Inverted - underline the subject parts once and the predicate parts twice.<br/>(Demonstrate underlining the subject and predicate parts.)</li> </ol> |
|---|--|

**Classified Sentence:**

SN V	P A Adj OP	SN	P Adj OP	Adv V	P A Adj
P1	Adj OP				

(In the early evening) thousands (of black bats) / eagerly poured (from the huge cave entrance.)D

### Question and Answer Flow for Sentence 3: Yesterday the mechanic listened carefully to the whining sound from the engine of the car.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Who listened carefully to the whining sound from the engine of the car? mechanic - SN</li> <li>2. What is being said about mechanic?<br/>mechanic listened - V</li> <li>3. Listened how? carefully - Adv</li> <li>4. To - P</li> <li>5. To what? sound - OP</li> <li>6. What kind of sound? whining - Adj</li> <li>7. The - A</li> <li>8. From - P</li> <li>9. From what? engine - OP</li> <li>10. The - A</li> <li>11. Of - P</li> <li>12. Of what? car - OP</li> </ol> | <ol style="list-style-type: none"> <li>13. The - A</li> <li>14. The - A</li> <li>15. Listened when? yesterday - Adv</li> <li>16. SN V P1 Check</li> <li>17. (To the whining sound) - Prepositional phrase</li> <li>18. (From the engine) - Prepositional phrase</li> <li>19. (Of the car) - Prepositional phrase</li> <li>20. Period, statement, D</li> <li>21. Go back to the verb - divide the complete subject from the complete predicate.</li> <li>22. Is there an adverb exception? No.</li> <li>23. Is this sentence in a natural or inverted order?<br/>Inverted - underline the subject parts once and the predicate parts twice.</li> </ol> |
|--|---|

**Classified Sentence:**

SN V	Adv A SN	V	Adv P A Adj	OP	P A OP
P1	P A OP				

Yesterday the mechanic / listened carefully (to the whining sound) (from the engine) (of the car.) D

### Question and Answer Flow for Sentence 4: Did the four gold-medal bobsledders fly home today?

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Who did fly home today? bobsledders – SN</li> <li>2. What is being said about bobsledders?<br/>bobsledders did fly – V</li> <li>3. Did - HV</li> <li>4. What kind of bobsledders? gold-medal - Adj</li> <li>5. How many bobsledders? four - Adj</li> <li>6. The - A</li> <li>7. Did fly where? home - Adv</li> <li>8. Did fly when? today - Adv</li> <li>9. SN V P1 Check (No prepositional phrases.)</li> </ol> | <ol style="list-style-type: none"> <li>10. Question mark, question, Int<br/>(Interrogative sentence)</li> <li>11. Go back to the verb – divide the complete subject from the complete predicate.<br/>(With a question verb, divide in front of the main verb.)</li> <li>12. Is there an adverb exception? No.</li> <li>13. Is this sentence in a natural or inverted order?<br/>Inverted - underline the subject parts once and the predicate parts twice.<br/>(The question verb is located in the subject of the sentence, but it is part of the predicate.)</li> </ol> |
|--|---|

