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: Yesterday the dense fog finally lifted in the late afternoon.

1. What lifted in the late afternoon? fog - SN
2. What is being said about fog? fog lifted - V
3. In - P
4. In what? afternoon - OP
5. What kind of afternoon? late - Adj
6. The - A
7. Lifted when? finally - Adv
8. What kind of fog? dense - Adj
9. The - A
10. Lifted when? yesterday - Adv

11. SN V P1 Check:
12. (In the late afternoon) - Prepositional phrase
13. Period - statement - D
14. Go back to the verb - divide the complete subject from the complete predicate.
15. Is there an adverb exception? Yes - change the line.
16. Is this sentence in a natural or inverted order? Inverted - underline the subject parts once and the predicate parts twice.

 Classified Sentence: SN V V P A Adj OP
Yesterday the dense fog /finally lifted (in the late afternoon.)

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 7 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

<table>
<thead>
<tr>
<th>Labels:</th>
<th>Practice:</th>
<th>Adj</th>
<th>Adj</th>
<th>SN</th>
<th>V</th>
<th>Adv</th>
<th>Adv</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>A</td>
<td>large</td>
<td>docile</td>
<td>monkey</td>
<td>walked</td>
<td>happily</td>
<td>around.</td>
</tr>
<tr>
<td>Improved</td>
<td>An (change)</td>
<td>enormous</td>
<td>obnoxious</td>
<td>gorilla</td>
<td>limped</td>
<td>painfully</td>
<td>around. (same)</td>
</tr>
</tbody>
</table>

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

| A sentence, sentence, sentence | Add a capital letter, letter, |
| Is complete, complete, complete | And an end mark, mark. |
| When 5 simple rules | Now we're finished, and aren't we smart! |
| It meets, meets, meets. | Now our sentence has all its parts! |
| It has a subject, subject, subject | REMEMBER |
| And a verb, verb, verb. | Subject, Verb, Complete sense, |
| It makes sense, sense, sense | Capital letter, and an end mark, too. |
| With every word, word, word. | Our sentence is complete, |

And now we’re through!

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#### The Noun Jingle

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;  
So shake it to the left,  
Shake it to the right,  
Find those nouns  
And feel just right!

#### The 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.

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#### The Adverb Jingle

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

#### The 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!

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#### 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.

#### 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!!

#### Prepositional Phrase Jingle

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

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#### Pronoun Jingle

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!

#### Subject Pronoun Jingle

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)

#### Object Pronoun Jingle

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)
## Jingle Section

### Preposition Flow

<table>
<thead>
<tr>
<th>Preposition, Preposition</th>
<th>Preposition, Preposition</th>
<th>Preposition, Preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Starting with an A.</strong></td>
<td><strong>Starting with a B.</strong></td>
<td><strong>Starting with a D.</strong></td>
</tr>
<tr>
<td>(Fast)</td>
<td>(Fast)</td>
<td>down (slow &amp; long),</td>
</tr>
<tr>
<td>aboard, about, above,</td>
<td>before, behind, below,</td>
<td>during (snappy).</td>
</tr>
<tr>
<td>across, after, against,</td>
<td>beneath, beside, between,</td>
<td></td>
</tr>
<tr>
<td>(Slow)</td>
<td>(Slow)</td>
<td></td>
</tr>
<tr>
<td>along, among, around, at.</td>
<td>beyond, but, by.</td>
<td></td>
</tr>
</tbody>
</table>

### Noun Job Jingle

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 if the noun jobs That make nouns so revealing.

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!

### Possessive Pronoun Jingle

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)

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

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.

There are the 8 be 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. All together now, the 8 be verbs: am, is are -- was and were -- be, being, and been, am, is are -- was and were -- be, being, and been.

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.

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.

In record time I did this drill. I’m the mean, lean verb machine - STILL!

### The Eight Parts of Speech Jingle

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.

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.

### The Subordinate Conjunction

There Are Some Subordinate Conjunctions in the Town

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.

### The Direct Object Jingle

1. A direct object is a noun or pronoun.
2. A direct object completes the meaning of the sentence.
3. A direct object is located after the verb-transitive.
4. To find the direct object ask WHAT or WHOM after your verb.
Jingle Section

### Transition Words Jingle

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.

