

Discover **SHURLEY GRAMMAR**

Sample Pages



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Welcome to Shurley Grammar!

Shurley Grammar is a unique tool, specifically designed to help students master the parts of speech and sentence structure. This booklet contains sample pages from our comprehensive Teacher's Manuals.

In *Shurley Grammar*, the Teacher's Manual layout mirrors the Student Book. The Teacher's Manual also includes numerous teacher support tools, which are shown in BLUE print. These teacher resources include Teacher Instructions, Teaching Scripts, Bright Ideas, Activity Instructions, Teaching Notes, Q&A Flows, Student Objectives, and Answer Keys.

STUDENT BOOK

Chapter 7
Lesson 1

Use Student 1-4 that you have just identified to do a Noise Check with your teacher.

Read Aloud with Inverted Word Order in the Sentences

Sentence 1: **children** **was** **it** **is** **small**
Subject: **children**, Verb: **was**, Object: **it**
Said: **it** **is** **small**
Object of the Preposition: **small**
Verb: **is**

Sentence 2: **my** **rice** **and** **meat** **are** **comping** **near** **a** **small** **steam**
Subject: **my rice and meat**, Verb: **are comping**, Object: **near a small steam**
Verb: **are**

Sentence 3: **the** **single** **subject** **and** **the** **single** **predicate** **for** **Sentence 2** **is** **children**
Subject: **the single subject**, Verb: **is**, Object: **children**

GUIDED PRACTICE
Use the same and the same jobs for Sentence 1.

1. _____	2. _____	3. _____	4. _____
5. _____	6. _____	7. _____	8. _____

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TEACHER'S MANUAL

Chapter 7
Lesson 1

Use Student 1-4 that you have just identified to do a Noise Check with your teacher.

Read Aloud with Inverted Word Order in the Sentences

Sentence 1: **children** **was** **it** **is** **small**
Subject: **children**, Verb: **was**, Object: **it**
Said: **it** **is** **small**
Object of the Preposition: **small**
Verb: **is**

Sentence 2: **my** **rice** **and** **meat** **are** **comping** **near** **a** **small** **steam**
Subject: **my rice and meat**, Verb: **are comping**, Object: **near a small steam**
Verb: **are**

Sentence 3: **the** **single** **subject** **and** **the** **single** **predicate** **for** **Sentence 2** **is** **children**
Subject: **the single subject**, Verb: **is**, Object: **children**

GUIDED PRACTICE
Use the same and the same jobs for Sentence 1.

1. _____	2. _____	3. _____	4. _____
5. _____	6. _____	7. _____	8. _____

142 Level 8 Grammar

03-21
Discover Shurley Grammar (Sample Pages)



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Discover SHURLEY GRAMMAR

Jingles
Question & Answer Flow

Sample Lessons from:

Level 6

Chapter 1

pages 13–16



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Teacher 1. Introduce the Adverb Jingle. Demonstrate the jingle or use the audio CD.
Instructions: 2. Practice the new jingle several times until students can sing or recite it smoothly.

Jingle 5: The Adverb Jingle

An adverb modifies a verb, adjective, or another adverb.

An adverb asks, "HOW? WHEN? WHERE?"

To find an adverb: **Go**, (*snap*) **Ask**, (*snap*) **Get**. (*snap*)

But where do I **go**? *To a verb, adjective, or another adverb.*

What do I **ask**? HOW? WHEN? WHERE?

What do I **get**? An adverb, man. Cool!

Adverbs

1. An **adverb** modifies a verb, adjective, or another adverb.
The word **modify** means **to describe**.
2. Adverbs answer these questions: **How? When? Where?**
3. An **adverb** is labeled with the abbreviation **Adv**.
4. An adverb is not part of a sentence pattern because it is not considered a core part.

 *Script:* Now, we will recite the Question and Answer Flow, adding adverbs. First, we will read the sentence together. Then, we will recite the **questions AND answers** together. Begin.

▶▶ ADDING ADVERBS TO THE QUESTION AND ANSWER FLOW

Sample Sentence: Firefighters walked slowly forward today.

1. Who walked slowly forward today?
firefighters - subject noun (Write **SN** above *firefighters*.)

2. What is being said about firefighters?
firefighters walked - verb (Write **V** above *walked*.)

 *Script:* To find an adverb, go to the verb and ask an adverb question.

3. Walked how? **slowly - adverb** (Write **Adv** above *slowly*.)

4. Walked where? **forward - adverb** (Write **Adv** above *forward*.)

5. Walked when? **today - adverb** (Write **Adv** above *today*.)

6. **Subject Noun, Verb, Pattern 1** (Write **SN V P1**.)

	SN	V	Adv	Adv	Adv
SN V	Firefighters	walked	slowly	forward	today.
P1					

Oral Discussion Questions for Adverbs



Script: Use the Adverb Jingle and the Question and Answer Flow Sample Sentence to help you answer these questions about adverbs.

1. Where do you go to find an adverb? *to the verb, adjective, or another adverb*
2. Where do you go **first** to find an adverb? *to the verb*
3. What is the verb in the Sample Sentence? *walked*
4. What do you ask after you go to the verb *walked*?
Ask one of the adverb questions: **How? When? Where?**
5. How do you know which adverb question to ask?
Look at the words around the verb: **slowly, forward, today.**
These words will guide you.
6. Which adverb questions would you use to find the adverbs in this sentence?
Walked **how?** slowly - adverb
Walked **where?** forward - adverb
Walked **when?** today - adverb



Teaching Note: The Adverb Jingle lists the three most commonly used adverb questions: *how, when, and where.* The remaining questions, *why, under what conditions,* and *to what degree or extent,* can be taught as enrichment.

Classifying Sentences

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

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



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

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

Introductory Sentences

ORAL PARTICIPATION

1. _____ Stars glowed.
2. _____ Stars glowed brightly tonight.
3. _____ Charles jogged very eagerly today.

Teaching Note: Sentence 3 has an adverb modifying another adverb.

Question and Answer Flow:

Introductory Sentences

ORAL PARTICIPATION

Have students recite both the **questions** AND the **answers** with you.



Sentence 1

Stars glowed.

1. What glowed?
stars - subject noun
(Write **SN** above *stars*.)
2. What is being said about stars?
stars glowed - verb
(Write **V** above *glowed*.)
3. **Subject Noun, Verb, Pattern 1**
(Write **SN V PI** in the blank.)



Sentence 2

Stars glowed brightly tonight.

1. What glowed brightly tonight?
stars - subject noun
(Write **SN** above *stars*.)
2. What is being said about stars?
stars glowed - verb
(Write **V** above *glowed*.)
3. Glowed how?
brightly - adverb
(Write **Adv** above *brightly*.)
4. Glowed when?
tonight - adverb
(Write **Adv** above *tonight*.)
5. **Subject Noun, Verb, Pattern 1**
(Write **SN V PI** in the blank.)



Sentence 3

Charles jogged very eagerly today.

1. Who jogged very eagerly today?
Charles - subject noun
(Write **SN** above *Charles*.)
2. What is being said about Charles?
Charles jogged - verb
(Write **V** above *jogged*.)
3. Jogged how? **eagerly - adverb**
(Write **Adv** above *eagerly*.)
4. How eagerly? **very - adverb**
(Write **Adv** above *very*.)
5. Jogged when? **today - adverb**
(Write **Adv** above *today*.)
6. **Subject Noun, Verb, Pattern 1**
(Write **SN V PI** in the blank.)

- | | | | |
|----------|--------------------------|---|--|
| 1 | SN V
PI | SN V | Stars glowed. |
| 2 | SN V
PI | SN V Adv Adv | Stars glowed brightly tonight. |
| 3 | SN V
PI | SN V Adv Adv Adv | Charles jogged very eagerly today. |



Bright Idea

When teaching the adverb questions, print them on poster boards or sentence strips. Review these questions frequently until students have learned them. For added impact, use consistent color-coding to reinforce the sentence parts. (Example: blue for subject parts and green for predicate parts)

Adverb Questions: **How?** **When?** **Where?**

Teaching Note:

1. Kinesthetic learners and first-year Shurley students should recite the Question and Answer Flows for the **first** and **second** sentences with you again, but this time they should trace the labels on their desks with the four fingers of their writing hand as they classify the sentences.
2. Have students classify the **third** sentence on a piece of paper to give them practice writing the labels.

Worksheet 3

Name: _____ Date: _____

Exercise 1: Classify each sentence. (16 points)

1. $\frac{SN \ V}{PI}$ $\frac{SN}{}$ $\frac{V}{}$ $\frac{Adv}{}$ Spaceships flew quietly.
2. $\frac{SN \ V}{PI}$ $\frac{SN}{}$ $\frac{V}{}$ $\frac{Adv}{}$ $\frac{Adv}{}$ $\frac{Adv}{}$ Spaceships flew very quietly overhead.
3. $\frac{SN \ V}{PI}$ $\frac{SN}{}$ $\frac{V}{}$ $\frac{Adv}{}$ $\frac{Adv}{}$ $\frac{Adv}{}$ Bees buzzed around quite angrily.

