

Language Arts Teacher's Guide



5th Grade Binder - Key

GRAMMAR ASSIGNMENT

- | | | |
|-----------------|--------------|-----------------|
| <i>children</i> | <i>heard</i> | <i>voice</i> |
| <i>little</i> | | <i>musical</i> |
| <i>The</i> | | <i>Pegeen's</i> |

- | | |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>musical</u> : | adjective, descriptive (simple), positive degree of comparison, modifies the noun "voice" (The children need not know subclass or degree of comparison.) |
| <u>voice</u> : | noun, common (class name), neuter, third person, singular, object of "heard," objective case (The children need not know subclass.) |

- (The student's sentence should make sense and stay on topic. Grade for clarity, interest and originality.)

Grammar Lessons Week 1

GRAMMAR REVIEW – PARTS OF SPEECH

Nouns : p.2, ex.1 : *house, rooms, tiger, man, pupils, books, desks, farmer, seed, ground*

Pronouns : p.4, ex.2 : *we, our, her, their, you, your*

Adjectives : p.4, ex. : *great, little, the, red, white, beautiful, large, broad*

GRAMMAR REVIEW – SENTENCE ANALYSIS

p. 10 exercise (no. 4 is more difficult because subject and predicate are reversed; skip, or simply point this out.)

1. [*A ragged boy^I | came into the room.*] 2. [*My best friend^I | came here with me.*]
4. [*Suddenly^I | came a loud shout.*] 5. [*The garden^I | has beautiful flowers.*]
6. [*That old gardener^I | is working diligently.*] 10. [*Every child^I | should walk lightly.*]

Example sentences from dictations analyzed

[*Pegeen^I | began to talk rapidly.*]

[*Ulagons^I | came jauntily in from the vineyard.*]

[*The oldest sister^I | went to school in Langres.*]

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 2

* All prepositional phrases will be identified in a sentence but only those modifying nouns or verbs will be marked and identified by nature and form. Please refer to the *Steps for Logical Analysis of Sentences* and the *Logical Analysis Chart* in the back of the guide binder for explanation of analysis.

Grammar Assignment

1. Analyze and diagram this sentence.

a *I* *b*

[*The rich sound (of the words) sang (in Geoffrey's head.)*]

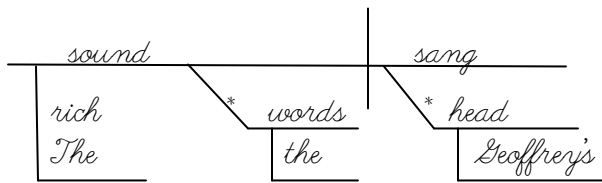
This is a simple, declarative sentence.

I is an independent clause.

a is a prepositional phrase.

b is a prepositional phrase.

(*The prepositions "of" and "in" respectively should be written on the diagonal lines below.)



2. Parse : the Geoffrey's and sang

the : definite article, limits the nouns "sound" and "words"

Geoffrey's : noun, proper, masculine, singular, third person, expresses ownership of "head," possessive case

sang : verb, strong, intransitive, past tense, its subject is "sound," third person, singular

3. Write the above sentence in the tenses you have studied.

Present : *The rich sound of the words sing in Geoffrey's head.*

Past : *The rich sound of the words will sing in Geoffrey's head.*

4. What do the words "sang in Geoffrey's head" mean?

(The child should restate the question in his or her answer. Accept a reasonable answer, such as the one below.)

The words "sang in Geoffrey's head" mean the words he was reading were like music to him.

Grammar Lessons Week 2

GRAMMAR LESSONS – PARTS OF SPEECH

verbs : p.5, ex.: (simple subject, simple predicate,), *storm rattled; somebody wrote; teacher read Albert threw*. In sentences 1-4, everything left of the subject completes the subject; everything right of the subject completes the predicate.

Binder: *road lay; some had; seasons were*. In these sentences, everything to the left of the verb is the complete subject; the verb and everything to the right of it is the complete predicate.

adverbs : p.6, ex.: (a) *headlong, by* (b) *so, repeatedly* (d) *now, then* (e) *always, agreeably*
Binder: *delightfully, jauntily*

conjunctions : p.6, ex 1: (1) ("*As*" is a subordinate conjunction connecting two clauses; ignore it) "*and*" connects "*now*" to "*then*"
(2) "*either...or*" connects "*to drown evil thoughts*" to "*drive away evil spirits*"
(3) "*for*" connects the two clauses

prepositions : p.7, ex.: (1) "*among*" relates "*mine*" to "*lies*"; "*on*" relates "*shelf*" to "*lies*"; "*under*" relates "*desk*" to "*shelf*" The first two are adverbial phrases, the last is adjectival. It may be considered adverbial if you consider that "*under*" relates "*desk*" to "*lies*."
(2) "*from*" relates "*tower*" to "*saw*"; "*along*" relates "*water*" to "*saw*." Both are adverbial phrases. (One may prefer that "*along*" relates "*water*" to "*far*," an adverb.)
(3) "*of*" relates "*house*" to "*roof*" This is an adjective phrase. "*near*" relates "*edge*" to "*old*." This is an adverbial phrase.
(4) "*in*" relates "*distance*" to "*was loitering*" This is an adverbial phrase.
(Merely identify as prepositions: "*with*," "*against*." The children may be able to give the answers: "*with*" relates "*tide*" to "*dropping*"; "*against*" relates "*mast*" to "*hanging*."

GRAMMAR REVIEW – ANALYSIS

I DO a II
[I bought a stock (of books)] and [I set out.]
+

This is a compound, declarative sentence.

I is an independent clause.

II is an independent clause.

a is an adjectival prepositional phrase.

(For the following sentence the subject “he” should be added to the second clause in the guide.)

I a II b
[Geoffrey looked (at the vellum pages)] and [he spoke (to the old priest.)]
+

This is a compound, declarative sentence.

I is an independent clause.

II is an independent clause.

a is an adverbial prepositional phrase.

b is an adverbial prepositional phrase.

 a I b II DO
[The rich sound (of the words) sang (in Geoffrey's head)] and [it made him feel (on tip-toe) (with excitement).]
+

(Do not analyze in great detail; “feel” is an infinitive used as a complement, which the children have not seen.)

This is a compound, declarative sentence.

I is an independent clause.

II is an independent clause.

a is an adjectival prepositional phrase.

b is an adverbial prepositional phrase.

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 3

Grammar Assignment

1. Analyze (and diagram) this sentence. (You need not ask the children diagram but diagram together when correcting; likewise, do not identify the nature of the phrases until week nine, but point it out orally.)

a *I* **PA* *b*

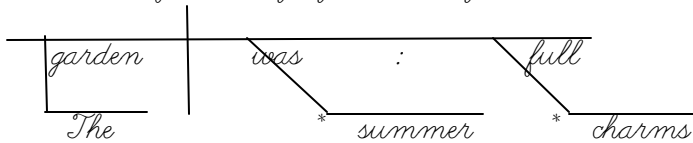
[The garden (in summer) was full (of charms).] (*The PA need not be labeled or diagrammed.)

This is a simple, declarative sentence.

I is an independent clause.

a is an (adjectival) prepositional phrase.

b is an (adjectival) prepositional phrase.



* Insert the prepositions “in” and “of ” on the appropriate diagonal lines.

2. Parse : garden, summer and charms.

<u>garden</u> :	noun, common (class name), neuter, third person, singular, subject of “was,” nominative case
<u>summer</u> :	noun, common (class name), neuter, third person, singular, object of the preposition “in,” objective case
<u>charms</u> :	noun, common (class name), neuter, third person, plural, object of the preposition “of,” objective case

3. What is the complete subject of this sentence? What is the complete predicate of this sentence?
Put the subject and the predicate into the plural. (You may ask the children to answer in a complete sentence rather than in a chart, as below.)

Complete subject : The garden in summer

Complete predicate : was full of charms

Plural subject and verb : gardens were

4. What are some of the charms of a garden near your home?
 (The student should stay on topic.)

Grammar Lessons Week 3

For all parsing: the word(s) and concept(s) being taught is in bold print. The teacher should use his or her discretion in choosing which other concepts the children will parse regarding a word.

For analysis of phrases: the nature (adverbial or adjectival) is given, but students need only identify the form (prepositional) for the first 9 weeks.

PARTS OF SPEECH – NOUN CLASS

ART

I

PN

1. [*A man's home is his palace.*] This is a simple, declarative sentence. **I** is an independent clause.

man's :

noun, **common (class name)**, masculine, 3rd person, singular, expresses ownership of "home," possessive case.

home :

noun, **common (class name)**, neuter, 3rd person, singular, subject of "is," nominative case.

palace :

noun, **common (class name)**, neuter, 3rd person, singular, predicate nominative of "is," nominative case.

I

a

ADJ

2. [*His thoughts wander (to his dear family).*] This is a simple, declarative sentence.

I is an independent clause. **a** is an adverbial prepositional phrase.

thoughts :

noun, **common (class name)**, neuter, 3rd person, plural, subject of "wander," nominative case.

family :

noun, **common (collective)**, neuter or unknown, 3rd person, singular, object of the preposition "to," objective case.

I

ADV ADV

a

3. [*He works so hard (for them.)*] This is a simple, declarative sentence.

I is an independent clause. **a** is an adverbial prepositional phrase.

ART

I

DO

DO

ART DO

a ART ADJ

b

4. [*The family read fairy tales and legends and the works (of the great masters) (of prose and poetry.)*]

This is a simple, declarative sentence. **I** is an independent clause.

a is an adverbial prepositional phrase. **b** is an adjectival prepositional phrase.

family :

noun, **common (collective)**, unknown, 3rd person, singular, subject of "read," nominative case

fairy tales :

noun, **common (class name)**, neuter, 3rd person, plural, direct object of "read," objective case

legends :

same as the word "tales"

works :

same as the word "tales"

<u>masters</u> :	noun, common (class name). masculine, 3 rd person, plural, object of the preposition "of," objective case
<u>prose</u> :	noun, common (class name) neuter, 3 rd person, singular, object of the preposition "of," objective case
<u>poetry</u> :	(same as the word "prose")

PARTS OF SPEECH – VERB AS PREDICATE

Merely point out that the verbs in these sentences are compound. The sentences are analyzed for teacher use.

Sentence 1: Present to look as part of the verb, though it may be considered a verbal of direct object use.

I DO b

1. [Geoffrey had been allowed to look (at some) (of the books.)] This is a simple, declarative sentence.

I is an independent clause. **a** is an adjectival prepositional phrase.

Sentence 2: This is a complex sentence. The quote is the direct object of the verb "said." If you choose to analyze with the children, write the quote out as a simple sentence and analyze as below.

2. "One day you will read all these, my son," said the old priest.

I DO

[One day you will read all these, my son.] This is a simple, declarative sentence.

I is an independent clause.

ANALYSIS – PRINCIPAL ELEMENTS OF A SENTENCE

I DO

1. [The older girls brought their knitting.] This is a simple, declarative sentence. **I** is an independent clause.

I a

2. [The boys and their father usually worked (on wood.)] This is a simple, declarative sentence. **I** is an independent clause. **a** is an adverbial prepositional phrase.

I PN

3. [The farm was Louisa's joy.] This is a simple, declarative sentence. **I** is an independent clause.

a I b c d

4. [The family (in that plain stately house) was full (of a common spirit) (of delight) (in small things.))] This is a simple, declarative sentence. **I** is an independent clause. **a** is an adjectival prepositional phrase. **b** is an adverbial prepositional phrase. (**c** and **d** need not be analyzed, but **c** is adjectival, modifying *spirit*, while **d** is adjectival, modifying *delight*.)

a b I PN

5. [The big house (on the beautiful old farm) (of Uryck) was a peaceful place.]

This is a simple, declarative sentence. **I** is an independent clause. **a** is an adjectival prepositional phrase. **b** is an adjectival prepositional phrase.

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 4

Grammar Assignment

1. Analyze and (diagram):

I DO a &

[Anton put the pail (of fresh milk) (in the room.)]

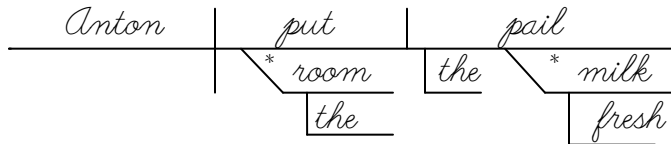
+

This is a simple, declarative sentence.

I is an independent clause.

a is an adjectival prepositional phrase.

& is an adverbial prepositional phrase.



Please note that “of” and “in” should be written on the diagonals respectively at the *.

2. Parse: *put*, *fresh*

<u>put</u> :	verb, irregular weak, transitive, active, indicative mood, past tense, its subject is “Anton,” third person, singular
<u>fresh</u> :	adjective, descriptive (simple), positive degree of comparison, modifies “milk”

3. Conjugate the verb *put* in the future tense.

Future Tense of put

	<u>Singular</u>	<u>Plural</u>
1 st person	I will put	we will put
2 nd person	you will put	you will put
3 rd person	he, she, it will put	they will put

4. Give a homonym for *pale* and use it in a sentence.

pale: (Count off for a silly sentence.)

Grammar Lessons Week 4

For all parsing: the word(s) and concept(s) being taught is in bold print. The teacher may wish to parse any word more fully, depending on the level of his students. Some sentences have been shortened for analysis; others are too difficult for fifth grade and have not been analyzed.

PARTS OF SPEECH – ADJECTIVE CLASS

I

DO

1. [*Father Rami ruffled the boy's yellow curls.*]

*This is a simple declarative sentence. **I** is an independent clause.*

yellow : | *adjective, descriptive (simple), positive degree of comparison, modifies the noun "curls"*

"Have you eaten all my supper, to surprise my hungry stomach?"

all : | *adjective, quantitative (bulk), modifies the noun "supper"*

hungry : | *adjective, descriptive (simple), positive degree of comparison, modifies the noun "stomach"*

I

DO a

b

2. [*The boy tightened the grip (of his fat little hand) (on his father's.)*]

*This is a simple declarative sentence. **I** is an independent clause. **a** is an adjectival prepositional phrase.*

***b** is an adverbial prepositional phrase.*

fat : | *adjective, descriptive (simple), positive degree of comparison, modifies the noun "hand"*

little : | *see the word "fat"*

Sam longed to ask him a dogen questions.

dogen : | *adjective, quantitative (cardinal number), modifies the noun "questions"*

PARTS OF SPEECH – VERB CLASS

Verbs are not parsed for voice or mood. Students should at least parse for use.

I

DO

1. [*Sam held his tongue.*]

*This is a simple declarative sentence. **I** is an independent clause.*

held : | *verb, strong, transitive, past tense, its subject is "Sam," 3rd person, singular*

VERBS continued

The verbs in sentences 2 and 3 are in *definite form*, which the children will not see until 6th grade. You may choose to skip them or change to *indefinite form* (*stood, fit*). Sentence 4 is complex; analysis is given for the teacher, but only parse the verbs in class.

I a b

2. [Soon he was standing (in a fine house) (with his father.)]

This is a simple declarative sentence. I is an independent clause. a is an adverbial prepositional phrase. b is an adverbial prepositional phrase.

<u>was standing</u> :	verb, irregular weak, <i>intransitive</i> , past tense, its subject is "he," 3 rd person, singular
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I DO a

3. [His father was fitting the dark red suit (on a fine man).]

This is a simple declarative sentence. I is an independent clause. a is an adverbial prepositional phrase.

<u>was fitting</u> :	verb, irregular weak, <i>transitive</i> , past tense, its subject is "father," 3 rd person, singular
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I DO II DO a

- 4 [The children watched their father [as he told stories (of old Ireland).]]

This is a complex declarative sentence. I is a principal clause. II is a subordinate adverbial clause of time introduced by the subordinate conjunction "as." a is an adjectival prepositional phrase.

<u>watched</u> :	verb, weak, <i>transitive</i> , past tense, its subject is "children," 3 rd person, plural
<u>told</u> :	verb, irregular weak, <i>transitive</i> , its subject is "he," 3 rd person, singular

ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE – DIRECT OBJECT

These are analyses for the sentences diagrammed in the guide.

I DO

2. [The children watched their father.] *This is a simple declarative sentence. I is an independent clause.*

I DO a

3. [He told stories (of old Ireland).] *This is a simple declarative sentence. I is an independent clause. a is an adjectival prepositional phrase.*

LANGUAGE ARTS TEACHER'S GUIDE
GRADE 5 KEY
Week 5

Grammar Assignment

1. Analyze and diagram :

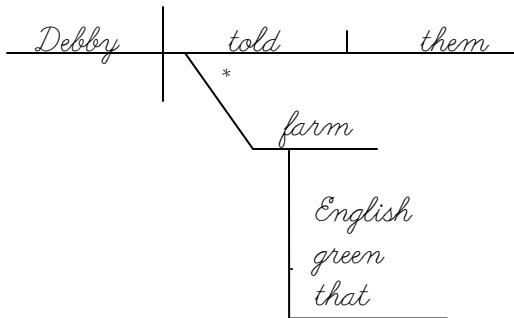
I IO a

[Debby told them (about that green English farm.)]

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase.



*The preposition "about" is placed on the diagonal at the *.*

2. Parse: that, green

that : | adjective, demonstrative, singular, modifies "farm"

green : | adjective, descriptive (simple), positive degree of comparison, modifies "farm"

3. Write the above sentence in the present perfect and the past perfect tense.

Present perfect tense: Debby **has told** them about that green English farm.

Past perfect tense: Debby **had told** them about that green English farm.

4. What do you first remember from when you were a very small child?

Grammar Lessons Week 5

For all parsing: the object of the lesson is in bold print. The teacher may judge which other elements of parsing the children should provide. Some sentences have been shortened for analysis; others are too difficult for fifth grade and have not been analyzed.

PARTS OF SPEECH – ADJECTIVE CLASS

All adjectives will be parsed in the sentences. The adjectives in bold print are demonstrative.

I PN a

1. [***That** kitchen was the cogiest room (in the house.)*]

This is a simple declarative sentence.

I is an independent clause.

a is an adjectival prepositional phrase.

<i><u>that</u> :</i>	<i>adjective, demonstrative, singular, modifies the noun "kitchen"</i>
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<i><u>the</u> :</i>	<i>definite article, limits "room"</i>
---------------------	----------------------------------------

<i><u>cogiest</u> :</i>	<i>adjective, descriptive (simple), superlative degree of comparison, modifies "room"</i>
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<i><u>the</u> :</i>	<i>definite article, limits "house"</i>
---------------------	-----------------------------------------

I DO

2. [***Mama** was doing a hundred things at once.*]

This is a simple, declarative sentence.

I is an independent clause.

<i><u>a</u> :</i>	<i>indefinite article, limits "hundred"</i>
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<i><u>hundred</u> :</i>	<i>adjective, quantitative (cardinal number), modifies "things"</i>
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3. *It took a very brave woman indeed, in **those** times, to gather up her little family and journey to a new land.*

<i><u>a</u> :</i>	<i>indefinite article, limits "woman"</i>
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<i><u>brave</u> :</i>	<i>adjective, descriptive (simple), positive degree of comparison, modifies "woman"</i>
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<i><u>those</u> :</i>	<i>adjective, demonstrative, plural, modifies "times"</i>
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<i><u>little</u> :</i>	<i>adjective, descriptive (simple), positive degree of comparison, modifies "family"</i>
------------------------	------------------------------------------------------------------------------------------

PARTS OF SPEECH – ADJECTIVE CLASS continued

<u>a</u> :	indefinite article, limits "land"
<u>new</u> :	adjective, descriptive (simple), positive degree of comparison, modifies "land"
4. Entertaining on the farm must have the same grace and dignity it had always had in the city.	
<u>the</u> :	definite article, limits "farm"
<u>the same</u> :	adjective, demonstrative, modifies "grace" and "dignity"
<u>the</u> :	definite article, limits "farm"

PARTS OF SPEECH – VERB TENSE

- I*
DO
II
a
2. [*Her mother had gathered up* her little family*] and [*they had all journeyed (to a new land.)*]]
+

This is a compound declarative sentence.

I is an independent clause.

II is an independent clause.

a is an adverbial prepositional phrase (of place).

**See section 139 (3) CG2*

<u>had gathered up</u> :	verb, weak, transitive, active, indicative, past perfect tense , subject is "mother," 3 rd person, singular
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<u>had journeyed</u> :	verb, weak, intransitive, active, indicative, past perfect tense , subject is "they," 3 rd person, plural
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- I*
a
2. [*Debby, her brother and sister, had all set out* (on the tall sailing ship.)*]

This is a simple, declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase (of place or manner).

**see sections 139 (3) and 172 CG2*

<u>had set out</u> :	verb, weak, intransitive, active, indicative, past perfect tense , subjects are "Debby," "brother," and "sister," 3 rd person, plural
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PARTS OF SPEECH – VERB TENSE continued

I DO a

3. [*The ship brought them (to this country.)*]

I is an independent clause.

a is an adverbial prepositional phrase of place.

brought : | verb, irregular weak, transitive, *past tense*, subject is "ship," 3rd person, singular

ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE: DIRECT OBJECT AND INDIRECT OBJECT

I IO DO a

1. [*Mother smiled and cut me a piece (of cake.)*]

This is a simple declarative sentence.

I is an independent clause.

a is an adjectival prepositional phrase.

I IO DO IO DO

2. [*Mother baked her friends a cake and offered them coffee.*]

This is a simple declarative sentence.

I is an independent clause.

I IO DO

3. [*Debby could not tell them the secret.*]

This is a simple declarative sentence.

I is an independent clause.

I IO DO

3. [*My brother taught me the alphabet.*]

This is a simple declarative sentence.

I is an independent clause.

Grammar Assignment

4. Why do you think Sam and Tom loved the "dusty, musty stairs?"

Grammar Lessons Week 6

For all parsing: the object of the lesson is in bold print. The teacher may judge which other elements of parsing the children should provide. Some sentences have been shortened for analysis; others are too difficult for fifth grade and have not been analyzed.

PARTS OF SPEECH – NOUN INFLECTION AND GENDER

Note: The Roman numeral indicating the clause is being placed over the verb. This helps the children to remember that every clause must contain a verb. It is fine to continue to place it over the first word of the clause if the children easily identify a clause as having a verb.

a I DO b

1. [*Always (in those **days**) I loved my **brother** (above all **others**).]*

This is a simple, declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of time.

b is an adverbial prepositional phrase of degree.

<i><u>days</u> :</i>	<i>noun, common (class name), neuter, 3rd person, plural, object of the preposition "in," objective case</i>
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<i><u>brother</u> :</i>	<i>noun, common (class name), masculine, 3rd person, singular, direct object of "loved," objective case</i>
-------------------------	-------------------------------------------------------------------------------------------------------------------------------

<i><u>others</u> :</i>	<i>noun, common (class name), neuter, 3rd person, plural, object of the preposition "above," objective case</i>
------------------------	-----------------------------------------------------------------------------------------------------------------------------------

I a b c

2. [*Together we stooped (above the shallow **pools**) and looked (in the green **shadows**) (for our **goldfish**).]*

This is a simple, declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of place.

b is an adverbial prepositional phrase of place.

c is an adverbial prepositional phrase of reference.

<i><u>pools</u> :</i>	<i>noun, common (class name), neuter, 3rd person, plural, object of the preposition "above," objective case</i>
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<i><u>shadows</u> :</i>	<i>noun, common (class name), neuter, 3rd person, plural, object of the preposition "in," objective case</i>
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<i><u>goldfish</u> :</i>	<i>noun, common (class name), neuter, 3rd person, singular, object of the preposition "for," objective case</i>
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PARTS OF SPEECH – NOUN INFLECTION AND GENDER continued

1. Grandpa Custis loved having his beautiful mansion full of grandchildren.

Grandpa Custis : noun, proper, masculine, 3rd person, singular, subject of "loved," nominative case.

<u>mansion</u> :	noun, common (class name), neuter , 3 rd person, singular, direct object of "having," objective case
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grandchildren : noun, common (class name), **neuter**, 3rd person, plural, object of the preposition "of," objective case

$$I \quad PN \quad a$$

1. [Millie was a baby (in a long, white dress).]

This is a simple, declarative sentence.

It is an independent clause.

a is an adjectival prepositional phrase.

Millie : noun, proper, **feminine**, 3rd person, singular, subject of "was," nominative case.

baby : noun, common (class name), **feminine**, 3rd person, singular, predicate nominative of "was," nominative case

dress : noun, common (class name), **neuter**, 3rd person, singular, object of the preposition "in," objective case

PARTS OF SPEECH – VERB PERSON AND NUMBER

(See verb parsing from previous lessons)

ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE:

DIRECT AND INDIRECT OBJECT AND COMPOUND ELEMENTS OF A SENTENCE

(Compound elements and conjunctions are in bold, and the conjunctions connecting them are marked by a plus sign below them.)

$$I \quad DO \quad DO \quad a$$

1. [Sam and Tom knew every inch and every nook (of the lofty house).]

$$+ \qquad \qquad \qquad +$$

This is a simple, declarative sentence.

and : conjunction, coordinate, copulative, connects "Sam" and "Tom"

<u>and</u> :	conjunction, coordinate, copulative, connects "inch" and "nook"
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ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE:
DIRECT AND INDIRECT OBJECT AND COMPOUND ELEMENTS OF A SENTENCE
continued

2. [*Annie* *liked* the small *dining room*^{*} and the walnut *sideboard* (with its friendly blue dishes).]

This is a simple, declarative sentence.

and : conjunction, coordinate, copulative, connects "dining room" and "sideboard"

(* "dining" may also be considered an adjective.)

3. [Together *we* *collected* little stones (of varied colors) *and* *built* fairy courts.]

This is a simple, declarative sentence.

and : conjunction, coordinate, copulative, connects "collected" and "built"

4. [*Sam* was not hurt but yelled (for help).]

This is a simple, declarative sentence.

and : conjunction, coordinate, adversative, connects "was" and "yelled"

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 7

Grammar Assignment

1. Analyze and (diagram):

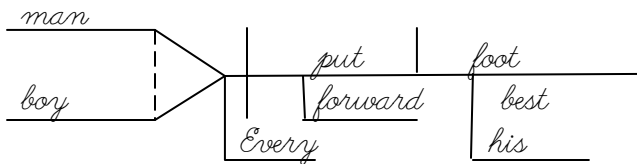
I DO

[*Every man and boy put his best foot forward.*]

+

This is a simple declarative sentence.

I is an independent clause.



The conjunction "and" goes on the vertical dotted line between the subjects.

2. Parse: *man, put, best*

<u>man</u> :	noun, common (class name), masculine, 3 rd person, singular, subject of "put," nominative case
<u>put</u> :	verb, irregular weak, transitive, active, indicative, past, subjects are "man" and "boy," 3 rd person, plural
<u>best</u> :	adjective, demonstrative, superlative degree of comparison, modifies "foot"

3. Give a synopsis of "put" in the 3rd person singular.

Present tense:	He, she, it puts
Past tense:	He, she, it put
Future tense:	He, she, it will put
Present perfect tense:	He, she, it has put
Past perfect tense:	He, she, it had put
Future perfect tense:	He, she, it will have put

4. Chart the phrases in this sentence : The men ^a (at the farm) were busy ^b (throughout the day).

Phrase	Nature	Form	Office / Function
a	Adjectival phrase	Prepositional	Modifies "men"
b	Adverbial phrase	Prepositional	Time, modifies "busy"

Grammar Lessons Week 7

For all parsing: the word or concept being taught is in bold print. The teacher should use his discretion in choosing which other elements of parsing the children will include. Some sentences have been shortened for analysis; others are too difficult for fifth grade and have not been analyzed.

PARTS OF SPEECH – NOUN NUMBER

The students will begin charting the clauses and phrases during analysis. See the supplement at the back of the teacher's guide for direction regarding the charting. Analyze the more difficult sentences as a class.

1. [(At the farm) the *men* were busy (with the harvest).]

This is a simple, declarative sentence.

<i>ClIPhr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>Independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>Adverbial phrase</i>	<i>Prepositional</i>	<i>Place, modifies "were"</i>
<i>b</i>	<i>Adverbial phrase</i>	<i>Prepositional</i>	<i>Manner, modifies "busy"</i>

form : noun, common (class name), neuter, 3rd person, *singular*, object of the preposition "At," objective case

<u>mem</u> :	noun, common (class name), masculine, 3rd person, plural, subject of "were," nominative case
--------------	----------------------------------------------------------------------------------------------

<u>harvest</u> :	noun, common (class), neuter, 3rd person, singular, object of the preposition "with," objective case
------------------	------------------------------------------------------------------------------------------------------

2. $\begin{array}{ccccccc} & & I & & DO & & DO & & DO \\ & & & & & & & & \\ \text{2.} & [\text{Mother and the girls} & \text{made} & \text{pickles and} & \text{dried} & \text{corn and} & \text{apples.}] \\ & + & & + & & + & \end{array}$

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>Independent</i>	<i>- - -</i>	<i>- - -</i>

Mother : noun, proper, feminine, 3rd person, singular, subject of "made" and "dried," nominative case

girls : noun, common (class name), feminine, 3rd person, plural, subject of "made" and "dried," nominative case

<u><i>pickles</i></u> :	noun, common (class name), neuter, 3rd person, plural, direct object of "made," objective case
-------------------------	------------------------------------------------------------------------------------------------

PARTS OF SPEECH – NOUN NUMBER continued

<u>corn</u> :	noun, material, neuter, 3rd person, singular, direct object of "dried," objective case.
---------------	--------------------------------------------------------------------------------------------

<u>apples</u> :	noun, common (class name), neuter, 3rd person, plural, direct object of "dried," objective case
-----------------	-------------------------------------------------------------------------------------------------

$$a$$
$$I$$

1. [All day and far (into the twilight) the yellow-and-blue painted *farm wagons passed and repassed
 $\begin{matrix} b & & + & & + & & + \end{matrix}$
 (along the roads).]

* "farm" is a descriptive adjective modifying "wagons."

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>Independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>Adverbial phrase</i>	<i>Prepositional</i>	<i>Time, modifies "far"</i>
<i>b</i>	<i>Adverbial phrase</i>	<i>Prepositional</i>	<i>Place, modifies "passed" and "repassed"</i>

day : noun, abstract, neuter, 3rd person, **singular**, *adverbial objective, *objective case
*see Section 30(5) – this is not a 5th grade concept

<u>twilight</u> :	noun, common (class name), neuter, singular, object of the preposition "into," objective case
-------------------	-----------------------------------------------------------------------------------------------

<u>uagons</u> :	noun, common (class name), neuter, plural , subject of "passed" and "repassed," nominative case
-----------------	--------------------------------------------------------------------------------------------------------

<u>roads</u> :	noun, common (class name), neuter, plural , object of the preposition "along," objective case
----------------	------------------------------------------------------------------------------------------------------

PARTS OF SPEECH – VERB CLASS REVIEW & RELATIONS SHOWN BY VERBS

Follow the instructions in the 5th Grade Guide.

(Indirect object is the only notion which may be new to the students. Prepositional phrases are in parentheses. Prepositions are in bold. Objects of the preposition are nouns that end the phrase. Conjunctions are underscored with a + sign to indicate the compound element in the sentence.)

- The first “and” connects the two subjects “Mother” and “girls”, the second the two verbs “made” and “dried”, and the third the two direct objects of “dried” – “corn” and “apples.” (This could be a good diagramming challenge, or worked as a class.)

3. [*I* harvested the fruit (*DO a*) and crushed the grapes (*DO b*).]

<i>ClPhr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>Independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>Adjectival phrase</i>	<i>Prepositional</i>	<i>Modifies "fruit"</i>
<i>b</i>	<i>Adverbial phrase</i>	<i>Prepositional</i>	<i>Place (or means), modifies "crushed"</i>

4. $\begin{array}{ccccccc} I & & DO & & DO & & a \\ \text{They} & \text{ate} & \text{the apples} & \text{but} & \text{saved} & \text{the cores} & \text{for vinegar.} \end{array}$

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>Independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>Adverbial phrase</i>	<i>Prepositional</i>	<i>Purpose, modifies "saved"</i>

The compound element is the verb – “but” connects “ate” and “saved.”

