1. In a **Natural-Order** sentence, all subject parts come before the verb; the predicate parts begin with the verb and include the rest of the sentence.

2. The word *invert* means to reverse the position of something. Therefore, **Inverted Word Order** in a sentence means that some of the predicate words are located at the beginning of the complete subject, and the rest of the predicate words are located after the verb.

3. A sentence has inverted word order when an **adverb**, a **helping verb**, or a **prepositional phrase** is located at the beginning of the sentence and modifies the verb instead of the subject.

4. Inverted word order is an easy way to vary the structure of your sentences and to add variety to your writing.

**An adverb at the beginning of a sentence modifies the verb.**

- **Inverted Order:** *today, we / will learn about bears.*
- **Natural Order:** *We / will learn about bears today.*

**A helping verb at the beginning of a sentence is part of the verb.** It usually forms a question.

- **Inverted Order:** *Will we / learn about bears today?*
- **Natural Order:** *We / will learn about bears today.*

**A prepositional phrase at the beginning of a sentence modifies the verb.**

- **Inverted Order:** *In science class, we / will learn about bears.*
- **Natural Order:** *We / will learn about bears in science class.*
A Skill Check for inverted word order is added to the Question and Answer Flow by asking, "Is this sentence in a natural or inverted order?"

1. If predicate words are not located at the beginning of the sentence, the answer is "Natural - no change."

   Natural Order: We / will learn about bears in science class.

2. If predicate words are located at the beginning of the sentence, the answer is "Inverted - underline the subject parts once and the predicate parts twice."

   Inverted Word Order: In science class, we / will learn about bears.

Script: Now, we will recite another Question and Answer Flow, adding natural or inverted order. First, we will read the sentence together. Then, we will recite the questions AND answers together. Begin.

Sample Sentence: We will learn about bears in science class.

1. Who will learn about bears in science class? we – SP
2. What is being said about we? we will learn – V
3. Will – HV
4. About – P
5. About what? bears – OP
6. In – P
8. What kind of class? science – Adj
9. SN V P1
10. Skill Check
11. (About bears) – Prepositional phrase
12. (In science class) – Prepositional phrase
13. Period, statement, declarative sentence
14. Go back to the verb.
    Divide the complete subject from the complete predicate.
15. Is this sentence in a natural or inverted order? Natural - no change.

   We / will learn (about bears) (in science class). D
ADDING INVERTED WORD ORDER TO THE QUESTION AND ANSWER FLOW

Sample Sentence: In science class, we will learn about bears.

1. Who will learn about bears? we - SP
2. What is being said about we? we will learn - V
3. Will - HV
4. About - P
5. About what? bears - OP
6. In - P
7. In what? class - OP
8. What kind of class? science - Adj
9. SN V P1
10. Skill Check
11. (In science class) - Prepositional phrase
12. (About bears) - Prepositional phrase
13. Period, statement, declarative sentence
14. Go back to the verb.
   Divide the complete subject from the complete predicate.
15. Is this sentence in a natural or inverted order?
   Inverted - underline the subject parts once and the predicate parts twice.

<table>
<thead>
<tr>
<th>SN V</th>
<th>P</th>
<th>Adj</th>
<th>OP</th>
<th>SP</th>
<th>HV</th>
<th>V</th>
<th>P</th>
<th>OP</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Classifying Sentences

**Teacher** 1. Write or display the sentences for oral participation on the board.

**Instructions:** 2. Classify these sentences with your students to reinforce the concepts your students are learning.

**Script:** Now, we will classify the Introductory Sentences. We will read each sentence and recite the Question and Answer Flow together while I label the parts. Begin.

Use the Question and Answer Flow to classify these sentences orally with your teacher.

**Introductory Sentences**

1. _____ Todd has been walking to the park after school.
2. _____ Has Todd been walking to the park after school?
3. _____ After school, Todd walked to the park.

**Script:** Now, we will use the sentences that you have just classified to do a Noun Check with natural and inverted word order in the sentences. Look at the example in your book. Recite the Noun Check with me while I circle the nouns.

Use Sentences 1–3 that you have just classified to do a Noun Check with your teacher.