Exercise 2: Write the end mark, abbreviation, and End Mark Flow for each kind of sentence. Use these words in your answers: *declarative, exclamatory, imperative, interrogative*. (20 points)

1. A tornado is coming toward us $\frac{!}{}$ $\frac{E}{}$
exclamation point, strong feeling, exclamatory sentence
2. Have you seen my gloves $\frac{?}{}$ $\frac{Int}{}$
question mark, question, interrogative sentence
3. Write your name on your paper $\frac{.}{}$ $\frac{Imp}{}$
period, command, imperative sentence
4. Mr. Parker is our teacher $\frac{.}{}$ $\frac{D}{}$
period, statement, declarative sentence

Exercise 3: Write the answers. (10 points)

1. adverb questions how, when, where
2. an adverb modifies a verb, adjective, or another adverb
3. verb question what is being said about the subject
4. two subject questions who or what
5. sentences should begin with a capital letter

Discover **SHURLEY** **GRAMMAR**

Vocabulary
Practice Sentences

Sample Lessons from:

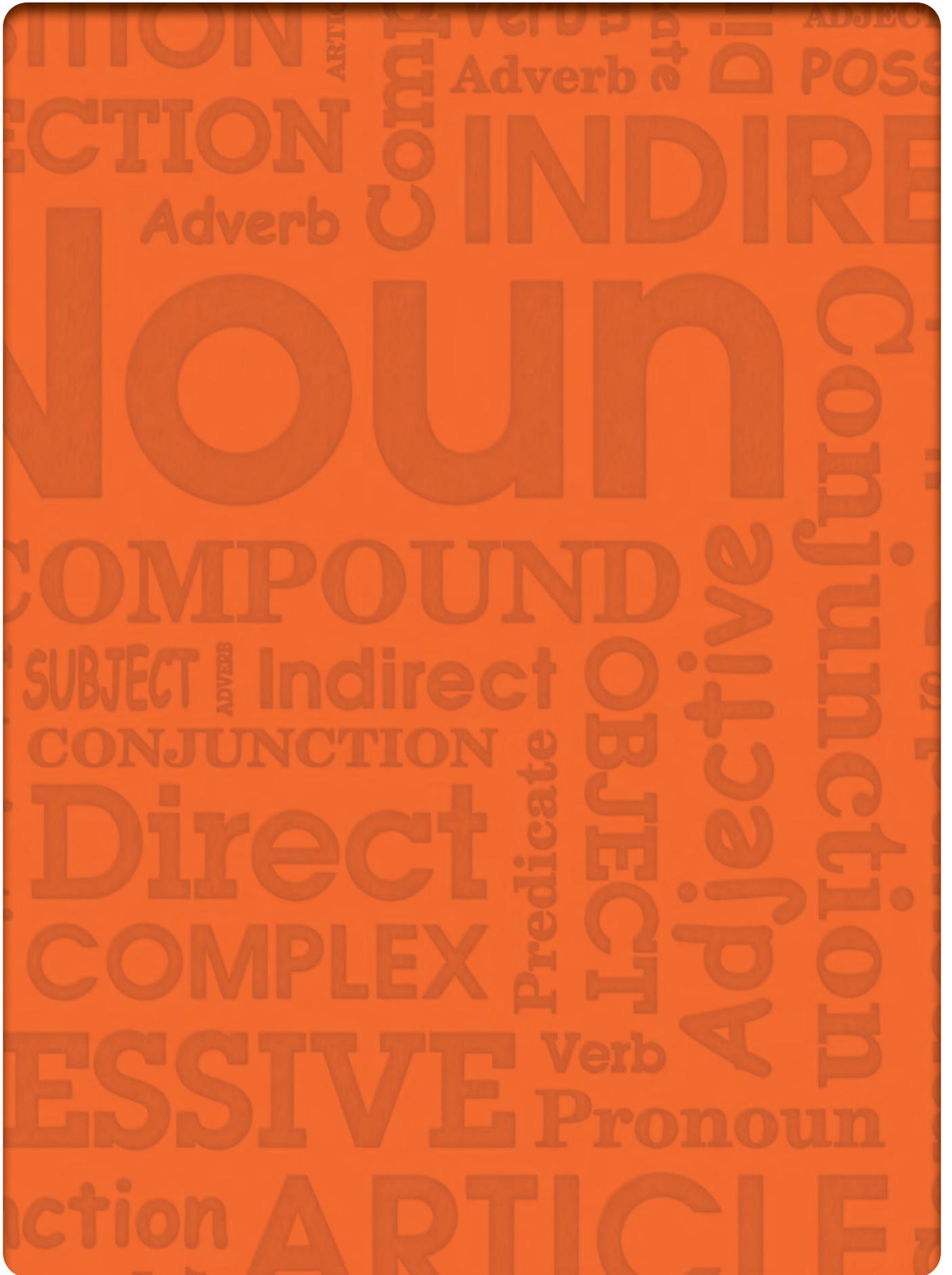
Level 2

Chapter 6

pages 109–114



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 **Script:** We will review the Chapter 6 vocabulary words by reciting them together. Begin.
(Recite the vocabulary words two or three times in a rhythmic manner with your students.)

Vocabulary Time

Chapter 6 Vocabulary Words

NOUNS: bees, Bradley, cars, Diego, lamp, panther

VERBS: buzzed, fell, jogged, whispered

ADVERBS: hard, quite, suddenly

ADJECTIVES: angry, beautiful, eight, excited, several,
wild, young

Jingles

Practice Sentence Jingle 2 in the Jingle Section.

Classifying Sentences

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

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

 **Script:** Now, we will classify the Practice Sentences. We will read each sentence and recite the Question and Answer Flow together while I label the parts. Remember to say the **questions AND answers**. Begin.

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

Practice Sentences

ORAL PARTICIPATION

1. _____ The boys swam fast.
2. _____ The three strong boys swam very fast yesterday.
3. _____ Dora danced very happily around.

Oral Review of the Parts of Speech

 **Script:** Now, we will review the parts of speech. What are the four parts of speech you have studied so far? (*noun, verb, adjective, adverb*)

Question and Answer Flow:

Practice Sentences

ORAL PARTICIPATION

Have students recite both the **questions** AND the **answers** with you.

Q&A Sentence 1

The boys swam fast.

- Who swam fast?
boys - Subject Noun
- What is being said about boys?
boys swam - Verb
- Swam how? **fast - Adverb**
- The - Article Adjective**
- Subject Noun, Verb, Pattern 1**
- Skill Check
- Period, statement, declarative sentence**
- Go back to the verb.
Divide the complete subject from the complete predicate.

Q&A Sentence 2

The three strong boys swam very fast yesterday.

- Who swam very fast yesterday?
boys - Subject Noun
- What is being said about boys?
boys swam - Verb
- Swam how? **fast - Adverb**
- How fast? **very - Adverb**
- Swam when?
yesterday - Adverb
- What kind of boys?
strong - Adjective
- How many boys?
three - Adjective
- The - Article Adjective**
- Subject Noun, Verb, Pattern 1**
- Skill Check
- Period, statement, declarative sentence**
- Go back to the verb.
Divide the complete subject from the complete predicate.

Q&A Sentence 3

Dora danced very happily around.

- Who danced very happily around?
Dora - Subject Noun
- What is being said about Dora?
Dora danced - Verb
- Danced how? **happily - Adverb**
- How happily? **very - Adverb**
- Danced where? **around - Adverb**
- Subject Noun, Verb, Pattern 1**
- Skill Check
- Period, statement, declarative sentence**
- Go back to the verb.
Divide the complete subject from the complete predicate.

1 SN V **A** **SN** **V** **Adv**
P1 The boys / swam fast. **D**

2 SN V **A** **Adj** **Adj** **SN** **V** **Adv** **Adv** **Adv**
P1 The three strong boys / swam very fast yesterday. **D**

3 SN V **SN** **V** **Adv** **Adv** **Adv**
P1 Dora / danced very happily around. **D**

Writing a Practice Sentence

DIRECTIONS FOR WRITING A PRACTICE SENTENCE

- For the **SN** label: Think of a subject noun that tells who or what your sentence is about. Write it *under* the **SN** label.
- For the **V** label: Think of a verb that tells what the subject does. Write the verb *under* the **V** label.
- For the **Adv** label: Go to the verb and ask an adverb question. Write your answer *under* the **Adv** label.
- For the **Adj** label: Go to a noun and ask an adjective question. Write your answer *under* the **Adj** label.
- For the **A** label: Choose the article adjective that makes the best sense in the sentence. Write it *under* the **A** label.
- Check your word choices. Do they make sense in the sentence?
- Read your Practice Sentence. Is it a complete sentence? Use the Sentence Jingle to help you check the five parts of a complete sentence.