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 8

Grammar Assignment

1. Analyze and diagram:

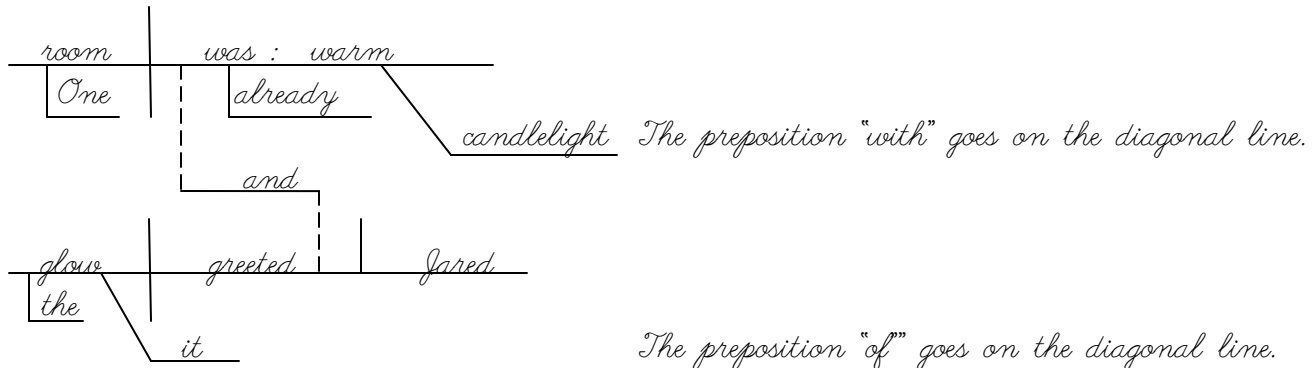
I
a
b
II
DO

[One room was already warm (with candlelight)] and [the glow (of it) greeted Jared.]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "warm"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "glow"</i>



2. Parse: room, warm, Jared

<u>room</u> :	noun, common (class name), neuter, third person, singular, subject of "was," nominative case
<u>warm</u> :	adjective, demonstrative, positive degree of comparison, modifies [or predicated of] "room"
<u>Jared</u> :	noun, proper, masculine, third person, singular, direct object of "greeted," objective case

3. Write a sentence about hospitality using the future tense of a verb.

The future tense uses the helper shall (1st person) or will (2nd and 3rd person) with the simple infinitive form of a verb.

4. How is the glow of a candle able to greet Jared?

PARTS OF SPEECH – NOUN CASE

This is a simple, declarative sentence.

PARTS OF SPEECH – NOUN NUMBER continued

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "warmth" and "light" and "fragrance"</i>

<i>warmth :</i>	<i>noun, common (class name), neuter, third person, singular, subject of "greeted," nominative case</i>
<i>light :</i>	<i>same as the noun "warmth" above</i>
<i>fragrance:</i>	<i>same as the noun "warmth" above</i>
<i>home :</i>	<i>noun, common (class name), neuter, singular, object of the preposition "of," objective case</i>
<i>Jared :</i>	<i>noun, proper, masculine, third person, singular, direct object of "greeted," objective case</i>

I PN

1. [*My house is your house.*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

<i>house :</i>	<i>noun, common (class name), neuter, singular, subject of "is," nominative case</i>
<i>house :</i>	<i>noun, common (class name), neuter, singular, predicated of "is," nominative case</i>

PARTS OF SPEECH – VERB CLASS REVIEW

The verb will be identified as transitive or intransitive. If transitive, the direct object will also be identified.

Sentences 1-4 from Noun Case section:

- | | |
|----------------------------------------------------------|------------------------------------------------------------------|
| 1. <i>kept</i> : transitive – direct object = "place" | 2. <i>welcomed</i> : transitive – direct object = "travelers" |
| 3. <i>greeted</i> : transitive – direct object = "Jared" | 4. <i>is</i> : intransitive ("house" is a predicate nominative.) |

Sentences from this section:

- | | |
|------------------------------|--------------------------------|
| 1. <i>was</i> : intransitive | 2. <i>moved</i> : intransitive |
|------------------------------|--------------------------------|

<i>That :</i>	<i>adjective, demonstrative, singular, modifies "autumn"</i>
---------------	--------------------------------------------------------------

ANALYSIS – COMPOUND SENTENCES

Conjunctions between clauses will be in bold as well as underscored by a plus sign.

I DO DO a

1. [*The neighbors had prepared a feast and filled Lucy's cupboard (for many days).*]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "had prepared" and "filled"</i>

I DO II DO a

2. [*The neighbors had prepared a feast*], **and** [*it filled Lucy's cupboard (for many days).*]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "had prepared" and "filled"</i>

I PN II

3. [*It was nearly winter*], **but** [*the days were warm.*]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

I a II b

4. [*The fields were ruddy (with harvest)*], **and** [*red apples hung (on the trees).*]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "ruddy"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "hung"</i>

The conjunctions above are all coordinate class; "and" is copulative subclass; "but" is adversative subclass.

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 9

Grammar Assignment

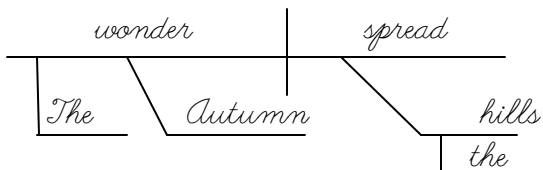
1. Analyze and (diagram):

a I b

[*The wonder (of Autumn) spread (over the hills).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "wonder"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "spread"</i>



The preposition "of" is placed on the diagonal connecting to "Autumn"; the preposition "over" on the diagonal connecting to "hills."

2. Parse: *Autumn, spread*

<u><i>Autumn</i></u> :	<i>noun, proper, neuter, third person, singular, object of the preposition "of," objective case</i>
<u><i>spread</i></u> :	<i>verb, irregular weak, intransitive, past tense, subject is "wonder," third person, singular</i>

3. Give a synopsis of "spread" in the 2nd person singular in the tenses you know.

<i>Present tense:</i>	<i>you spread</i>
<i>Past tense:</i>	<i>you spread</i>
<i>Future tense:</i>	<i>you will spread</i>
<i>Present perfect tense:</i>	<i>you have spread</i>
<i>Past perfect tense:</i>	<i>you had spread</i>
<i>Future perfect tense:</i>	<i>you will have spread</i>

4. *What is the "wonder of Autumn"?*

Grammar Lessons Week 9

For all parsing: the word(s) and concept(s) being taught are in bold print. The teacher should use his or her discretion in choosing which other concepts the children will parse regarding a word.

PARTS OF SPEECH – NOUN CASE, DECLENSION & PERSON

I a

II b

c

1. [*Scot's hooves rang* (on the cobbled road) and *mixed* (with the sound (of other horseshoes))*.]

+

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "rang"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>accompaniment, modifies "mixed"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "sound"</i>

**phrase b encompasses two phrases because phrase c is a modifier of the object of phrase b.*

Scot's : noun, proper, masculine, **third person**, singular, shows possession of "hooves," possessive case

hooves : noun, common (class name), neuter, **third person**, plural, subject of "rang," nominative case

road : noun, common (class name), neuter, **third person**, singular, object of the preposition "of," objective case

sound : noun, common (class name), neuter, **third person**, singular, object of the preposition "with," objective case

horseshoes : noun, common (class name), neuter, **third person**, plural, object of the preposition "of," objective case

I

a

II

b

2. [*The leaves did not rustle or crackle* (under *Dick Milton's* feet,] but [*they drifted* (into thick, soft

+

+

layers).]

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "did not rustle" and "crackle"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "drifted"</i>

PARTS OF SPEECH – NOUN CASE, DECLENTION & PERSON continued

<u>leaves</u> :	noun, common (class name), neuter, <i>third person</i> , plural, subject of "did not rustle" and "crackle," nominative case
<u>Dick Milton's</u> :	noun, proper, masculine <i>third person</i> , singular, shows possession of "feet," possessive case
<u>feet</u> :	noun, common (class name), neuter, <i>third person</i> , plural, object of the preposition "under," objective case
<u>layers</u> :	noun, common (class name), neuter, <i>third person</i> , plural, object of the preposition "into," objective case

Declension of Nouns

Case	singular	plural
Nominative and Objective	hoof	hooves (hoofs)
Possessive	hoof 's	hooves' (hoofs')
Nominative and Objective	road	roads
Possessive	road 's	roads'
Nominative and Objective	sound	sounds
Possessive	sound 's	sounds'
Nominative and Objective	horseshoe	horseshoes
Possessive	horseshoe's	horseshoes'
Nominative and Objective	leaf	leaves
Possessive	leaf 's	leaves'
Nominative and Objective	foot	feet
Possessive	foot 's	feet 's
Nominative and Objective	layer	layers
Possessive	layer's	layers'

PARTS OF SPEECH – VERB VOICE

The following sentences will be changed to sentences containing passive voice verbs where applicable. Only sentences containing transitive verbs in the active voice can be changed to passive voice. (Intransitive verbs are active voice and cannot be made passive as there is no receiver of the action.) Verbs, direct objects, subjects, and objects of agent will be parsed.

When changing a transitive verb from the active to the passive voice note the following:

1. the receiver of the action, the direct object, becomes the subject of the sentence;
2. the verb changes form but not tense : a passive verb is made up entirely of a verb phrase, some form of the verb *be* (Section 158) and the perfect participle of the transitive verb;
3. the doer of the action (the subject in the active voice) becomes the object of an adverbial phrase of agent (a “by” phrase). This step is not always done.

DO

1. *Laura* shook the plum tree after the first frost. *All* of the ripe plums fell.

<i>Laura</i> :	noun, proper, feminine, third person, singular, subject of “shook,” nominative case
<i>shook</i> :	verb, strong, transitive, active voice, past tense, subject is “Laura,” third person, singular
<i>tree</i> :	noun, common (class name), neuter, third person, singular, direct object of “shook,” objective case
<i>fell</i> :	verb, strong, intransitive, active voice, past tense, subject is “All,” third person, plural

The first sentence with a passive voice verb. (The second cannot be changed.):

The plum tree was shaken (by Laura) after the first frost.

<i>tree</i> :	noun, common (class name), neuter, third person, singular, subject of “was shaken,” nominative case
<i>was shaken</i> :	verb, strong, transitive, passive voice, past tense, subject is “tree,” third person, singular
<i>Laura</i> :	noun, proper, feminine, third person, singular, object of the preposition “by,” objective case

DO

2. *Dick Milton* stood at his window and watched the lights of the village.

<i>Dick Milton</i> :	noun, proper, masculine, third person, singular, subject of “stood” and “watched,” nominative case
<i>stood</i> :	verb, strong, intransitive, active voice, past tense, subject is “Dick Milton,” third person, singular

PARTS OF SPEECH – VERB VOICE continued

<u>watched</u> :	verb, weak, <i>transitive</i> , <i>active voice</i> , past tense, subject is "Dick Milton," third person, singular
<u>lights</u> :	noun, common (class name), neuter, third person, plural, direct object of "watched," objective case

As only the verb "watched" is transitive, the changing of the sentence is more challenging. The following is one example.

The lights of the village were watched (by Dick Milton) as he stood at his window.

<u>lights</u> :	noun, common (class name), neuter, third person, plural, subject of "were watched," nominative case
<u>were watched</u> :	verb, weak, <i>transitive</i> , <i>passive voice</i> , past tense, subject is "lights," third person, plural
<u>Dick Milton</u> :	noun, proper, masculine, third person, singular, object of the preposition "by," objective case
<u>stood</u> :	verb, strong, <i>intransitive</i> , <i>active voice</i> , past tense, subject is "he," third person, singular

DO

DO

3. He explored the woods and the steep mountainside.

<u>explored</u> :	verb, weak, <i>transitive</i> , <i>active voice</i> , past tense, subject is "he," third person, singular
<u>woods</u> :	noun, common (class name), third person, singular, direct object of "explored," objective case
<u>mountainside</u> :	same as the noun "woods"

The sentence with a passive voice verb:

The woods and the steep mountainside were explored (by him).

<u>woods</u> :	noun, common (class name), third person, singular, subject of "explored," nominative case
<u>mountainside</u> :	same as the noun "woods"
<u>were explored</u> :	verb, weak, <i>transitive</i> , <i>passive voice</i> , past tense, subjects are "woods" and "mountainside," third person, plural

ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE: COMPLEMENTS OF AN INTRANSITIVE VERB

Classical Grammar 2, p.12 : (1) *poor* (3) *hard* (5) *tall*

In the analyzed sentences below, the adjective complements of intransitive verbs are in bold. They are adjectives completing the verb by giving a quality of the subject.

I a

1. [*The woods were **full** (of wind).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "full"</i>

full: | adjective, quantitative, modifies "woods"

I

1. [*The whole world was deliciously **silvered**.*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

silvered: | adjective, descriptive, modifies "world"

a I II DO

1. [*Every blade (of grass) was **silvery**], and [*the path had a thin sheen.*]*

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "blade"</i>

silvery: | adjective, descriptive, modifies "blade"

I

1. [*That day the frost plums were **ripe**.*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

ripe: | adjective, descriptive, modifies "plums"

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 10

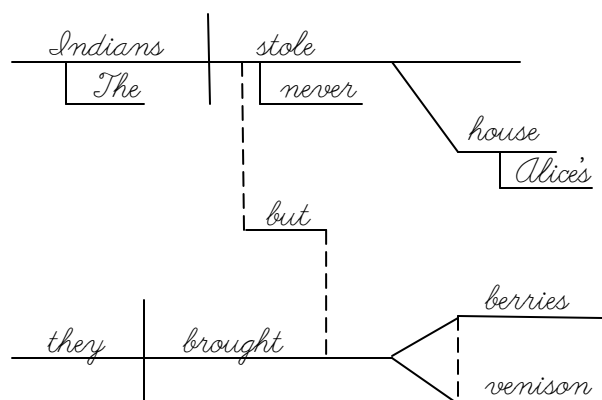
Grammar Assignment

1. Analyze and (diagram):

I *a*
II *DO* *DO*
 [The Indians never stole (from Alice's house)] but [they brought berries and venison.]
+
+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "stole"</i>



The preposition "from" goes on the diagonal from "stole" to "house"; "and" goes on the dashed line between "berries" and "venison."

2. Parse: *Alice's, venison*

Alice's : noun, proper, feminine, third person, singular, shows possession of "house," possessive case

venison : noun, common (material), neuter, third person, singular, direct object of "brought," objective case

3. Put this sentence in the passive voice : *The Indians brought berries and venison.*

Passive Voice: Berries and venison were brought by the Indians.

4. *Write a beautiful compound sentence about other things the Indians may have done to help the first settlers in America.*

Grammar Lessons Week 10

For all parsing: the word(s) and concept(s) being taught are in bold print. The teacher should use his or her discretion in choosing which other parsing elements the children should provide.

PARTS OF SPEECH – NOUN REVIEW, ADVERB CLASS

I a b c

1. [*The men walked (alongside the wagons) (with pitchforks (on their shoulders)) and called joyfully*
d +
(to the passers-by).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "walked"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "walked"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "pitchforks"</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies "called"</i>

<i>men :</i>	<i>noun, common (class name), masculine, third person, plural, subject of "walked" and "called," nominative case</i>
<i>wagons :</i>	<i>noun, common (class name), neuter, third person, plural, object of the preposition "alongside," objective case</i>
<i>pitchforks :</i>	<i>see the noun "wagons," except object of the preposition "with"</i>
<i>shoulders :</i>	<i>see the noun "wagons," except object of the preposition "on"</i>
<i>joyfully :</i>	<i>adverb, simple, manner, modifies "called"</i>
<i>passers-by:</i>	<i>see the noun "wagons," except object of the preposition "to"</i>

I II a

2. [*Winter came quickly*] but [*the crops were safely (in the barn).]*

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "were"</i>

PARTS OF SPEECH – NOUN REVIEW, ADVERB CLASS continued

<u>winter</u> :	noun, abstract, neuter, third person, singular, subject of "came," nominative case
<u>quickly</u> :	adverb, simple, manner, modifies "came"
<u>crops</u> :	noun, common (class name), neuter, third person, plural, subject of "were," nominative case
<u>joyfully</u> :	adverb, simple, manner, modifies "called"
<u>barn</u> :	noun, common (class name), neuter, third person, singular, object of the preposition "in"

PARTS OF SPEECH – VERB VOICE

1. *[In the cool (of an August evening)), the last load was brought (to the barn).]*

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time or condition, modifies "was brought"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "cool"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "was brought"</i>

was brought : verb, irregular weak, transitive, passive voice, past tense, subject is "load,"
third person, singular

2. *[Katie remembered her first harvest (at the farm).]*

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "harvest"</i>

remembered : verb, weak, transitive, active voice, past tense, subject is "Katie," third
person, singular

PARTS OF SPEECH – VERB VOICE continued

harvest : | noun, common (class name), neuter, third person, singular, *direct object of "remembered,"* objective case

a *I* *PN* *b*

2. [The work (in the field) was Kate's first harvest (at the farm).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "work"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "harvest"</i>

was : | verb, irregular weak, *intransitive*, active voice, past tense, subject is "work," third person, singular

harvest : | noun, common (class name), neuter, third person, singular, *predicate nominative of "was,"* nominative case

ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE: COMPLEMENTS

To show the contrast of predicate nominatives and direct objects, the nouns are parsed for use and case only and the verbs for use only. No analysis beyond marking will be done.

I *PN* *II* *DO*

2. [The big kitchen was a jolly place now,] and [savory smells filled the air.]

was : | verb, *intransitive*
place : | noun, *predicate nominative of "was,"* nominative case
filled : | verb, *transitive*
air : | noun, *direct object of "filled,"* objective case

I *PN* *a*

3. [Harvest home was a crown (upon the labourer's work).]

was : | verb, *intransitive*
crown : | noun, *predicate nominative of "was,"* nominative case

a *b* *I* *PN*

3. [The joy (of the labourers) (in their task) was a genuine pleasure].]

was : | verb, *intransitive*
pleasure : | noun, *predicate nominative of "was,"* nominative case

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 11

Grammar Assignment

1. Analyze and (diagram):

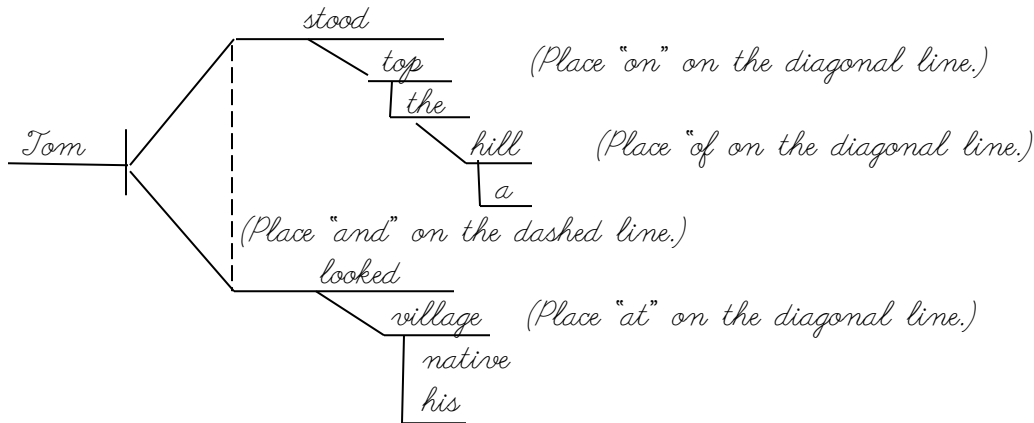
I a b c

[Tom stood (on the top (of a hill)) and looked (at his native village).]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "stood"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "top"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "looked"</i>



2. Parse: *Tom, the, his*

<u>Tom</u> :	noun, proper, masculine, third person, singular, subject of "stood" and "looked," nominative case
<u>the</u> :	definite article, limits "top"
<u>his</u> :	pronoun, personal, antecedent is "Tom," masculine, 3 rd person, singular, shows possession of "village," possessive case

3. Put this sentence in the imperative mood:

Tom, stand on top of the hill and look at your native village.

4. Are the peaked roofs really "whispering to one another"? Explain.

Grammar Lessons Week 11

For all parsing: the word(s) and concept(s) being taught are in bold print. The teacher should use his or her discretion in choosing which other concepts the children will parse regarding a word.

PARTS OF SPEECH – PRONOUN CLASS: PERSONAL

I a b c

1. [*Tom looked (at his native village) and (at the clean, high finger (of the white church spire)).*]

+

This is a simple, declarative sentence.

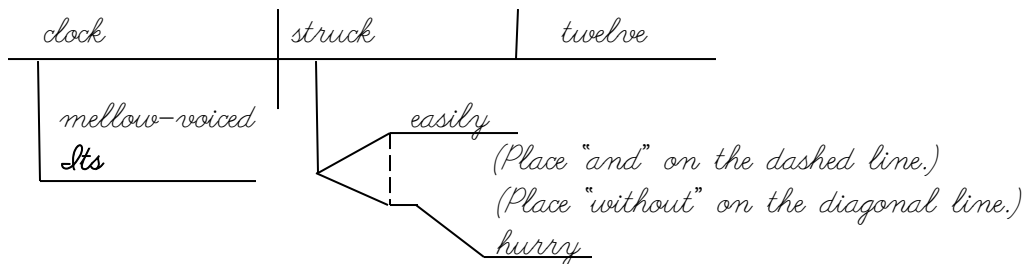
<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies "looked"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies "looked"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "finger"</i>

his : | pronoun, personal, antecedent is "Tom," masculine, 3rd person, singular, shows possession of "village," possessive case

I DO a

2. [*Its mellow-voiced clock struck twelve easily and (without hurry).*]

+



<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "struck"</i>

Its : | pronoun, personal, antecedent is "village," neuter, 3rd person, singular, shows possession of "clock," possessive case

PARTS OF SPEECH – PRONOUN CLASS: PERSONAL continued

a

I

DO

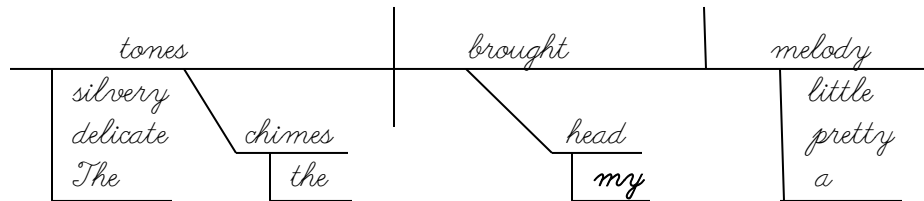
b

2. [*The delicate, silvery tones (of the chimes) brought a pretty little melody (into my head).*]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "tones"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "brought"</i>



(Place "of" and "into" on the diagonals of "chimes" and "head" respectively.)

my :

pronoun, personal, antecedent is "Mozart," masculine, 3rd person, singular, shows possession of "head," possessive case

PARTS OF SPEECH – VERB MOOD: INDICATIVE AND IMPERATIVE

I

a

b

c

II

DO

d

1. [*Think (of the beautiful old churches (in the villages (of France))), and imagine the country (without them).*]

+

This is a simple, imperative sentence. (This may also be considered a compound sentence with the second independent clause beginning with "imagine.")

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies "think"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "churches"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "villages"</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "country"</i>

think:

verb, intransitive, active voice, imperative mood, present tense, understood subject is "You," second person, singular or plural

imagine :

verb, transitive, active voice, imperative mood, present tense, understood subject is "You," second person, singular or plural

PARTS OF SPEECH – VERB MOOD: INDICATIVE AND IMPERATIVE continued

I

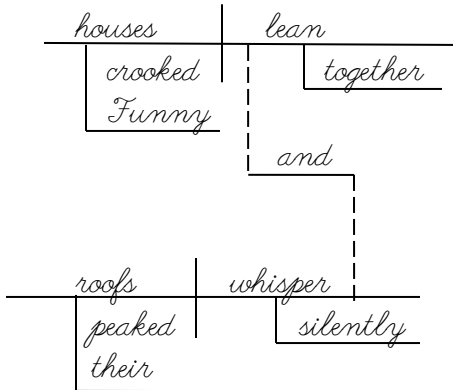
II

2. [Funny crooked houses lean together], and [their peaked roofs whisper silently.]

+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
II	independent	— — —	— — —



lean: verb, intransitive, active voice, *indicative mood*, present tense, subject is "houses," third person, plural

whisper: verb, intransitive, active voice, *indicative mood*, present tense, subject is "roofs," third person, plural

- * Interrogative form: Do funny crooked houses lean together, and do their peaked roofs whisper silently?

I

a

b

c

3. [Little donkeys clatter busily (along the narrow streets) (with loads (on their backs)).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
a	adverbial phrase	prepositional	place, modifies "clatter"
b	adverbial phrase	prepositional	condition, modifies "clatter"
c	adjectival phrase	prepositional	modifies "loads"

clatter: verb, intransitive, active voice, *indicative mood*, present tense, subject is "donkeys," third person, plural

- * Interrogative form: Do little donkeys clatter busily along the narrow streets with loads on their backs?

* Note: Sentences 2 and 3 can be changed from declarative to interrogative form in a variety of ways.

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 12

Grammar Assignment

1. Analyze and (diagram):

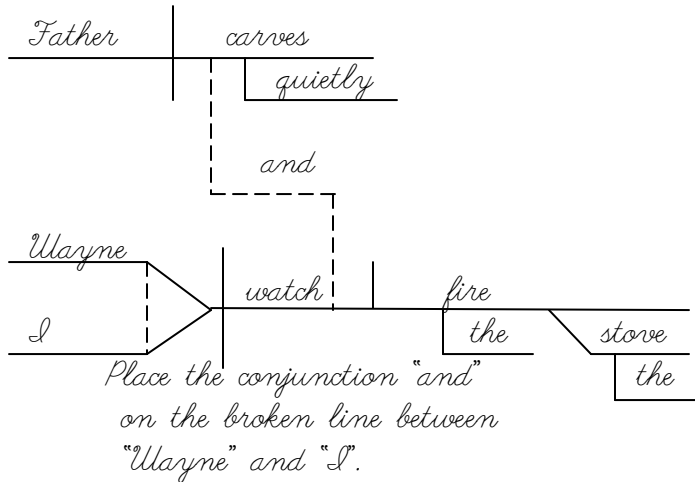
I
II
DO
a

[Father carves quietly] and [Wayne and I watch the fire (in the stove).]

+ +

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	independent	- - -	- - -
a	adjectival phrase	prepositional	modifies "fire"



Place the preposition "in" on the diagonal line.

2. Parse: Wayne, I, the

<u>Wayne</u> :	noun, proper, masculine, third person, singular, subject of "watch," nominative case
<u>I</u> :	pronoun, personal, antecedent: unknown, masculine (based on the dictation text), first person, singular, subject of "watch," nominative case
<u>the</u> :	definite article, limits "fire" (or "stove")

3. Rewrite this sentence, adding some lively modifiers: Wayne and I watch the fire in the stove.

4. "Uncle David's stories are all different, night after night after night throughout the winter." Why do you think the family loves Uncle David's stories on winter nights?

Grammar Lessons Week 12

For all parsing: the word(s) and concept(s) being taught are in bold print. The teacher should use his or her discretion in choosing which other parsing elements the children will provide.

PARTS OF SPEECH – PERSONAL PRONOUN CASE AND ANTECEDENT

I *PA* *a* *b*

1. [*I* *was* *always full* (of stories and tales (of *his* adventures)).]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>condition, modifies "full"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "stories" and "tales"</i>

his :

| *pronoun, personal, antecedent: I am, masculine, third person, singular, shows possession of "adventures," possessive case*

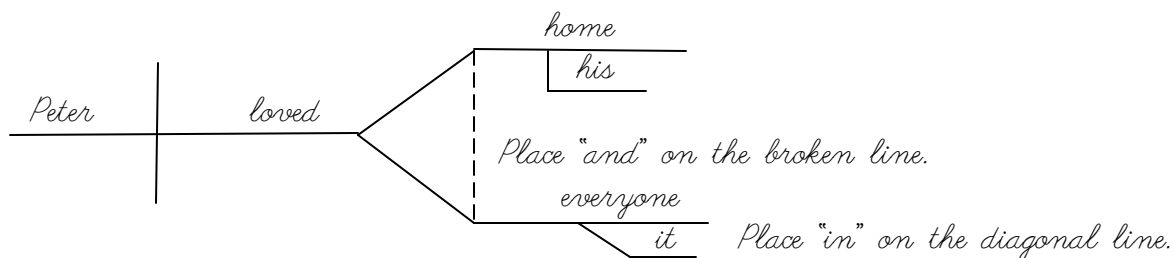
I *DO* *DO* *a*

2. [*Peter* *loved* *his* home and everyone (in it).]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "everyone"</i>



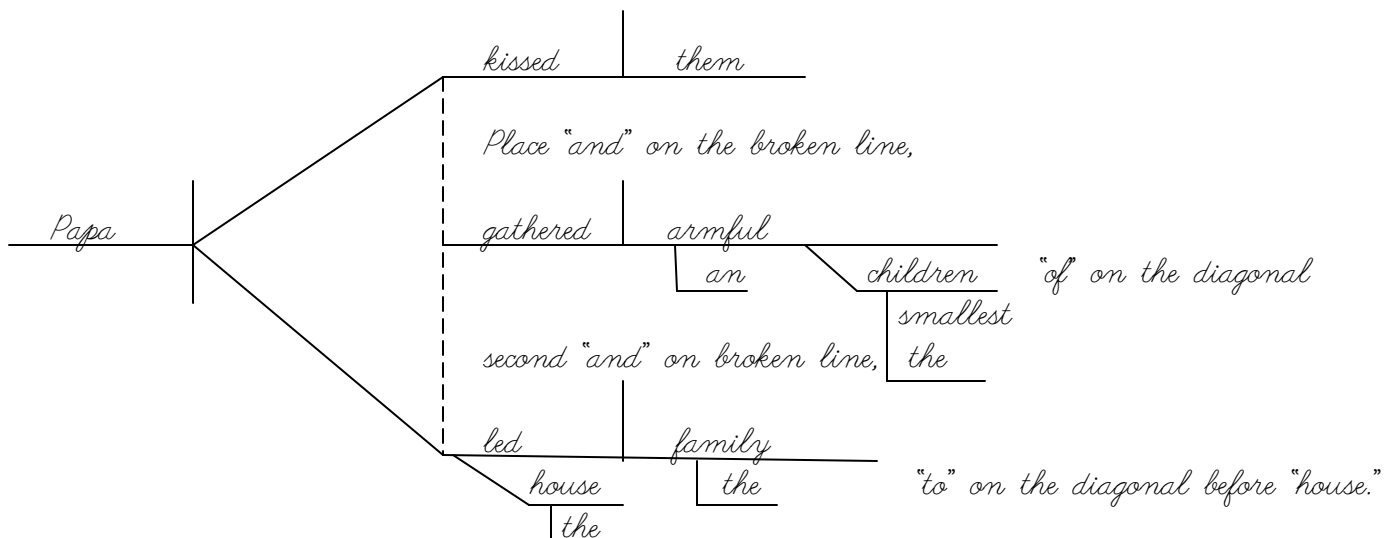
PARTS OF SPEECH – PERSONAL PRONOUN CASE AND ANTECEDENT, continued

3. [*I DO DO a DO b*
Papa kissed them and gathered an armful (of the smallest children), and led the family (to the house).]
 + +

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "armful"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "led"</i>

them : | pronoun, personal, antecedent: children, (or family members), neuter, third person, plural, direct object of "kissed," objective case



PARTS OF SPEECH – VERB MOOD: INDICATIVE AND IMPERATIVE

1. [*I DO*
Peter, finish the tale!]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

finish : | verb, weak, transitive, active voice *imperative mood*, present tense, subject is an understood (you), second person, singular

*Peter** | **(Peter is a direct address, not the subject of the sentence.)*



PARTS OF SPEECH – VERB MOOD: INDICATIVE AND IMPERATIVE, continued

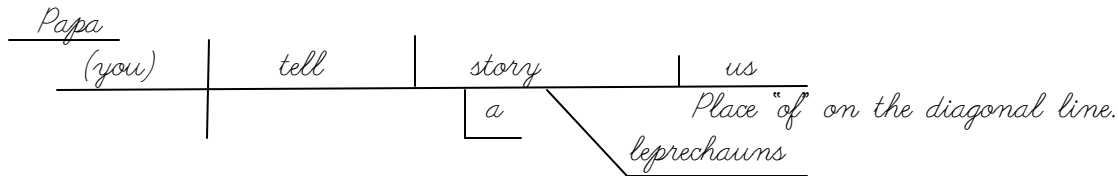
I IO DO

2. [Tell us a story (of leprechauns), Papa!]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "story"</i>

Tell : verb, irregular weak, transitive, active voice *imperative mood*, present tense, subject is an understood (you), second person, singular



I II DO

3. [Come and listen], and [she will begin her story!]