**Noun Check**

<table>
<thead>
<tr>
<th>Sentence 1:</th>
<th>Sentence 2:</th>
<th>Sentence 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Noun</td>
<td>Subject Noun</td>
<td>Object of the Preposition</td>
</tr>
<tr>
<td>Todd, yes, it is a noun;</td>
<td>Todd, yes, it is a noun;</td>
<td>school, yes, it is a noun;</td>
</tr>
<tr>
<td>Object of the Preposition</td>
<td>Object of the Preposition</td>
<td>Subject Noun</td>
</tr>
<tr>
<td>park, yes, it is a noun;</td>
<td>park, yes, it is a noun;</td>
<td>Todd, yes, it is a noun;</td>
</tr>
<tr>
<td>Object of the Preposition</td>
<td>Object of the Preposition</td>
<td>Object of the Preposition</td>
</tr>
<tr>
<td>school, yes, it is a noun.</td>
<td>school, yes, it is a noun.</td>
<td>park, yes, it is a noun.</td>
</tr>
</tbody>
</table>

**Script:** Look at the Guided Practice in your book. Do a Noun Check for Sentence 3. Then, write each noun and its job.

**GUIDED PRACTICE**

**Exercise:** List the nouns and the noun jobs from Sentence 3.

<table>
<thead>
<tr>
<th>Noun Job</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 1.</td>
<td>school</td>
</tr>
<tr>
<td>SN 2.</td>
<td>Todd</td>
</tr>
<tr>
<td>OP 3.</td>
<td>park</td>
</tr>
</tbody>
</table>
### Sentence 1

**Todd has been walking to the park after school.**

1. Who has been walking to the park after school? **Todd** – SN
2. What is being said about Todd? Todd has been walking – V

**Note:** There are 3 verbs. *Walking* is the main verb and is labeled with a **V**. *Has* and *been* are the helping verbs and are labeled with **HV**.

3. **Has** – HV (helping verb)  
   (Write HV above *has*.)
4. **Been** – HV (helping verb)  
   (Write HV above *been*.)
5. **To** – P
6. To what? **park** – OP
7. **The** – A
8. **After** – P
10. **SN V P1**
11. Skill Check
12. **(To the park)** – Prepositional phrase
13. **(After school)** – Prepositional phrase
14. Period, statement, declarative sentence
15. Go back to the verb. Divide the complete subject from the complete predicate. (Draw the line in front of the first helping verb.)
16. Is this sentence in a natural or inverted order? Natural – no change.

### Sentence 2

**Has Todd been walking to the park after school?**

1. Who has been walking to the park after school? **Todd** – SN
2. What is being said about Todd? Todd has been walking – V

**Note:** There are 3 verbs. *Walking* is the main verb and is labeled with a **V**. *Has* and *been* are the helping verbs and are labeled with **HV**.

3. **Has** – HV (helping verb)  
   (Write HV above *has*.)
4. **Been** – HV (helping verb)  
   (Write HV above *been*.)
5. **To** – P
6. To what? **park** – OP
7. **The** – A
8. **After** – P
10. **SN V P1**
11. Skill Check
12. **(To the park)** – Prepositional phrase
13. **(After school)** – Prepositional phrase
14. Question mark, question, interrogative sentence
15. Go back to the verb. Divide the complete subject from the complete predicate.
16. Is this sentence in a natural or inverted order? Inverted – underline the subject parts once and the predicate parts twice.

### Sentence 3

**After school, Todd walked to the park.**

1. Who walked to the park? **Todd** – SN
2. What is being said about Todd? Todd walked – V

3. **To** – P
4. To what? **park** – OP
5. **The** – A
6. **After** – P
7. After what? **school** – OP
8. **SN V P1**
9. Skill Check
10. **(After school)** – Prepositional phrase
11. **(To the park)** – Prepositional phrase
12. Period, statement, declarative sentence
13. Go back to the verb. Divide the complete subject from the complete predicate.
Notes: ________________________________

_________________________________________________________________________________
_________________________________________________________________________________
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_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Classify each sentence. (78 points)

1. **SN V**
   **P1**
   Tomorrow, **Adv** Billy and **CSN C** Jordan **CSN** will ride **HV** (to school) **V** (on the bus) **P** **OP** D **A OP**

2. **SN V**
   **P1**
   **CSN C** Billy and **CSN HV V** Jordan **P OP P A OP Adv** will ride (to school) (on the bus) tomorrow. D

3. **SN V**
   **P1**
   Are **Adv** Bradley and **CSN C** Ashley **CSN V Adv P A OP Adv** riding home (on the bus) today? Int

4. **SN V**
   **P1**
   **P OP CSN C** (After school) **CSN HV V Adv P A OP** Bradley and **Adv P A OP** Ashley **CSN** are riding home (on the bus) D

Exercise 2: List the nouns and the noun jobs from Sentence 1. (8 points)

<table>
<thead>
<tr>
<th>Noun Job</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSN</td>
<td>1. Billy</td>
</tr>
<tr>
<td>CSN</td>
<td>2. Jordan</td>
</tr>
<tr>
<td>OP</td>
<td>3. school</td>
</tr>
<tr>
<td>OP</td>
<td>4. bus</td>
</tr>
</tbody>
</table>

Exercise 3: List the simple subject and the simple predicate for the sentences in Exercise 1. (16 points)

<table>
<thead>
<tr>
<th>Simple Subject</th>
<th>Simple Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sentence 1.</strong> Billy, Jordan</td>
<td>will ride</td>
</tr>
<tr>
<td><strong>Sentence 2.</strong> Billy, Jordan</td>
<td>will ride</td>
</tr>
<tr>
<td><strong>Sentence 3.</strong> Bradley, Ashley</td>
<td>are riding</td>
</tr>
<tr>
<td><strong>Sentence 4.</strong> Bradley, Ashley</td>
<td>are riding</td>
</tr>
</tbody>
</table>
Exercise 4: Name the eight parts of speech.