After you have written your sentence, you should check for the five parts of a sentence:

- subject**
- verb**
- complete sense**
- capital letter**
- end mark**

Chapter 6 Word Bank

NOUNS

bees, boys, Bradley, cars, cats, Diego, dogs, frogs, girls, lamp, monkeys, panther, puppies

VERBS

ate, buzzed, fell, jogged, jumped, ran, sat, slept, swam, whispered

ADVERBS

fast, hard, high, hungrily, quickly, quietly, quite, suddenly, very

ADJECTIVES

angry, beautiful, big, black, eight, excited, green, several, wild, young

ARTICLES

a, an, the

GUIDED PRACTICE

Exercise: Write a sentence. Write the words for your sentence on the lines under the labels.
 Use the Chapter 6 Word Bank or other words you know to help you write your sentence.

A	Adj
LABEL	LABEL
-----	-----
-----	-----

SN	V
LABEL	LABEL
-----	-----
-----	-----

Adv	Adv
LABEL	LABEL
-----	-----
-----	-----

Worksheet 15

Name: _____ Date: _____

Exercise 1: Classify each sentence.

(26 points)

1. SN V **A** **SN** **V** **Adv**
 P1 The women / walked quickly. **D**
2. SN V **Adj** **Adj** **SN** **V** **Adv** **Adv**
 P1 Several young women / walked very quickly. **D**
3. SN V **A** **Adj** **SN** **V** **Adv** **Adv** **Adv**
 P1 A green bug / crawled away quite slowly. **D**

Exercise 2: Complete each sentence by writing the correct letter beside each number.
(3 points)

- B 1. The complete subject **A** *makes a statement.*
- C 2. The complete predicate **B** *starts at the beginning of the sentence.*
- A 3. A declarative sentence **C** *starts at the verb.*

Exercise 3: Use the sentence below to find each answer.

(3 points)

Kim jogged very fast today.

1. Choose the part of speech for the word *very*.
 Ⓐ noun Ⓑ verb Ⓒ adjective Ⓓ adverb
2. Choose the part of speech for the word *Kim*.
 Ⓐ noun Ⓑ verb Ⓒ adjective Ⓓ adverb
3. Choose the word that is the *verb* in the sentence.
 Ⓐ Kim Ⓑ jogged Ⓒ fast Ⓓ today

Exercise 4: Write a sentence. Write the words for your sentence on the lines under the labels.
Use the Chapter 6 Word Bank on page 110 or other words you know to help you write your sentence.

A	Adj
↑ LABEL	↑ LABEL
-----	-----
-----	-----

SN	V
↑ LABEL	↑ LABEL
-----	-----
-----	-----

Adv	Adv
↑ LABEL	↑ LABEL
-----	-----
-----	-----

Question and Answer Flow:

Worksheet 15

Have students recite both the **questions** AND the **answers** with you.



Sentence 1

The women walked quickly.

- Who walked quickly?
women - Subject Noun
- What is being said about women? **women walked - Verb**
- Walked how? **quickly - Adverb**
- The - Article Adjective**
- Subject Noun, Verb, Pattern 1**
- Skill Check
- Period, statement, declarative sentence**
- Go back to the verb.
Divide the complete subject from the complete predicate.



Sentence 2

Several young women walked very quickly.

- Who walked very quickly?
women - Subject Noun
- What is being said about women? **women walked - Verb**
- Walked how? **quickly - Adverb**
- How quickly? **very - Adverb**
- What kind of women?
young - Adjective
- How many women?
several - Adjective
- Subject Noun, Verb, Pattern 1**
- Skill Check
- Period, statement, declarative sentence**
- Go back to the verb.
Divide the complete subject from the complete predicate.



Sentence 3

A green bug crawled away quite slowly.

- What crawled away quite slowly?
bug - Subject Noun
- What is being said about bug?
bug crawled - Verb
- Crawled where? **away - Adverb**
- Crawled how? **slowly - Adverb**
- How slowly? **quite - Adverb**
- What kind of bug?
green - Adjective
- A - Article Adjective**
- Subject Noun, Verb, Pattern 1**
- Skill Check
- Period, statement, declarative sentence**
- Go back to the verb.
Divide the complete subject from the complete predicate.

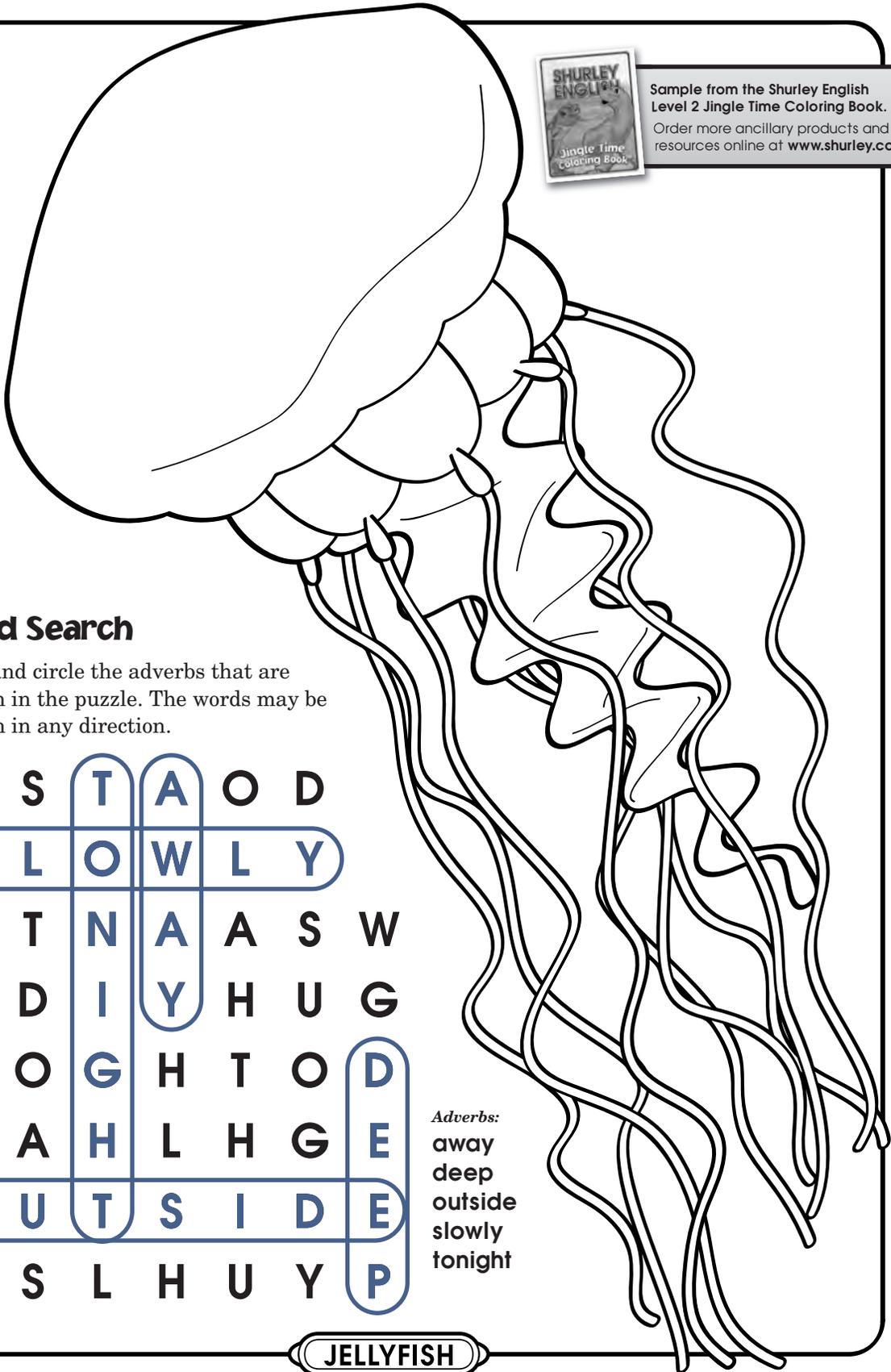
1 SN V A SN V Adv
P1 The women / walked quickly. D

2 SN V Adj Adj SN V Adv Adv
P1 Several young women / walked very quickly. D

3 SN V A Adj SN V Adv Adv Adv
P1 A green bug / crawled away quite slowly. D



Sample from the Shurley English Level 2 Jingle Time Coloring Book. Order more ancillary products and resources online at www.shurley.com.