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

Come : verb, strong, intransitive, active voice *imperative mood*, present tense, subject is an understood (you), second person, singular or plural

listen : verb, weak, intransitive, active voice *imperative mood*, present tense, subject is an understood (you), second person, singular or plural

will begin : verb, strong, transitive, active voice, *indicative mood*, future tense, subject is "she," third person, singular

ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE: MODIFIERS OF SUBJECT AND PREDICATE

I IO DO

[Tell *us* a story (of leprechauns), Papa!]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>— — —</i>	<i>— — —</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "story"</i>

us : | pronoun, personal, antecedent: "children," neuter, first person, plural,
indirect object of "Tell," objective case

(For diagram see previous section.)

The sentence converted: Tell a story of leprechauns to us, Papa! (If you diagram, treat "to us" as a normal prepositional phrase., beneath "Tell.")

a

I IO DO b

c

II

d

1. [(After supper) Papa told them stories (of Ireland),] and [(in his rich voice) the past came (to life).]

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>— — —</i>	<i>— — —</i>
<i>II</i>	<i>independent</i>	<i>— — —</i>	<i>— — —</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "told"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "stories"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means, modifies "came"</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>result, modifies "came"</i>

them : | pronoun, personal, antecedent: "children," neuter, third person, plural,
indirect object of "told," objective case

The sentence converted: After supper Papa told stories of Ireland to them, and in his rich voice the past came to life.

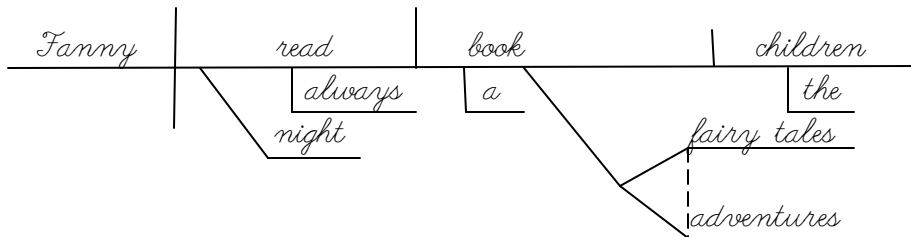
ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE: MODIFIERS OF SUBJECT AND PREDICATE, continued

2. [(At night), *Fanny* always read the **children** a book (of fairy tales or adventures).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "read"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "book"</i>

children : noun, common (class name), neuter, third person, plural, indirect object of "read," objective case



Place "At" on the diagonal of "night," "of" on the long diagonal line of the tag, "and" on the broken line.

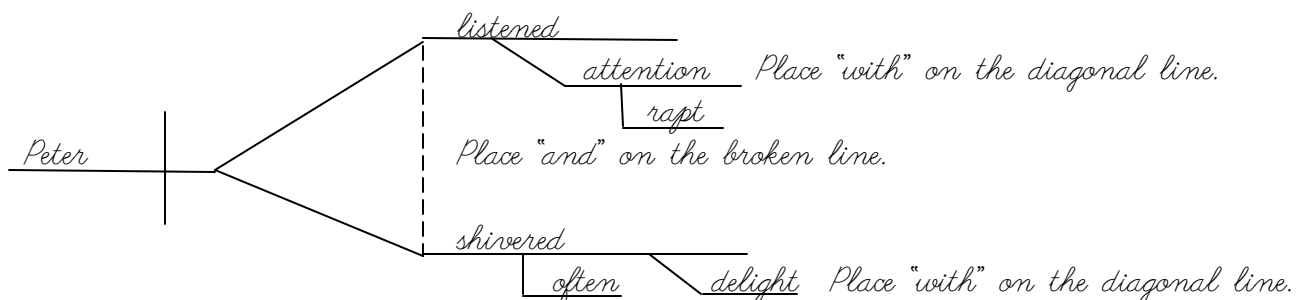
The sentence converted: At night, Fanny always read a book of fairy tales or adventures to the children.

<i>I</i> <i>a</i>	<i>II</i> <i>b</i>
-------------------	--------------------

3. [*Peter listened (with rapt attention) and often shivered (with delight).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "listened"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner or cause, modifies "shivered"</i>



LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 13

Grammar Assignment

1. Analyze and (diagram):

I PN a

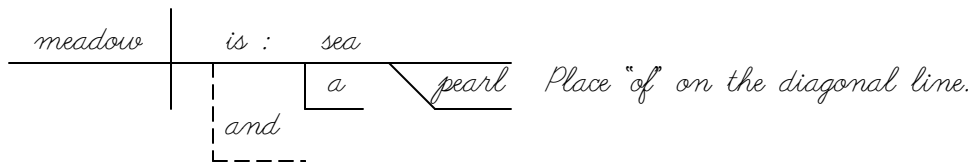
b II c

[The meadow is a sea (of pearl)] and [the cool, clean smell (of snow) is (in the air).]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "sea"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "smell"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "is"</i>



2. Parse: meadow, is, sea (first clause)

<u>meadow</u> :	noun, common (class name), neuter, third person, singular, subject of "is," nominative case
<u>is</u> :	verb, irregular weak, intransitive, present tense, subject is "meadow," third person, singular
<u>sea</u> :	noun, common (class name), neuter, third person, singular, predicate nominative of "is," nominative case

3. Give the principal parts of the verb "is."

Present (simple infinitive)

Past

Past Participle

*am, is, are, (be)**

was, were

been

**The simple infinitive "be" is used to form the future tense.*

4. Why is the meadow referred to as a "sea of pearl"?

The student may speak of the similarities in color between the two, or the shine...

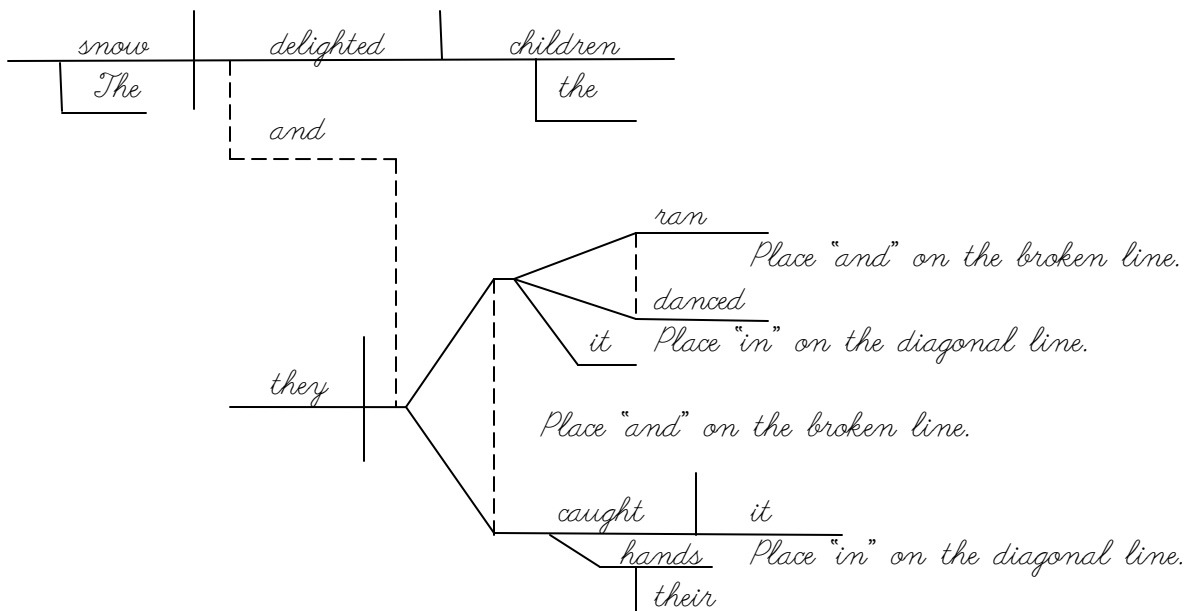
For all parsing: the word(s) and concept(s) being taught are in bold print. The teacher should use his or her discretion in choosing which other parsing elements the children should provide.

<i>I</i>	<i>DO</i>	<i>II</i>	<i>a</i>	<i>DO</i>	<i>b</i>
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$$+ \qquad + \qquad +$$

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>— — —</i>	<i>— — —</i>
<i>II</i>	<i>independent</i>	<i>— — —</i>	<i>— — —</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "ran" and "danced"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "caught"</i>

<u>their</u> :	pronoun, personal, antecedent: "children," neuter, third person, plural, shows possession of "hands," possessive case
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PARTS OF SPEECH – NOUN CASE, DECLENTION & PERSON continued

$$I \quad a \quad b \quad c \quad d$$

2. [You go (to bed) (at night) and wake up (in a world (of snow)).]

 $+$

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "go"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "go"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "wake up"</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "world"</i>

You : pronoun, personal, antecedent: unknown, neuter, second person, singular or plural, subject of the verbs "go" and "wake up," nominative case

PARTS OF SPEECH – VERB ORIGIN: STRONG & WEAK, PRINCIPAL PARTS

I *DO*

3. [The snow fell gently and tested its welcome.]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	- - -	- - -

fell : verb, **strong**, intransitive, active voice, indicative mood, past tense, subject is "snow," third person, singular

The principal parts of "fell" are fall, fell, fallen.

"fell" is strong because only the vowel sound changes from the present (simple infinitive) to the past.

tested : verb, **weak**, transitive, active voice, indicative mood, past tense, subject is "snow," third person, singular

The principal parts of "tested" are *test, tested, tested.*

"tested" is a weak verb because it merely adds an **-ed** to the present (simple infinitive) to form the past.

PARTS OF SPEECH – VERB ORIGIN: STRONG & WEAK, PRINCIPAL PARTS continued

I

DO

2. [Peter saw, knew and loved this valley.]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

saw : | verb, **strong**, transitive, active voice, indicative mood, past tense, subject is "Peter," third person, singular

The principal parts of "saw" are *see, saw, seen*.

"saw" is strong because only the **vowel sound** changes from the present (simple infinitive) to the past.

The students should not confuse the sound of the verb with the spelling of the verb: the ee vowel sound in "see" changes to the aw vowel sound in "saw"

knew : | verb, **strong**, transitive, active voice, indicative mood, past tense, subject is "Peter," third person, singular

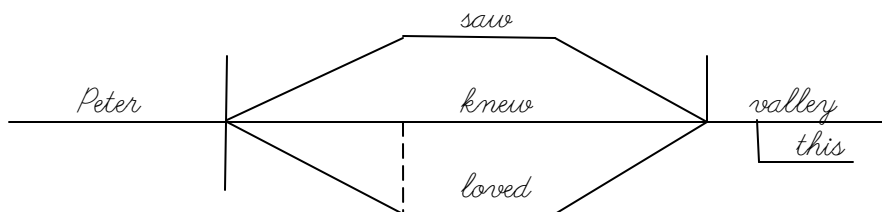
The principal parts of "knew" are *know, knew, known*.

"knew" is strong because only the **vowel sound** changes from the present (simple infinitive) to the past.

loved : | verb, **weak**, transitive, active voice, indicative mood, past tense, subject is "Peter," third person, singular

The principal parts of "knew" are *love, loved, loved*.

"loved" is a weak verb because it merely adds an **-ed** to the present (simple infinitive) to form the past.



Place "and" on the broken line.

PARTS OF SPEECH – VERB ORIGIN: STRONG & WEAK, PRINCIPAL PARTS continued

3. $\begin{matrix} I & a & & b & & & II & DO & c \end{matrix}$
 3. [The sun rose (in lovely splendor) (over the village),] and [it lapped the world (in radiance).]

+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "rose"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "rose"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means or manner, modifies "lapped"</i>

rose : verb, **strong**, intransitive, active voice, indicative mood, past tense, subject is "sun," third person, singular

The principal parts of "rose" are *rise. rose, risen.*

"rose" is strong because only the vowel sound changes from the present (simple infinitive) to the past.

lapped : verb, **weak**, transitive, active voice, indicative mood, past tense, subject is "it," third person, singular

The principal parts of "lapped" are *lap, lapped, lapped.*

"lapped" is a weak verb because it merely adds an *-ed* to the present to form the past.

ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE: PHRASES AS MODIFIERS & COMPLEMENT REVIEW

1. $\begin{matrix} I & a & & b & & c \end{matrix}$
 1. [A snowshoe rabbit darted (from a tree stump) and looked (with interest) (at Peter).]

+

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "darted"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "looked"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference or place, modifies "looked"</i>

ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE: PHRASES AS MODIFIERS & COMPLEMENT REVIEW, continued

- I PA II PA a
2. [The day was crystal clear] and [the countryside was white (with snow).]

+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
II	independent	— — —	— — —
a	adverbial phrase	prepositional	means or manner, modifies "white"

clear : adjective*, descriptive, modifies (the subject) "day"

white : adjective*, descriptive, modifies (the subject) "countryside"

*"predicate adjective" would also be acceptable here if it makes the idea of "complement" clearer to the students.

- I PA PA II DO DO DO
3. [The first snow is soft and white] and [it covers the yard, the grass and the old leaves.]

+

+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
II	independent	— — —	— — —

soft : adjective*, descriptive, modifies (the subject) "snow"

white : adjective*, descriptive, modifies (the subject) "snow"

*"predicate adjective" would also be acceptable here if it makes the idea clearer to the students.

yard : noun, common (class name), neuter, third person, singular, direct object of "covers," objective case

grass : noun, common (material), neuter, third person, singular, direct object of "covers," objective case

leaves : noun, common (class name), neuter, third person, plural, direct object of "covers," objective case

In diagramming any of the sentences above, the prepositional phrase is always diagrammed under the word it modifies. Encourage the students to refer to their analysis charts to determine where to place a phrase in a diagram.

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

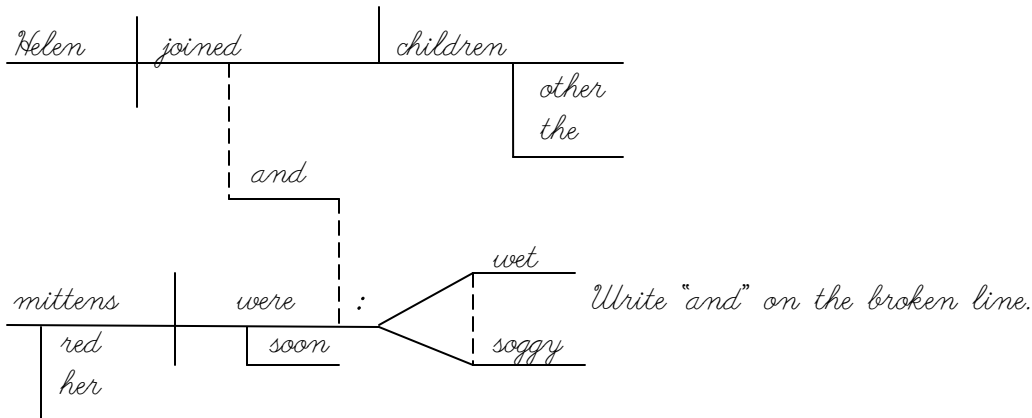
Week 14

Grammar Assignment

1. Analyze and (diagram):

I *DO*
II *PA* *PA*
[*Helen joined* the other children]
and
[soon her red *mittens* were wet and soggy.]
+
+
This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	- - -	- - -
<i>II</i>	<i>independent</i>	- - -	- - -



2. Parse: *joined, red, her*

<p><u><i>joined</i></u> :</p> <p><u><i>red</i></u> :</p> <p><u><i>her</i></u> :</p>	<p><i>verb, weak, transitive, active voice, indicative mood, past tense, subject is "Helen," third person, singular</i></p> <p><i>adjective, descriptive, modifies "mittens"</i></p> <p><i>pronoun, personal, antecedent: "Helen," feminine, third person, singular, shows possession of "mittens," possessive case</i></p>
-------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

3. Put this sentence in all six tenses of the indicative mood: *Helen joined the other children.*

Present tense:	<i>Helen joins the other children.</i>
Past tense:	<i>Helen joined the other children.</i>
Future tense:	<i>Helen will join the other children.</i>
Present perfect tense:	<i>Helen has joined the other children.</i>
Past perfect tense:	<i>Helen had joined the other children.</i>
Future perfect tense:	<i>Helen will have joined the other children.</i>

4. Continue this thought in a beautiful sentence:

A long, sleek toboggan was brought out and...

For all parsing: the word(s) and concept(s) being taught are in bold print. The teacher should use his or her discretion in choosing which other parsing elements the children will provide.

$$a \qquad I \qquad DO \qquad b \qquad c$$

- $$+ \qquad \qquad \qquad +$$

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>— — —</i>	<i>— — —</i>
<i>II</i>	<i>independent</i>	<i>— — —</i>	<i>— — —</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies “take” and “slide”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies “slide”</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means (or place), modifies “slide”</i>

"the snowy hill" replace with the pronoun: it

- +

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	— — —	— — —
<i>II</i>	<i>independent</i>	— — —	— — —
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies “was brought”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies “jumped”</i>

replace with the pronoun: they

PARTS OF SPEECH – NOUN CASE, DECLENSION & PERSON continued

- I DO II a b
3. [*The boys gave a shove*], and [*they flew (off the crest (of a steep bank)).*]

+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
II	independent	— — —	— — —
a	adverbial phrase	prepositional	place, modifies "flew"
b	adjectival phrase	prepositional	modifies "crest"

they : pronoun, personal, antecedent: "boys," masculine, third person, plural,
subject of the verb "flew," nominative case

"The boys"	replace with the pronoun:	they
"a shove"	replace with the pronoun:	it
"the crest"	replace with the pronoun:	it
"a steep bank"	replace with the pronoun:	it

PARTS OF SPEECH – VERB ORIGIN: STRONG & WEAK, PRINCIPAL PARTS

- I DO a
1. [*I drove the sleigh (along the crooked country roads).*]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
a	adverbial phrase	prepositional	place, modifies "drove"

drove : verb, **strong**, transitive, active voice, indicative mood, past tense, subject is
"I," first person, singular

The original sentence is in the past tense. In the sentences below only the main (notional) verb of a verb phrase is in bold to show the change of form.

Present tense:	I drive the sleigh along the crooked country roads.
Future tense:	I will drive the sleigh along the crooked country roads.
Present perfect tense:	I have driven the sleigh along the crooked country roads.
Past perfect tense:	I had driven the sleigh along the crooked country roads.
Future perfect tense:	I will have driven the sleigh along the crooked country roads.

PARTS OF SPEECH – VERB ORIGIN: STRONG & WEAK, PRINCIPAL PARTS continued

I a

II DO b

2. [Smoke rose (from the kitchen chimneys)], and [I saw faces (in the windows)].

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "rose"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "saw"</i>

rose : verb, **strong**, intransitive, active voice, indicative mood, past tense, subject is "Smoke," third person, singular

saw : verb, **strong**, transitive, active voice, indicative mood, past tense, subject is "I," first person, singular

The original sentence is in the past tense. In the sentences below only the main (notional) verb of a verb phrase is in bold to show the change of form.

*Present tense: Smoke **ris**es from the kitchen chimneys, and I **see** faces in the windows.*

*Future tense: Smoke will **rise** from the kitchen chimneys, and I will **see** faces in the windows.*

*Present perfect tense: Smoke has **risen** from the kitchen chimneys, and I have **seen** faces in the windows.*

*Past perfect tense: Smoke had **risen** from the kitchen chimneys, and I had **seen** faces in the windows.*

*Future perfect tense: Smoke will have **risen** from the kitchen chimneys, and I will have **seen** faces in the windows.*

I

a

DO

b

3. [The women hurry (to the door) and invite the passerby (into the house)].

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "hurry"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "invite"</i>

hurry : verb, **weak**, intransitive, active voice, indicative mood, present tense, subject is "women," third person, plural

invite : verb, **weak**, transitive, active voice, indicative mood, present tense, subject is "women," third person, plural

PARTS OF SPEECH – VERB ORIGIN: STRONG & WEAK, PRINCIPAL PARTS

The original sentence is in the present tense. In the sentences below only the main (notional) verb of a verb phrase is in bold to show the change of form.

Past tense: The women *hurried* to the door and *invited* the passerby into the house.

Future tense: The women will hurry to the door and will invite the passerby into the house.

Present perfect tense: The women have *hurried* to the door and have *invited* the passerby into the house.

Past perfect tense: The women had *hurried* to the door and had *invited* the passerby into the house.

Future perfect tense: The women will have *hurried* to the door and will have *invited* the passerby into the house.

ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE REVIEW

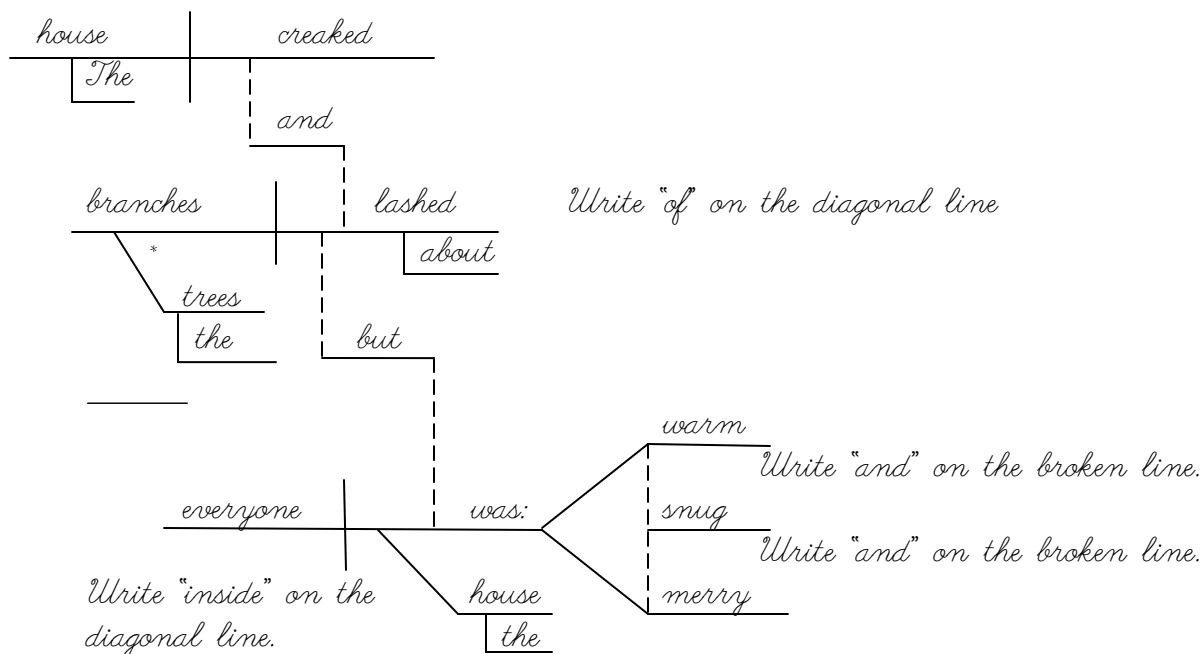
<i>I</i>	<i>a</i>	<i>II</i>	<i>b</i>	<i>III</i>
----------	----------	-----------	----------	------------

1. [*The house creaked*] and [*the branches (of the trees) lashed about*], but [(inside the house) *everyone was*

PA PA + PA
warm and snug and merry.]

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	— — —	— — —
<i>II</i>	<i>independent</i>	— — —	— — —
<i>III</i>	<i>independent</i>	— — —	— — —
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "branches"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "was"</i>



ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE REVIEW

I

PA

II

III DO a

2. [*The nearer hills looked windswept*] and [*the snow glistened*], and [*the wind blew it (into great*
++
drifts (like frozen waves))].]

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>– – –</i>	<i>– – –</i>
<i>II</i>	<i>independent</i>	<i>– – –</i>	<i>– – –</i>
<i>III</i>	<i>independent</i>	<i>– – –</i>	<i>– – –</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner or result, modifies "blew"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "drifts"</i>

great : | *adjective, descriptive,* modifies "drifts"*
**this adjective could be considered quantitative as well.*

frozen : | *adjective, descriptive, modifies "waves"*

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 15

Grammar Assignment

1. Analyze and (diagram):

I DO a b

[*Who carved a small scene (of Bethlehem) (of wood)?*]

This is a simple, interrogative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "scene"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>material, modifies "carved"</i>



2. Parse: *a, small, wood*

<i>a :</i>	<i>indefinite article, limits "scene"</i>
<i>small :</i>	<i>adjective, descriptive, positive degree of comparison, modifies "scene"</i>
<i>wood :</i>	<i>noun, common (material), neuter, third person, singular, object of the preposition "of," objective case</i>

3. Change this sentence into a simple declarative sentence

Jancsi carved a small scene of Bethlehem of wood.

4. *Why do you think Jancsi set the small scene of Bethlehem "under the tree tenderly"?*

GRAMMAR LESSONS WEEK 15

For all parsing: the word(s) and concept(s) being taught are in bold print. The teacher should use his or her discretion in choosing which other elements of parsing the students will provide.

PARTS OF SPEECH – PRONOUN CLASS: INTERROGATIVE

DO

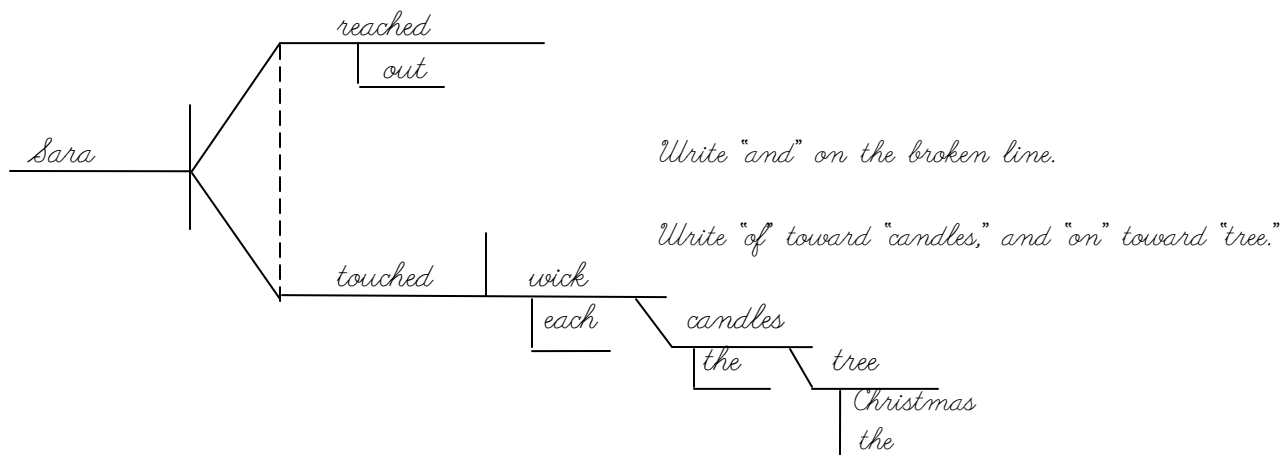
$$b$$

1. [Sara reached out and touched each wick (of the candles (on the Christmas tree)).]

 $+$

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "wick"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "candles"</i>



The following is the sentence in its interrogative form using the pronoun who:

DO

$$b$$

1. [Who reached out and touched each wick (of the candles (on the Christmas tree))?]

+

This is a simple, interrogative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "wick"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "candles"</i>

Diagram the same as above except substitute the pronoun "Who" for "Sara" as the subject.

DO

 PA a

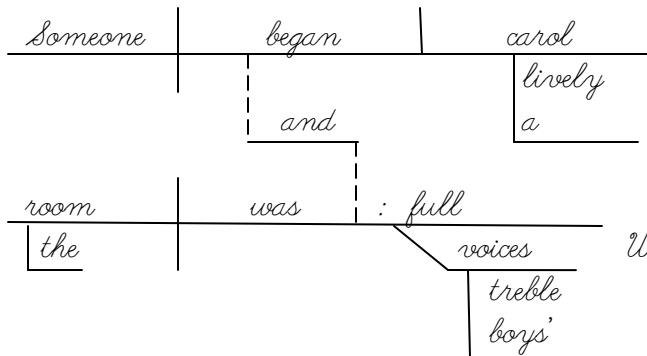
2. [Someone began a lively carol] and [the room was full (of boys' treble voices).]

+

This is a compound, declarative sentence.

PARTS OF SPEECH – NOUN CASE, DECLENSION & PERSON continued

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "full"</i>



Write "of" on the diagonal line.

The following is the sentence in its interrogative form using the pronoun who. You may wish to end the sentence after "carol."

I DO DO a

2. [Who began a lively carol and filled the room (with boys' treble voices)?]

+

This is a simple, interrogative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "filled"</i>

a I DO b

3. [The oldest (of the shepherds) brought a gift and knelt (before the manger).]

+

This is a simple, declarative sentence. (This sentence may be omitted, if the adjective "oldest" used as a noun is confusing to the children.)

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "oldest"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "knelt"</i>

The following is the sentence in its interrogative form using the pronoun which:

I a I DO b

3. [Which (of the shepherds) brought a gift and knelt (before the manger)?]

+

This is a simple, interrogative sentence. (The chart is identical to the previous.)

PARTS OF SPEECH – IRREGULAR WEAK VERBS

I

$$b$$

- 1/. [The oldest (of the shepherds) brought a gift and knelt (before the manger).]

+

This is a simple, declarative sentence. (Omit if "oldest" as a noun is confusing to the children.)

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "oldest"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "knelt"</i>

brought :

verb, *irregular weak*, transitive, active voice, indicative mood, past tense,
subject is "oldest," third person, singular

The principal parts of "brought" are bring, brought, brought.

"Brought" is irregular weak because the past tense adds a *-t* and makes another change of form also.

knelt :

verb, *irregular weak*, intransitive, active voice, indicative mood, past tense, subject is "oldest," third person, singular

The principal parts of "knelt" are kneel, knelt, knelt.

"Knelt" is irregular weak because it adds the ending *-t* as well as changing the vowel sound.

$$a$$
$$c$$

2. [Mankind had waited patiently (for thousands (of years)) (until this moment).]

This is a simple, declarative sentence.

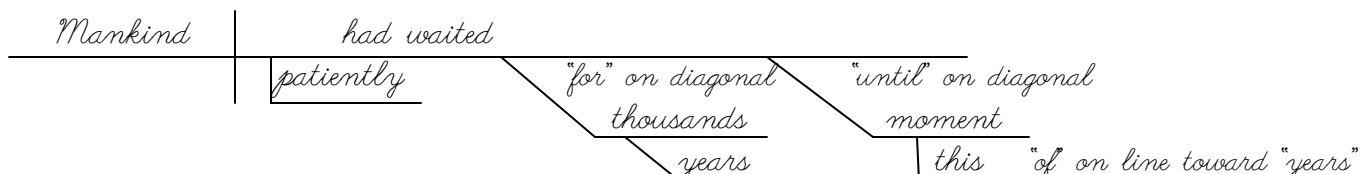
<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "had waited"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "thousands"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>time, modifies "had waited"</i>

had waited :

verb, weak, intransitive, active voice, indicative mood, past perfect tense,
subject is "Mankind," third person, singular

The principal parts of "waited" are wait, waited waited.