**Classified Sentence:**

SN V	HV A Adj Adj	SN	V Adv Adv
P1			

Did the four gold-medal bobsledders / fly home today? Int

## 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

### Pattern 2 Sentence

**Question and Answer Flow for Sentence 1: The children built a snowman.**

<ol style="list-style-type: none"> <li>1. Who built a snowman? children – SN</li> <li>2. What is being said about children? children built – V</li> <li>3. Children built what? snowman – verify the noun</li> </ol> <p><b>Note:</b> Always ask the WHAT question immediately after finding the SN and V to get the DO. “Verify the noun” is a check to make sure the second noun does not mean the same thing as the subject noun. If it does not, then the second noun is a direct object.</p> <ol style="list-style-type: none"> <li>4. Does snowman mean the same thing as children? No</li> <li>5. Snowman – DO</li> <li>6. Built – V-t</li> </ol> <p><b>Note:</b> Mark the verb with a V until the DO has been identified. After you verify that the noun is a direct object, go back and mark your verb as transitive (put the “t” on the verb). Always get the core, SN V-t DO, before you classify the rest of the sentence.</p>	<ol style="list-style-type: none"> <li>7. A – A</li> <li>8. The – A</li> <li>9. SN V-t DO P2 Check</li> </ol> <p><b>Note:</b> Check for the “t” on the verb.</p> <ol style="list-style-type: none"> <li>10. Verb-transitive – Check again.</li> <li>11. Period, statement, D</li> <li>12. Go back to the verb – divide the complete subject from the complete predicate.</li> <li>13. Is there an adverb exception? No.</li> <li>14. Is this sentence in a natural or inverted order? Natural – no change.</li> </ol>
---	---

**Classified Sentence:**

<b>A</b>	<b>SN</b>	<b>V-t</b>	<b>A</b>	<b>DO</b>
_____	_____	_____	_____	_____
	SN V-t	The children / built a snowman. D		
	DO P2			



## The Question & Answer Flow Section

### Pattern 7 Sentence

#### Question and Answer Flow for Sentence 6: Timothy painted the house blue.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Who painted the house blue? Timothy - SN</li> <li>2. What is being said about Timothy? Timothy painted - V</li> <li>3. Timothy painted what? house - verify the noun</li> <li>4. Does house mean the same thing as Timothy? No.</li> <li>5. House - DO</li> <li>6. Painted - V-t</li> <li>7. Timothy painted the house what? blue</li> <li>8. Does blue tell what kind of house? Yes. blue - OCA<br/>(Say: Object Complement Adjective.)</li> <li>9. The - A</li> </ol> | <ol style="list-style-type: none"> <li>10. SN V-t DO OCA P7 Check</li> <li>11. Check the verb: verb-transitive.</li> <li>12. Check again for prepositional phrases.</li> <li>13. No prepositional phrases.</li> <li>14. Period, statement, D</li> <li>15. Go back to the verb - divide the complete subject from the complete predicate.</li> <li>16. Is there an adverb exception? No.</li> <li>17. Is this sentence in a natural or inverted order?<br/>Natural - no change.</li> </ol> |
|---|---|

**Classified Sentence:**

SN
V-t
A
DO
OCA  
SN V-t Timothy / painted the house blue. **D**  
DO OCA P7

## Writing Section

### EDITING CHECKLIST

#### Sentence-By-Sentence Check: Usage and Mechanics

- \_\_\_\_\_ 1. Check for complete sentences: subject, verb, complete sense, capital letter, and end mark.
- \_\_\_\_\_ 2. Check for words that are left out and check for words or ideas that are repeated (except for a concluding sentence that summarizes the topic).
- \_\_\_\_\_ 3. Check all words for capitalization mistakes.
- \_\_\_\_\_ 4. Check for all punctuation mistakes, which include 5 areas:  
(commas, periods, apostrophes, quotation marks, underlining)
- \_\_\_\_\_ 5. Check for subject-verb agreement mistakes.
- \_\_\_\_\_ 6. Check for problems in usage (pronoun usage, double negatives, a/an choices, etc.).
- \_\_\_\_\_ 7. Check for misspelled words.

#### Sentence-By-Sentence Check: Style and Sentence Structure

- \_\_\_\_\_ 8. Check for sentence variety. Do not begin all sentence with the same word.
- \_\_\_\_\_ 9. Check for too many simple sentences. Use simple, compound, and complex sentences.
- \_\_\_\_\_ 10. Check for run-on sentences: two sentences connected with a conjunction and no comma.
- \_\_\_\_\_ 11. Check for a comma splice: two sentences connected with a comma and no conjunction.
- \_\_\_\_\_ 12. Check for correct punctuation of complex sentences: use a comma after the first sentence only if it is dependent or cannot stand alone.