Word Search

Find and circle the adverbs that are hidden in the puzzle. The words may be hidden in any direction.

G	S	T	A	O	D	
S	L	O	W	L	Y	
Y	T	N	A	A	S	W
L	D	I	Y	H	U	G
W	O	G	H	T	O	D
S	A	H	L	H	G	E
O	U	T	S	I	D	E
T	S	L	H	U	Y	P

Adverbs:
 away
 deep
 outside
 slowly
 tonight

JELLYFISH

Discover **SHURLEY GRAMMAR**

Sentence Pattern 3

Sample Lessons from:

Level 3

Chapter 11

pages 211–216b



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- Teacher Instructions:* 1. Introduce the Object Pronoun and Indirect Object Jingles.
 Demonstrate the jingles or use the audio CD.
 2. Practice the new jingles several times until students can sing or recite them smoothly.

Jingle 22: The Object Pronoun Jingle

There are seven
 Object pronouns
 That are easy as can be.
 OBJECT PRONOUNS!

Me and Us,
Him and Her,
It and Them and You.
 Those are the object pronouns!

Jingle 23: The Indirect Object Jingle

Indirect, oh, indirect, oh, indirect object.
 Give me that indirect, oh, indirect, oh, indirect object.

An indirect object is a NOUN or a PRONOUN
 That receives what the direct, the direct object names.
 An indirect object is found between the verb, **verb-transitive**,
 And the direct object.

To find the indirect object,	(sha-bop)
Ask TO WHOM or FOR WHOM	(sha-bop)
After the direct object.	(sha-bop)

An indirect, indirect, indirect, indirect, yeah!
 An indirect object!

Just give me that indirect, oh, indirect, oh, indirect object.
Give me that indirect, oh, indirect, oh, indirect object.
Give me that object, oh, indirect, oh, indirect object.

An INDIRECT OBJECT!

Indirect Objects and Pattern 3

1. An **indirect object** is a noun or pronoun.
2. An indirect object receives what the direct object names.
The indirect object tells *to whom* or *for whom* something is done.
3. An indirect object is located between the verb-transitive and the direct object.
4. To find an indirect object, ask **TO WHOM** or **FOR WHOM, TO WHAT** or **FOR WHAT** after the direct object. Use **WHOM** when the indirect object is a person. Use **WHAT** when the indirect object is a place, thing, or idea.
5. An **indirect object** is labeled with the abbreviation **IO**.
6. A **Pattern 3** sentence is labeled **SN V-t IO DO P3**. A Pattern 3 sentence has a *subject noun, transitive verb, indirect object, and a direct object* as its core. A Pattern 3 sentence has three noun jobs in its pattern: the subject noun, the indirect-object noun, and the direct-object noun.
7. Pattern review:
Pattern 1 is **SN V**. It has a noun-verb (**N V**) core.
Pattern 2 is **SN V-t DO**. It has a noun-verb-noun (**N V N**) core.
Pattern 3 is **SN V-t IO DO**. It has a noun-verb-noun-noun (**N V N N**) core.



Script: Now, we will recite the Question and Answer Flow, adding the indirect object. First, we will read the sentence together. Then, we will recite the **questions AND answers** together. Begin.

▶▶ ADDING THE INDIRECT OBJECT AND PATTERN 3 TO THE QUESTION AND ANSWER FLOW

Sample Sentence: Patty gave me a new sweater.

1. Who gave me a new sweater?
Patty - Subject Noun (Write **SN** above *Patty*.)
2. What is being said about Patty?
Patty gave - Verb (Write **V** above *gave*.)
3. Patty gave what? **sweater - verify the noun**
4. Does sweater mean the same thing as Patty? **No.**
5. **Sweater - Direct Object** (Write **DO** above *sweater*.)
6. **Gave - Verb-transitive** (Write **V-t** above *gave*.)
7. Patty gave sweater to whom? **me - IO**
(Say "*me - Indirect Object*" and write the label **IO** above *me*.)
8. What kind of sweater? **new - Adjective** (Write **Adj** above *new*.)
9. **A - Article Adjective** (Write **A** above *a*.)

Continued on next page. >>>

>>> *Continued from previous page.*

10. **SN V-t IO DO P3**

(Say "Subject Noun, Verb-transitive, Indirect Object, Direct Object, Pattern 3" and write the label **SN V-t IO DO P3** in the blank.)

11. Skill Check

12. Verb-transitive - check again

13. No prepositional phrases

14. **Period, statement, declarative sentence**

15. Go back to the verb.

Divide the complete subject from the complete predicate.

16. Is this sentence in a natural or inverted order?

Natural - no change.

	SN	V-t	IO	A	Adj	DO	
SN V-t	Patty /	gave	me	a	new	sweater.	D
IO DO P3							

Object Pronouns

- Object pronouns** are used as *objects* of prepositions, *direct objects*, and *indirect objects*. All of these jobs have the word *object* in them.
- The object pronouns are listed in the Object Pronoun Jingle:
me, us, him, her, it, them, and you.
- An object pronoun does not have an object pronoun label.
An object pronoun keeps the **OP**, **DO**, or **IO** label that names its job in a sentence.

Example of an

OP

Object of the Preposition: Maria walked to school with **me**.



Script: The pronoun *me* is an object of the preposition and is labeled with an **OP** label.

Other object pronouns can be substituted for the object pronoun *me*.

Maria walked to school with us, with him, with her, with them, or with you.

DO

Example of a Direct Object: Mr. Jones taught **us** in third grade.



Script: The pronoun *us* is a direct object and is labeled with a **DO** label.

Other object pronouns can be substituted for the object pronoun *us*.

Mr. Jones taught me, him, her, them, or you in third grade.

IO

Example of an Indirect Object: Paul gave **me** an umbrella.



Script: The pronoun *me* is an indirect object and is labeled with an **IO** label.

Other object pronouns can be substituted for the object pronoun *me*.

Paul gave us, him, her, them, or you an umbrella.

Classifying Sentences

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

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

3. For the greatest benefit, follow the suggestions below.

- Have students read each sentence in unison with you before classifying it.
- Make sure students say the **questions AND answers** with you during the Question and Answer Flow.
- Have students recite any Question and Answer Flow a second time if they need help reading the sentence smoothly or reciting the Q&A Flow correctly.



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

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

Introductory Sentences

ORAL PARTICIPATION

1. _____ Jennie bought me a soda.
2. _____ At lunch, Jennie bought me a bottle of soda.
3. _____ Dad found Scott and me a puppy!

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Bright Idea

Color code sentence parts to help students learn new concepts more quickly.

Question and Answer Flow:

Introductory Sentences

ORAL PARTICIPATION



Sentence 1

Jennie bought me a soda.

- Who bought me a soda?
Jennie - SN
- What is being said about Jennie?
Jennie bought - V
- Jennie bought what?
soda - verify the noun
- Does soda mean the same thing as Jennie? **No.**
- Soda - DO**
- Bought - V-t**
- Jennie bought soda for whom?
me - IO
(Say "me - indirect object" and write the label **IO** above me.)
- A - A**
- SN V-t IO DO P3**
(Say "subject noun, verb-transitive, indirect object, direct object, Pattern 3" and write the label **SN V-t IO DO P3** in the blank.)
- Skill Check
- Verb-transitive - check again
- No prepositional phrases
- Period, statement, declarative sentence**
- Go back to the verb.
Divide the complete subject from the complete predicate.
- Is this sentence in a natural or inverted order?
Natural - no change.



Sentence 2

At lunch, Jennie bought me a bottle of soda.

- Who bought me a bottle of soda? **Jennie - SN**
- What is being said about Jennie?
Jennie bought - V
- Jennie bought what?
bottle - verify the noun
- Does bottle mean the same thing as Jennie? **No.**
- Bottle - DO**
- Bought - V-t**
- Jennie bought bottle for whom?
me - IO
(Say "me - indirect object" and write the label **IO** above me.)
- A - A**
- Of - P**
- Of what? **soda - OP**
- At - P**
- At what? **lunch - OP**
- SN V-t IO DO P3**
(Say "subject noun, verb-transitive, indirect object, direct object, Pattern 3" and write the label **SN V-t IO DO P3** in the blank.)
- Skill Check
- Verb-transitive - check again
- (At lunch) - Prepositional phrase**
- (Of soda) - Prepositional phrase**
- Period, statement, declarative sentence**
- Go back to the verb.
Divide the complete subject from the complete predicate.
- Is this sentence in a natural or inverted order?
Inverted - underline the subject parts once and the predicate parts twice.



Sentence 3

Dad found Scott and me a puppy!