"Wait" is weak because the past tense adds an **-ed** with no other form change.



PARTS OF SPEECH – IRREGULAR WEAK VERBS continued

I

 a

3. [*The angels (in the air) almost held their breath.*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	— — —	— — —
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies “angels”</i>

held :

verb, **strong**, transitive, active voice, indicative mood, past tense, subject is "angels," third person, plural

The principal parts of "held" are hold, held, held.

"held" is strong because only the vowel sound changes from the present (simple infinitive) to the past.

angels	held	breath
The	almost	their
air		
the		

Place "in" on the diagonal line.

ANALYSIS – SENTENCE FORM: INTERROGATIVE

The sentences below were taken from the exercise following section 68 not section 261.

Please note: Use primarily the sentences above. The analysis below is given for your information rather than for the students, particularly 2, 3 and 7, because the children have not seen the defective verbs “can,” “could” or “would,” nor have they studied the use of interrogative pronouns as object. Only use these sentences to point out the interrogative form and the use of interrogative pronouns as subject or object.

DO

$$I$$

2. [Who can estimate the power (of gentle influence)?]

This is a simple, interrogative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	— — —	— — —
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "power"</i>

I

 DO $\ast a$

3. [What could the little bird mean (by pouring forth such song (at midnight))?]

This is a simple, interrogative sentence.

*Phrases a and b contain concepts fifth grade has not seen yet. Skip this part of the analysis.

ANALYSIS – SENTENCE FORM: INTERROGATIVE

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>*a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reason, modifies "could mean"</i>
<i>*b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "pouring forth"</i>

DO I

5. [*Whom had he gained (by his contempt)?*]

This is a simple, interrogative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means, modifies "had gained"</i>

I

7. [*Which would my uncle, the captain, prefer?*]

This is a simple, interrogative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

<i>uncle</i>	<i>captain</i>	<i>would prefer</i>	<i>Which</i>
<i>my</i>	<i>the</i>		

**"captain" is in apposition with "uncle." 5th grade has not seen this function yet (section 29:3)*

I PN a

3. [*Who is she (in bloody coronation robes)?*]

This is a simple, interrogative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "she"</i>

<i>Who</i>	<i>is</i>	<i>:</i>	<i>she</i>
			<i>robes</i>
			<i>coronation</i>
			<i>bloody</i>

Place "in" on the diagonal line.

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 16

Grammar Assignment

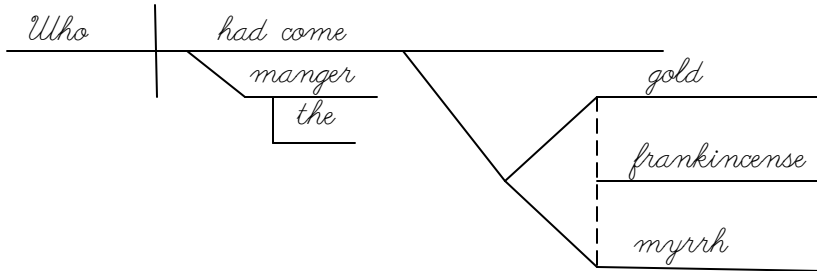
1. Analyze and (diagram):

I a b

[Who had come (to the manger) (with gold, frankincense and myrrh)?]

This is a simple, interrogative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "had come"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "had come"</i>



Place "to" and "with" on the diagonal lines respectively.

Place "and" on the broken line between "gold" and "frankincense."

2. Parse: who, had come, gold (notice parsing order for all pronouns: person then number)

<u>who</u> :	pronoun, interrogative, masculine (in the context), third person, plural, subject of "had come," nominative case
<u>had come</u> :	verb, strong, intransitive, active voice, indicative mood, past perfect tense, subject is "Uho," third person, plural
<u>gold</u> :	noun, common (material), neuter, third person, singular, object of the preposition "with," objective case

3. Give a synopsis of the verb "come" in all of the tenses of the indicative mood, 2nd person plural.

*Active Voice
Indicative Mood*

<i>Present tense:</i>	<i>you come</i>
<i>Past tense:</i>	<i>you came</i>
<i>Future tense:</i>	<i>you will come</i>
<i>Present perfect tense:</i>	<i>you have come</i>
<i>Past perfect tense:</i>	<i>you had come</i>
<i>Future perfect tense:</i>	<i>you will have come</i>

4. Write a beautiful sentence describing the entrance of the Three Kings before the manger.

For all parsing: the word(s) and concept(s) being taught are in bold print. The teacher may use his discretion in choosing which other parsing elements the children should provide.

Parsing of interrogative pronouns of sentences from CG2: (interrogative pronouns have no antecedent; see #67)
69:1 see parsing example page 68

a	I	DO
-----	-----	------

+

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "fragrance"</i>

The following is the sentence in its interrogative form using the pronoun what:

 $I \quad DO$

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	- - -	- - -

What	filled	room
		the

<u>What</u> :	pronoun, <i>interrogative</i> , neuter, third person, singular (or plural, if removed from original context), subject of "filled," nominative case
<i>a</i>	<div style="display: flex; justify-content: space-between; padding: 0 10px;"> <i>I</i> <i>DO</i> <i>b</i> </div>

+

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "throng"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "carried"</i>

PARTS OF SPEECH – PRONOUN CASE, DECLENSION & PERSON continued

The following is the sentence in its interrogative form using the pronoun who.

I DO a

2. [Who carried bright candles (in the procession)?]

+

This is a simple, interrogative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place or time, modifies "carried"</i>

Who : | pronoun, **interrogative**, neuter, third person, singular or plural, subject of "carried," nominative case

PARTS OF SPEECH – VERB ORIGIN: STRONG AND WEAK &

VERB FORM: NEGATIVE AND EMPHATIC

a

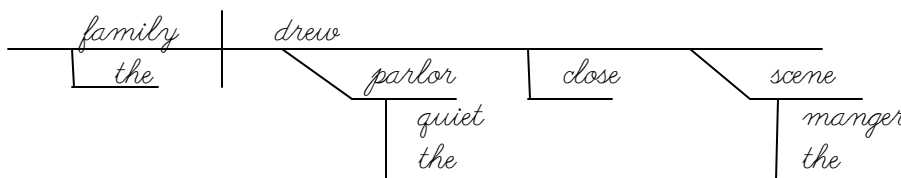
I

b

1. [(In the quiet parlor) the family drew close (around the manger scene).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "drew"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "drew"</i>



Write "In" and "around" on their respective diagonal lines.

drew : | verb, **strong**, intransitive, active voice, indicative mood, past tense, subject is "family," third person, singular ("family" is a collective noun; as all the members of the family are acting as a unit, both the noun and its verb are singular number)

The principal parts of "drew" are **draw, drew, drawn**. "drew" is strong as only the vowel sound changes in passing from present to past.

The above sentence with an emphatic verb form:

In the quiet parlor the family **did draw** close around the manger scene.

PARTS OF SPEECH – VERB ORIGIN: STRONG AND WEAK & VERB FORM: NEGATIVE AND EMPHATIC continued

I

DO

3. [The shepherd folk did especially love the beautiful old custom.]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

did love : | (Do not parse. See the NOTE after §190 and the examples after §166.)

The principal parts of "love" are *love, loved, loved*

"love" is weak because only -ed is added to the present simple infinitive to form the past tense.

<i>folk</i>	<i>did love</i>	<i>custom</i>
<i>shepherd</i>	<i>especially</i>	<i>old</i>
<i>The</i>		<i>beautiful</i>
		<i>the</i>

ANALYSIS – SENTENCE FORM: INTERROGATIVE & NEGATIVE & ELEMENT REVIEW

a

b

I

DO

1. [(For centuries) the people (of Provence) had cherished the beautiful old custom.]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "had cherished"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "people"</i>

had cherished : | verb, *weak*, transitive, active voice, indicative mood, past perfect tense, subject is "people," third person, plural

<i>people</i>	<i>had cherished</i>	<i>custom</i>
<i>the</i>	<i>centuries</i>	<i>old</i>
<i>Provence</i>		<i>beautiful</i>
		<i>the</i>

Write "of" and "For" on their respective diagonal lines.

ANALYSIS – SENTENCE FORM: INTERROGATIVE & NEGATIVE & ELEMENT REVIEW

continued

DO

a

I

b

2. [What had the people (of Provence) cherished (for centuries)?]

This is a simple, interrogative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
a	adjectival phrase	prepositional	modifies "people"
b	adverbial phrase	prepositional	time, modifies "had cherished"

The diagram will be the same as the previous sentence except the direct object will be "What" with no modifiers.

The parsing of "had cherished" will be the same also.

I

II

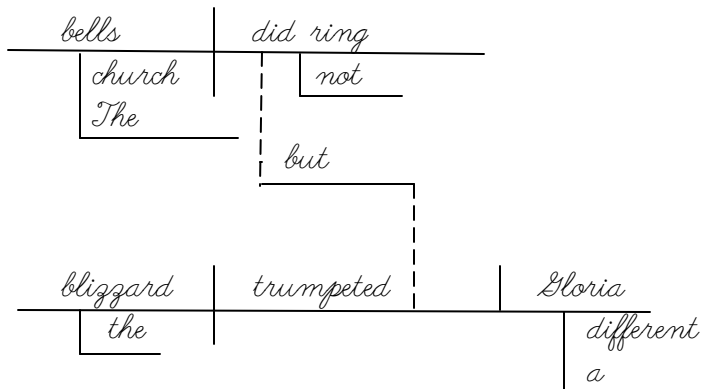
DO

3. [The church bells did not ring], but [the blizzard trumpeted a different Gloria.]

+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	independent	- - -	- - -



did ring :

verb, strong, intransitive, active voice, indicative mood, past tense, subject is "bells," third person, plural

trumpeted:

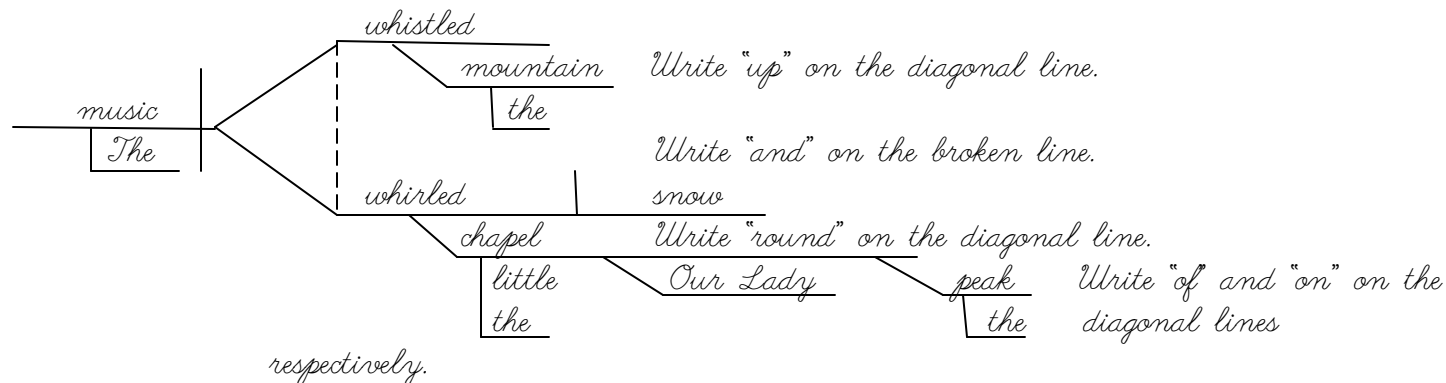
verb, weak, transitive, active voice, indicative mood, past tense, subject is "blizzard," third person, singular

ANALYSIS – SENTENCE FORM: INTERROGATIVE & NEGATIVE & ELEMENT REVIEW
continued

2. $\begin{array}{ccccccc} & I & & a & & DO & b & & c \\ \text{The music } & \text{whistled} & (\text{up the mountain}) & \text{and } & \text{whirled} & \text{snow (round the little chapel (of Our Lady)} \\ d & & & + & & & & & \\ \text{(on the peak))}. & & & & & & & & \end{array}$

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "whistled"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "whistled"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "chapel"</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "chapel"</i>



<i>whistled</i> :	verb, weak, intransitive, active voice, indicative mood, past tense, subject is "music," third person, singular
-------------------	--------------------------------------------------------------------------------------------------------------------

<i>trumpeted:</i>	<i>verb, weak, transitive, active voice, indicative mood, past tense, subject is "music," third person, singular</i>
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LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 17

Grammar Assignment

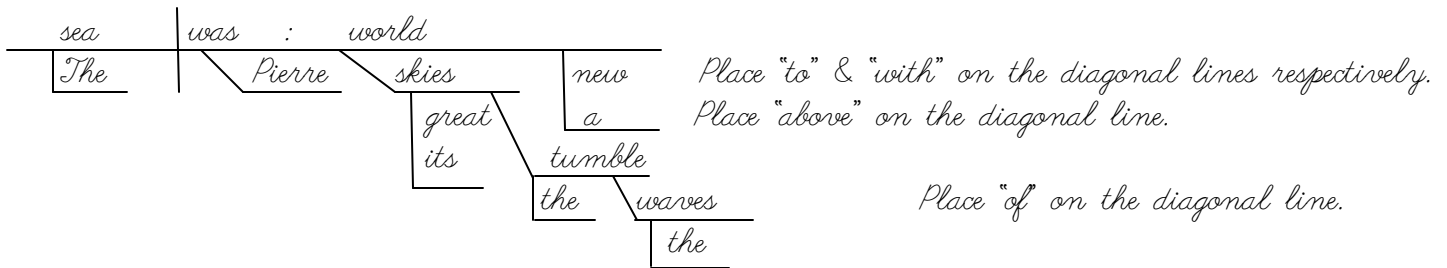
1. *Analyze and (diagram):*

I PN a b c d

[The sea was a new world (to Pierre) (with its great skies (above the tumble (of the waves)))]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies "was"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "world"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "skies"</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "tumble"</i>



2. *Parse: a, new, world*

<i>a :</i>	<i>indefinite article, limits "world"</i>
<i>new :</i>	<i>adjective, descriptive, positive degree of comparison, modifies "world"</i>
<i>world :</i>	<i>noun, common (class name), neuter, third person, singular, predicate nominative of "was," nominative case</i>

3. *Rewrite this sentence using an interrogative pronoun.*

What was a new world to Pierre with its great skies above the tumble of the waves?

To whom was the sea a new world with its great skies above the tumble of the waves?

4. *Give a homonym for the word "sea"; use both words in one or two beautiful sentences.*

see

GRAMMAR LESSONS WEEK 17

For all parsing: the word(s) and concept(s) being taught are in bold print. The teacher should use his discretion in choosing which other elements of parsing the children should provide.

PARTS OF SPEECH – PERSONAL & INTERROGATIVE PRONOUN REVIEW

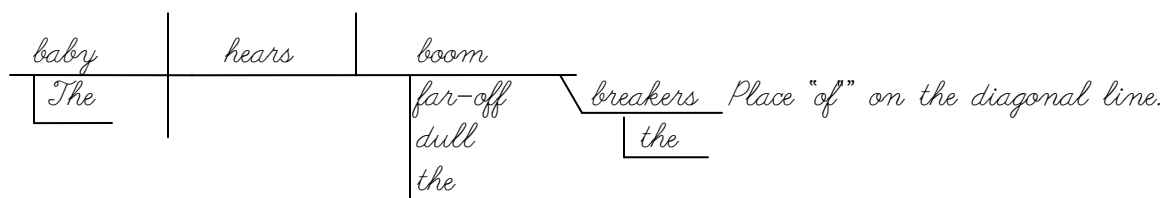
$$I \quad DO \quad a$$

1. [*The baby hears the dull, far-off boom (of the breakers).*]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "boom"</i>



The following is the sentence in its interrogative form using the pronoun who:

$$I \quad DO \quad a$$

- 1a. [Who hears the dull, far-off boom (of the breakers)?]

This is a simple, interrogative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "boom"</i>

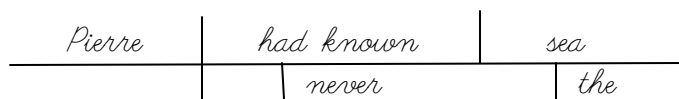
Diagram the same as above except substitute the pronoun "Who" for "The baby."

I DO

2. [Pierre had never known the sea.]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	- - -	- - -



The following are sentences in interrogative form.

$$DO \quad I$$

- 2a. [What had Pierre never known?]

This is a simple, interrogative sentence.

The chart is the same. The diagram is the same as above except substitute the pronoun "what" for the direct object and its modifier: "the sea."

PARTS OF SPEECH – PERSONAL & INTERROGATIVE PRONOUN REVIEW continued

I

DO

2b. [Who had known the sea?]

This is a simple, interrogative sentence.

The chart is the same. The diagram is the same as above except substitute the pronoun "who" for the subject "Pierre."

I

DO

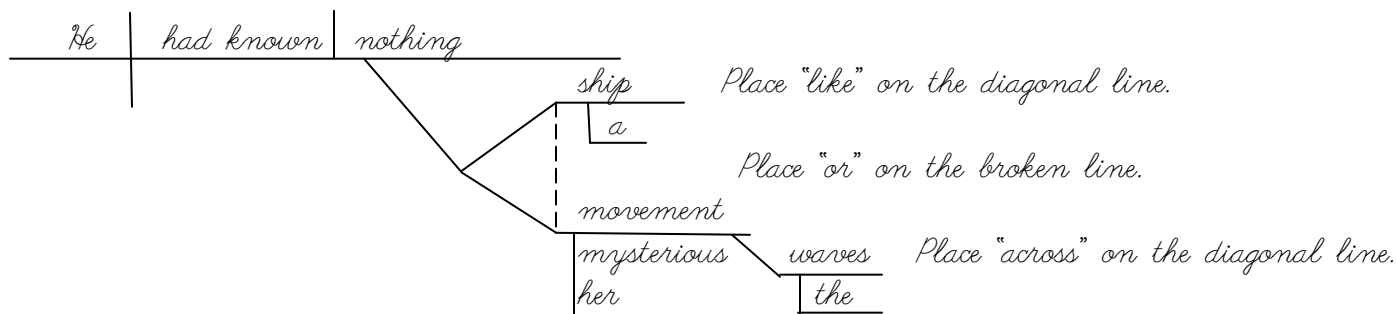
a

b

3. [~~He~~ had known nothing (like a ship or her mysterious movement (across the waves)).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "nothing"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "movement"</i>



The following is the sentence in its interrogative form using the pronoun who:

I

DO

a

b

3a. [Who had known nothing (like a ship or her mysterious movement (across the waves))?]

This is a simple, interrogative sentence.

The chart is the same. The diagram is the same except substitute the pronoun "who" for the subject "he."

Parsing for the subsequent nouns and the interrogative pronouns from the sentences above:

- | | |
|--------------------|-------------------------------------------------------------------------------------------------------------------|
| 1 <u>baby</u> : | noun, common (class name), neuter, 3 rd person, singular, subject of "hears," nominative case |
| 1a <u>Who</u> : | pronoun, interrogative, neuter, 3 rd person, singular, subject of "hears," nominative case |
| 2 <u>sea</u> : | noun, common (class name), neuter, 3 rd person, singular, direct object of "had known," objective case |
| 2a <u>What</u> : | pronoun, interrogative, neuter, 3 rd person, singular, direct object of "had known," objective case |
| 2a <u>Pierre</u> : | noun, proper, masculine, third person, singular, subject of "had known," nominative case |

PARTS OF SPEECH – PERSONAL & INTERROGATIVE PRONOUN REVIEW continued

2b <u>Who</u> :	pronoun, interrogative, neuter, 3 rd person, singular, subject of "had known," nominative case
3 <u>He</u> :	pronoun, personal, masculine, 3 rd person, singular, subject of "had known," nominative case
3a <u>Who</u> :	pronoun, interrogative, neuter, 3 rd person, singular, subject of "had known," nominative case

PARTS OF SPEECH – VERB REVIEW & LIE/LAY, SIT/SET

I a

II DO b

1. [Pierre lay (in his hammock)] and [the ship rocked him (upon the sea).]

+

This is a compound, declarative sentence.

Cl/ Ph	Nature	Form	Office / Function
I	independent	- - -	- - -
II	independent	- - -	- - -
a	adverbial phrase	prepositional	place, modifies "lay"
b	adverbial phrase	prepositional	place, modifies "rocked"

Present tense: Pierre lies in his hammock and the ship rocks him upon the sea.

Future tense: Pierre will lie in his hammock and the ship will rock him upon the sea.

Present perfect tense: Pierre has lain in his hammock and the ship has rocked him upon the sea.

Past perfect tense: Pierre had lain in his hammock and the ship had rocked him upon the sea.

Future perfect tense: Pierre will have lain in his hammock and the ship will have rocked him upon the sea.

I DO a

2. [Great boats set dories (in the water).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
a	adverbial phrase	prepositional	place, modifies "set"

Past tense: Great boats set dories in the water.

Future tense: Great boats will set dories in the water.

Present perfect tense: Great boats have set dories in the water.

Past perfect tense: Great boats had set dories in the water.

Future perfect tense: Great boats will have set dories in the water.

PARTS OF SPEECH – VERB REVIEW & LIE/LAY, SIT/SET continued

2. [*The boy sat and looked (upon the sea) and heard the far-off boom (of the breakers).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "looked"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "boom"</i>

Past tense:	The boy sits and looks upon the sea and hears the far-off boom of the breakers.
Future tense:	The boy will sit and will look upon the sea and will hear the far-off boom of the breakers.
Present perfect tense:	The boy has sat and has looked upon the sea and has heard the far-off boom of the breakers.
Past perfect tense:	The boy had sat and had looked upon the sea and had heard the far-off boom of the breakers.
Future perfect tense:	The boy will have sat and will have looked upon the sea and will have heard the far-off boom of the breakers.

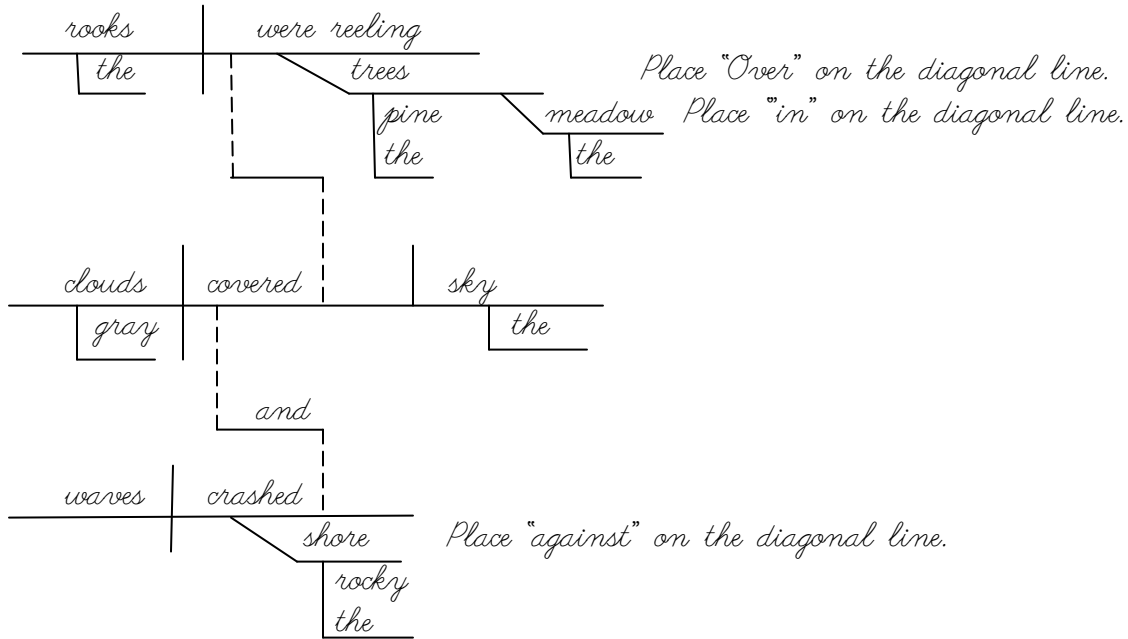
ANALYSIS – ELEMENTS OF A SENTENCE REVIEW

2. ^a [(Over the pine trees (in the meadow)) the ^b rocks ^I were reeling], ^{II} [gray clouds ^{DO} covered the sky], and
^{III} ^c [waves crashed (against the rocky coast.)] +

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>III</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "were reeling"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "trees"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "crashed"</i>

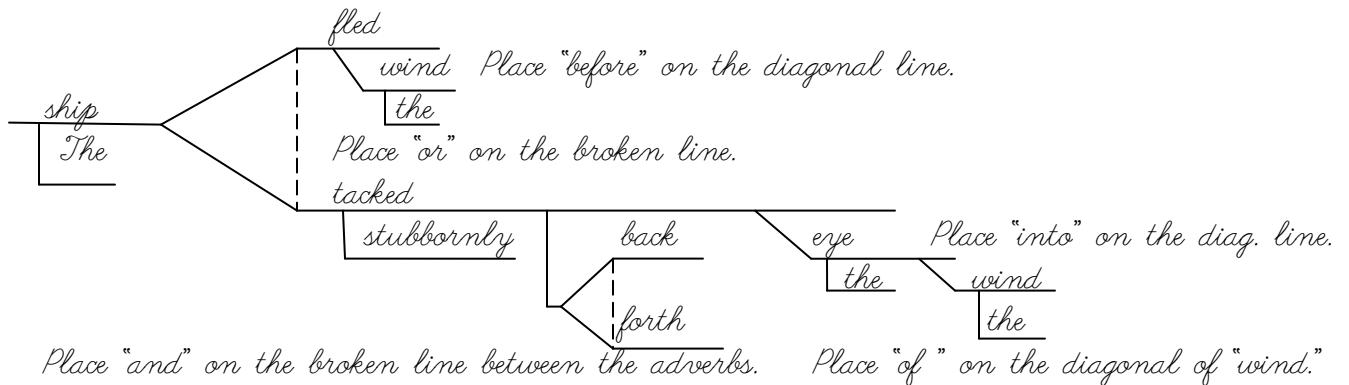
ANALYSIS – ELEMENTS OF A SENTENCE REVIEW continued



2. *I* *a* *b* *c*
 [The ship fled (before the wind) or stubbornly tacked back and forth (into the eye (of the wind)).]
 + +

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place or manner, modifies "fled"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "tacked"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "eye"</i>



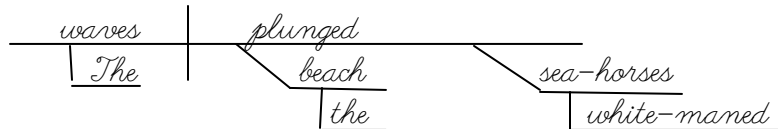
ANALYSIS – ELEMENTS OF A SENTENCE REVIEW

I a b

3. [*The waves plunged (up the beach) (like white-maned sea-horses).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "plunged"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner or comparison, modifies "plunged"</i>



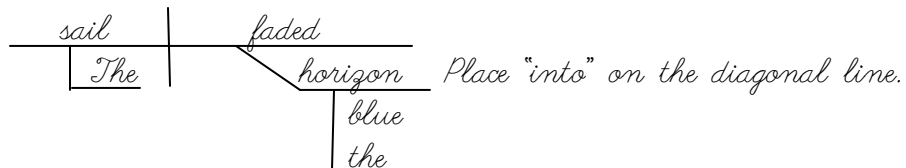
Place "up" and "like" on the diagonal lines respectively.

I a

4. [*The sail faded (into the blue horizon).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "sailed"</i>



Place "into" on the diagonal line.

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 18

Grammar Assignment

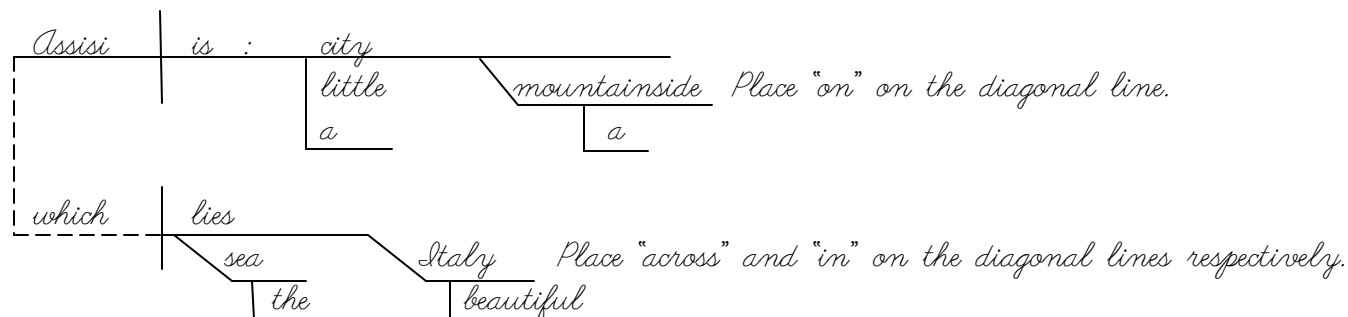
1. Analyze and (diagram):

I II PN a b c

[Assisi, [which is a little city (on a mountainside),] lies (across the sea) (in beautiful Italy).]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by the relative pronoun "which"	modifies "Assisi"
a	adjectival phrase	prepositional	modifies "city"
b	adverbial phrase	prepositional	place, modifies "lies"
c	adverbial phrase	prepositional	place, modifies "lies"



2. Parse: Assisi, across, lies

Assisi : noun, proper, neuter, third person, singular, subject of "is," nominative case

across : preposition, shows the relationship between "sea" and "lies"

lies : verb, strong, intransitive, active voice, indicative mood, present tense, subject is "which," third person, singular

3. Give a synopsis of the verb in the principal clause, in all the tenses of the indicative mood. (3rd person singular.)

Present tense: He is

Past tense: He was

Future tense: He will be

Present perfect tense: He has been

Past perfect tense: He had been

Future perfect tense: He will have been

4. Write a sentence with a relative pronoun, describing a faraway place which you would like to visit.

GRAMMAR LESSONS WEEK 18

For all parsing: the word(s) and concept(s) being taught are in bold print.

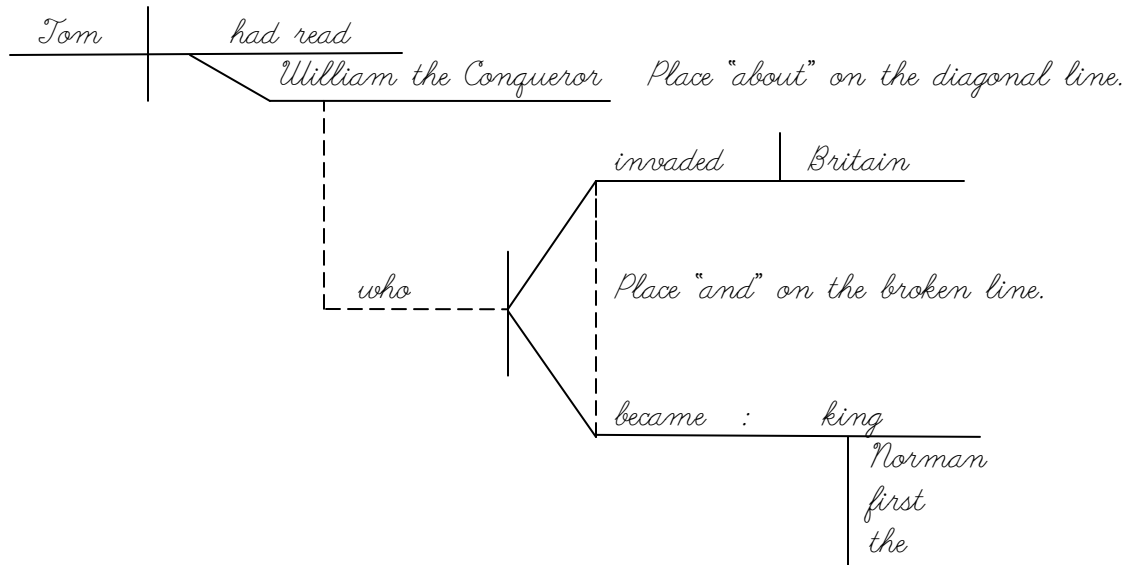
PARTS OF SPEECH – PRONOUN CLASS: INTERROGATIVE ANALYSIS – COMPLEX SENTENCE WITH ADJECTIVE CLAUSES

I a II DO

[Tom had read (about William the Conqueror) [who invaded Britain and became the first Norman king)].] ("became" is an intransitive verb taking a predicate nominative, like "was."