These words can clarify, summarize, or emphasize,
Compare or contrast, inform or show time.
Learn them now, and your writing will shine!

Transition, Transition,
For words that CONTRAST:
*on the other hand, otherwise, and however,*
*although, even though, but, yet, still.*

Transition, Transition,
For words that COMPARE:
*as, also, like, and likewise.*

Transition, Transition,
For words that CLARIFY:
*for example, for instance, and in other words.*

Transition, Transition,
For words that SHOW TIME:
*first, second, third, before, during and after,*
*next, then, and finally.*

Transition, Transition,
For words that INFORM:
*as, also, like, and likewise.*

Transition, Transition,
For words that EMPHASIZE:
*for this reason, truly, again,*
*and in fact.*

Transition, Transition,
For words that SUMMARIZE:
*as a result, therefore, in conclusion,*
*and last,*
to sum it up, all in all, in summary, and finally.

### The Indirect Object Jingle

1. An indirect object is a noun or pronoun.
2. An indirect object receives what the direct object names.
3. An indirect object is located between the verb-transitive and the direct object.
4. To find the indirect object ask TO WHOM or FOR WHOM after the direct object.

### The Predicate Noun Jingle

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 Pred’s are back!

Dum De Dum Dum!

A predicate noun is a special noun in the
Predicate that means the same thing as the subject word.
**To find a predicate noun, ask what or who**
After a linking verb.

### The Predicate Adjective Jingle

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 Pred’s are back!

Dum De Dum Dum!

A predicate adjective is a special adjective in the
Predicate that modifies only the subject word.
**To find a predicate adjective, ask what kind of subject**
After a linking verb.

### The Regular Verb Jingle

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.

### The Irregular Verb Jingle

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!

### Shurley Method Abbreviations

| D | declarative sentence |
| P | preposition |
| Int | interrogative sentence |
| OP | object of the preposition |
| E | exclamatory sentence |
| SP | subject pronoun |
| Imp | imperative sentence |
| PPA | possessive pronoun adjective |
| SN | subject noun |
| PNA | possessive noun adjective |
| V | verb |
| C | conjunction |
| Adj | adjective |
| I | interjection |
| Adv | adverb |
| OCN | object complement noun |
| A | article adjective |
| OCA | object complement adjective |
| HV | helping verb |
| CV | compound verb |
| V-t | transitive verb |
| LV | linking verb |
| DO | direct object |
| IO | indirect object |
| PrN | predicate noun |
| PA | predicate adjective |
| N | 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 howled loudly at the moon.*
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 howled loudly at the moon? 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 howled- 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.  
   *Howled 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? moon - 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 moon) - 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.)
   ① A Adj SN V Adv P A OP
6. **SN V P1** The big wolf / howled loudly (at the moon). **D**
The Question & Answer Flow Section

Introducing the Subject Noun and Verb

<table>
<thead>
<tr>
<th>Question and Answer Flow for Sentence 1: Doctor spoke.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who spoke? doctor - subject noun (Write SN above doctor.)</td>
</tr>
<tr>
<td>Since doctor is a person, we ask the subject question using who.</td>
</tr>
<tr>
<td>The subject noun doctor tells &quot;who&quot; the sentence is about.</td>
</tr>
<tr>
<td>2. What is being said about doctor? doctor spoke - verb (Write V above spoke.)</td>
</tr>
<tr>
<td>Classified Sentence:</td>
</tr>
<tr>
<td>Doctor spoke.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question and Answer Flow for Sentence 2: Horses ran.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What ran? horses - subject noun (Write SN above horses.)</td>
</tr>
<tr>
<td>Since the word horses is an animal, we begin the subject question with what.</td>
</tr>
<tr>
<td>The subject noun horses tells what the sentence is about.</td>
</tr>
<tr>
<td>2. What is being said about horses? horses ran - verb (Write V above ran.)</td>
</tr>
<tr>
<td>Classified Sentence:</td>
</tr>
<tr>
<td>Horses ran.</td>
</tr>
</tbody>
</table>