- Who found Scott and me a puppy? **Dad - SN**
- What is being said about Dad?
Dad found - V
- Dad found what?
puppy - verify the noun
- Does puppy mean the same thing as Dad? **No.**
- Puppy - DO**
- Found - V-t**
- Dad found puppy for whom?
Scott and me - CIO, CIO
(Say "Scott and me - compound indirect object, compound indirect object" and write the labels **CIO, CIO** above Scott and me.)
- A - A**
- And - C**
- SN V-t IO DO P3**
(Say "subject noun, verb-transitive, indirect object, direct object, Pattern 3" and write the label **SN V-t IO DO P3** in the blank.)
- Skill Check
- Verb-transitive - check again
- No prepositional phrases
- Exclamation point, strong feeling, exclamatory sentence**
- Go back to the verb.
Divide the complete subject from the complete predicate.
- Is this sentence in a natural or inverted order?
Natural - no change.

classified sentences on next page >>>

Teaching Note: A verb-transitive check is continued for Pattern 3 so students can verify that they have written the label **V-t**. If they leave the “t” off, it is wrong. This is the reason the verb-transitive check is so important for them to remember.

- 1 SN V-t SN V-t IO A DO
IO DO P3 Jennie / bought me a soda. D
- 2 SN V-t P OP SN V-t IO A DO P OP
IO DO P3 (At lunch), Jennie / bought me a bottle (of soda). D
- 3 SN V-t SN V-t CIO C CIO A DO
IO DO P3 Dad / found Scott and me a puppy! E

Teaching Note: Even though the Q&A Flows show abbreviations to identify the sentence parts, you should say the words for which the abbreviations stand. **Example:** For the abbreviation **IO**, say the words *indirect object*.

Notes: _____

Worksheet 38

Name: _____ Date: _____

Exercise 1: Classify each sentence. (31 points)

1. $\frac{SN \ V-t}{IO \ DO \ P3}$ Dad/made Brittany a sandwich. **D**
2. $\frac{SN \ V-t}{IO \ DO \ P3}$ Dad/made Brittany and me two sandwiches. **D**
3. $\frac{SN \ V-t}{IO \ DO \ P3}$ Today, Aunt Katie / told us an exciting story. **D**

Exercise 2: List the simple subject and the simple predicate for Sentence 3 in Exercise 1. (2 points)

	Simple Subject	Simple Predicate
Sentence 3.	<u>Aunt Katie</u>	<u>told</u>

Exercise 3: Write the labels for the eight parts of speech. (Accept answers in any order.) (8 points)

- | | |
|---------------------------|---------------------------|
| 1. _____ N _____ | 5. _____ P _____ |
| 2. _____ V _____ | 6. _____ Pro _____ |
| 3. _____ Adj _____ | 7. _____ C _____ |
| 4. _____ Adv _____ | 8. _____ I _____ |

OVER 

Question and Answer Flow:

Worksheet 38



Sentence 1

Dad made Brittany a sandwich.

- Who made Brittany a sandwich?
Dad - SN
- What is being said about Dad?
Dad made - V
- Dad made what?
sandwich - verify the noun
- Does sandwich mean the same thing as Dad? **No.**
- Sandwich - DO**
- Made - V-t**
- Dad made sandwich for whom?
Brittany - IO
- A - A**
- SN V-t IO DO P3**
- Skill Check
- Verb-transitive - check again
- No prepositional phrases
- Period, statement, declarative sentence**
- Go back to the verb.
Divide the complete subject from the complete predicate.
- Is this sentence in a natural or inverted order?
Natural - no change.



Sentence 2

Dad made Brittany and me two sandwiches.

- Who made Brittany and me two sandwiches? **Dad - SN**
- What is being said about Dad?
Dad made - V
- Dad made what?
sandwiches - verify the noun
- Do sandwiches mean the same thing as Dad? **No.**
- Sandwiches - DO**
- Made - V-t**
- Dad made sandwiches for whom?
Brittany and me - CIO, CIO
- How many sandwiches?
two - Adj
- And - C**
- SN V-t IO DO P3**
- Skill Check
- Verb-transitive - check again
- No prepositional phrases
- Period, statement, declarative sentence**
- Go back to the verb.
Divide the complete subject from the complete predicate.
- Is this sentence in a natural or inverted order?
Natural - no change.



Sentence 3

Today, Aunt Katie told us an exciting story.

- Who told us an exciting story?
Aunt Katie - SN
- What is being said about Aunt Katie? **Aunt Katie told - V**
- Aunt Katie told what?
story - verify the noun
- Does story mean the same thing as Aunt Katie? **No.**
- Story - DO**
- Told - V-t**
- Aunt Katie told story to whom? **us - IO**
- What kind of story?
exciting - Adj
- An - A**
- Told when? **today - Adv**
- SN V-t IO DO P3**
- Skill Check
- Verb-transitive - check again
- No prepositional phrases
- Period, statement, declarative sentence**
- Go back to the verb.
Divide the complete subject from the complete predicate.
- Is this sentence in a natural or inverted order?
Inverted - underline the subject parts once and the predicate parts twice.

classified sentences on next page >>>

Discover **SHURLEY** **GRAMMAR**

Grammar Skills: Identifying Noun Jobs

Sample Lessons from:

Level 4

Chapter 13

pages 251–256b



Shurley
Instructional
Materials, Inc.



- Teacher Instructions:*
1. Introduce the Noun Job Jingle.
 2. Demonstrate the jingle or use the audio CD.
 2. Practice the new jingle several times until students can sing or recite it smoothly.

Jingle 25: The Noun Job Jingle

Nouns will give you a run for your money.

They do so many jobs

That it's not even funny.

A noun — person, place, thing, or idea —

Is very appealing.

But it's the noun job (*noun job*)

That is so revealing.

To find the nouns in a sentence,

Go to their jobs (*go to their jobs*).

Nouns can do objective jobs (*objective jobs*).

They're the **IO** (*IO*), **DO** (*DO*), and **OP** jobs (*OP jobs*).

And nouns can do subjective jobs (*subjective jobs*).

They're the **SN** (*SN*) and **PrN** jobs (*PrN jobs*).

Jobs. Jobs. Noun Jobs! Yeah!

Classifying Sentences

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

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



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

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

Practice Sentences

ORAL PARTICIPATION

1. _____ Cheese is my favorite pizza topping.
2. _____ Shredded mozzarella cheese is my favorite topping on pizza.
3. _____ In my family, the most popular game is checkers.



Script: I will circle each noun as we recite the Noun Check together for the classified sentences.

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

Noun Check with Predicate Nouns in the Sentence

Sentence 1:

Subject Noun
cheese, yes, it is a noun;

Predicate Noun
topping, yes, it is a noun.

Are there any Possessive Nouns in the sentences?
No

Sentence 2:

Subject Noun
cheese, yes, it is a noun;

Predicate Noun
topping, yes, it is a noun;

Object of the Preposition
pizza, yes, it is a noun.

Sentence 3:

Object of the Preposition
family, yes, it is a noun;

Subject Noun
game, yes, it is a noun;

Predicate Noun
checkers, yes, it is a noun.

Question and Answer Flow:

Practice Sentences

ORAL PARTICIPATION



Sentence 1

Cheese is my favorite pizza topping.

1. What is my favorite pizza topping? **cheese - SN**
2. What is being said about cheese? **cheese is - V**
3. Cheese is what?
topping - verify the noun
4. Does topping mean the same thing as cheese? **Yes.**
5. **Topping - PrN**
6. **Is - LV**
7. What kind of topping?
pizza - Adj
8. Which topping? **favorite - Adj**
9. Whose topping? **my - PPA**
10. **SN LV PrN P4**
11. Skill Check
12. Linking verb - check again
13. No prepositional phrases
14. **Period, statement, declarative sentence**
15. Go back to the verb.
Divide the complete subject from the complete predicate.
16. Is this sentence in a natural or inverted order?
Natural - no change.



Sentence 2

Shredded mozzarella cheese is my favorite topping on pizza.

1. What is my favorite topping on pizza? **cheese - SN**
2. What is being said about cheese? **cheese is - V**
3. Cheese is what?
topping - verify the noun
4. Does topping mean the same thing as cheese? **Yes.**
5. **Topping - PrN**
6. **Is - LV**
7. Which topping? **favorite - Adj**
8. Whose topping? **my - PPA**
9. **On - P**
10. On what? **pizza - OP**
11. What kind of cheese?
mozzarella - Adj
12. What kind of cheese?
shredded - Adj
13. **SN LV PrN P4**
14. Skill Check
15. Linking verb - check again
16. **(On pizza) - Prepositional phrase**
17. **Period, statement, declarative sentence**
18. Go back to the verb.
Divide the complete subject from the complete predicate.
19. Is this sentence in a natural or inverted order?
Natural - no change.



Sentence 3

In my family, the most popular game is checkers.