This is a complex, declarative sentence. Notice that the second clause has a compound verb.)

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by relative pronoun "who"	modifies "William the Conqueror"
a	adverbial phrase	prepositional	reference, modifies "had read"



who : | pronoun, relative, antecedent: "William the Conqueror," masculine, 3rd
 | person, singular, subject of "invaded" and "became," nominative case

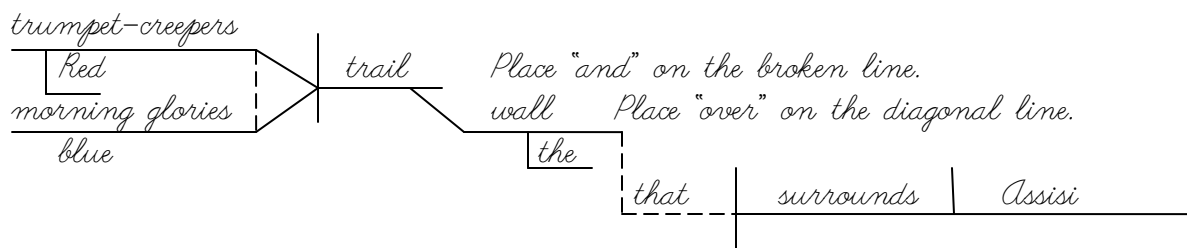
I a II DO

2. [Red trumpet-creepers and blue morning glories trail (over the wall) [that surrounds Assisi.]]

+
This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by relative pronoun "that"	modifies "wall"
a	adverbial phrase	prepositional	place, modifies "trail"

PARTS OF SPEECH – PRONOUN CLASS: INTERROGATIVE **ANALYSIS – COMPLEX SENTENCE WITH ADJECTIVE CLAUSES continued**

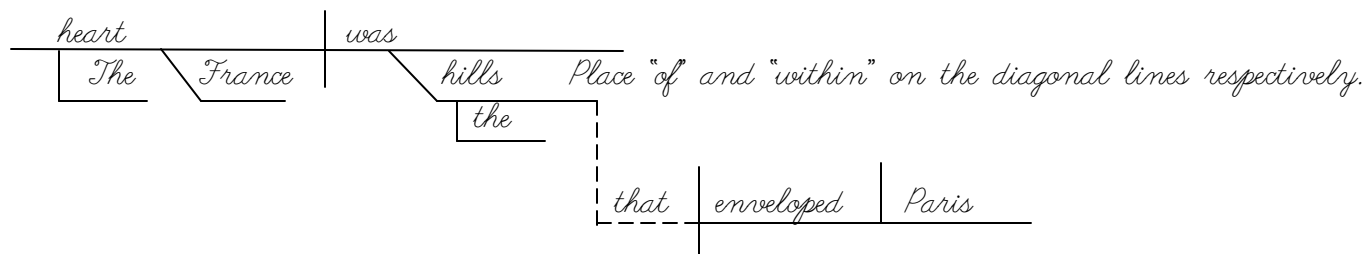


that : pronoun, relative, antecedent: "wall," neuter, 3rd person, singular, subject of "surrounds," nominative case

3. [The heart (of France) was (within the hills) [that enveloped Paris.]]

+
This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by relative pronoun "that"	modifies "hills"
a	adjectival phrase	prepositional	modifies "heart"
b	adverbial phrase	prepositional	place, modifies "was"



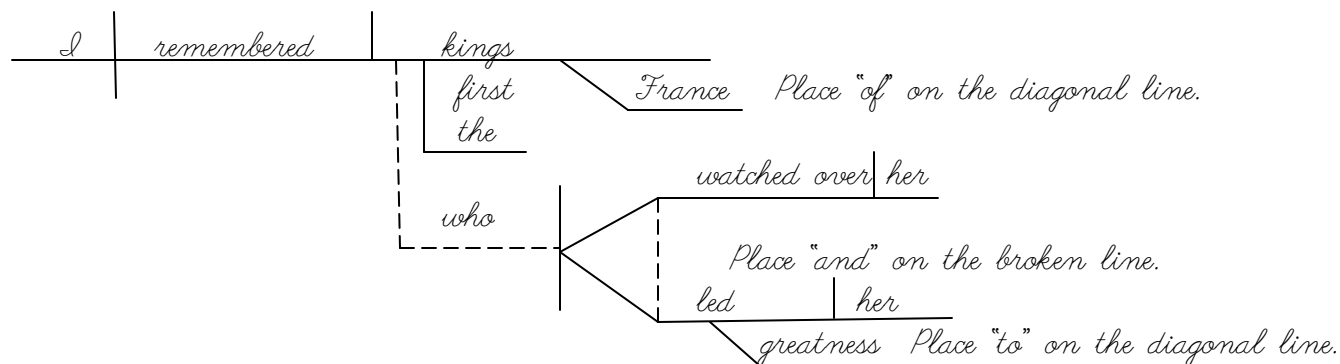
that : pronoun, relative, antecedent: "hills," neuter, 3rd person, plural, subject of "was," nominative case

4. [I remembered the first kings (of France), [who watched over her and led her (to greatness).]]

+
This is a complex, declarative sentence. ("To watch over" has a meaning as a distinct verb.)

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by relative pronoun "who"	modifies "kings"
a	adjectival phrase	prepositional	modifies "kings"
b	adverbial phrase	prepositional	result, modifies "led"

PARTS OF SPEECH – PRONOUN CLASS: INTERROGATIVE ANALYSIS – COMPLEX SENTENCE WITH ADJECTIVE CLAUSES **continued**

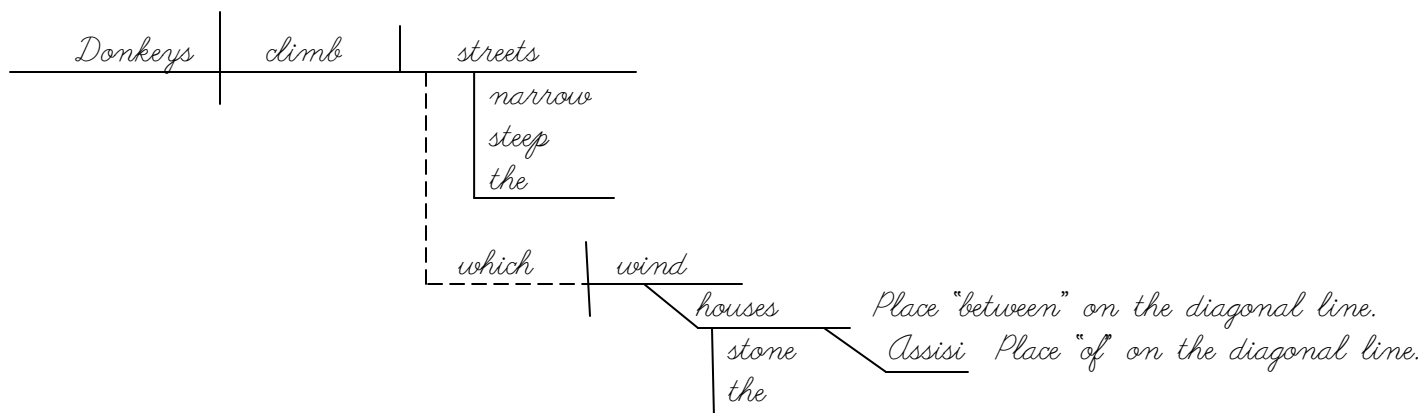


who : pronoun, relative, antecedent: "kings," masculine, 3rd person, plural, subject of "watched over" and "led," nominative case

5. [Donkeys climb the steep, narrow streets [which wind (between the stone houses (of Assisi))].]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	---	---
II	dependent adjective clause	introduced by relative pronoun "which"	modifies "streets"
a	adverbial phrase	prepositional	place, modifies "wind"
b	adjectival phrase	prepositional	modifies "houses"



which : pronoun, relative, antecedent: "streets," neuter, 3rd person, plural, subject of "wind," nominative case

PARTS OF SPEECH – VERB REVIEW & STRONG & WEAK VERBS

1. In the open square the market-gardeners *sell* ripe grapes and plums and figs.

<i>sell</i> :	verb, <i>irregular weak</i> , transitive, active voice, indicative mood, present tense, subject is "market-gardeners," third person, plural
---------------	---------------------------------------------------------------------------------------------------------------------------------------------

The principal parts of "sell" are *sell, sold, sold*

"sell" is irregular weak because a change of vowel sound and another change occur.

Here is the sentence in the other tenses. Note the form change.

Past tense:	<i>sold</i>
Future tense:	<i>will sell</i>
Present perfect tense:	<i>have sold</i>
Past perfect tense:	<i>had sold</i>
Future perfect tense:	<i>will have sold</i>

2. The sky *was* overcast and the wind *blew* down the valley of the Seine.

<i>was</i> :	verb, <i>irregular weak</i> , intransitive, active voice, indicative mood, past tense, subject is "sky," third person, singular
--------------	---------------------------------------------------------------------------------------------------------------------------------

The forms of "was" are *am, is, are, was, were, be, being, been*. It is clearly irregular, and classed as "weak" (though it is unlike any other verb and so is nearly a class of its own).

<i>blew</i> :	verb, <i>strong</i> , intransitive, active voice, indicative mood, past tense, subject is "wind," third person, singular
---------------	--------------------------------------------------------------------------------------------------------------------------

The principal parts of "blew" are *blow, blew, blown*.

The form is strong because only the vowel sound changes.

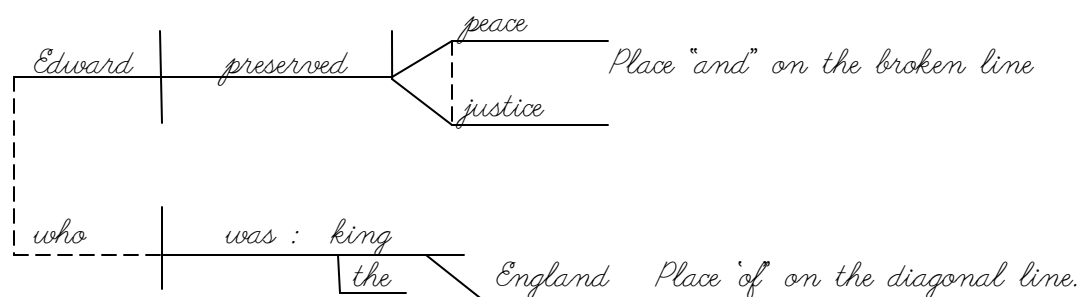
Here is the sentence in the other tenses. Note the form change.

Present tense:	The sky <i>is</i> overcast and the wind <i>blows</i> ...
Future tense:	The sky <i>will be</i> overcast and the wind <i>will blow</i> ...
Present perfect tense:	The sky <i>has been</i> overcast and the wind <i>has blown</i> ...
Past perfect tense:	The sky <i>had been</i> overcast and the wind <i>had blown</i> ...
Future perfect tense:	The sky <i>will have been</i> overcast and the wind <i>will have blown</i> ...

Grammar Assignment

[Edward, [who *II PN a* was the king (of England).], *I DO DO* preserved peace and justice.]
+

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	<i>— — —</i>	<i>— — —</i>
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "who"</i>	<i>modifies "Edward"</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "king"</i>



<u>who</u> :	pronoun, relative, antecedent: Edward, masculine, third person, singular, subject of "was," nominative case
--------------	----------------------------------------------------------------------------------------------------------------

was : verb, irregular weak (or copulative), intransitive, active voice, indicative mood, past tense, subject is "who," third person, singular

<u>king</u> :	noun, common (class name), masculine, third person, singular, predicate nominative of "was," nominative case
---------------	--------------------------------------------------------------------------------------------------------------

Peace and justice were preserved by Edward.

4. Restate this sentence in your own words, explaining what it means: "Thames were 'related' by comradeship in arms and shared loyalty to their lord."

GRAMMAR LESSONS WEEK 19

For all parsing: the word(s) and concept(s) being taught are in bold print.

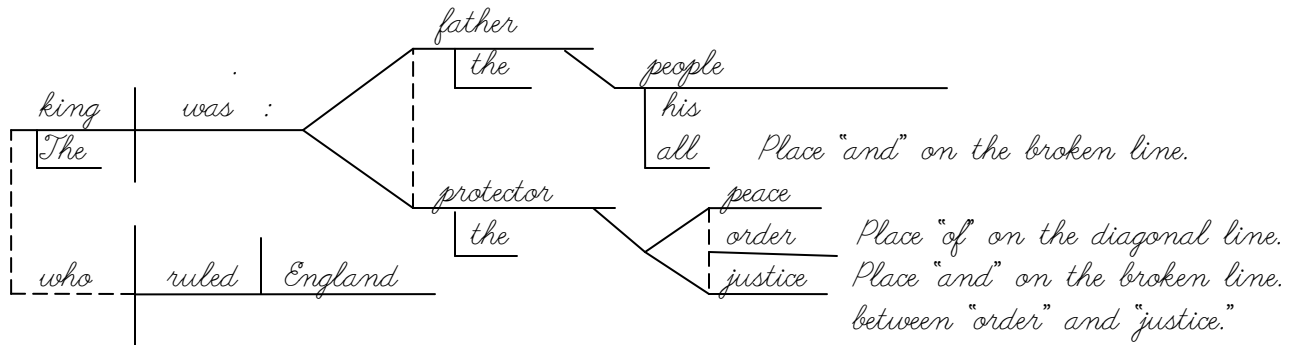
PARTS OF SPEECH – RELATIVE PRONOUNS: WHO

1. ^I [The king ^{II} [who ^{DO} ruled England] ^{PN} was ^a the father (of all his people) and the protector (of peace, order and justice)]. ^{PN} ^b

+

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	---	---
II	dependent adjective clause	introduced by relative pronoun "who"	modifies "king"
a	adjectival phrase	prepositional	modifies "father"
b	adjectival phrase	prepositional	modifies "protector"



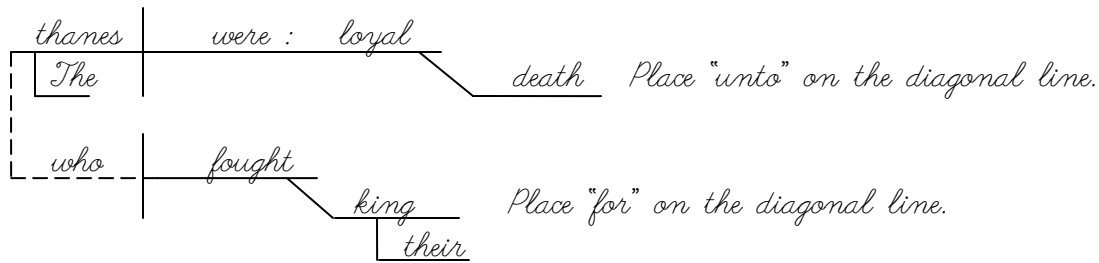
who : | pronoun, relative, antecedent: "king," masculine, 3rd person, singular, subject of "ruled," nominative case

2. ^{II} [The thames ^a [who ^I fought (for their king)] ^b were loyal (unto death)].

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	---	---
II	dependent adjective clause	introduced by relative pronoun "who"	modifies "thames"
a	adverbial phrase	prepositional	reference or cause, modifies "fought"
b	adverbial phrase	prepositional	degree or time, modifies "loyal"

PARTS OF SPEECH – RELATIVE PRONOUNS: WHO continued



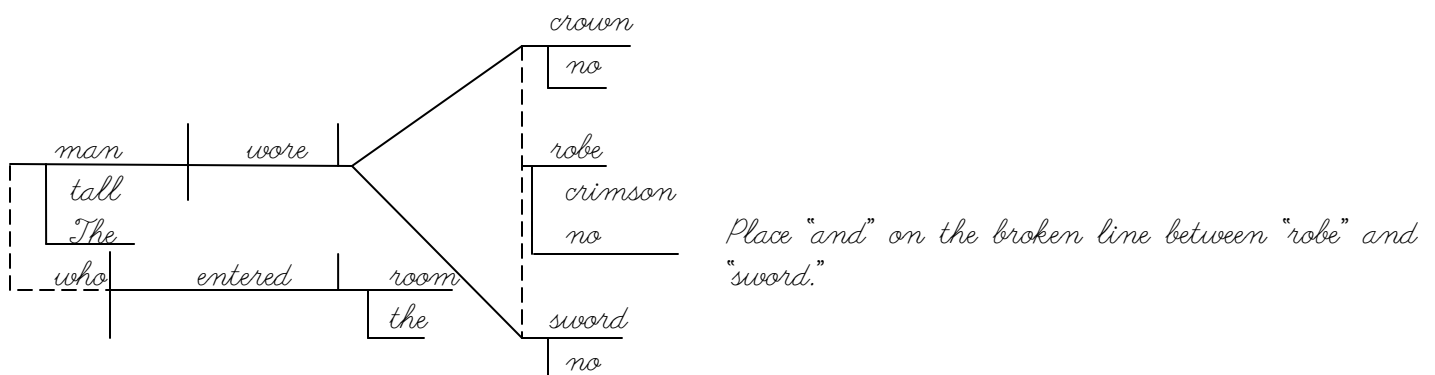
who : pronoun, relative, antecedent: "thames," masculine, 3rd person, plural,
subject of "fought," nominative case

3. $\begin{matrix} I \\ \text{[The tall } \underline{\textit{man}} \end{matrix}$ $\begin{matrix} II \\ \boxed{\textit{who}} \end{matrix}$ $\begin{matrix} DO \\ \underline{\textit{entered}} \text{ the room] } \end{matrix}$ $\begin{matrix} DO \\ \underline{\textit{were}} \text{ no crown, no crimson robe and no sword.] } \end{matrix}$

+

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	— — —	— — —
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "who"</i>	<i>modifies "man"</i>



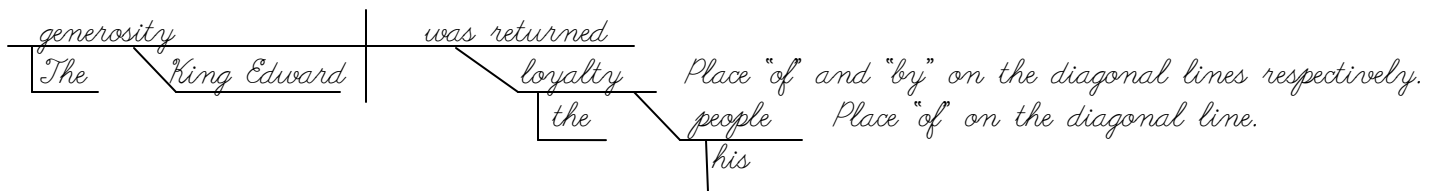
who : pronoun, relative, antecedent: "man," masculine, 3rd person, singular,
subject of "entered," nominative case

PARTS OF SPEECH – VERB REVIEW AND VERB VOICE

1. [*The generosity (of King Edward) was returned (by the loyalty (of his people)).*]

This is a simple, declarative sentence.

<i>ClIPhr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "generosity"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means, modifies "was returned"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "loyalty"</i>



was returned : verb, weak, transitive, **passive voice**, indicative mood, past tense, subject is "generosity," third person, singular

In the active voice this sentence might read:

King Edwards's people returned his generosity by their loyalty.

Note: When changing to the active voice, it is important that the children reflect on what action is passing from subject to object, and on who or what is receiving the action. Normally, the passive subject becomes the new object; a prepositional phrase of means or agent usually contains the new active subject.

2. [*Charlemagne was feared* (by the monarchs (of Europe and Asia)).].

+

This is a simple, declarative sentence. (The diagram is similar to that of sentence 1.)

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>agent, modifies "was feared"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "monarchs"</i>

was returned : verb, weak, transitive, **passive voice**, indicative mood, *past tense, subject is "Charlemagne," third person, singular

In the active voice this sentence would read:

The monarchs of Europe and Asia **feared* Charlemagne.

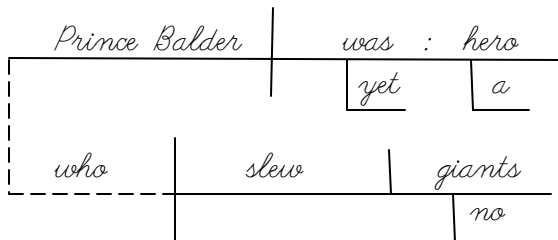
*When changing voices of the verb, keep the same tense.

ANALYSIS – COMPLEX SENTENCES: ADJECTIVE CLAUSES

1. *[Prince Balder, [who slew no giants], was yet a hero.]*

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "who"</i>	<i>modifies "Prince Balder"</i>

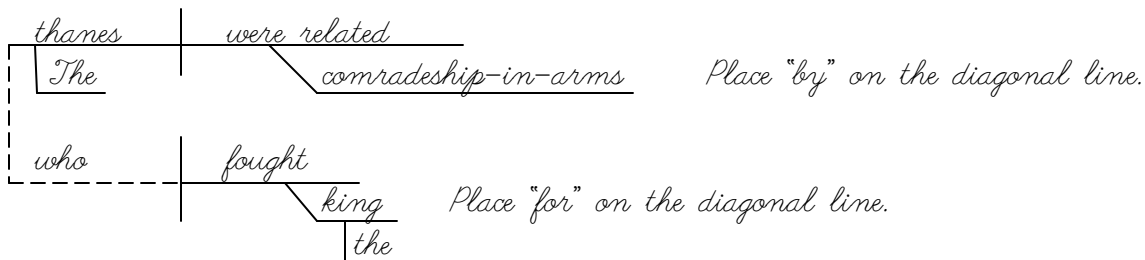


2. [The *thames* [who *fought* (for the king)] *were related* (by comradeship-in-arms).]

+

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "who"</i>	<i>modifies "thames"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference or cause, modifies "fought"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner or means, mod. "were related"</i>

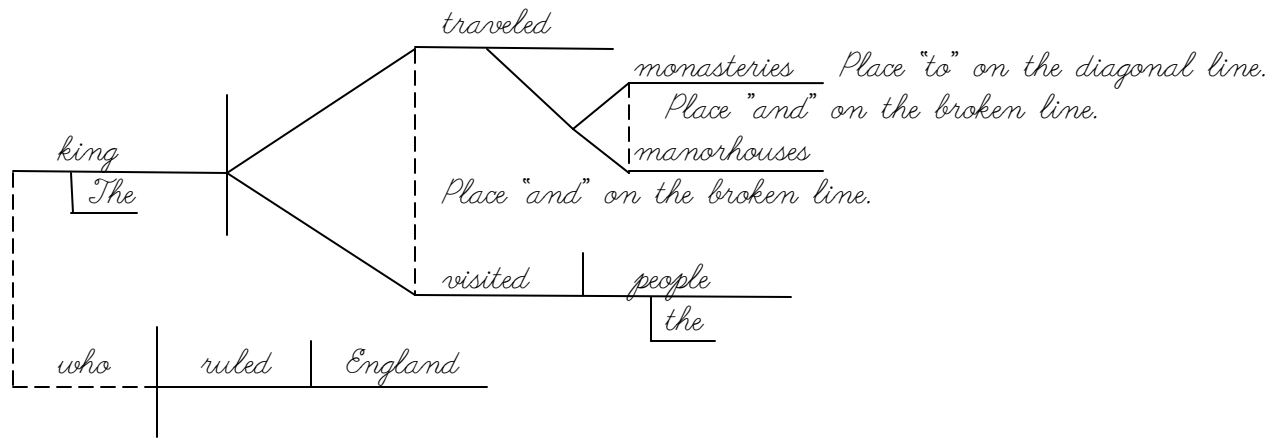


ANALYSIS – COMPLEX SENTENCES: ADJECTIVE CLAUSES continued

I II DO a
1. [The king [who ruled England] traveled (to monasteries and manorhouses) and visited the
DO +
people.]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by relative pronoun "who"	modifies "king"
a	adverbial phrase	prepositional	place, modifies "traveled"



LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 20

Grammar Assignment

1. *Analyze and (diagram):*

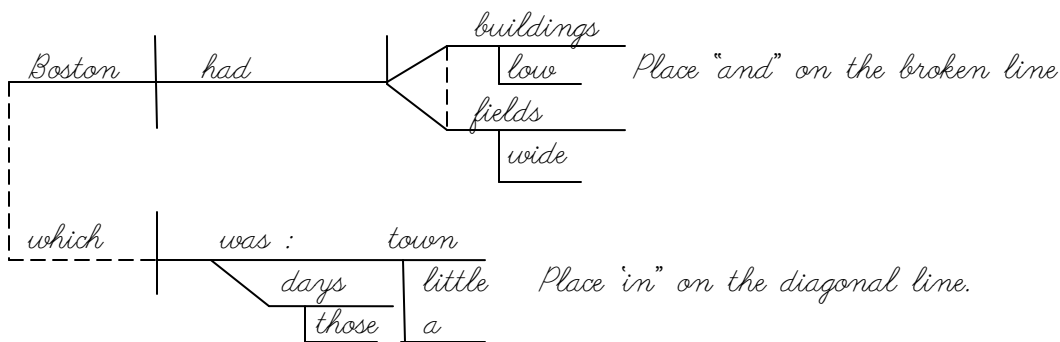
I
II
a
PN
DO
DO

[Boston, [which (in those days) was a little town], had low buildings and wide fields.]

+

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	- - -	- - -
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "which"</i>	<i>modifies "Boston"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "was"</i>



2. *Parse:* Boston, which, a, little

<u>Boston</u> :	noun, proper, neuter, third person, singular, subject of "had," nominative case
<u>which</u> :	pronoun, relative, antecedent: "Boston," neuter, third person, singular, subject of "was," nominative case
<u>a</u> :	indefinite article, limits the noun "town"
<u>little</u> :	adjective, descriptive, positive degree of comparison, modifies "town"

3. Give a synonym for "transacted" and use it in a sentence.

("transacted" is found in the retelling: Paul Revere.)

possible synonyms: conducted, carried out, discharged, performed

4. What craft in our day is an honored one? Why?

GRAMMAR LESSONS WEEK 20

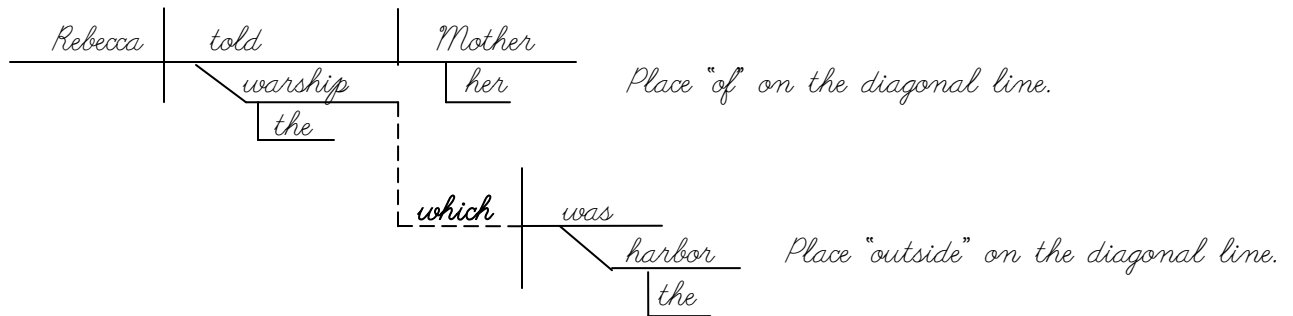
For all parsing: the word(s) and concept(s) being taught are in bold print.

PARTS OF SPEECH – RELATIVE PRONOUN: WHICH

1. *I DO a II b*
 1. [*Rebecca told her mother (of the big British warship) [**which** was (outside the harbor.)]*]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>principal</i>	— — —	— — —
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "which"</i>	<i>modifies "warship"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies "told"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "was"</i>



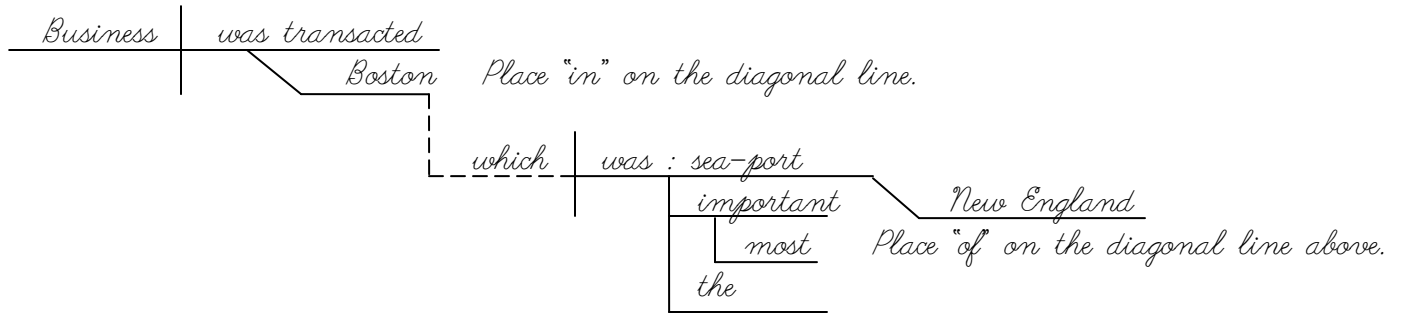
which : *pronoun, relative, antecedent: "warship," neuter, 3rd person, singular, subject of "was," nominative case*

2. *I a II PN b*
 2. [*Business was transacted (in Boston) [**which** was the most important sea-port (of New England.)]*]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>principal</i>	— — —	— — —
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "which"</i>	<i>modifies "Boston"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "was transacted"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "sea-port"</i>

PARTS OF SPEECH – RELATIVE PRONOUN: WHO continued

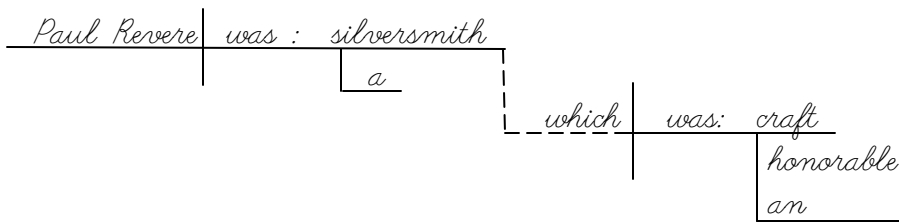


which : pronoun, relative, antecedent: "Boston," neuter, 3rd person, singular, subject of "was," nominative case

3. [Paul Revere was a silversmith, [which was an honorable craft.]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	---	---
II	dependent adjective clause	introduced by relative pronoun "which"	modifies "silversmith"



which : pronoun, relative, antecedent: "silversmith," masculine, 3rd person, singular, subject of "was," nominative case

PARTS OF SPEECH – VERB REVIEW

1. [The children rubbed the glass mirror (with all their might).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	---	---
a	adverbial phrase	prepositional	manner, modifies "rubbed"

rubbed : verb, weak, transitive, active voice, indicative mood, past tense, subject is "children," third person, plural

PARTS OF SPEECH – VERB REVIEW continued

1. *I DO II DO a*
 1. [*They polished* the great reflector [*that sent* the light (over the ocean.)]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "that"</i>	<i>modifies "reflector"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "sent"</i>

<i>polished :</i>	<i>verb, weak, transitive, active voice, indicative mood, past tense, subject is "They," third person, plural</i>
<i>sent :</i>	<i>verb, irregular weak, transitive, active voice, indicative mood, past tense, subject is "that," third person, singular</i>

2. *I PA a*
 2. [*Our country was* new] and [*a need* (for furniture, casks, cloth, bricks, and boards) constantly increased.]