#### Paragraph Check

- \_\_\_\_\_ 13. Check to see that each paragraph is indented.
- \_\_\_\_\_ 14. Check each paragraph for a topic sentence.
- \_\_\_\_\_ 15. Check each sentence to make sure it supports the topic of the paragraph.
- \_\_\_\_\_ 16. Check the content for interest and creativity.
- \_\_\_\_\_ 17. Check the type and format of writing assigned.

#### Rough Draft

- \_\_\_\_\_ 18. Have you written the correct heading on your paper?
- \_\_\_\_\_ 19. Have you written your rough draft in pencil?
- \_\_\_\_\_ 20. Have you skipped every other line?
- \_\_\_\_\_ 21. Have you circled every error and have you written corrections above each error?
- \_\_\_\_\_ 22. Have you place your edited rough draft in your Rough Draft Folder?

#### Final Paper

- \_\_\_\_\_ 23. Have you written the correct heading on your paper?
- \_\_\_\_\_ 24. Have you written your final paper in ink?
- \_\_\_\_\_ 25. Have you single-spaced your final paper?
- \_\_\_\_\_ 26. Have you written your final paper neatly?
- \_\_\_\_\_ 27. Have you stapled your final paper to your rough draft and put them in the Final Folder?

## Writing Section

### Three-Point Paragraph

Topic: **Photography**

Three main points: 1. **fun** 2. **art** 3. **possible job**

1. Sentence #1 - Topic Sentence:

Write the topic sentence by using the words in your topic and adding either an exact number word (three, four, etc.) or a general number word (several, many, some, numerous, etc.) that tells how many points you will mention. This must be a complete sentence, and it should also be indented.

**(There are several reasons why I like my hobby of photography.)**

2. Sentence #2 - Three Point Sentence:

Write a complete sentence listing your three points in the order you will present them in your paragraph. **(I like it because it is fun, it is an interesting art form, and it is a possible future job.)**

- ♦ The Title - Look at the writing topic and Sentences #1-2 in the introduction. Decide if you want to leave the topic as your title or if you want to write a different phrase to tell what your paragraph is about. Capitalize the first, last, and important words in your title. **(Why I Like My Hobby of Photography)**

3. Sentence #3 - First Point:

Write a sentence stating your first point.

**(My first reason for liking photography is that it is fun.)**

4. Sentence #4 - Supporting Sentence:

Write a sentence that gives more information about your first point.

**(Since I got my first camera at the age of six, I have enjoyed taking pictures of people, places, and things.)**

5. Sentence #5 - Second Point:

Write a sentence stating your second point.

**(My next reason for liking photography is that it is an interesting art form.)**

6. Sentence #6 - Supporting Sentence:

Write a sentence that gives more information about your second point.

**(After reading up on the subject, I have learned how to follow the “rule of the thirds” and make my shots artistically pleasing.)**

7. Sentence #7 - Third Point:

Write a sentence stating your third point.

**(My final reason for liking photography is that it is a possible future job for me.)**

8. Sentence #8 - Supporting Sentence:

Write a sentence that gives more information about your third point.

**(Today there are many exciting career opportunities open to photographers.)**

9. Sentence #9 - Concluding Sentence:

Write a concluding (final) sentence that summarizes your paragraph. Read the topic sentence again and then rewrite it, using some of the same words to say the same thing in a different way. (Adding an extra thought about the topic will make it easier to restate the topic sentence.)

**(I like my hobby of photography better than any of my other pastimes.)**

### SAMPLE PARAGRAPH

#### Why I Like My Hobby of Photography

There are several reasons why I like my hobby of photography. I like it because it is fun, it is an interesting art form, and it is a possible future job. My first reason for liking photography is that it is fun. Since I got my first camera at the age of six, I have enjoyed taking pictures of people, places, and things. My next reason for liking photography is that it is an interesting art form. After reading up on the subject, I have learned how to follow the “rule of the thirds” and make my shots artistically pleasing. My final reason for liking photography is that it is a possible future job for me. Today there are many exciting career opportunities open to photographers. I like my hobby of photography better than any of my other pastimes.