1. What is checkers? **game - SN**
2. What is being said about game?
game is - V
3. Game is what?
checkers - verify the noun
4. Do checkers mean the same thing as game? **Yes.**
5. **Checkers - PrN**
6. **Is - LV**
7. What kind of game?
popular - Adj
8. How popular? **most - Adv**
9. **The - A**
10. **In - P**
11. In what? **family - OP**
12. Whose family? **my - PPA**
13. **SN LV PrN P4**
14. Skill Check
15. Linking verb - check again
16. **(In my family) - Prepositional phrase**
17. **Period, statement, declarative sentence**
18. Go back to the verb.
Divide the complete subject from the complete predicate.
19. Is this sentence in a natural or inverted order?
Inverted - underline the subject parts once and the predicate parts twice.

classified sentences on next page >>>

- 1** SN LV PrN P4 SN LV PPA Adj Adj PrN Cheese / is my favorite pizza topping. **D**
- 2** SN LV PrN P4 Adj Adj SN LV PPA Adj PrN P OP Shredded mozzarella cheese / is my favorite topping (on pizza). **D**
- 3** SN LV PrN P4 P PPA OP A Adv Adj SN LV PrN (in my family), the most popular game / is checkers. **D**

Notes: _____

Noun Jobs



Script: Every word in a sentence has a job. A word's position and function in a sentence determine its job. Nouns are the only part of speech that can be used in different jobs and still be identified as a noun. If you can recognize noun jobs in a sentence, you will identify nouns accurately. Let's take a closer look at noun jobs.

- ▶ Nouns have many jobs in a sentence. These jobs include the following: **subject**, **object of the preposition**, **direct object**, **indirect object**, and **predicate noun**.
- ▶ These jobs give nouns specific identification to show their function in a sentence. It is easier to find nouns in a sentence if you look at the noun-job positions.
- ▶ The noun jobs can be divided into **subjective jobs** (*subject noun* and *predicate noun*) and **objective jobs** (*object of the preposition*, *direct object*, and *indirect object*). The possessive form of a noun functions as an adjective and is not considered a noun job. (*My **friend's** computer is broken.*)

The examples below demonstrate the importance of looking at noun jobs to help identify the noun *friend*.

1. **Rosa** played with her best **friend**.

What are the **Noun Jobs** used in this sentence? **SN**, **OP**, **IO**, **DO**, **PrN**.

Rosa is a noun in the **SN** position.

Friend is a noun in the **OP** position.

Best is an adjective. An adjective is not a noun job.

2. **Rosa** called her **friend**.

What are the **Noun Jobs** used in this sentence? **SN**, **OP**, **IO**, **DO**, **PrN**.

Rosa is a noun in the **SN** position.

Friend is a noun in the **DO** position.

3. **Rosa** gave her **friend** a birthday **gift**.

What are the **Noun Jobs** used in this sentence? **SN**, **OP**, **IO**, **DO**, **PrN**.

Rosa is a noun in the **SN** position.

Friend is a noun in the **IO** position.

Gift is a noun in the **DO** position.

4. **Angela** is Rosa's best **friend**.

What are the **Noun Jobs** used in this sentence? **SN**, **OP**, **IO**, **DO**, **PrN**.

Angela is a noun in the **SN** position.

Friend is a noun in the **PrN** position.

continued >>>

5. Rosa's **friend** is nice.

What are the **Noun Jobs** used in this sentence? **SN, OP, IO, DO, PrN.**

Friend is a noun in the **SN** position.

Nice is a predicate adjective. An adjective is not a noun job.

6. **Rosa** and **Angela** shopped for friend **necklaces**.

What are the **Noun Jobs** used in this sentence? **SN, OP, IO, DO, PrN.**

Rosa and *Angela* are nouns in the **SN** positions.

Necklaces is a noun in the **OP** position.

Friend is an adjective. An adjective is not a noun job.



Script: In the examples for noun jobs, the word *friend* is used in several noun-job positions and in one adjective position. You must always look at the position of a word instead of a word's meaning to determine if it is a noun. For example, *best* is an adjective in Sentence 1, and *friend* is an adjective in Sentence 6.

Student Tip

1. Finding a noun is easier if you know the noun job. The noun *lions* is just a noun until it is labeled with a special name that identifies its job.

<u>NOUN</u> lions SN	<u>NOUN</u> lions OP	<u>NOUN</u> lions DO	<u>NOUN</u> lions IO	<u>NOUN</u> lions PrN
SN Lions roar loudly.	OP I read a book about lions.		DO I saw some lions on TV.	
IO The trainer taught the lions a trick.			PrN These very large cats are lions.	

2. As you review each pattern, notice how the Shurley patterns relate to the traditional patterns.

	Pattern 1	OP	Pattern 2	Pattern 3	Pattern 4
Traditional:	N V	N	N V N	N V N N	N LV N
Shurley:	SN V	OP	SN V-t DO	SN V-t IO DO	SN LV PrN

Exercise 4: Use the sentence below to find each answer. (5 points)

Isabella's birthday is the last day of this month.

1. Choose the part of speech for the word *is*.
 - (a) noun
 - (c) adjective
 - (e) preposition
 - (g) conjunction
 - (b) verb
 - (d) adverb
 - (f) pronoun
 - (h) interjection

2. Choose the word that is the *predicate noun* in the sentence.
 - (a) Isabella's
 - (b) birthday
 - (c) day
 - (d) month

3. List the *nouns* in the sentence.

birthday, day, month



ACTIVITY

Use the definitions below to complete the crossword puzzle.

Across:

1. a word that shows action and does not have a direct object
3. a noun after a linking verb that means the same thing as the subject
4. a word that expresses a state of being instead of an action
5. a word that tells what the subject does
6. a noun or pronoun that receives the action of the verb
7. a noun that tells what the sentence is about

Down:

1. a noun or pronoun that receives what the direct object names
2. a word that shows action and has a direct object

1	I	N	T	R	A	N	S	I	2	T	I	V	E	space	V	E	R	B					
	N							R															
	D								3	P	R	E	D	I	C	A	T	E	space	N	O	U	N
	I							N															
	R							S															
	E								4	L	I	N	K	I	N	G	space	V	E	R	B		
	C							T															
	T								5	A	C	T	I	O	N	space	V	E	R	B			
	space							V															
	O							E															
	B								6	D	I	R	E	C	T	space	O	B	J	E	C	T	
	J							V															
	E								7	S	U	B	J	E	C	T	space	N	O	U	N		
	C							R															
	T							B															

Puzzle Words: action verb, direct object, indirect object, intransitive verb, linking verb, predicate noun, subject noun, transitive verb

Question and Answer Flow:

Worksheet 46



Sentence 1

My aunt is a doctor.

- Who is a doctor? **aunt - SN**
- What is being said about aunt?
aunt is - V
- Aunt is who?
doctor - verify the noun
- Does doctor mean the same thing as aunt? **Yes.**
- Doctor - PrN**
- Is - LV**
- A - A**
- Whose aunt? **my - PPA**
- SN LV PrN P4**
- Skill Check
- Linking verb - check again
- No prepositional phrases
- Period, statement, declarative sentence**
- Go back to the verb.
Divide the complete subject from the complete predicate.
- Is this sentence in a natural or inverted order?
Natural - no change.



Sentence 2

My aunt and uncle are doctors at the new hospital.

- Who are doctors at the new hospital?
aunt and uncle - CSN, CSN
- What is being said about aunt and uncle? **aunt and uncle are - V**
- Aunt and uncle are who?
doctors - verify the noun
- Do doctors mean the same thing as aunt and uncle? **Yes.**
- Doctors - PrN**
- Are - LV**
- At - P**
- At what? **hospital - OP**
- Which hospital? **new - Adj**
- The - A**
- And - C**
- Whose aunt and uncle? **my - PPA**
- SN LV PrN P4**
- Skill Check
- Linking verb - check again
- (At the new hospital) - Prepositional phrase**
- Period, statement, declarative sentence**
- Go back to the verb.
Divide the complete subject from the complete predicate.
- Is this sentence in a natural or inverted order?
Natural - no change.



Sentence 3

Jack's best friends from school are J.T. and Kaden.