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "need"</i>

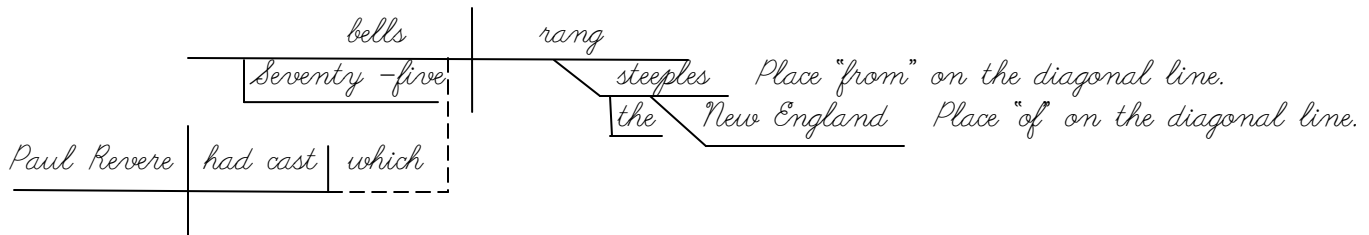
<i>was :</i>	<i>verb, irregular weak, intransitive, active voice, indicative mood, past tense, subject is "country," third person, singular</i>
<i>increased :</i>	<i>verb, weak, intransitive, active voice, indicative mood, past tense, subject is "need," third person, singular</i>

ANALYSIS – COMPLEX SENTENCES: ADJECTIVE CLAUSES

1. [Seventy-five bells [which Paul Revere had cast] rang (from the steeples (of New England)).]

This is a complex, declarative sentence. (Notice the use of the relative as object; omit if too difficult.)

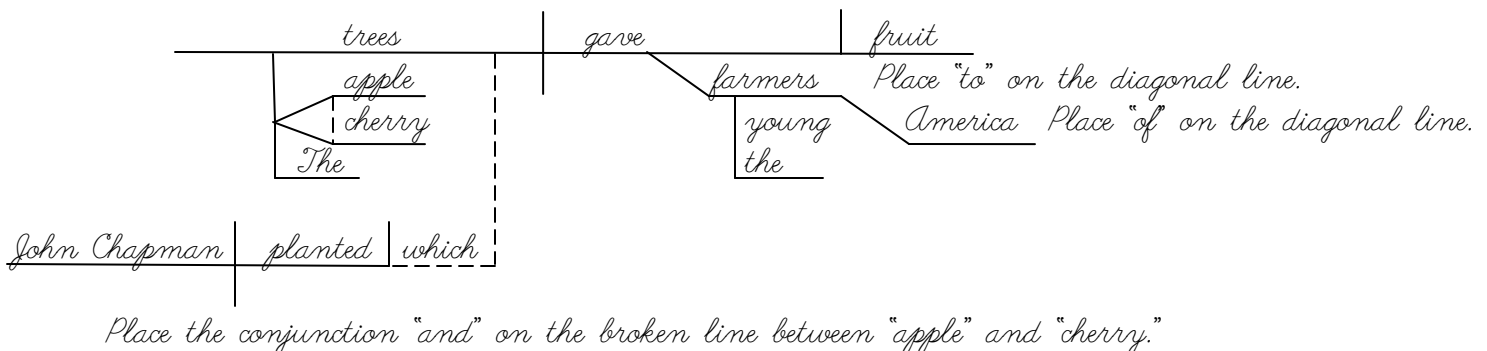
Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by relative pronoun "which"	modifies "bells"
a	adverbial phrase	prepositional	place, modifies "rang"
b	adjectival phrase	prepositional	modifies "steeples"



1. [The apple and cherry trees [which John Chapman planted] gave fruit (to the young farmers (of America.))]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by relative pronoun "which"	modifies "trees"
a	adverbial phrase	prepositional	reference, modifies "gave"
b	adjectival phrase	prepositional	modifies "farmers"



LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 21

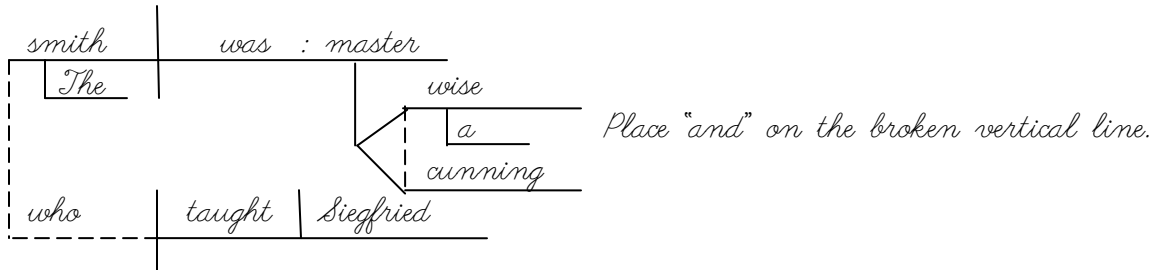
Grammar Assignment

1. *Analyze and (diagram):*

I *II* *DO* *PN*
 [The smith, [who taught Siegfried] was a wise and cunning master.]
 +

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	- - -	- - -
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "who"</i>	<i>modifies "smith"</i>



2. *Parse: smith, who, wise*

<u>smith</u> :	noun, common (class name), masculine, third person, singular, subject of "was," nominative case
<u>who</u> :	pronoun, relative, antecedent: smith, masculine, third person, singular, subject of "taught," nominative case
<u>wise</u> :	adjective, descriptive, positive degree of comparison, modifies "master"

3. *Give a synopsis of "teach" in the 3rd person singular, all six tenses.*

<i>Active Voice</i>		<i>Passive Voice</i>	
<i>present</i>	<i>he teaches</i>	<i>present</i>	<i>he is taught</i>
<i>past</i>	<i>he taught</i>	<i>past</i>	<i>he was taught</i>
<i>future</i>	<i>he will teach</i>	<i>future</i>	<i>he will be taught</i>
<i>present perfect</i>	<i>he has taught</i>	<i>present perfect</i>	<i>he has been taught</i>
<i>past perfect</i>	<i>he had taught</i>	<i>past perfect</i>	<i>he had been taught</i>
<i>future perfect</i>	<i>he will have taught</i>	<i>future perfect</i>	<i>he will have been taught</i>

4. *Explain in one or two sentences in what way the smith was "a wise and cunning master."*

GRAMMAR LESSONS WEEK 21

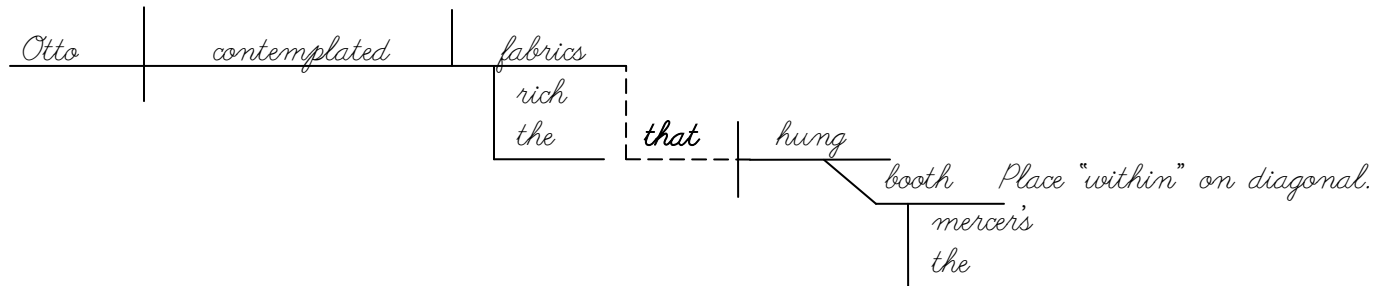
For all parsing: the word(s) and concept(s) being taught are in bold print.

PARTS OF SPEECH – RELATIVE PRONOUNS: THAT & REVIEW

1. *I DO II a*
 1. [*Otto contemplated the rich fabrics* [**that** *hung* (within the mercer's booth.)]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>principal</i>	---	---
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "that"</i>	<i>modifies "fabrics"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "hung"</i>



that : | *pronoun, relative, antecedent: "fabrics," neuter, 3rd person, plural, subject of "hung," nominative case*

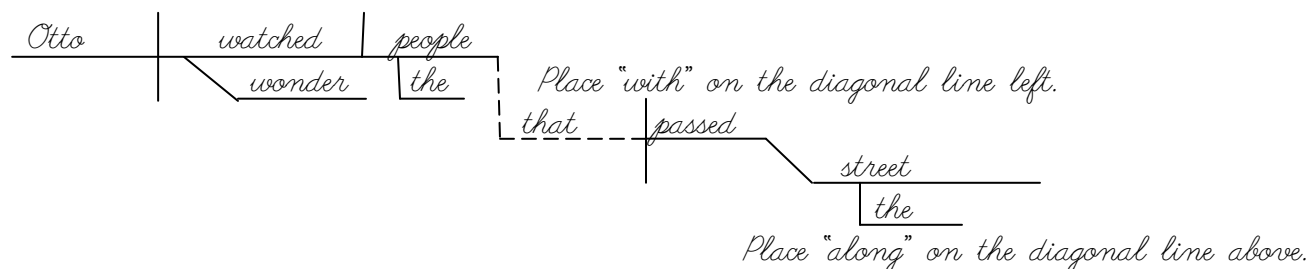
- I a DO II b*
 2. [*Otto watched* (with wonder) the people [**that** *passed* (along the street)] .]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>principal</i>	---	---
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "that"</i>	<i>modifies "people"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "watched"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "passed"</i>

that : | *pronoun, relative, antecedent: "people," neuter, 3rd person, plural, subject of "passed," nominative case*

PARTS OF SPEECH – RELATIVE PRONOUNS: THAT continued



PARTS OF SPEECH – VERBALS: PARTICIPLES

I DO a

1. [Otto saw the glittering jewels (in the goldsmith's shop.)]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	---	---
a	*adjectival phrase	prepositional	modifies "jewels"

*This phrase might also be considered *adverbial*, its office/function being *place*, modifies "saw"
 "glittering" modifies the noun "jewels." It is a verb form (imperfect active) and an adjective, therefore an adjective verbal: a participle.

I a

1. [The hurrying and jostling people passed (along the road.)]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	---	---
a	adverbial phrase	prepositional	place, modifies "passed"

I DO a b

1. [Marguerite loved the city (of Troyes, founded (by the Romans.))]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies "city"
b	adverbial phrase	prepositional	agent, modifies "founded"

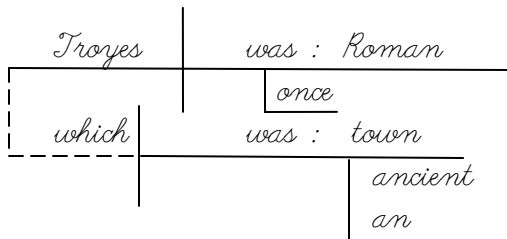
"founded" modifies the noun "Troyes." It is a verb form (perfect passive) and an adjective, therefore a participle.

ANALYSIS – COMPLEX SENTENCES: ADJECTIVE CLAUSES

- I* *II* *PN* *PA*
1. [Troyes, [which was an ancient town] was once Roman.]

This is a complex, declarative sentence.

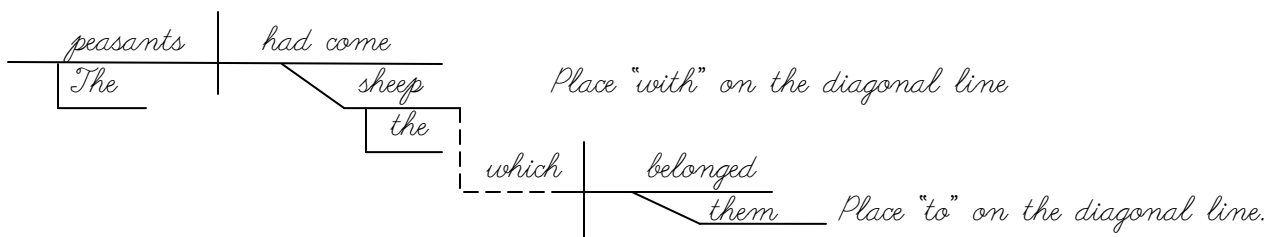
<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	— — —	— — —
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "which"</i>	<i>modifies "Troyes"</i>



- I* *a* *II* *b*
2. [The peasants had come (with the sheep) [which belonged (to them.)]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	— — —	— — —
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "which"</i>	<i>modifies "sheep"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>accompaniment, modifies "had come"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies "belonged"</i>



ANALYSIS – COMPLEX SENTENCES: ADJECTIVE CLAUSES continued

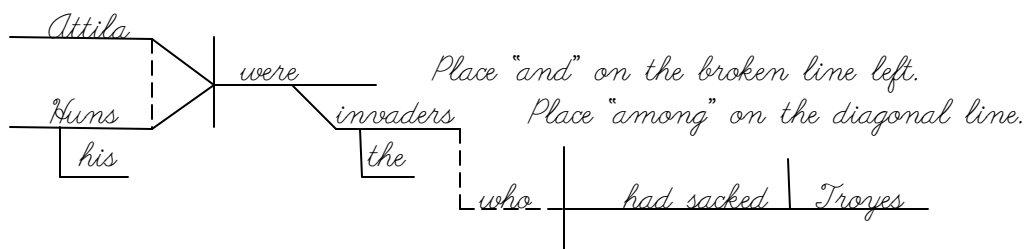
I a

II DO

1. [*Attila and his Huns were (among the invaders) [who had sacked Troyes].]*

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	---	---
II	dependent adjective clause	introduced by relative pronoun "who"	modifies "invaders"
a	adverbial phrase	prepositional	place or accompaniment, modifies "were"



I DO a

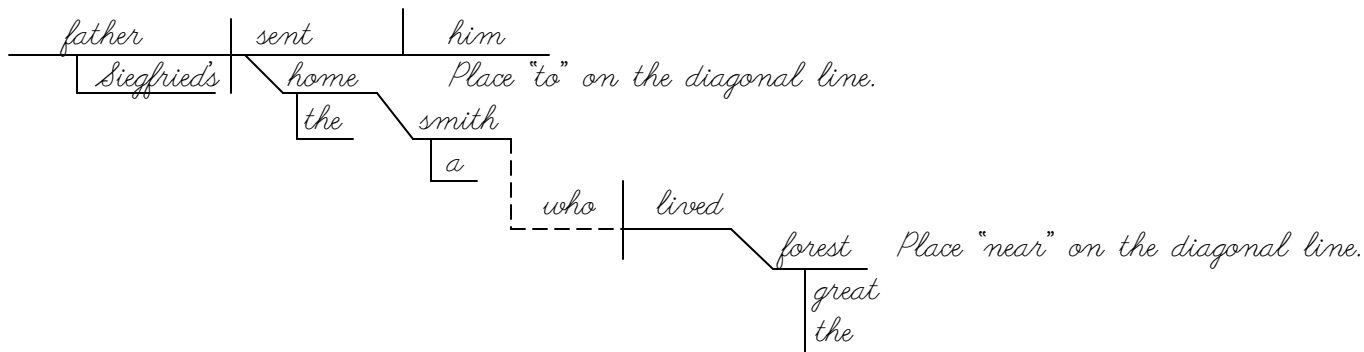
b

II c

1. [*Siegfried's father sent him (to the home (of a smith)) [who lived (near the great forest.)]*]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	---	---
II	dependent adjective clause	introduced by relative pronoun "who"	modifies "smith"
a	adverbial phrase	prepositional	place, modifies "sent"
b	adjectival phrase	prepositional	modifies "home"
c	adverbial phrase	prepositional	place, modifies "lived"



LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 22

Grammar Assignment

1. Analyze and (diagram):

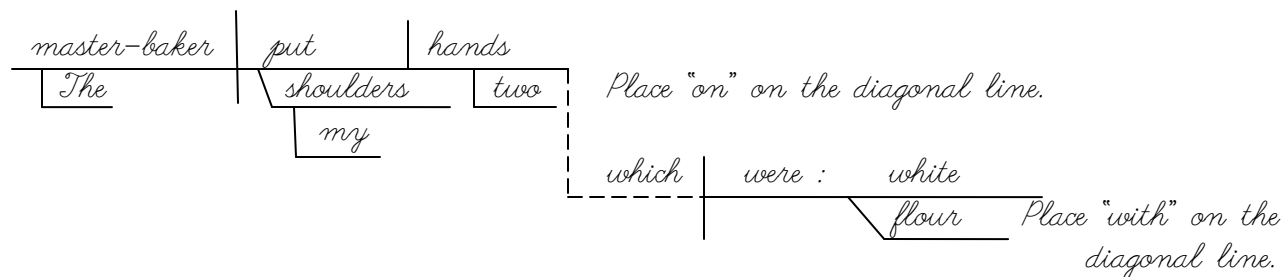
I *a*
DO
II *PA*

[The master-baker put (on my shoulders) two hands [which were white (with flour.)]]

+

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	- - -	- - -
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "which"</i>	<i>modifies "hands"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "put"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "white"</i>



2. Parse: hands, which, white

<u>hands</u> :	noun, common (class name), neuter, third person, plural, direct object of "put," objective case
<u>which</u> :	pronoun, relative (simple), antecedent: "hands," neuter, third person, plural, subject of "were," nominative case
<u>white</u> :	predicate adjective, descriptive, positive degree of comparison, modifies "which"

3. Give a synopsis of "put" in the third singular, all six tenses.

<i>Active Voice</i>		<i>Passive Voice</i>	
<i>present</i>	<i>he puts</i>	<i>present</i>	<i>he is put</i>
<i>past</i>	<i>he put</i>	<i>past</i>	<i>he was put</i>
<i>future</i>	<i>he will put</i>	<i>future</i>	<i>he will be put</i>
<i>present perfect</i>	<i>he has put</i>	<i>present perfect</i>	<i>he has been put</i>
<i>past perfect</i>	<i>he had put</i>	<i>past perfect</i>	<i>he had been put</i>
<i>future perfect</i>	<i>he will have put</i>	<i>future perfect</i>	<i>he will have been put</i>

4. Would you enjoy being a baker, waking early to make bread for the whole town? Why or why not?

GRAMMAR LESSONS WEEK 22

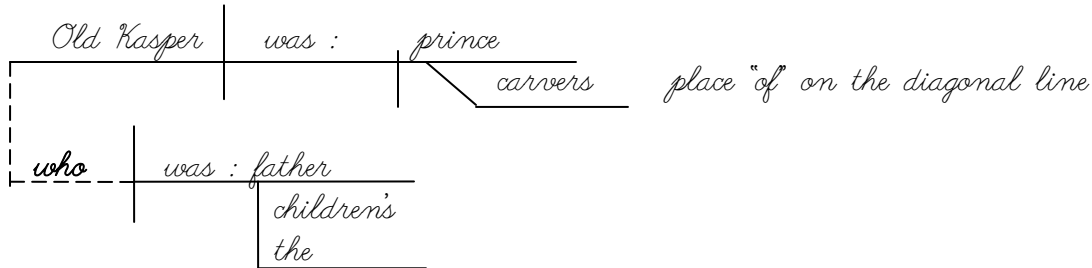
For all parsing: the word(s) and concept(s) being taught are in bold print.

PARTS OF SPEECH – RELATIVE PRONOUN REVIEW

1. ^I [Old Kasper, ^{II} [who ^{PN} was the children's father], ^{PN} was ^a prince (of carvers.)]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "who"</i>	<i>modifies "Old Kasper"</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "prince"</i>

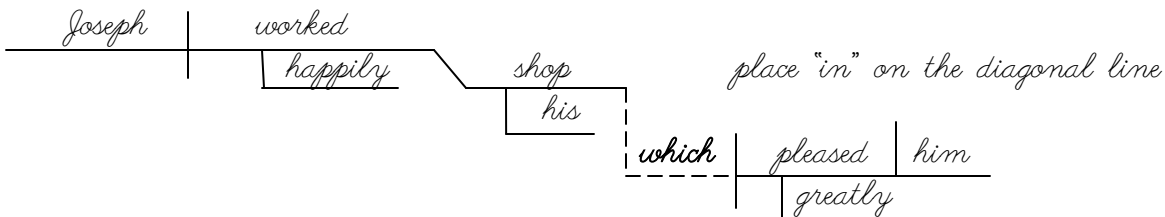


<u>who</u> :	pronoun, relative, antecedent: "Old Kasper," masculine, 3 rd person, singular, subject of "was," nominative case
--------------	-----------------------------------------------------------------------------------------------------------------------------

2. [Happily Joseph worked (in his shop) [which greatly pleased him.]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	- - -	- - -
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "which"</i>	<i>modifies "shop" (This is the simplest interpretation.)</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "worked"</i>



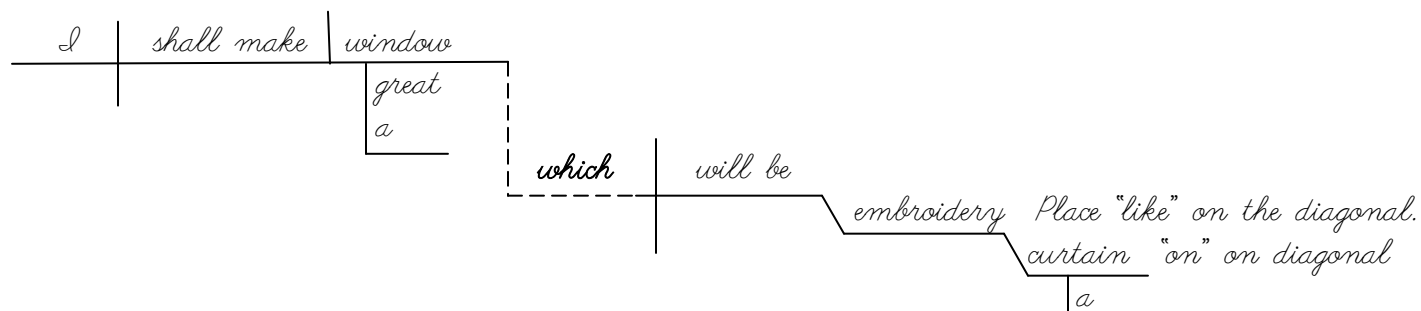
which : pronoun, relative, antecedent: "shop," neuter, 3rd person, singular, subject of "pleased," nominative case

PARTS OF SPEECH – RELATIVE PRONOUNS REVIEW continued

3. *I* *DO* *II* *a* *b*
 3. [*I shall make a great window [which will be (like embroidery (on a curtain.))*]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	— — —	— — —
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "which"</i>	<i>modifies "window"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>comparative, modifies "will be"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "embroidery"</i>



which : | *pronoun, relative, antecedent: "window," neuter, 3rd person, singular,*
| *subject of "will be," nominative case*

PARTS OF SPEECH – VERBALS: PARTICIPLES

1. *I* *DO* *a*
 1. [*The son watched his father's fingers deftly (cutting the wood.)*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	— — —	— — —
<i>*a</i>	<i>adjectival phrase</i>	<i>participial</i>	<i>modifies "fingers"</i>

** for teacher reference only; the students should only identify participles or phrases and the nouns they modify.*

"cutting" modifies the noun "fingers." It is a verb form (imperfect active) and an adjective, therefore a verbal of the participle class.

2. *I* *DO* *a* *b*
 2. [*Alan saw Angelo (mixing sand and other mysterious ingredients) (into an iron pot.)*]

This is a simple, declarative sentence.

PARTS OF SPEECH – VERBALS: PARTICIPLES continued

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>*a</i>	<i>adjectival phrase</i>	<i>participial</i>	<i>modifies "Angelo"</i>
<i>*b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "a"</i>

* for teacher reference only.

"*mixing*" modifies the noun "Angelo." It is a verb form (imperfect active) and an adjective, therefore a verbal of the participle class.

- I* *DO* *II* *a*
3. [*The boy was given a wonderful bench,*] and [*he sat carving (beside his father.)*]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "sat"</i>

"*carving*" modifies the pronoun "he." It is a verb form (imperfect active) and an adjective, therefore a verbal of the participle class.

ANALYSIS – COMPLEX SENTENCES: ADJECTIVE CLAUSES

- I* *DO* *II* *DO*
1. [*The two fair-haired children had cheeks* [*that* *rivaled the Alpen Glow.*]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "that"</i>	<i>modifies "cheeks"</i>

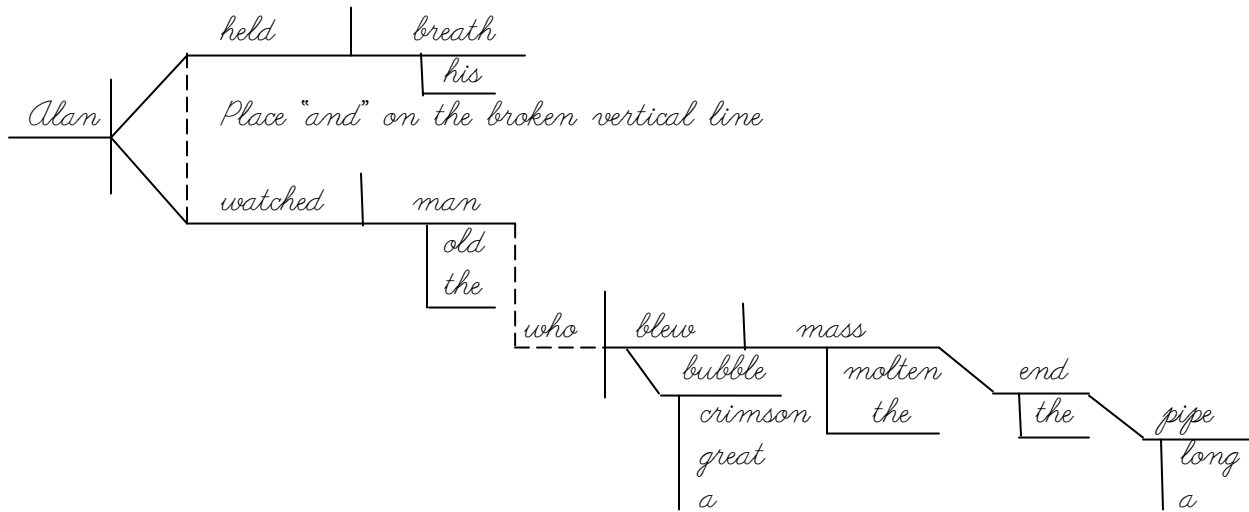
<i>children</i>	<i>had</i>	<i>cheeks</i>			
<i>fair-haired</i>			<i>that</i>	<i>rivaled</i>	<i>Alpen Glow</i>
<i>two</i>					<i>the</i>
<i>the</i>					

ANALYSIS – COMPLEX SENTENCES: ADJECTIVE CLAUSES

2. *I* *DO* *DO* *II* *DO* *a* *b*
2. [Alan held his breath and watched the old man, [who blew the molten mass (on the end (of a long pipe)) (into a great crimson bubble.)]]
- c +

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>principal</i>	- - -	- - -
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "who"</i>	<i>modifies "man"</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "mass"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "end"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>result, modified "blew"</i>



Place the preposition "on," "of," and "into" on the diagonals attached to "end," "pipe," and "bubble" respectively.

3. *I* *PA* *a* *b* *II* *c*
3. [People are still asleep (all over town),] but [(in the bakery) we are already (at work.)]
- +

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	- - -	- - -
<i>II</i>	<i>independent</i>	- - -	- - -
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "are"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "are"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "are"</i>

Refer to compound sentences in previous guides for diagramming examples.

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 23

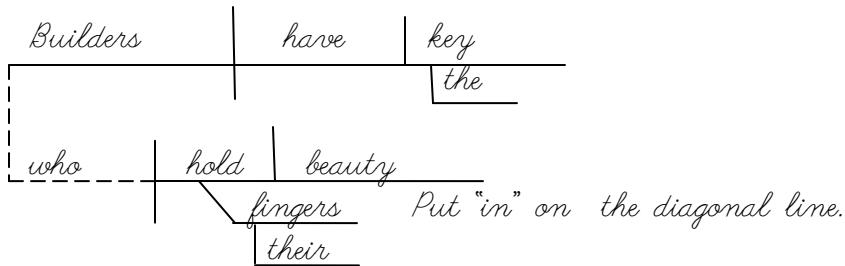
Grammar Assignment

1. Analyze and (diagram):

I *II* *DO* *a* *DO*
 [Builders [who hold beauty (in their fingers)] have the key.]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	- - -	- - -
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "who"</i>	<i>modifies "Builders"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "hold"</i>



2. Parse: hold, beauty, key

<u>hold</u> :	verb, strong, transitive, active voice, indicative mood, present tense, subject is "who," 3 rd person, plural
<u>beauty</u> :	noun, abstract, neuter, 3 rd person, singular, direct object of "hold," objective case
<u>key</u> :	noun, abstract, neuter, 3 rd person, singular, direct object of "have," objective case

3. Rewrite this sentence as a compound sentence.

Builders hold beauty in their fingers, and they have the key.
(Other coordinating conjunctions may be substituted for "and.")

4. Explain the expression, "who hold beauty in their fingers." What "key" do you think the builders hold?

GRAMMAR LESSONS WEEK 23

For all parsing: the word(s) and concept(s) being taught are in bold print.

PARTS OF SPEECH – ADJECTIVE CLASS: DESCRIPTIVE ATTRIBUTIVE AND PREDICATE POSITIONS

I a

1. [*The little boxes were decorated (with Alpine deer).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner or means, modifies "were decorated"</i>

Only more difficult diagramming will be shown from this point forward.

little : | *adjective, descriptive (simple), positive degree of comparison, modifies "boxes"*
"little" is in the attributive position as it precedes the noun "boxes" which it modifies.

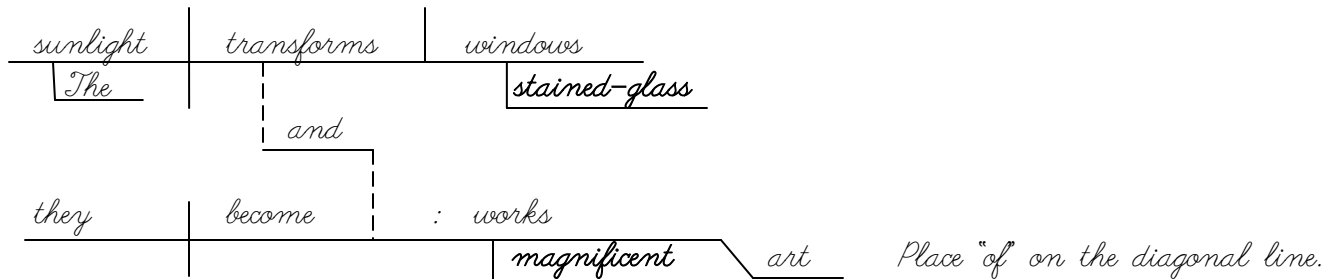
I DO II PN a

2. [*The sunlight transforms stained-glass windows*] and [*they become magnificent works (of art).*]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "art"</i>



stained-glass : | *adjective, descriptive (compound), no comparison, modifies "windows"*

magnificent : | *adjective, descriptive (simple), positive degree of comparison, modifies "works"*

"stained-glass" and *"magnificent"* are in the attributive position as they precede the nouns "windows" and "works" which they modify.