Introducing the Adjective, Adverb, and Article Adjective

<table>
<thead>
<tr>
<th>Question and Answer Flow for Sentence 1: A brilliant doctor spoke reluctantly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who spoke reluctantly? doctor - subject noun (Write SN above doctor.)</td>
</tr>
<tr>
<td>2. What is being said about doctor? doctor spoke - verb (Write V above spoke.)</td>
</tr>
<tr>
<td>3. Spoke how? reluctantly - adverb (Write Adv above reluctantly.)</td>
</tr>
<tr>
<td>4. What kind of doctor? brilliant - adjective (Write Adj above brilliant.)</td>
</tr>
<tr>
<td>5. A - article adjective (Write A above A.)</td>
</tr>
<tr>
<td>Classified Sentence:</td>
</tr>
<tr>
<td>A brilliant doctor spoke reluctantly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question and Answer Flow for Sentence 2: Several chestnut horses ran fast.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What ran fast? horses - subject noun (Write SN.)</td>
</tr>
<tr>
<td>2. What is being said about horses? horses ran - verb (Write V.)</td>
</tr>
<tr>
<td>3. Ran how? fast - adverb (Write Adv.)</td>
</tr>
<tr>
<td>4. What kind of horses? chestnut - adjective (Write Adj.)</td>
</tr>
<tr>
<td>5. How many horses? Several - adjective (Write Adj.)</td>
</tr>
<tr>
<td>Classified Sentence:</td>
</tr>
<tr>
<td>Several chestnut horses ran fast.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question and Answer Flow for Sentence 3: The keynote speaker arrived late yesterday.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who arrived late yesterday? speaker - subject noun (Write SN.)</td>
</tr>
<tr>
<td>2. What is being said about speaker? speaker arrived - verb (Write V.)</td>
</tr>
<tr>
<td>3. Arrived when? late - adverb (Write Adv.)</td>
</tr>
<tr>
<td>4. Arrived when? yesterday - adverb (Write Adv.)</td>
</tr>
<tr>
<td>5. What kind of speaker? keynote - adjective (Write Adj.)</td>
</tr>
<tr>
<td>6. The - article adjective (Write A.)</td>
</tr>
<tr>
<td>Classified Sentence:</td>
</tr>
<tr>
<td>The keynote speaker arrived late yesterday.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question and Answer Flow for Sentence 4: The small tropical monkey chattered noisily.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What chattered noisily? monkey - subject noun (Write SN.)</td>
</tr>
<tr>
<td>2. What is being said about monkey? monkey chattered - verb (Write V.)</td>
</tr>
<tr>
<td>3. Chattered how? noisily - adverb (Write Adv.)</td>
</tr>
<tr>
<td>4. What kind of monkey? tropical - adjective (Write Adj.)</td>
</tr>
<tr>
<td>5. What kind of monkey? small - adjective (Write Adj.)</td>
</tr>
<tr>
<td>6. The - article adjective (Write A.)</td>
</tr>
<tr>
<td>Classified Sentence:</td>
</tr>
<tr>
<td>The small tropical monkey chattered noisily.</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>A</th>
<th>Adj</th>
<th>SN</th>
<th>V</th>
<th>Adv</th>
</tr>
</thead>
<tbody>
<tr>
<td>SN</td>
<td>V</td>
<td>P1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A brilliant doctor / spoke reluctantly. D**

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

| Question and Answer Flow for Sentence 1: A brilliant doctor spoke reluctantly. |
| 1. Who spoke reluctantly? doctor - SN | 7. Period, statement, declarative sentence (Write D at the end of the sentence.) |
| 2. What is being said about doctor? doctor spoke - V | 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.) |
| 4. What kind of doctor? brilliant - Adj | |
| 5. A - A | |
| 6. Subject noun Verb Pattern 1 Check (Write SN V P1 in the blank beside the sentence.) | |

**Classified Sentence:**

<table>
<thead>
<tr>
<th>A</th>
<th>Adj</th>
<th>SN</th>
<th>V</th>
<th>Adv</th>
</tr>
</thead>
<tbody>
<tr>
<td>SN</td>
<td>V</td>
<td>P1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

### Question and Answer Flow for Sentence 2: Several chestnut horses ran fast.
1. What ran fast? horses - SN  
2. What is being said about horses? horses ran - V  
3. Ran how? fast - Adv  
4. What kind of horses? chestnut - Adj  
5. How many horses? Several - Adj  
6. Subject noun Verb Pattern 1 Check (Write SN V P1 in the blank beside the sentence.)
   - SN V  
   - Adj  
   - SN  
   - V  
   - Adv  
   - D