- Who are J.T. and Kaden?
friends - SN
- What is being said about friends?
friends are - V
- Friends are who?
J.T. and Kaden - verify the nouns
- Do J.T. and Kaden mean the same thing as friends? **Yes.**
- J.T. and Kaden - CPrN, CPrN**
- Are - LV**
- And - C**
- From - P**
- From what? **school - OP**
- Which friends? **best - Adj**
- Whose friends? **Jack's - PNA**
- SN LV PrN P4**
- Skill Check
- Linking verb - check again
- (From school) - Prepositional phrase**
- Period, statement, declarative sentence**
- Go back to the verb.
Divide the complete subject from the complete predicate.
- Is this sentence in a natural or inverted order?
Natural - no change.

classified sentences on next page >>>

1 **SN LV** _____ **PPA SN LV A PrN**
PrN P4 My aunt / is a doctor. **D**

2 **SN LV** _____ **PPA CSN C CSN LV PrN P A Adj OP**
PrN P4 My aunt and uncle / are doctors (at the new hospital). **D**

3 **SN LV** _____ **PNA Adj SN P OP LV CPrN C CPrN**
PrN P4 Jack's best friends (from school) / are J.T. and Kaden. **D**

Notes: _____

Discover **SHURLEY** **GRAMMAR**

Grammar Skills:
Word Order

Sample Lessons from:

Level 8

Chapter 7

pages 135–144a



Shurley
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- Teacher Instructions:**
1. Introduce the Helping Verb Jingle.
 2. Demonstrate the jingle or use the audio CD.
 2. Practice the new jingle several times until students can sing or recite it smoothly.

Jingle 17: The 23 Helping Verbs of the Mean, Lean, Verb Machine Jingle

These twenty-three helping verbs
Will be on my test.
I've gotta remember them
So I can do my best.
I'll start out with eight
And finish with fifteen.
Just call me the mean,
Lean, verb machine.

There are the eight **be** verbs
That are easy as can be.
am, is, are was and were
am, is, are was and were
am, is, are was and were
be, being, and been

All together now, the eight **be** verbs:
am, is, are was and were
be, being, and been
am, is, are was and were
be, being, and been
am, is, are was and were
be, being, and been

There are twenty-three helping verbs,
And I've recited eight.
That leaves fifteen more
That I must relate.
Knowing all these verbs
Will save my grade.
The mean, lean, verb machine
Is here to stay.

has, have, and had do, does, and did
has, have, and had do, does, and did
might, must, and may
might, must, and may
can and could would and should
can and could would and should
shall and will shall and will
has, have, and had do, does, and did
might, must, and may
can and could, would and should
shall and will

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

Helping Verbs and Interrogative Sentences

1. **Helping Verbs:** When two or more verbs make up the simple predicate of a sentence, the verbs in front of the main verb are known as helping verbs.
2. Helping verbs are also called **auxiliary verbs**.
3. A **helping verb** is labeled with the abbreviation **HV**.

 **Script:** You should label the helping verb **will** with the abbreviation **HV** and the main verb **talk** with the abbreviation **V**.

HV V

Example: Mike **will talk** to the doctor tomorrow.

4. Together, the main verb and the helping verbs are called a **verb phrase**.



Script: When directions are given to underline the verb, or simple predicate, the helping verb and the main verb are both underlined because they are part of the verb phrase.

Example: Mike will talk to the doctor tomorrow.

5. **Interrogative Sentence:** An interrogative sentence begins with a helping verb, asks a question, ends with a question mark, and is labeled with the abbreviation **Int**. The End Mark Flow, **question mark, question, interrogative sentence**, identifies an interrogative sentence during a Skill Check.

Example: Will Mike talk to the doctor tomorrow? **Int**



Script: Now, we will recite the Question and Answer Flow, adding the helping verb. First, we will read the sentence together. Then, we will recite the **questions AND answers** together. Begin.

▶▶ ADDING THE HELPING VERB TO THE QUESTION AND ANSWER FLOW

Sample Sentence: Mike will talk to the doctor tomorrow.

1. Who will talk to the doctor tomorrow? **Mike - SN**
2. What is being said about Mike? **Mike will talk - V**
3. **Will - HV**
(Say "will - helping verb" and write the label **HV**.)
4. **To - P**
5. To whom? **doctor - OP**
6. **The - A**
7. Will talk when? **tomorrow - Adv**
8. **SN V P1**
9. Skill Check
10. **(To the doctor) - Prepositional phrase**
11. **Period, statement, declarative sentence**
12. Go back to the verb.
Divide the complete subject from the complete predicate.

	SN	HV	V	P	A	OP	Adv	
SN V	Mike / will talk (to the doctor) tomorrow. D							
P1								



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

▶▶ ADDING THE INTERROGATIVE SENTENCE TO THE QUESTION AND ANSWER FLOW

Sample Sentence: Will Mike talk to the doctor tomorrow?

1. Who will talk to the doctor tomorrow? **Mike - SN**
2. What is being said about Mike? **Mike will talk - V**
3. **Will - HV**
(Say "will - helping verb" and write the label **HV**.)
4. **To - P**
5. To whom? **doctor - OP**
6. **The - A**
7. Will talk when? **tomorrow - Adv**
8. **SN V P1**
9. Skill Check
10. **(To the doctor) - Prepositional phrase**
11. **Question mark, question, interrogative sentence**
(Write **Int** at the end of the sentence.)
12. Go back to the verb.
Divide the complete subject from the complete predicate.

	HV	SN	V	P	A	OP	Adv
SN V	Will Mike / talk (to the doctor) tomorrow? Int						
P1							

Natural and Inverted Word Order

1. In a **Natural-Order** sentence, all subject parts come before the verb; the predicate parts begin with the verb and include the rest of the sentence.
2. The word **inverted** means to reverse the position of something. Therefore, **Inverted Word Order** in a sentence means that some of the predicate words are located at the beginning of the complete subject, and the rest of the predicate words are located after the verb.
3. A sentence has inverted word order when an **adverb**, a **helping verb**, or a **prepositional phrase** is located at the *beginning* of the sentence.
4. Even though inverted words are located at the beginning of the complete subject, they modify the verb. These predicate words at the beginning of the sentence are inverted parts and cause the sentence to have an inverted word order.
5. Inverted word order gives you a quick, easy way to vary the structure of your sentences.

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

Inverted Order: Yesterday, Mike / played with his friends in the afternoon.

Natural Order: Mike / played with his friends in the afternoon yesterday.

A helping verb at the beginning of a sentence is part of the verb.

It usually forms a question.

Inverted Order: Did Mike / play with his friends in the afternoon?

Natural Order: Mike / did play with his friends in the afternoon.

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

Inverted Order: In the afternoon, Mike / played with his friends.

Natural Order: Mike / played with his friends in the afternoon.

A Skill Check for inverted word-order is added to the Question and Answer Flow by asking, ***“Is this sentence in a natural or inverted order?”***

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

Natural Order: Mike / played with his friends in the afternoon.

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

Inverted Word Order: In the afternoon, Mike / played with his friends.



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

▶▶ ADDING NATURAL WORD ORDER TO THE QUESTION AND ANSWER FLOW

Sample Sentence: Mike played with his friends in the afternoon.

1. Who played with his friends in the afternoon? **Mike - SN**
2. What is being said about Mike? **Mike played - V**
3. **With - P**
4. With whom? **friends - OP**
5. Whose friends? **his - PPA**
6. **In - P**
7. In what? **afternoon - OP**
8. **The - A**
9. **SN V P1**
10. Skill Check
11. **(With his friends) - Prepositional phrase**
12. **(In the afternoon) - Prepositional phrase**
13. **Period, statement, declarative sentence**
14. Go back to the verb.
Divide the complete subject from the complete predicate.
15. Is this sentence in a natural or inverted order? **Natural - no change.**

SN
V
P
PPA
OP
P
A
OP
SN V _____ Mike / played (with his friends) (in the afternoon). **D**
P1

▶▶ ADDING INVERTED WORD ORDER TO THE QUESTION AND ANSWER FLOW

Sample Sentence: In the afternoon, Mike played with his friends.

1. Who played with his friends? **Mike - SN**
2. What is being said about Mike? **Mike played - V**
3. **With - P**
4. With whom? **friends - OP**
5. Whose friends? **his - PPA**
6. **In - P**
7. In what? **afternoon - OP**
8. **The - A**
9. **SN V P1**
10. Skill Check
11. **(In the afternoon) - Prepositional phrase**
12. **(With his friends) - Prepositional phrase**
13. **Period, statement, declarative sentence**
14. Go back to the verb.
Divide the complete subject from the complete predicate.
15. Is this sentence in a natural or inverted order?
Inverted - underline the subject parts once and the predicate parts twice.

SN V **P A** **OP** **SN** **V** **P PPA OP**
P1 (In the afternoon), Mike / played (with his friends). **D**

Classifying Sentences

- Teacher* 1. Write or display the sentences for oral participation on the board.
- Instructions:* 2. Classify these sentences with your students to reinforce the concepts your students are learning.
3. For the greatest benefit, follow the suggestions below.
- Have students read each sentence in unison with you before classifying it.
 - Make sure students say the **questions AND answers** with you during the Question and Answer Flow.
 - Have students recite any Question and Answer Flow a second time if they are not reading the sentence smoothly or not reciting the Q&A Flow correctly.