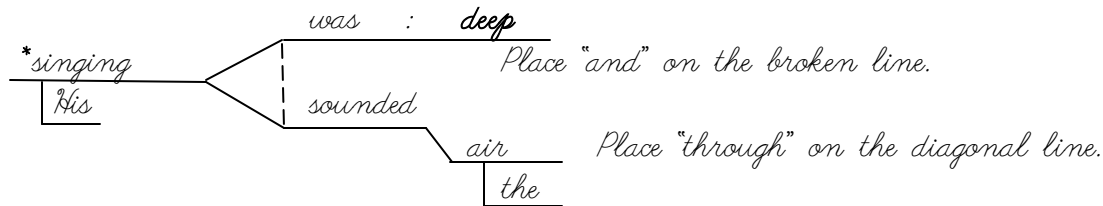
PARTS OF SPEECH – DESCRIPTIVE ADJECTIVES continued

I *PA* *a*

3. [*His singing was deep and sounded (through the air).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "sounded"</i>



deep : *predicate adjective, descriptive (simple), positive degree of comparison, modifies the subject "singing"*

"deep" is in the predicate position because it follows and completes the verb yet modifies the subject.

**The noun "singing" is a gerund (verbal) and is normally diagrammed differently. Gerunds are not introduced in the fifth grade. If a student notes that "singing" is a verb form but not a predicate, merely mention that it is a verbal that is used as a noun and called a gerund.*

PARTS OF SPEECH – VERBALS : INFINITIVES

I *DO*

1. [*My old foster father learned to carve beautiful, intricate boxes.*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

"to carve" is an infinitive. It is the direct object of the transitive verb "learned." Because "to carve" is a verbal, it can pass on the action it expresses. Or to put it another way, it can govern its own object, "boxes."

PARTS OF SPEECH – VERBALS: INFINITIVES continued

$$I \quad DO \quad a \qquad \qquad \qquad DO \qquad \qquad \qquad b \qquad \qquad \qquad c$$

2. [Our neighbors loved to *pause* (inside our alley door) and to *cup* their hands (around hot mugs (of cocoa.)]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "to pause"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "to cup"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "mugs"</i>

"to *pause*" is an infinitive. It is the direct object of the transitive verb "loved." Because "to *carve*" is a verbal, any modifier will be adverbial. Here, 'a' indicates the place of the action.

"to cup" is an infinitive. It is also the direct object of the transitive verb "loved." It governs the object "hands." Phrase 'b' is adverbial because it modifies a verbal and indicates the place of the action.

$$I \quad DO \quad a$$

2. [To build beautiful things requires a love (of beauty).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "love"</i>

"To build" is an infinitive. It is the subject of the verb "requires" and governs the object "things."

$$a \qquad I \qquad PN$$

3. [*To saunter* (along the river bank) is a pleasure.]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "To saunter"</i>

"To saunter" is an infinitive. It is the subject of the verb "is." The phrase is adverbial as it tells the place of the action of the verbal.

ANALYSIS I – REVIEW OF ALL ELEMENTS & REVIEW OF COMPOUND SENTENCES & COMPLEX SENTENCES WITH ADJECTIVE CLAUSES

- I DO a b c d II DO
1. [She saw beauty (in wood), (in pattern) and (in color,)] and [(with her help) we saw it, too.]
- + +

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	independent	- - -	- - -
a	adverbial phrase	prepositional	place, modifies "saw"
b	adverbial phrase	prepositional	place, modifies "saw"
c	adverbial phrase	prepositional	place, modifies "saw"
d	adverbial phrase	prepositional	means or manner, modifies "saw"

Parse any words in the sentence. The words are categorized into parts of speech below:

nouns: beauty, wood, pattern, color, help ; **verbs:** saw, (2); **pronouns:** She, her, we, it;
adverbs: too; **prepositions:** in, (3), with; **conjunctions:** and (2)

- I II a DO III
2. [People [who stand (outside the church)] only see dull and dark windows,] but [a person
- + +
- IV DO b c d
- [who enters] will see the rays (of the sun) shining (in many colors) (through the glass.)]

This is a compound, declarative sentence. Each independent clause of the compound sentence contains a dependent clause. It may be called a compound sentence, uniting two complex sentences (see §284).

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	dependent adjective clause	introduced by the relative pronoun "who"	modifies "people"
III	independent	- - -	- - -
IV	dependent adjective clause	introduced by the relative pronoun "who"	modifies "person"
a	adverbial phrase	prepositional	place, modifies "stand"
b	adjectival phrase	prepositional	modifies "rays"
c	adverbial phrase	prepositional	manner, modifies "shining"
d	adverbial phrase	prepositional	place, modifies "shining"

nouns: People, church, windows, person, rays, sun, colors, glass; **verbs:** stand, see, enters, will see;
pronouns: who (2); **articles:** the (4), a; **adjectives:** dull, dark, many; **participle:** shining; **adverbs:** only;
prepositions: outside, of, in, through; **conjunctions:** and, but

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 24

Grammar Assignment

1. Analyze and (diagram):

II DO a

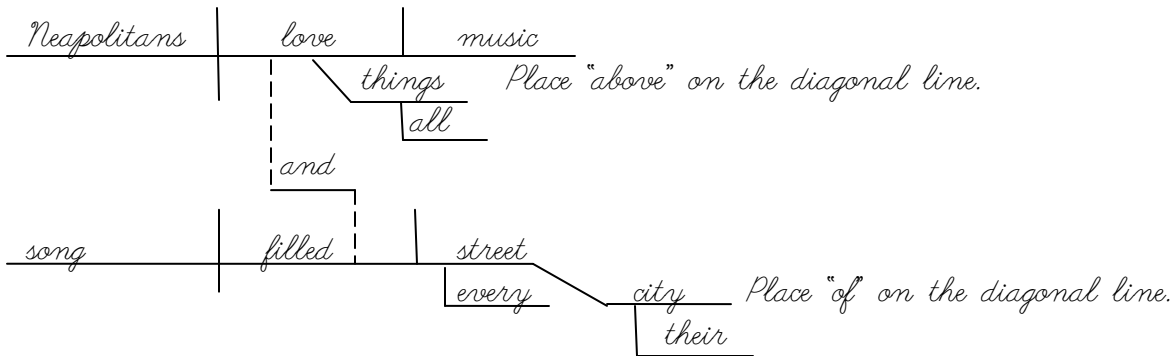
I DO b

[Neapolitans love music (above all things,)] and [song filled every street (of their city.)]

+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	independent	- - -	- - -
a	adverbial phrase	prepositional	degree, modifies "love"
b	adjectival phrase	prepositional	modifies "street"



2. Parse: Neapolitans, love, all

<u>Neapolitans</u> :	noun, proper, neuter, 3 rd person, plural, subject of "love," nominative case
<u>love</u> :	verb, weak, transitive, active voice, indicative mood, present tense, subject is "Neapolitans," 3 rd person, plural
<u>all</u> :	adjective, quantitative (indefinite number), modifies "things"

3. Write a beautiful sentence using a verbal - infinitive, participle or gerund - of "to sing," and identify which verbal you have used.

The Neapolitans love to sing and they fill their merry streets with glorious song. (infinitive)

Singing merry songs keeps the streets of Naples full of cheer. (Gerund)

The Neapolitans singing merry tunes make Naples a cheerful place for one's home. (participle)

GRAMMAR LESSONS WEEK 24

For all parsing: the word(s) and concept(s) being taught are in bold print.

PARTS OF SPEECH – ADJECTIVE CLASS: QUANTITATIVE AND SUBCLASSES

I a

II

2. [We read (for **two** hours)] and [then we sang.]

+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	independent	- - -	- - -
a	adverbial phrase	prepositional	time, modifies "read"

Only more difficult diagramming will be shown from this point forward.

two : | adjective, quantitative *(cardinal number), modifies "hours"

*Students need not parse the subclass.

I

DO

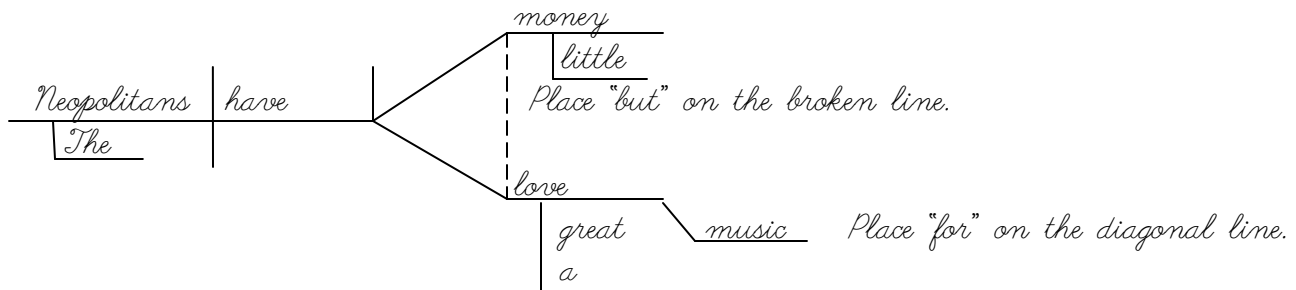
DO a

2. [The Neapolitans have **little** money but a **great** love (for music).]

+

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
a	adjectival phrase	prepositional	modifies "music"



little : | adjective, quantitative *(bulk), modifies "money"

great : | adjective, quantitative *(bulk), modifies "love"

a

I

b

2. [A **large** portion (of our free time) was spent (with music).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
a	adjectival phrase	prepositional	modifies "portion"
b	adverbial phrase	prepositional	manner, modifies "was spent"

PARTS OF SPEECH – ADJECTIVE CLASS: QUANTITATIVE & SUBCLASSES continued

large : | adjective, quantitative *(bulk), modifies "portion"

PARTS OF SPEECH – VERBALS : GERUNDS (RECOGNIZE ONLY)

I PA a

1. [*Singing* was natural (with us.)]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies "natural"</i>

"Singing" is a gerund because it has a noun use – it is the subject of the verb "was."

I DO

2. [*Laughing* and *singing* filled the room.]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

"Laughing and singing" are gerunds because they have a noun use – they are the subjects of the verb "filled."

I DO a

1. [*Traveling* brought us (to many poor but joyful villages.)]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "brought"</i>

"Traveling" is a gerund because it has a noun use – it is the subject of the verb "brought."

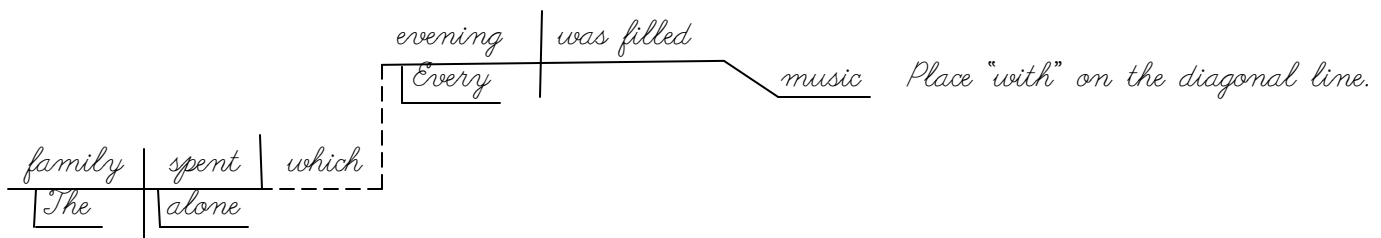
ANALYSIS – REVIEW

The first sentence contains a relative clause whose pronoun is used as the direct object. The fifth grade has only covered relative pronouns as subjects. Work through this sentence together, or skip it if it will confuse the children.

1. [Every evening [^{DO} which ^{II} the family ^I spent alone] ^a was filled (with music).]

This is a complex, declarative sentence.

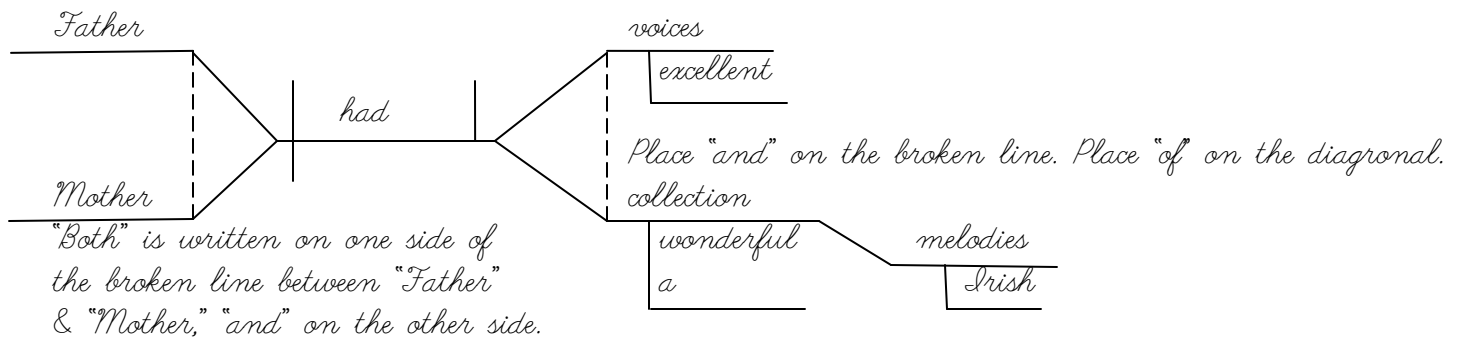
Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective	introduced by the relative pronoun "which"	modifies "evening"
a	adverbial phrase	prepositional	manner, modifies "evening"



2. [Both ^I Father and Mother ^{DO} had excellent voices and a wonderful collection (of Irish melodies).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
a	adjectival phrase	prepositional	modifies "collection"



*These two words together make one conjunction "Both...and." Refer to section 222 in C&Z. A simplified parsing follows:

Both...and : conjunction, coordinating, connects the subjects "Father" and "Mother"

ANALYSIS – REVIEW

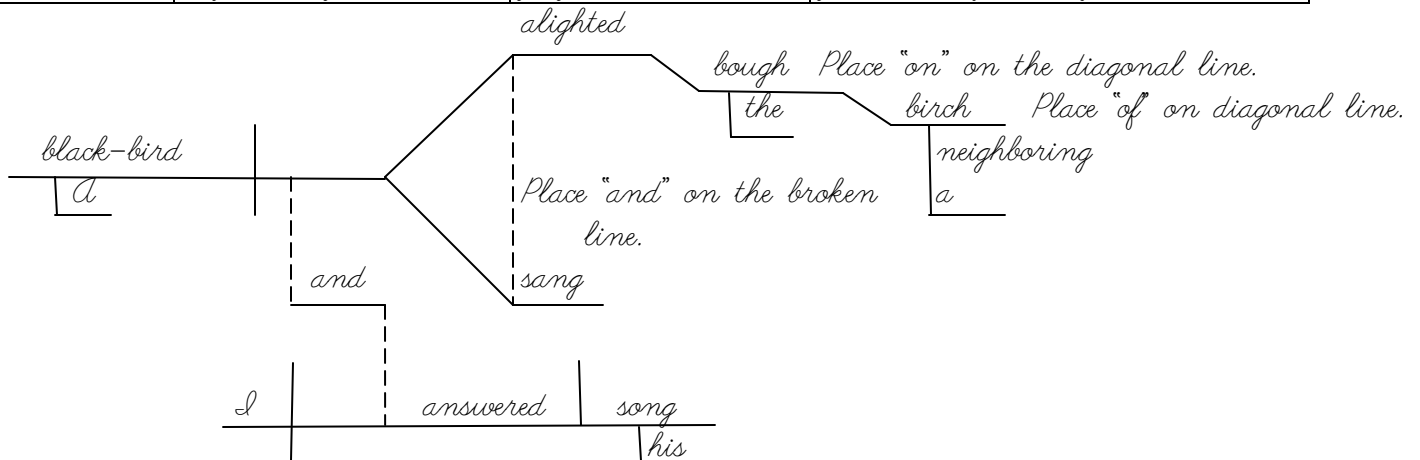
- I II a b
2. [Every person [who lived (in our village)] sang (from early childhood.)]
- This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	dependent adjective clause	introduced by the relative pronoun "who"	modifies "person"
a	adverbial phrase	prepositional	place, modifies "lived"
b	adverbial phrase	prepositional	time, modifies "sang"

- I a b II DO
1. [A black-bird alighted (on the bough (of a neighboring birch)) and sang.] and [I answered his song.]
- + +

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	independent	- - -	- - -
a	adverbial phrase	prepositional	place, modifies "bough"
b	adjectival phrase	prepositional	place, modifies "bough"



LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 25

Grammar Assignment

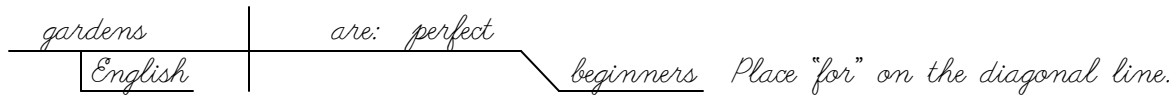
1. *Analyze and (diagram):*

I PA

[*English gardens are perfect (for beginners).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies "hold"</i>



2. *Parse: English, gardens, perfect*

<i>English :</i>	<i>adjective, descriptive (proper), no comparison, modifies "gardens"</i>
<i>gardens :</i>	<i>noun, common (class name), neuter, 3rd person, plural, subject of "are," nominative case</i>
<i>perfect :</i>	<i>predicate adjective, descriptive, no comparison, modifies "gardens"</i>

3. *Write this sentence in the interrogative form.*

Which gardens are perfect for beginners? What are perfect for beginners?
For whom are English gardens perfect?

4. *What would make a garden "perfect for beginners"?*

GRAMMAR LESSONS WEEK 25

For all parsing: the word(s) and concept(s) being taught are in bold print.

PARTS OF SPEECH – ADJECTIVE COMPARISON

1. [The *a* *I* *b* *c* (of the lambs) was answered (by the *deeper* calls (of the ewes)).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	– – –	– – –
<i>a</i>	<i>adjective phrase</i>	<i>prepositional</i>	<i>modifies "was answered"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "was answered"</i>
<i>c</i>	<i>adjective phrase</i>	<i>prepositional</i>	<i>modifies "calls"</i>

Only more difficult diagramming will be shown from this point forward.

<i>anxious</i> :	<i>adjective, descriptive (simple), positive degree of comparison, modifies "cry"</i>
<i>deeper</i> :	<i>adjective, descriptive (simple), comparative degree of comparison, modifies "calls"</i>

2. [*I* *DO* *took out* the *smallest* pebbles.]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	– – –	– – –

<i>smallest</i> :	<i>adjective, descriptive (simple), superlative degree of comparison, modifies "pebbles"</i>
-------------------	----------------------------------------------------------------------------------------------

3. [*I* *PA* *a* *The sun was warm* (on my back)] and [*II* *PN* *a* *the air was sweet* (with April).]

+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	– – –	– – –
<i>II</i>	<i>independent</i>	– – –	– – –
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "was"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "sweet"</i>

<i>warm</i> :	<i>adjective, descriptive (simple), positive degree of comparison, modifies "sun"</i>
---------------	---------------------------------------------------------------------------------------

PARTS OF SPEECH – ADJECTIVE COMPARISON continued

sweet : | adjective, descriptive (simple), positive degree of comparison, modifies "air"

II DO I

2. [The little, blue butterflies [which my grandfather called flying violets,] fluttered everywhere.]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective	introduced by the relative pronoun "which"	modifies "butterflies"

little : | adjective, descriptive (compound), positive degree of comparison, modifies "windows"

blue : | adjective, descriptive (simple), positive degree of comparison, modifies "works"

"flying" is a participial verbal and therefore an adjective. Point it out, but do not parse. It cannot admit of comparison, being a verb form.

CG2 #126 Lesson 1 : If the word is capable of comparison, the comparative and superlative forms will be shown.

simple adjective or positive degree	comparative degree	superlative degree
loud	louder	loudest
wonderful	more/less wonderful	most/least wonderful
fierce	fiercer	fiercest
modern	---	---
unceasing	---	---
predominant	---	---
healthy	healthier	healthiest
red	redder	reddest
new	newer	newest
unconscious	---	---
sharp-tongued	more/less sharp-tongued	most/least sharp-tongued
gentle	gentler	gentlest
miniature	---	---
handsome	handsomer	handsomest
familiar	more/less familiar	most/least familiar
superficial	more/less superficial	most/least superficial
moral	---	---
shallow	shallower	shallowest
large	larger	largest
perpetual	---	---
beautiful	more/less beautiful	most/least beautiful

PARTS OF SPEECH – VERBS & VERBAL REVIEW

$$I \quad a \quad b$$

1. [Nicholas lay (on his back) (on the hill-side)] gazing at the young leaves of an oak tree.

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "lay"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "lay"</i>

lay : verb, strong, intransitive, active voice, indicative mood, past tense, subject is "Nicholas," 3rd person, singular

"gazing" is a participial verbal. It is an adjective modifying "Nicholas." It has the quality of a verb and is modified by the adverbial prepositional phrase "at the young leaves of an oak tree."

 $I \quad a$

2. [Nicholas had helped (with the sheep-washing)] pushing the silly animals into the water.

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "had helped"</i>

had helped : verb, weak, intransitive, active voice, indicative mood, past perfect tense, subject is "Nicholas," 3rd person, singular

"sheep-washing" is a gerund verbal. It is a noun, the object of the preposition "with."

"pushing" is a participial verbal. It is an adjective modifying "Nicholas." It has the quality of a verb and governs the direct object "animals" and is also modified by the adverbial prepositional phrase "into the water."

$$a \qquad I \qquad PA \qquad b \qquad c \qquad d$$

3. [The houses (along the road) *were trimmed (with delicate sprays (of green leaves and bunches (of purple and white lilacs)))).]

+

This is a simple, declarative sentence. ("were trimmed" could be considered a passive voice verb.)

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "houses"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "trimmed"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "sprays"</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "bunches"</i>

PARTS OF SPEECH – VERBS & VERBAL REVIEW continued

were : verb, irregular weak, intransitive, active voice, indicative mood, past tense, subject is "houses," 3rd person, plural
"gazing" is a participial verbal. It modifies the noun "houses."

4. Everything seemed golden and the sunlight twinkling through the young leaves of the trees turned them into gleaming lace.

This is a compound, declarative sentence.

seemed : verb, weak, intransitive, active voice, indicative mood, past tense, subject is "Everything," 3rd person, singular

turned : verb, weak, transitive, active voice, indicative mood, past tense, subject is "sunlight," 3rd person, singular

"twinkling" is a participial verbal. It is an adjective modifying "sunlight." It has the quality of a verb and is modified by the adverbial prepositional phrase "through the young leaves of the trees."
"gleaming" is a participial verbal. It is an adjective modifying "lace."

ANALYSIS - REVIEW

a I DO I b

2. [(In England) I saw many gardens [which were filled (with herbs and flowers)]]
 +

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by the relative pronoun "which"	modifies "gardens"
a	adverbial phrase	prepositional	place, modifies "saw"
b	adverbial phrase	prepositional	manner, modifies "were filled"

I DO II PA a

2. [The small yards [that surround the English cottages] are full (of flowers).]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by the relative pronoun "that"	modifies "yards"
a	adverbial phrase	prepositional	manner, modifies "full"

ANALYSIS - REVIEW

I *DO* *a* *II* *PN*
 2. [*Nicholas* liked **working* (with Hal [who was his best friend.])]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	— — —	— — —
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "who"</i>	<i>modifies "Hal"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>accompaniment, modifies "working"</i>

* "*working*" is a gerund verbal. It is a noun with a direct object use. It is modified by the adjectival phrase "*with Hal who was his best friend.*"

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 26

Grammar Assignment

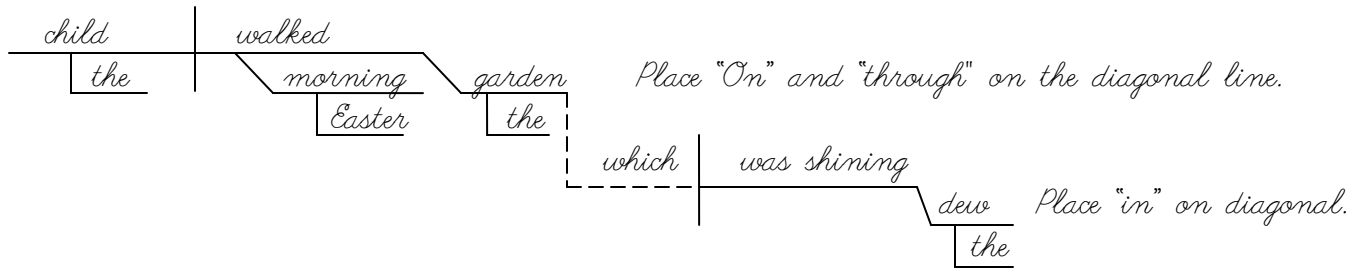
1. Analyze and (diagram):

a
I
b
II
c

[(On Easter morning) the child walked (through the garden) [which was shining (in the dew.)]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	subordinate adjective	introduced by the relative pronoun "which"	modifies "garden"
a	adverbial phrase	prepositional	time, modifies "walked"
b	adverbial phrase	prepositional	place, modifies "walked"
c	adverbial phrase	prepositional	cause, modifies "was shining"



2. Parse: morning, Easter, walked

morning : noun, common (class name), neuter, 3rd person, singular, object of the preposition "On," objective case

Easter : adjective, proper, no degree of comparison, modifies "morning"

walked : verb, weak, intransitive, active voice, indicative mood, subject is "child," 3rd person, singular

3. Find three verbs which could replace "walked."

(a few synonyms: strolled, meandered, wandered, tip-toed, drifted, waltzed, skipped, sauntered, etc.)

4. Tell what makes a morning "bright as crystal."

(This comes from retelling the story "New Life" of this week.)

GRAMMAR LESSONS WEEK 26

For all parsing: the word(s) and concept(s) being taught are in bold print.

PARTS OF SPEECH – ADJECTIVE REVIEW

No diagramming will be done for this section

I a b

1. [*The **sturdy little pony** set off (at a **brisk** trot) (through the **narrow country** lanes.)*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "set off"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "set off"</i>

In parenthesis below the parsing, the adjectives will be inflected for the three degrees of comparison. This is not part of the parsing.

<i><u>sturdy</u> :</i>	<i>adjective, descriptive (simple), positive degree of comparison, modifies "pony"</i> <i>(sturdy, sturdier, sturdiest) (sturdy, less sturdy, least sturdy)</i>
<i><u>little</u> :</i>	<i>adjective, descriptive (simple), positive degree of comparison, modifies "pony"</i> <i>(little, littler, littlest)</i>
<i><u>brisk</u> :</i>	<i>adjective, descriptive (simple), positive degree of comparison, modifies "trot"</i> <i>(brisk, brisker, briskest) (brisk, less brisk, least brisk)</i>
<i><u>narrow</u> :</i>	<i>adjective, descriptive (simple), positive degree of comparison, modifies "lanes"</i> <i>(narrow, narrower, narrowest) (narrow, less narrow, least narrow)</i>
<i><u>country</u> :</i>	<i>adjective, descriptive (simple), no degree of comparison, modifies "lanes"</i> <i>(country is a noun used as an adjective and therefore cannot be compared. A lane is either a country lane or it is not a country lane; it cannot be more or less a country lane.)</i>

a b I c

2. [*(In the distance) the **sailcloth wings** (of the windmills) were turning (in **glistening** circles.)*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "were turning"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "wings"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "were turning"</i>

<i><u>sailcloth</u> :</i>	<i>adjective, descriptive (simple), no degree of comparison, modifies "wings"</i> <i>("sailcloth" is a type of cloth, therefore it is not capable of comparison.)</i>
<i>"glistening" is a participle which modifies "circles"</i>	

PARTS OF SPEECH – ADJECTIVE REVIEW continued

I

a

b

3. [The perfume-laden air was filled (with sunshine and the harmonious music (of nature.))]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means, modifies "was filled"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "music"</i>

<u>perfume-laden</u> :	adjective, descriptive (compound), positive degree of comparison, modifies "air" (This could be considered a participle verbal also.)
<u>harmonious</u> :	adjective, descriptive (simple), positive degree of comparison, modifies "works" (harmonious, more/less harmonious, most/least harmonious)

PARTS OF SPEECH – VERBS & VERBAL REVIEW

These sentences will not be diagrammed.

I

PA

a

II

DO

1. [The hedge-rows were aflame (with blossom)] and [a passing shower had left glistening dewdrops.]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "aflame"</i>

<u>were</u> :	verb, irregular weak, intransitive, active voice, indicative mood, past tense, subject is "hedge-rows," 3 rd person, plural
<u>had left</u> :	verb, irregular weak, transitive, active voice, indicative mood, past perfect tense, subject is "shower," 3 rd person, singular
<u>"passing"</u> is a participle. It is an adjective modifying "shower."	
<u>"glistening"</u> is a participle. It is an adjective modifying "dewdrops."	

PARTS OF SPEECH – VERBS & VERBAL REVIEW continued

DO

II PA a

2. [The earth had a sweet, clean smell] and [all the world was bright (with promise).]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	- - -	- - -
<i>II</i>	<i>independent</i>	- - -	- - -
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "bright"</i>

had :

verb, irregular weak, transitive, active voice, indicative mood, past tense,
subject is "earth," 3rd person, singular

was :

verb, irregular weak, intransitive, active voice, indicative mood, past tense, subject is "world," 3rd person, singular

II

 $PN \quad a$
$$b$$

3. [Louis [who was the village piper (of Fatima)] wandered (along the stony road)].

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>— — —</i>	<i>— — —</i>
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "who"</i>	<i>modifies "Louis"</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "piper"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "wandered"</i>

was :

verb, irregular weak, intransitive, active voice, indicative mood, past tense, subject is "who," 3rd person, singular

wandered :

verb, weak, intransitive, active voice, indicative mood, past tense, subject
is "Louis," 3rd person, singular

ANALYSIS - REVIEW

I

II

 $PN \quad a$

1. [It was springtime], and [the olive trees were a silvery shimmer (of bloom.)]

+

This is a compound, declarative sentence. ("It" is only introductory (see §62); skip if too confusing.)