   **Classified Sentence:** Several chestnut horses / ran fast. D

### Question and Answer Flow for Sentence 3: The keynote speaker arrived late yesterday.
1. Who arrived late yesterday? speaker - SN  
2. What is being said about speaker? speaker arrived - V  
3. Arrived when? late - Adv  
4. Arrived when? yesterday - Adv  
5. What kind of speaker? keynote - Adj  
6. The - A

   **Classified Sentence:** The keynote speaker / arrived late yesterday. D

### Question and Answer Flow for Sentence 4: The small tropical monkey chattered noisily.
1. What chattered noisily? monkey - SN  
2. What is being said about monkey? monkey chattered - V  
3. Chattered how? noisily - Adv  
4. What kind of monkey? tropical - Adj  
5. What kind of monkey? small - Adj  
6. The - A

   **Classified Sentence:** The small tropical monkey / chattered noisily. D

### Question and Answer Flow for Sentence 5: A very hungry alligator lurked dangerously below.
1. What lurked dangerously below? alligator - SN  
2. What is being said about alligator? alligator lurked - V  
3. Lurked how? dangerously - Adv  
4. Lurked where? below - Adv  
5. What kind of alligator? hungry - Adj  
6. How hungry? very - Adv

   **Classified Sentence:** A very hungry alligator / lurked dangerously below. D
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.)*

<table>
<thead>
<tr>
<th>Knowing the Difference Between Prepositions and Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adv</strong></td>
</tr>
<tr>
<td>In the example sentence, <em>John fell down</em>, the word <em>down</em> is an adverb because it does not have a noun after it.</td>
</tr>
<tr>
<td>In the example sentence, <em>John fell down the stairs</em>, the word <em>down</em> is a preposition because it has the noun <em>stairs</em> (the object of the preposition) after it.</td>
</tr>
<tr>
<td>To find the preposition and object of the preposition in the question and answer flow, say: <em>down</em> - P (Say: down-preposition)</td>
</tr>
<tr>
<td><em>down what? stairs</em> - OP</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question and Answer Flow for Sentence 1: The floppy-eared spaniel howled mournfully in the dark house.</th>
</tr>
</thead>
<tbody>
<tr>
<td>spaniel - SN</td>
</tr>
<tr>
<td>2. What is being said about spaniel? spaniel howled - V</td>
</tr>
<tr>
<td>3. Howled how? mournfully - Adv</td>
</tr>
<tr>
<td>4. In - P (Say Preposition and label.)</td>
</tr>
<tr>
<td>5. In what? house - OP (Say Object of the Preposition and label.)</td>
</tr>
<tr>
<td>(To test whether a word is a preposition, say your preposition and</td>
</tr>
<tr>
<td>ask what or whom. If your answer is a noun or pronoun, you have</td>
</tr>
<tr>
<td>a preposition.</td>
</tr>
<tr>
<td>6. What kind of house? dark - Adj</td>
</tr>
<tr>
<td>7. The - A</td>
</tr>
<tr>
<td>Classified Sentence:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question and Answer Flow for Sentence 2: Several yellow helium balloons rose gracefully to the ceiling.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. What is being said about balloons? balloons rose - V</td>
</tr>
<tr>
<td>3. Rose how? gracefully - Adv</td>
</tr>
<tr>
<td>4. To - P</td>
</tr>
<tr>
<td>6. The - A</td>
</tr>
<tr>
<td>Classified Sentence:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question and Answer Flow for Sentence 3: The long line of camels plodded steadily across the hot desert.</th>
</tr>
</thead>
<tbody>
<tr>
<td>line - SN</td>
</tr>
<tr>
<td>2. What is being said about line? line plodded - V</td>
</tr>
<tr>
<td>4. Across - P</td>
</tr>
<tr>
<td>6. What kind of desert? hot - Adj</td>
</tr>
<tr>
<td>7. The - A</td>
</tr>
<tr>
<td>8. Of - P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question and Answer Flow for Sentence 4: The scientific instrument flashed at a dangerously low level on the monitor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What flashed at a dangerously low level on the monitor? instrument - SN</td>
</tr>
<tr>
<td>2. What is being said about instrument? instrument flashed - V</td>
</tr>
<tr>
<td>3. At - P</td>
</tr>
<tr>
<td>4. At what? level - OP</td>
</tr>
<tr>
<td>5. What kind of level? low - Adj</td>
</tr>
<tr>
<td>8. On - P</td>
</tr>
<tr>
<td>Classified Sentence:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Adverb Exception Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: (The dog swiftly / retreated.) To show the adverb exception: (The dog / swiftly retreated.)</td>
</tr>
<tr>
<td>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.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question and Answer Flow for Sentence 1: The intense runners anxiously raced forward at the sound of the gun.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who raced forward at the sound of the gun? runners - SN</td>
</tr>
<tr>
<td>2. What is being said about runners? runners raced - V</td>
</tr>
<tr>
<td>3. Raced where? forward - Adv</td>
</tr>
<tr>
<td>4. At - P</td>
</tr>
<tr>
<td>5. At what? sound - OP</td>
</tr>
<tr>
<td>6. The - A</td>
</tr>
<tr>
<td>7. Of - P</td>
</tr>
<tr>
<td>9. The - A</td>
</tr>
<tr>
<td>10. Raced how? anxiously - Adv</td>
</tr>
<tr>
<td>11. What kind of runners? intense - Adj</td>
</tr>
<tr>
<td>12. The - A</td>
</tr>
<tr>
<td>13. SN V P1 Check:</td>
</tr>
<tr>
<td>14. (At the sound) - Prepositional phrase</td>
</tr>
<tr>
<td>15. (Of the gun) - Prepositional phrase</td>
</tr>
<tr>
<td>16. Period - statement - D</td>
</tr>
<tr>
<td>17. Go back to the verb - divide the complete subject from the complete predicate.</td>
</tr>
<tr>
<td>18. Is there an adverb exception? Yes - change the line. (Demonstrate by erasing and changing the line.)</td>
</tr>
<tr>
<td>Classified Sentence:</td>
</tr>
<tr>
<td>The intense runners / anxiously raced forward (at the sound) (of the gun.)</td>
</tr>
<tr>
<td>D</td>
</tr>
</tbody>
</table>