## Writing Section

**Parent Note:** The outlines below compare the Three-Paragraph Essay and the Five-Paragraph Essay.

Outline for a Three-Paragraph Essay	Outline for a Five -Paragraph Essay
I. Title II. Paragraph 1 – Introduction ( <i>3 sentences</i> ) A. Topic and general number sentence B. Extra information about the topic sentence C. Enumeration sentence III. Paragraph 2 – Body ( <i>6-9 sentences</i> ) A. <b>First point</b> sentence B. One or two <b>supporting</b> sentences C. <b>Second point</b> sentence D. One or two <b>supporting</b> sentence E. <b>Third point</b> sentence F. One or two <b>supporting</b> sentences IV. Paragraph 3 – Conclusion ( <i>2 sentences</i> ) A. Concluding general statement sentence B. Concluding summary sentence	I. Title II. Paragraph 1 – Introduction ( <i>3 sentences</i> ) A. Topic and general number sentence B. Extra information about the topic sentence C. Enumeration sentence III. Paragraph 2 - First Point Body ( <i>3-4 sentences</i> ) A. <b>First point</b> sentence B. Two or three <b>supporting</b> sentences for the first point IV. Paragraph 3 - Second Point Body ( <i>3-4 sentences</i> ) A. <b>Second point</b> sentence B. Two or three <b>supporting</b> sentences for the second point V. Paragraph 4 - Third Point Body ( <i>3-4 sentences</i> ) A. <b>Third point</b> sentence B. Two or three <b>supporting</b> sentences for the third point VI. Paragraph 5 – Conclusion ( <i>2 sentences</i> ) A. Concluding general statement sentence ( <i>Restatement of the topic sentence</i> ) B. Concluding summary sentence ( <i>Restatement of the enumeration sentence</i> )

### Three-Paragraph Essay

#### Why I Like My Hobby of Photography

There are several reasons why I like my hobby of photography. My parents bought me a camera when I was six, and I have been a “shutter bug” ever since. I like photography because it is fun, it is an interesting art form, and it is a possible future job.

My first reason for liking photography is that it is fun. Since I got my first camera at the age of six, I have enjoyed taking pictures of people, places, and things. My next reason for liking photography is that it is an interesting art form. After reading up on the subject, I have learned how to follow the “rule of the thirds” and make my shots artistically pleasing. My final reason for liking photography is that it is a future job for me. Today there are many exciting career opportunities open to photographers.

I have a number of hobbies that give me a great deal of satisfaction. However, I like my hobby of photography better than any of my other pastimes.

### Five-Paragraph Essay

#### Why Photography?

There are several reasons why I like my hobby of photography. My parents bought me a camera when I was six, and I have been a “shutter bug” ever since. I like photography because it is fun, it is an interesting art form, and it is a possible future job.

My first reason for liking photography is that it is fun. Since I got my first camera at the age of six, I have enjoyed taking pictures of people, places, and things. Even years later, I will be able to relive some of my greatest moments with the pictures I have taken. I will probably give my grandchildren a camera as soon as they are old enough to take pictures with me.

My next reason for liking photography is that it is an interesting art form. After reading up on the subject, I have learned how to follow the “rule of the thirds” and make my shots artistically pleasing. The fact that I can actually create my own “works of art” by my choice of angle or placement of the subject in my viewfinder is something special to me. The more I practice, the better I am able to recognize good shots!

My final reason for liking photography is that it is a possible future job for me. Today there are many exciting career opportunities open to photographers. Some of the possibilities include advertising, studio work, TV, newspapers, and magazines. I have even considered publishing my own book of spectacular nature shots.

I have a number of hobbies that give me a great deal of satisfaction. However, I like my hobby of photography better than any of my other pastimes.