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	— — —	— — —
<i>II</i>	<i>independent</i>	— — —	— — —
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies “bloom”</i>

ANALYSIS – REVIEW continued

$$a$$
$$I$$
 DO

2. [(In Beppo's city) beautiful lilies once covered the valley.]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "covered"</i>

I

 DO

II

 PA

3. [Beppo saw narrow, paved streets [which were very old.]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	— — —	— — —
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "which"</i>	<i>modifies "streets"</i>

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 27

Grammar Assignment

1. Analyze and (diagram):

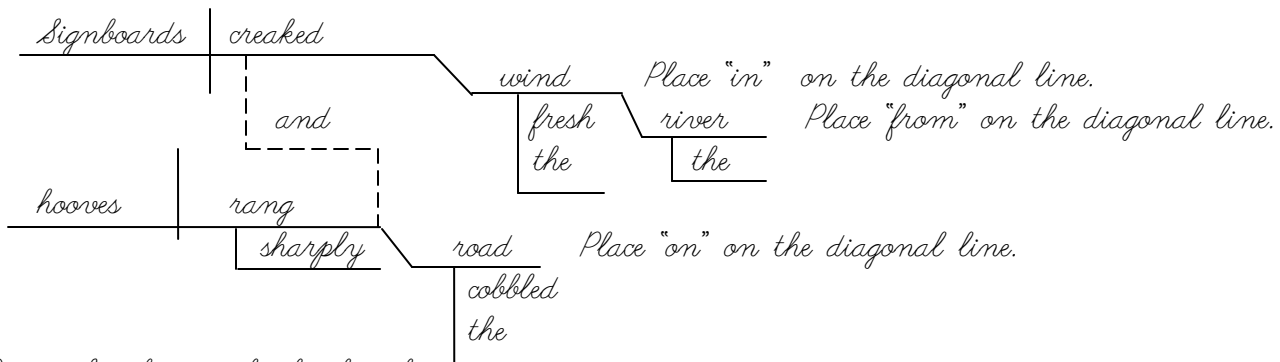
I
a
b
II
c

[*Signboards creaked (in the fresh wind) (from the river)*] and [*Scott's hooves rang sharply (on the cobbled road.)*]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place or cause, modifies "creaked"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "wind"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "rang"</i>



2. Parse: *Signboards*, *fresh*, *sharply*

<u><i>signboards</i></u> :	noun, common (class name), neuter, 3 rd person, plural, subject of "creaked," nominative case
<u><i>fresh</i></u> :	adjective, descriptive (simple), positive degree of comparison, modifies "wind"
<u><i>sharply</i></u> :	adverb, simple, manner, positive degree of comparison, modifies "rang"

3. Give a synopsis of "to ring" : 2nd singular, active voice, indicative & imperative mood, all six tenses.

Indicative Mood

<i>present</i>	<i>you ring</i>	<i>present perfect</i>	<i>you have rung</i>
<i>past</i>	<i>you rang</i>	<i>past perfect</i>	<i>you had rung</i>
<i>future</i>	<i>you will ring</i>	<i>future perfect</i>	<i>you will have rung</i>

Imperative Mood

<i>present</i>	<i>Ring</i>
----------------	-------------

4. Where might the horse be taking his rider on this windy day? Tell us in one or two beautiful sentences.

GRAMMAR LESSONS WEEK 27

For all parsing: the word(s) and concept(s) being taught are in bold print.

PARTS OF SPEECH – ADVERB REVIEW: COMPARISON AND PARSING

No diagramming will be done for this section

- a* *I* *DO* *II*
1. [The first part (of the procession) slowly left the cathedral] and [the bells rang deliriously.]

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "part"</i>

In parentheses below the parsing, the adverbs will be inflected for the three degrees of comparison. This is not part of the parsing.

<i>slowly :</i>	<i>adverb, simple, manner, positive degree of comparison, modifies "left"</i> <i>(slowly, more/less slowly, most/least slowly)</i>
<i>deliriously :</i>	<i>adverb, simple, manner, positive degree of comparison, modifies "rang"</i> <i>(deliriously, more/less deliriously, most/least deliriously)</i>

- a* *I* *PA* *PA* *PA* *PA* *PA* *b*
2. [The city (of Geoffrey Chaucer) was brilliantly white or scarlet, blue, green, yellow, (with brightly painted wood).]
- +

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "city"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>material, modifies "white," "scarlet," "blue," "green," "yellow"</i>

<i>brilliantly :</i>	<i>adverb, simple, degree, positive degree of comparison, modifies "white," "scarlet," "blue," "green," "yellow"</i> <i>(brilliantly, more/less brilliantly, most/least brilliantly)</i>
<i>brightly :</i>	<i>adverb, simple, manner or degree, positive degree of comparison, modifies "painted"</i> <i>(brightly, more/less brightly, most/least brightly)</i>

- I* *DO* *II* *III*
3. [The town crier sounded the bugle,] [the bells rang out,] and [the large group walked briskly along the narrow path.]
- a* +

This is a compound, declarative sentence.

PARTS OF SPEECH – ADVERB REVIEW: COMPARISON & PARSING continued

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>III</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "walked"</i>

out : adverb, simple, manner, no comparison, modifies "rang"
 (This adverb has no comparison because the bell either rang out or it did not ring out.)

briskly : adverb, simple, manner, positive degree of comparison, modifies "walked"
 (briskly, more/less briskly, most/least briskly)

CG2 Exercise after #211 Sentence 3

dimly : adverb, simple, manner, positive degree of comparison, modifies "illuminated"
 (dimly, more/less dimly, most/least dimly)

CG2 Exercise after #212 Sentences 3, 6, 8, 18, 19

3. long : adverb, simple, degree, positive degree of comparison, modifies "has been"
 (long, longer, longest)

down : adverb, simple, manner, no comparison, modifies "have gone"
 (down cannot be compared; it is the opposite of up.)

6. round : adverb, simple, manner, no comparison, modifies "was hung"

highly : adverb, simple, degree, positive degree of comparison, modifies "polished"
 (highly, more/less highly, most/least highly)

here : adverb, simple, place, no comparison, modifies "decorated"

there : adverb, simple, place, no comparison, modifies "decorated"

8. shortly : adverb, simple, degree or time, positive degree of comparison, modifies "was announced"
 (shortly, more/less shortly, most/least shortly)

18. often : adverb, simple, degree, no comparison, modifies "wondered"

only : adverb, simple, degree, no comparison, modifies "one"

19 sooner : adverb, simple, time, comparative degree of comparison, modifies "tired"
 (soon, sooner, soonest)

later : adverb, simple, time, comparative degree of comparison, modifies "tired"
 (late, later, latest)

PARTS OF SPEECH – VERBS & VERBAL REVIEW continued

These sentences will not be diagrammed

I *PN* *PN* *a*

1. [The pilgrimage was always a delight and a test (of courage), too.]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "test"</i>

was : | verb, irregular weak, intransitive, active voice, indicative mood, past tense, subject is "pilgrimage," 3rd person, singular

I *DO* *a* *b* *c*

2. [Most people seek travel (for the sheer delight) (of it) or (for the changing scene.)]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>purpose, modifies "seek"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "delight"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>purpose, modifies "seek"</i>

seek : | verb, irregular weak, transitive, active voice, indicative mood, past tense, subject is "people," 3rd person, plural

"changing" is a participle. It is an adjective modifying "scene."

I *a*

3. [The delectable mountains are always (beyond the next bend or the next city.)]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "are"</i>

are : | verb, irregular weak, intransitive, active voice, indicative mood, present tense, subject is "mountains," 3rd person, plural

ANALYSIS – REVIEW

- a I b II a
1. [A kind (of magic) is (in the track) [which leads (to the mountains.)]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by the relative pronoun "which"	modifies "track"
a	adjectival phrase	prepositional	modifies "kind"
b	adverbial phrase	prepositional	place, modifies "is"
c	adverbial phrase	prepositional	place, modifies "leads"

- I II DO a
2. [A moon rose] and [the pilgrims began the hardest stretch (of their journey.)]
+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	independent	- - -	- - -
a	adjectival phrase	prepositional	modifies "stretch"

- a b I DO II c
1. [(At dawn) the people (of the village) reached the shrine [which was perched high (upon the mountain.)]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by the relative pronoun "which"	modifies "shrine"
a	adverbial phrase	prepositional	time, modifies "reached"
b	adjectival phrase	prepositional	modifies "people"
c	adverbial phrase	prepositional	place, modifies "perched"

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 28

Grammar Assignment

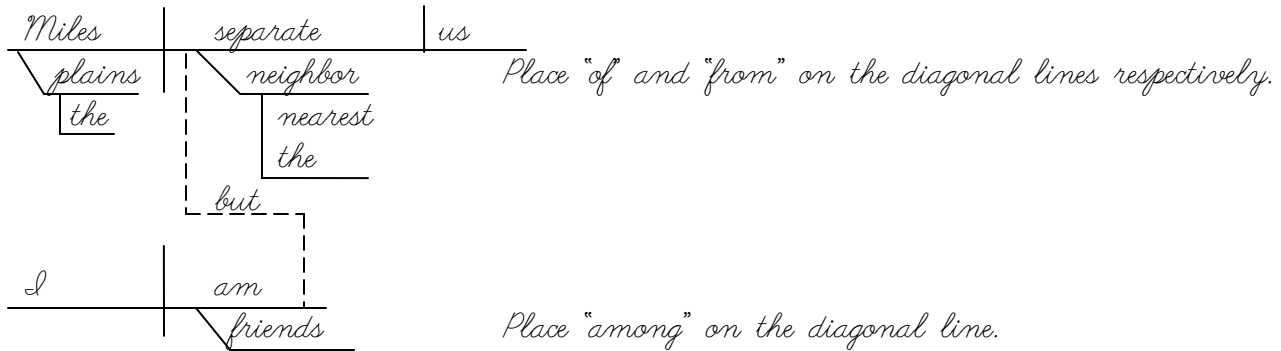
1. *Analyze and (diagram):*

a I DO b II c

[*Miles* (of the plains) *separate* us (from the nearest neighbor)] but [*I am* (among friends).]

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "miles"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "separate"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "am"</i>



2. *Parse: separate, us, nearest*

<i>separate :</i>	<i>verb, weak, transitive, active voice, indicative mood, present tense, 3rd person, plural</i>
<i>us :</i>	<i>pronoun, personal, antecedent: unknown ("Marton" and "Sandor" from guided commentary), neuter (masculine), 3rd person, plural, direct object of "separate," objective case</i>
<i>nearest :</i>	<i>adjective, descriptive (simple), superlative degree of comparison, modifies "neighbor"</i>

3. *Give the principal parts of both verbs in this sentence.*

<i>present tense</i>	<i>past tense</i>	<i>present participle</i>	<i>past participle</i>
<i>separate</i>	<i>separated</i>	<i>separating</i>	<i>separated</i>
<i>am</i>	<i>was</i>	<i>being</i>	<i>been</i>

4. *Why do you think these neighbors are such good friends, in spite of the distance?*

GRAMMAR LESSONS WEEK 28

PARTS OF SPEECH

These sentences will not be diagrammed

I a b

1. [*The four beautiful bridges floated (on their graceful arches) (over the tinted river.)*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "floated"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "floated"</i>

<i>The :</i>	<i>definite article, limits "bridges"</i>
<i>four :</i>	<i>adjective, quantitative (cardinal number), no comparison, modifies "bridges"</i>
<i>beautiful :</i>	<i>adjective, descriptive (simple), positive degree of comparison, modifies "bridges"</i>
<i>bridges :</i>	<i>noun, common (class name), neuter, 3rd person, plural, subject of "floated," nominative case</i>
<i>floated :</i>	<i>verb, weak, intransitive, active voice, indicative mood, past tense, subject is "bridges," 3rd person, plural</i>
<i>on :</i>	<i>preposition, shows the relation between "arches" and "floated"</i>
<i>their :</i>	<i>pronoun, personal, antecedent: "bridges," neuter, 3rd person, plural, shows possession of "arches," possessive case</i>
<i>graceful :</i>	<i>adjective, descriptive (simple), positive degree of comparison, modifies "arches"</i>
<i>arches :</i>	<i>noun, common (class name), neuter, 3rd person, plural, object of the preposition "on," objective case</i>
<i>over :</i>	<i>preposition, shows the relation between "river" and "floated"</i>
<i>the :</i>	<i>definite article, limits "river"</i>
<i>tinted :</i>	<i>(this is a participle verbal, do not parse)</i>
<i>river :</i>	<i>noun, common (class name), neuter, 3rd person, singular, object of the preposition "over," objective case</i>

I DO DO DO a

2. [*The many churches thrust their beautiful towers, domes and spires (into the azure sky).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "thrust"</i>

PARTS OF SPEECH continued

<u>The</u> :	definite article, limits "churches"
<u>many</u> :	adjective, quantitative (indefinite number), no comparison, modifies "churches"
<u>churches</u> :	noun, common (class name), neuter, 3 rd person, plural, subject of "thrust," nominative case
<u>thrust</u> :	verb, irregular weak, transitive, active voice, indicative mood, past tense, subject is "churches," 3 rd person, plural
<u>their</u> :	pronoun, personal, antecedent: "churches," neuter, 3 rd person, plural, shows possession of "towers," "domes" and "spires"
<u>towers</u> :	noun, common (class name) neuter, 3 rd person, plural, direct object of "thrust," objective case
<u>domes</u> :	noun, common (class name) neuter, 3 rd person, plural, direct object of "thrust," objective case
<u>spires</u> :	noun, common (class name) neuter, 3 rd person, plural, direct object of "thrust," objective case
<u>into</u> :	preposition, shows the relation between "sky" and "thrust"
<u>the</u> :	definite article, limits "sky"
<u>azure</u> :	adjective, descriptive (simple), no comparison, modifies "sky"
<u>sky</u> :	noun, common (class name), neuter, 3 rd person, singular, object of the preposition "into," objective case

I a

3. [The morning sun slated (over the flower-covered garden wall).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
a	adverbial phrase	prepositional	place, modifies "slated"

<u>the</u> :	definite article, limits "sun"
<u>morning</u> :	adjective, descriptive (simple), no comparison, modifies "sun"
<u>sun</u> :	noun, common (class name), neuter, 3 rd person, singular, subject of "slated," nominative case
<u>slated</u> :	verb, weak, intransitive, active voice, indicative mood, past tense, subject is "sun," 3 rd person, singular
<u>over</u> :	preposition, shows the relation between "wall" and "slated"
<u>the</u> :	definite article, limits "wall"
<u>*flower-covered</u> :	adjective, descriptive (compound), positive degree of comparison, modifies "wall" *(This may also be considered a participle verbal.)
<u>garden</u> :	adjective, descriptive (simple), no comparison, modifies "wall"
<u>wall</u> :	noun, common, neuter 3 rd person, singular, object of the preposition "over," objective case

PARTS OF SPEECH – VERB AND VERBAL REVIEW

- I
II
DO
III
DO
a
1. [The road climbed] [woodlands replaced the fields], and [Jordan felt the thrill (of remembering).]
+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
II	independent	— — —	— — —
III	independent	— — —	— — —
a	adjectival phrase	prepositional	modifies "thrill"

<u>climbed</u> :	verb, weak, intransitive, active voice, indicative mood, subject is "road," 3 rd person, singular
<u>replaced</u> :	verb, weak, transitive, active voice, indicative mood, subject is "woodlands," 3 rd person, plural
<u>felt</u> :	verb, irregular weak, transitive, active voice, indicative mood, subject is "Jordan," 3 rd person, singular

"remembering" is a gerund verbal. It is a noun: the object of the preposition "of."

The road climbed, woodlands replaced the fields and Jordan, remembering, felt a thrill.

- I
DO
a
DO
II
b
2. [I loved the streets (of Paris) and the open doorways [which led (to mysterious courtyards)].]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
II	dependent adjective	introduced by the relative pronoun "which"	modifies "doorways"
a	adjectival phrase	prepositional	modifies "doorways"
b	adverbial phrase	prepositional	place, modifies "led"

<u>loved</u> :	verb, weak, transitive, active voice, indicative mood, past tense, subject is "I," 1 st person, singular
<u>led</u> :	verb, strong, intransitive, active voice, indicative mood, past tense, subject is "which," 3 rd person, plural

PARTS OF SPEECH – VERB AND VERBAL REVIEW continued

$$I \quad b$$
 \mathcal{C}

2. [(After Mass) Philip ram (down the cottage-covered hill) (to his house).]

 $+$

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "ran"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "ran"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "ran"</i>

ran:

verb, strong, intransitive, active voice, indicative mood, past tense, subject
is "Philip," 3rd person, singular

"cottage-covered" is a participle verbal. It is an adjective modifying "hill."

ANALYSIS – REVIEW

II

De

I

 α

- 1/. [The distant, bordering hills [which surrounded his home] were now (before him).]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "which"</i>	<i>modifies "hills"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "were"</i>

I

 PA a

II

 DO

1. [I always was proud (of Paris [which is my home]).]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "which"</i>	<i>modifies "Paris"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>cause, modifies "was"</i>

ANALYSIS – REVIEW continued

I DO a

3. [*France was a glittering sight (on that October morning).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "was"</i>

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 29

Grammar Assignment

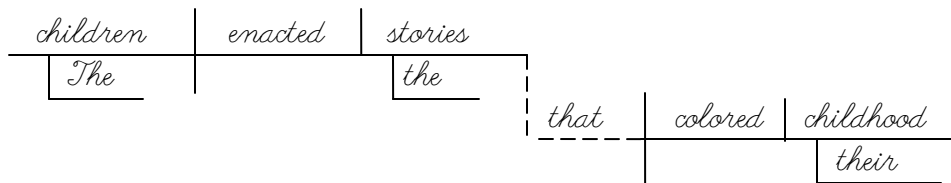
1. *Analyze and (diagram):*

I DO II DO

[The children enacted the stories [that colored their childhood.]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	<i>principal</i>	- - -	- - -
II	<i>dependent adjective</i>	<i>introduced by the relative pronoun "that"</i>	<i>modifies "stories"</i>



2. *Parse:* stories, that, childhood

<u>stories</u> :	noun, common (class name), neuter, 3 rd person, plural, direct object of "enacted," objective case
<u>that</u> :	pronoun, relative (simple), antecedent: "stories," neuter, 3 rd person, plural, subject of "colored," nominative case
<u>childhood</u> :	noun, common (class name), neuter, 3 rd person, singular, direct object of "colored," objective case

3. Give two synonyms for "enacted."
(performed, acted out, dramatized, play-acted, staged)

4. Explain the expression, "colored their childhood."

GRAMMAR LESSONS WEEK 27

PARTS OF SPEECH

These sentences will not be diagrammed

I *PN* *II* *DO* *a*

1. [*The farm garden was their "Holy Land"*] and [*the children relived the glories (of the Crusades).*]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "glories"</i>

<i>The :</i>	<i>definite article, limits "garden"</i>
<i>farm :</i>	<i>adjective, descriptive (simple), no comparison, modifies "garden"</i>
<i>garden :</i>	<i>noun, common (class name), neuter, 3rd person, singular, subject of "was," nominative case</i>
<i>was :</i>	<i>verb, irregular weak, intransitive, active voice, indicative mood, past tense, subject is "garden," 3rd person, singular</i>
<i>their :</i>	<i>pronoun, personal, antecedent: "children," neuter, 3rd person, plural, shows possession of "Holy Land," possessive case</i>
<i>Holy Land :</i>	<i>noun, proper, neuter, 3rd person, singular, predicate nominative of "was," (or predicated of the subject "garden"), nominative case</i>
<i>and :</i>	<i>conjunction, coordinating, copulative, connects clause I and clause II</i>
<i>the :</i>	<i>definite article, limits "children"</i>
<i>children :</i>	<i>noun, common (class name), neuter, 3rd person, plural, subject of "relived," nominative case</i>
<i>relived :</i>	<i>verb, weak, transitive, active voice, indicative mood, past tense, subject is "children," 3rd person, plural</i>
<i>the :</i>	<i>definite article, limits "glories"</i>
<i>glories :</i>	<i>noun, abstract, neuter, 3rd person, plural, direct object of "relived," objective case</i>
<i>of :</i>	<i>preposition, shows the relation between "Crusades" and "glories"</i>
<i>the :</i>	<i>definite article, limits "Crusades"</i>
<i>Crusades :</i>	<i>noun, proper, neuter 3rd person, plural, object of the preposition "of," objective case</i>

I *DO* *a*

2. [*Bold knights battled savage Saracens (among the cabbages).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "battled"</i>

PARTS OF SPEECH continued

<u>Bold :</u>	adjective, descriptive (simple), positive degree of comparison, modifies "knights"
<u>knights:</u>	noun, common (class name), masculine, 3 rd person, plural, subject of "battled," nominative case
<u>battled:</u>	verb, weak, transitive, active voice, indicative mood, past tense, subject is "knights," 3 rd person, plural
<u>savage:</u>	adjective, descriptive (simple), positive degree of comparison, modifies "Saracens" (It could be argued that, in this context, "savage" is not comparable.)
<u>Saracens:</u>	noun, proper, neuter, 3 rd person, plural, direct object of "battled," objective case
<u>among:</u>	preposition, shows the relation between "cabbages" and "battled"
<u>the:</u>	definite article, limits "cabbages"
<u>cabbages:</u>	noun, common (class name), neuter, 3 rd person, plural, object of the preposition "among," objective case

a I DO b

3. [Children (in other lands) played games (of Indians and soldiers)] but [these three young Flemings were the victims (of a Roman mob).]

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	independent	- - -	- - -
a	adjectival phrase	prepositional	modifies "children"
b	adjectival phrase	prepositional	modifies "games"
c	adjectival phrase	prepositional	modifies "victims"

<u>Children:</u>	noun, common (class name), neuter, 3 rd person, plural, subject of "played," nominative case
<u>in:</u>	preposition, shows the relation between "lands" and "Children"
<u>other:</u>	adjective, demonstrative, no comparison, modifies "lands"
<u>lands:</u>	noun, common (class name), neuter 3 rd person, plural, object of the preposition "in," objective case
<u>played:</u>	verb, weak, transitive, active voice, indicative mood, past tense, subject is "Children," 3 rd person, plural
<u>games:</u>	noun, common (class name), neuter 3 rd person, plural, direct object of "played," objective case
<u>of:</u>	preposition, shows the relation between "Indians and soldiers" and "games"
<u>Indians:</u>	noun, proper, neuter 3 rd person, plural, object of the preposition "of," objective case

PARTS OF SPEECH continued

<u>and:</u>	conjunction, coordinating, copulative, connects the objects "Indians" and "soldiers"
<u>soldiers:</u>	noun, common (class name), neuter 3 rd person, plural, object of the preposition "of," objective case
<u>but:</u>	conjunction, coordinating, copulative, connects clause I and clause II
<u>these:</u>	adjective, demonstrative, no comparison, plural, modifies "Flemings"
<u>three:</u>	adjective, quantitative (cardinal number), no comparison, modifies "Flemings"
<u>young:</u>	adjective, descriptive, positive degree of comparison, modifies "Flemings"
<u>Flemings</u>	noun, proper, neuter 3 rd person, plural, subject of "were," nominative case
<u>were:</u>	verb, irregular weak, intransitive, active voice, indicative mood, past tense, subject is "Flemings," 3 rd person, plural
<u>the:</u>	definite article, limits "victims"
<u>victims:</u>	noun, common (class name), neuter 3 rd person, plural, predicate, nominative of "were," nominative case
<u>of:</u>	preposition, shows relation between "mob" and "victims"
<u>a:</u>	indefinite article, limits "mob"
<u>Roman:</u>	adjective, descriptive (proper), no comparison, modifies "mob"
<u>mob:</u>	noun, common (class name), neuter 3 rd person, singular, object of the preposition "of," objective case

PARTS OF SPEECH – VERB AND VERBAL REVIEW

- a I b c
1. [The hoofs (of the horses) sounded gallantly (in the soft dust (of the road)).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
a	adjectival phrase	prepositional	modifies "hoofs"
b	adverbial phrase	prepositional	place, modifies "sounded"
c	adjectival phrase	prepositional	modifies "dust"

sounded: verb, weak, intransitive, active voice, indicative mood, subject is "hoofs," 3rd person, plural

- I a b c
2. [The games had been handed (from generation) (to generation), (before living memory).]

This is a simple, declarative sentence.

PARTS OF SPEECH – VERB AND VERBAL REVIEW continued

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means, modifies "had been handed"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means, modifies "had been handed"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "had been handed"</i>

had been handed: | verb, weak, intransitive, active voice, indicative mood, past perfect tense, subject is "games," 3rd person, plural

"living" is a participle verbal. It is an adjective modifying "memory."

I

2. [The children braved roaring lions or snarling centurions.]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

braved: | verb, weak, transitive, active voice, indicative mood, past tense, subject is "children," 3rd person, plural

"roaring" is a participle verbal. It is an adjective modifying "lions."

"snarling" is a participle verbal. It is an adjective modifying "centurions."

ANALYSIS – REVIEW

a

I DO

II

DO

b

1. [(On summer evenings) the children flew kites [which had lighted candle-ends (on them)].]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "which"</i>	<i>modifies "kites"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "flew"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "had"</i>

ANALYSIS – REVIEW continued

- I*
a
b
c
2. [*The little lights floated and flickered (like fireflies) (against the dusk (of the sky)).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>— — —</i>	<i>— — —</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>comparative, modifies "floated" and "flickered"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "floated" and "flickered"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "dusk"</i>

- a*
I
b
c
3. [*(Beneath the long summer sunsets), the girls gathered (on the green open spaces (between the houses)).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>— — —</i>	<i>— — —</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time or place, modifies "gathered"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "gathered"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "spaces"</i>

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 30

Grammar Assignment

1. Analyze and (diagram):

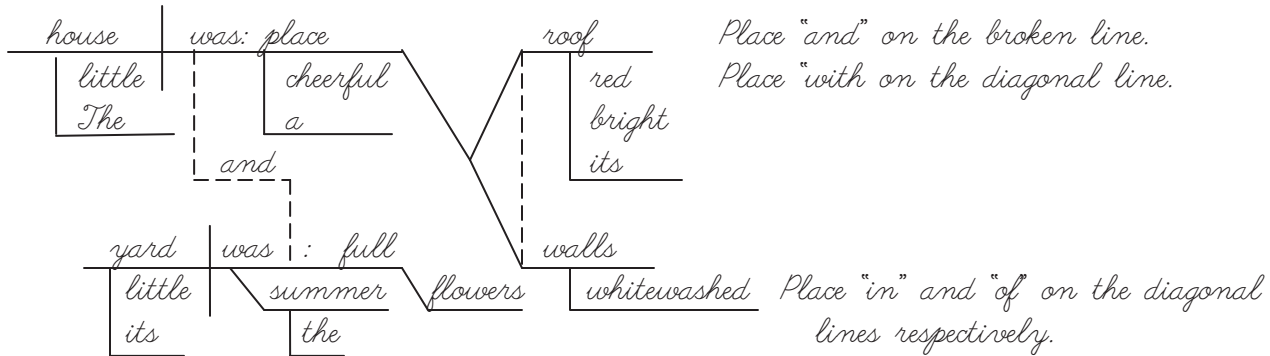
I
PN
a
b

II
PA
c
+
+

[The little house was a cheerful place (with its bright red roof and whitewashed walls,)] and [(in the summer) its little yard was full (of flowers).]

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	independent	- - -	- - -
a	adjectival phrase	prepositional	modifies "place"
b	adverbial phrase	prepositional	time, modifies "was"
c	adverbial phrase	prepositional	manner, modifies "full"



2. Parse: place, its, flowers

place: noun, common (class name), neuter, 3rd person, singular, predicate nominative of "was," nominative case

its : pronoun, personal, antecedent: house, neuter, 3rd person, singular, shows possession of "roof," possessive case

flowers : noun, common (class name), neuter, 3rd person, plural, object of the preposition "of," objective case

3. Put this sentence in the present and in the future tense.

Present: The little house is a cheerful place with its bright red roof and whitewashed walls, and in the summer its little yard is full of flowers.

Future: The little house will be a cheerful place with its bright red roof and whitewashed walls, and in the summer its little yard will be full of flowers.

4. Write a beautiful sentence about the house where you will spend the summer.

GRAMMAR LESSONS WEEK 30

PARTS OF SPEECH

These sentences will not be diagrammed

I DO a

1. [*The children pick berries (through the drowsy summer mornings.)*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "pick"</i>

<i>The :</i>	<i>definite article, limits "children"</i>
<i>children :</i>	<i>noun, common (class name), neuter, 3rd person, plural, subject of "pick," nominative case</i>
<i>pick :</i>	<i>verb, weak, transitive, active voice, indicative mood, present tense, subject is "children," 3rd person, plural</i>
<i>berries :</i>	<i>noun, common (class name), neuter, 3rd person, plural, direct object of "pick," objective case</i>
<i>through :</i>	<i>preposition, shows the relation between "mornings" and "pick"</i>
<i>The :</i>	<i>definite article, limits "mornings"</i>
<i>drowsy :</i>	<i>adjective, descriptive (simple), positive degree of comparison, modifies "mornings"</i>
<i>summer :</i>	<i>adjective, descriptive (simple), no degree of comparison, modifies "mornings"</i>
<i>mornings :</i>	<i>noun, common (class name), neuter, 3rd person, plural, object of the preposition "through," objective case</i>

I a

2. [*They wander (in the sweet-smelling meadows.)*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "wander"</i>

<i>They:</i>	<i>pronoun, personal, antecedent: unknown (or "children" from the dictation), neuter, 3rd person, plural, subject of "wander," nominative case</i>
<i>wander:</i>	<i>verb, weak, intransitive, active voice, indicative mood, present tense, subject is "They," 3rd person, plural</i>
<i>in :</i>	<i>preposition, shows the relation between "meadows" and "wander"</i>
<i>the:</i>	<i>definite article, limits "meadows"</i>
<i>meadows :</i>	<i>noun, common (class name), neuter, 3rd person, plural, object of the preposition "in," objective case</i>

"sweet-smelling" is a participial verbal. It is an adjective modifying "meadows."

PARTS OF SPEECH continued

$$I \quad DO \quad a$$

3. [Peter's quick eyes always found the biggest patches (of fruit).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	— — —	— — —
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies “patches”</i>

<u>Peter's</u> :	noun, proper, masculine, 3 rd person, singular, shows possession of "eyes," possessive case
<u>quick</u> :	adjective, descriptive (simple), positive degree of comparison, modifies "eyes"
<u>eyes</u> :	noun, common (class name), neuter, 3 rd person, plural, subject of "found," nominative case
<u>always</u> :	adverb, simple, time, modifies "found"
<u>found</u> :	verb, strong, transitive, active voice, indicative mood, past tense, subject is "eyes," 3 rd person, plural
<u>the</u> :	definite article, limits "patches"
<u>biggest</u> :	adjective, descriptive (simple), superlative degree of comparison, modifies "patches"
<u>patches</u> :	noun, common (class name), neuter, 3 rd person, plural, direct object of "found," objective case
<u>of</u> :	preposition, shows the relation between "fruit" and "patches"
<u>fruit</u> :	noun, common (class name), neuter, 3 rd person, singular, object of the preposition "of," objective case

PARTS OF SPEECH – VERB AND VERBAL REVIEW

$$I \qquad DO \qquad a \qquad II \quad DO$$

2. [The children approached the cottage,] and [the sound (of the spinning wheel) met them.]

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This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	— — —	— — —
<i>II</i>	<i>independent</i>	— — —	— — —
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "sound"</i>

<u>approached:</u>	verb, weak, transitive, active voice, indicative mood, past tense, subject is "children," 3 rd person, plural
<u>met:</u>	verb, strong, transitive, active voice, indicative mood, past tense, subject is "sound," 3 rd person, singular

"spinning" is a participle verbal. It is an adjective modifying "wheel."

PARTS OF SPEECH – VERB AND VERBAL REVIEW cont.

- I DO a
2. [The young swallows filled the air, flying (for the first time).]
- +

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
a	adverbial phrase	prepositional	time, modifies "flying"

filled: | verb, weak, transitive, active voice, indicative mood, subject is "swallows,"
3rd person, singular

"flying" is a participle verbal. It is an adjective modifying "swallows."

- I a II b c
3. [A fox [which had faded (to a summer gold)] slipped (into some bushes (ahead of them)).]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
II	dependent adjective	introduced by the relative pronoun "which"	modifies "fox"
a	adverbial phrase	prepositional	manner, modifies "had faded"
b	adverbial phrase	prepositional	place, modifies "slipped"
c	adjectival phrase	prepositional	modifies "bushes"

had faded: | verb, weak, intransitive, active voice, indicative mood, past perfect tense,
subject is "which," 3rd person, singular

slipped: | verb, weak, intransitive, active voice, indicative mood, past tense, subject
is "fox," 3rd person, singular

ANALYSIS – REVIEW

- I PN II DO
3. [Peter was the first child [who filled his bucket.].]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
II	dependent	introduced by the relative pronoun "who"	modifies "child"

ANALYSIS – REVIEW cont.

$$I \quad DO \quad \boxed{\quad} \quad I \quad DO$$

1. [The children finally found a place [which satisfied them].]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "which"</i>	<i>modifies "place"</i>

$$I \qquad a \qquad b \qquad c \qquad d$$

1. [The yard rang (with the sounds (of children laughing and crying)) and (with the pitter-patter (of
+ +
little wooden shoes)).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	— — —	— — —
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "rang</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "sounds"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "rang</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "pitter-patter"</i>