**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: After lunch we / went home.)

2. A helping verb at the beginning of a sentence will always be part of the verb.
   (Example: Are you / going to the concert?)

3. An adverb at the beginning of the sentence will modify the verb.
   (Example: Yesterday we / went to my grandfather’s house.)

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: After summer vacation the football players eagerly gathered around the coach in the locker room.**

1. Who gathered around the coach in the locker room? players - SN
2. What is being said about players? players gathered - V
3. Around - P
4. Around whom? coach - OP
5. The - A
6. In - P
8. What kind of room? locker - Adj
9. The - A
10. Gathered how? eagerly - Adv
11. What kind of players? football - Adj
12. The - A
13. After - P

**Classified Sentence:**

SN V P A Adj OP A Adj SN Adv V P A OP
P1 SN V P A Adj OP (After summer vacation) the football players / eagerly gathered (around the coach)
(in the locker room.) D

**Question and Answer Flow for Sentence 3: Yesterday the dense fog finally lifted in the late afternoon.**

1. What lifted in the late afternoon? fog - SN
2. What is being said about fog? fog lifted - V
3. In - P
4. In what? afternoon - OP
5. What kind of afternoon? late - Adj
6. The - A
7. Lifted when? finally - Adv
8. What kind of fog? dense - Adj
9. The - A
10. Lifted when? yesterday - Adv

**Classified Sentence:**

SN V Adv A Adj SN Adv V P A Adj OP
P1 SN V Adv A Adj SN Adv V P A Adj OP (Yesterday the dense fog /finally lifted (in the late afternoon.) D

**Question and Answer Flow for Sentence 4: Were those antique chairs sold at the auction yesterday?**

1. What were sold at the auction yesterday? chairs – SN
2. What is being said about chairs? chairs were sold – V
3. Were - HV
4. What kind of chairs? antique - Adj
5. Which chairs? those - Adj
6. At – P
7. At what? auction – OP
8. The - A
9. Were sold when? yesterday - Adv
10. SN V P1 Check:
11. (At the auction) – Prepositional phrase

**Classified Sentence:**

SN V HV Adj Adj SN V P A Adj SN V P1 Check: Were those antique chairs / sold (at the auction) yesterday? Int

(Demonstrate underlining the subject and predicate parts.)