(Accept answers in any order) (8 points)

1. ________________ 5. ________________ 9. ________________
   noun            preposition     declarative

2. ________________ 6. ________________ 10. ________________
   verb            pronoun        exclamatory

3. ________________ 7. ________________ 11. ________________
   adjective       conjunction     helping verbs

4. ________________ 8. ________________ 12. ________________
   adverb          interjection    imperative

Puzzle Words: declarative, exclamatory, helping verbs, imperative, interrogative, inverted word order, natural order, verb phrase
**Question and Answer Flow:**

**Worksheet 25**

<table>
<thead>
<tr>
<th>Sentence 1</th>
<th>Sentence 2</th>
<th>Sentence 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tomorrow, Billy and Jordan will ride to school on the bus.</strong></td>
<td><strong>Billy and Jordan will ride to school on the bus tomorrow.</strong></td>
<td><strong>Are Bradley and Ashley riding home on the bus today?</strong></td>
</tr>
<tr>
<td>1. Who will ride to school on the bus? <strong>Billy and Jordan – CSN, CSN</strong></td>
<td>1. Who will ride to school on the bus tomorrow? <strong>Billy and Jordan – CSN, CSN</strong></td>
<td>1. Who are riding home on the bus today? <strong>Bradley and Ashley – CSN, CSN</strong></td>
</tr>
<tr>
<td>2. What is being said about Billy and Jordan? <strong>Billy and Jordan will ride – V</strong></td>
<td>2. What is being said about Billy and Jordan? <strong>Billy and Jordan will ride – V</strong></td>
<td>2. What is being said about Bradley and Ashley? <strong>Bradley and Ashley are riding – V</strong></td>
</tr>
<tr>
<td>8. The – A</td>
<td>8. The – A</td>
<td>8. Are riding when? <strong>today – Adv</strong></td>
</tr>
<tr>
<td><strong>SN V P1</strong></td>
<td><strong>SN V P1</strong></td>
<td><strong>SN V P1</strong></td>
</tr>
<tr>
<td><strong>Skill Check</strong></td>
<td><strong>Skill Check</strong></td>
<td><strong>Skill Check</strong></td>
</tr>
<tr>
<td>13. <strong>(To school) – Prepositional phrase</strong></td>
<td>13. <strong>(To school) – Prepositional phrase</strong></td>
<td>13. <strong>(On the bus) – Prepositional phrase</strong></td>
</tr>
<tr>
<td>15. <strong>Period, statement, declarative sentence</strong></td>
<td>15. <strong>Period, statement, declarative sentence</strong></td>
<td>15. <strong>Period, statement, interrogative sentence</strong></td>
</tr>
<tr>
<td>16. Go back to the verb. Divide the complete subject from the complete predicate.</td>
<td>16. Go back to the verb. Divide the complete subject from the complete predicate.</td>
<td>16. Go back to the verb. Divide the complete subject from the complete predicate.</td>
</tr>
<tr>
<td>17. Is this sentence in a natural or inverted order? Inverted – underline the subject parts once and the predicate parts twice.</td>
<td>17. Is this sentence in a natural or inverted order? Inverted – underline the subject parts once and the predicate parts twice.</td>
<td>17. Is this sentence in a natural or inverted order? Inverted – underline the subject parts once and the predicate parts twice.</td>
</tr>
</tbody>
</table>

---

**Sample Copy**
After school, Bradley and Ashley are riding home on the bus.

1. Who are riding home on the bus? Bradley and Ashley - CSN, CSN
2. What is being said about Bradley and Ashley? Bradley and Ashley are riding - V
3. Are - HV
4. Are riding where? home - Adv
5. On - P
6. On what? bus - OP
7. The - A
8. And - C
9. After - P
10. After what? school - OP
11. SN V PI
12. Skill Check
13. (After school) - Prepositional phrase
14. (On the bus) - Prepositional phrase
15. Period, statement, declarative sentence
16. Go back to the verb. Divide the complete subject from the complete predicate.
17. Is this sentence in a natural or inverted order? Inverted - underline the subject parts once and the predicate parts twice.