SN V P1

(After summer vacation) - Prepositional phrase
(Around the coach) - Prepositional phrase
(In the locker room) - Prepositional phrase
Period - statement - D
Go back to the verb - divide the complete subject from the complete predicate.
Is there an adverb exception? Yes - change the line.
Inverted - underline the subject parts once and the predicate parts twice.
Is this sentence in a natural or inverted order?
(Demonstrate underlining the subject and predicate parts.)

SN V P1

(Part of the main verb.)
(The question verb is located in the subject of the sentence, but it is part of the predicate.)
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 carpenters built a house.

1. Who built a house? carpenters – SN
2. What is being said about carpenters? carpenters built – V
3. Carpenters built what? house – verify the noun

Note: 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.

4. Does house mean the same thing as carpenters? No
5. House – DO
6. Built – V-t

Note: 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.

Classified Sentence: A SN V-t A DO

SN V-t

The carpenters / built a house. D

DO P2

7. A – A
8. The – A
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.

13. Is there an adverb exception? No.
The Question & Answer Flow Section

Pattern 3 Sentence

Question and Answer Flow for Sentence 2: My best friend sent me a secret message.

1. Who sent me a secret message? friend - SN
2. What is being said about friend? friend sent - V
3. Friend sent what? message - verify the noun
4. Does message mean the same thing as friend? No.
5. Message - DO
6. Sent - V-t
7. Friend sent message to whom? me - IO
8. What kind of message? secret - Adj
9. A - A
10. What kind of friend (or which friend)? best - Adj
11. Whose friend? my - PPA

Classified Sentence:  PPA Adj SN V-t IO A Adj DO

SN V-t  My best friend sent me a secret message. D

Pattern 4 Sentence

Question and Answer Flow for Sentence 3: Many early settlers were farmers.

1. Who were farmers? settlers - SN
2. What is being said about settlers? settlers were - V
3. Settlers were who? farmers - verify the noun
4. Do farmers mean the same thing as settlers? Yes.
5. Farmers - PrN
6. Were - LV
7. Which settlers? early - Adj
8. How many settlers? many – Adj
9. SN LV PrN P4 Check

Classified Sentence:  Adj Adj SN LV PrN

SN LV Many early settlers were farmers. D

Pattern 5 Sentence

Question and Answer Flow for Sentence 4: This potato soup tastes delicious!

1. What tastes delicious? soup - SN
2. What is being said about soup? soup tastes- V
3. Soup tastes what? delicious - verify the adjective
4. What kind of soup? delicious - PA
5. Tastes - LV
6. What kind of soup? potato - Adj
7. Which soup? this - adj
8. SN LV PA P5 Check
9. Check the verb: linking verb.

Classified Sentence:  Adj Adj SN LV PA

SN LV This potato soup tastes delicious! E

Pattern 6 Sentence

Question and Answer Flow for Sentence 5: The President appointed him general.

1. Who appointed him general? President - SN
2. What is being said about President? President appointed - V
3. President appointed whom? him - verify the pronoun
4. Does the pronoun him mean the same thing as President? No.
5. Him - DO
6. Appointed - V-t
7. President appointed him what? general
8. Does general mean the same thing as him? Yes.
9. General - OCN (Say: Object Complement Noun.)

Classified Sentence:  A SN V-t DO OCN

SN V-t The President appointed him general. D

DO OCN P6
The Question & Answer Flow Section

Pattern 7 Sentence

Question and Answer Flow for Sentence 6: Jed painted the barn red.

1. Who painted the barn red? Jed - SN
2. What is being said about Jed? Jed painted - V
3. Jed painted what? barn - verify the noun
4. Does barn mean the same thing as Jed? No.
5. Barn - DO
6. Painted - V-t
7. Jed painted the barn what? red
8. Does red tell what kind of barn? Yes. red - OCA
(Say: Object Complement Adjective.)
9. The - A

10. SN V-t DO OCA P7 Check
11. Check the verb: verb-transitive.
12. Check again for prepositional phrases.
13. No prepositional phrases.
14. Period, statement, D
15. Go back to the verb - divide the complete subject from the complete predicate.
17. Is this sentence in a natural or inverted order? Natural - no change.

 Classified Sentence: SN V-t A DO OCA

SN V-t Jed / painted the barn red. 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: My favorite sports

Three main points: 1. sledding  2. ice skating  3. skiing

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.
   (When the weather gets cold, there are several winter activities that I enjoy.)

2. Sentence #2 - Three Point Sentence:
   Write a complete sentence listing your three points in the order you will present them in your paragraph. (My three favorites are sledding, ice skating, and skiing.)
   
   ♦ 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. (Winter Activities That I Enjoy)

3. Sentence #3 - First Point:
   Write a sentence stating your first point.
   (The first winter activity that I enjoy is sledding.)

4. Sentence #4 - Supporting Sentence:
   Write a sentence that gives more information about your first point.
   (All the kids in our town go sledding down a long hill near my house.)

5. Sentence #5 - Second Point:
   Write a sentence stating your second point.
   (The second winter activity that I enjoy is ice skating.)

6. Sentence #6 - Supporting Sentence:
   Write a sentence that gives more information about your second point.
   (Each winter my cousins and I can hardly wait for my uncle’s pond to freeze over so we can go ice skating.)

7. Sentence #7 - Third Point:
   Write a sentence stating your third point.
   (The third winter activity that I enjoy is skiing.)

8. Sentence #8 - Supporting Sentence:
   Write a sentence that gives more information about your third point.
   (Every winter I go to the mountains in Colorado on a ski trip with a youth group.)

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 do not always get involved in as many winter activities as I would like, but the three that I enjoy most are sledding, ice skating, and skiing.)

SAMPLE PARAGRAPH

Winter Activities That I Enjoy

When the weather gets cold, there are several winter activities that I enjoy. My three favorites are sledding, ice skating, and skiing. The first winter activity that I enjoy is sledding. All the kids in our town go sledding down a long hill near my house. The second winter activity that I enjoy is skating. Each winter my cousins and I can hardly wait for my uncle’s pond to freeze over so we can go ice skating. The third winter activity that I enjoy is skiing. Every winter I go to the mountains in Colorado on a ski trip with a youth group. I do not always get involved in as many winter activities as I would like, but the three that I enjoy most are sledding, ice skating, and skiing.
Writing Section

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

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

Three-Paragraph Essay

Winter Fun

When the weather gets cold, there are several winter activities that I enjoy. Although some of these activities are not available here in my community, I am still able to do the ones I enjoy the most. My three favorites are sledding, ice skating, and skiing.

The first winter activity that I enjoy is sledding. All the kids in our town go sledding down a long hill near my house. The second winter activity that I enjoy is ice skating. Each winter my cousins and I can hardly wait for my uncle’s pond to freeze over so we can go ice skating. The third winter activity that I enjoy is skiing. Every winter I go to the mountains in Colorado on a ski trip with a youth group.

There are many winter activities that provide fun during cold weather. I do not always get involved in as many winter activities as I would like, but the three that I enjoy most are sledding, ice skating, and skiing.

Five-Paragraph Essay

Winter Fun Begins with the Letter S

When the weather gets cold, there are several winter activities that I enjoy. Although some of these activities are not available here in my community, I am still able to do the ones I enjoy the most. My three favorites are sledding, ice skating, and skiing.

The first winter activity that I enjoy is sledding. There is a long hill behind my house that glazes over every time it snows. People from all over town gather there, and we all go sledding. It’s great to feel the rush of excitement as several sleds push off to race to the bottom.

The second winter activity I have fun doing is ice skating. If the weather gets cold enough, my uncle’s pond freezes over and is thick enough to support skaters. My cousins and I love to skate on that pond. We are not professionals, but we have lots of fun making figure 8’s and doing our version of the triple axle.

The third winter activity I enjoy is skiing. Although there are no mountains nearby on which I can ski, there is almost always a ski trip with a youth group. On a ski trip, I get a chance to try out all kinds of slopes from “easy” to “dangerous.” If I don’t “wipe out” on a tree, I have a wonderful time skiing.

There are many winter activities that provide fun during cold weather. I do not always get involved in as many of these activities as I would like, but the three that I enjoy most are sledding, ice skating, and skiing.