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

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

Introductory Sentences

ORAL PARTICIPATION

1. _____ Several children were waiting in line for a drink of water .
2. _____ Were the children waiting in line for a drink of water ?
3. _____ Patiently , the children waited in line for a drink of water .
4. _____ After recess, the children waited patiently in line for a drink of water .

Question and Answer Flow:

Introductory Sentences

ORAL PARTICIPATION



Sentence 1

Several children were waiting in line for a drink of water.

- Who were waiting in line for a drink of water? **children - SN**
- What is being said about children? **children were waiting - V**

Note: There are 2 verbs. *Waiting* is the main verb and will be labeled with a **V**. *Were* is the helping verb in front of waiting and will be labeled with **HV**.

- Were - HV (helping verb)**
(Write **HV** above *were*.)
- In - P**
- In what? **line - OP**
- For - P**
- For what? **drink - OP**
- A - A**
- Of - P**
- Of what? **water - OP**
- How many children?
several - Adj
- SN V P1**
- Skill Check
- (In line) - Prepositional phrase**
- (For a drink) - Prepositional phrase**
- (Of water) - Prepositional phrase**
- Period, statement, declarative sentence**
- Go back to the verb. Divide the complete subject from the complete predicate.
- Is this sentence in a natural or inverted order?
Natural - no change.



Sentence 2

Were the children waiting in line for a drink of water?

- Who were waiting in line for a drink of water? **children - SN**
- What is being said about children? **children were waiting - V**
- Were - HV (helping verb)**
(Write **HV** above *were*.)
- In - P**
- In what? **line - OP**
- For - P**
- For what? **drink - OP**
- A - A**
- Of - P**
- Of what? **water - OP**
- The - A**
- SN V P1**
- Skill Check
- (In line) - Prepositional phrase**
- (For a drink) - Prepositional phrase**
- (Of water) - Prepositional phrase**
- Question mark, question, interrogative sentence**
- Go back to the verb. Divide the complete subject from the complete predicate.
- Is this sentence in a natural or inverted order? **Inverted - underline the subject parts once and the predicate parts twice.**



Sentence 3

Patiently, the children waited in line for a drink of water.

- Who waited in line for a drink of water? **children - SN**
- What is being said about children? **children waited - V**
- In - P**
- In what? **line - OP**
- For - P**
- For what? **drink - OP**
- A - A**
- Of - P**
- Of what? **water - OP**
- The - A**
- Waited how? **patiently - Adv**
- SN V P1**
- Skill Check
- (In line) - Prepositional phrase**
- (For a drink) - Prepositional phrase**
- (Of water) - Prepositional phrase**
- Period, statement, declarative sentence**
- Go back to the verb. Divide the complete subject from the complete predicate.
- Is this sentence in a natural or inverted order? **Inverted - underline the subject parts once and the predicate parts twice.**

- 1** **SN V** **Adj SN HV V P OP P A OP P OP** Several children / were waiting (in line) (for a drink) (of water). **D**
P1
- 2** **SN V** **HV A SN V P OP P A OP P OP** Were the children / waiting (in line) (for a drink) (of water)? **Int**
P1
- 3** **SN V** **Adv A SN V P OP P A OP P OP** Patiently, the children / waited (in line) (for a drink) (of water). **D**
P1



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

Use Sentences 1–4 that you have just classified to do a Noun Check with your teacher.

Noun Check with Inverted Word Order in the Sentences

Sentence 1:

Subject Noun

children, yes, it is a noun;

Object of the Preposition
line, yes, it is a noun;

Object of the Preposition
drink, yes, it is a noun;

Object of the Preposition
water, yes, it is a noun.

Sentence 2:

Subject Noun

children, yes, it is a noun;

Object of the Preposition
line, yes, it is a noun;

Object of the Preposition
drink, yes, it is a noun;

Object of the Preposition
water, yes, it is a noun.

Sentence 3:

Subject Noun

children, yes, it is a noun;

Object of the Preposition
line, yes, it is a noun;

Object of the Preposition
drink, yes, it is a noun;

Object of the Preposition
water, yes, it is a noun.

Sentence 4:

Object of the Preposition
recess, yes, it is a noun;

Subject Noun
children, yes, it is a noun;

Object of the Preposition
line, yes, it is a noun;

Object of the Preposition
drink, yes, it is a noun;

Object of the Preposition
water, yes, it is a noun.



Script: Look at the Guided Practice in your book.
Do a Noun Check for Sentence 4. Then, write each noun and its job.

GUIDED PRACTICE

Exercise: List the nouns and the noun jobs from Sentence 4.

Noun Job	Noun	Noun Job	Noun
OP	1. <u>recess</u>	OP	4. <u>drink</u>
SN	2. <u>children</u>	OP	5. <u>water</u>
OP	3. <u>line</u>		

Worksheet 24

Name: _____ Date: _____

Exercise 1: Classify each sentence. (51 points)

1. $\frac{SN \ V}{PI}$ Yesterday, my niece and nephew / camped (near a small stream). **D**

Adv PPA CSN C CSN V P A Adj OP

2. $\frac{SN \ V}{PI}$ Did my niece and nephew / camp (near a small stream)? **Int**

HV PPA CSN C CSN V P A Adj OP

3. $\frac{SN \ V}{PI}$ My niece and nephew / are camping (near a small stream). **D**

PPA CSN C CSN HV V P A Adj OP

Exercise 2: List the nouns and the noun jobs for Sentence 3. (6 points)

Noun Job	Noun	Noun Job	Noun
CSN	1. <u>niece</u>	OP	3. <u>stream</u>
CSN	2. <u>nephew</u>		

Exercise 3: List the simple subject and the simple predicate for Sentence 3 in Exercise 1. (4 points)

Simple Subject	Simple Predicate
Sentence 3. <u>niece, nephew</u>	<u>are camping</u>

Exercise 4: Name the eight parts of speech. (Accept answers in any order.) (8 points)

- | | |
|---------------------|------------------------|
| 1. <u>noun</u> | 5. <u>preposition</u> |
| 2. <u>verb</u> | 6. <u>pronoun</u> |
| 3. <u>adjective</u> | 7. <u>conjunction</u> |
| 4. <u>adverb</u> | 8. <u>interjection</u> |

over >>>

Question and Answer Flow:

Worksheet 24



Sentence 1

Yesterday, my niece and nephew camped near a small stream.

- Who camped near a small stream?
niece and nephew - CSN, CSN
- What is being said about niece and nephew?
niece and nephew camped - V
- Near - P**
- Near what? **stream - OP**
- What kind of stream? **small - Adj**
- A - A**
- And - C**
- Whose niece and nephew?
my - PPA
- Camped when? **yesterday - Adv**
- SN V PI**
- Skill Check
- (Near a small stream) - Prepositional phrase**
- Period, statement, declarative sentence**
- Go back to the verb.
Divide the complete subject from the complete predicate.
- Is this sentence in a natural or inverted order? **Inverted - underline the subject parts once and the predicate parts twice.**



Sentence 2

Did my niece and nephew camp near a small stream?

- Who did camp near a small stream?
niece and nephew - CSN, CSN
- What is being said about niece and nephew?
niece and nephew did camp - V
- Did - HV**
- Near - P**
- Near what? **stream - OP**
- What kind of stream? **small - Adj**
- A - A**
- And - C**
- Whose niece and nephew?
my - PPA
- SN V PI**
- Skill Check
- (Near a small stream) - Prepositional phrase**
- Question mark, question, interrogative sentence**
- Go back to the verb.
Divide the complete subject from the complete predicate.
- Is this sentence in a natural or inverted order? **Inverted - underline the subject parts once and the predicate parts twice.**



Sentence 3

My niece and nephew are camping near a small stream.

- Who are camping near a small stream?
niece and nephew - CSN, CSN
- What is being said about niece and nephew? **niece and nephew are camping - V**
- Are - HV**
- Near - P**
- Near what? **stream - OP**
- What kind of stream? **small - Adj**
- A - A**
- And - C**
- Whose niece and nephew?
my - PPA
- SN V PI**
- Skill Check
- (Near a small stream) - Prepositional phrase**
- Period, statement, declarative sentence**
- Go back to the verb.
Divide the complete subject from the complete predicate.
- Is this sentence in a natural or inverted order?
Natural - no change.

1 SN V Adv PPA CSN C CSN V P A Adj OP
PI Yesterday, my niece and nephew / camped (near a small stream). D

2 SN V HV PPA CSN C CSN V P A Adj OP
PI Did my niece and nephew / camp (near a small stream)? Int

3 SN V PPA CSN C CSN HV V P A Adj OP
PI My niece and nephew / are camping (near a small stream). D

POSITION
ARTICLE
Adverb
COMPOUND
INDIRECT
NOUN
COMPOUND
SUBJECT
ADVERB
Indirect
CONJUNCTION
Direct
COMPLEX
PREDICATE
OBJECT
Adjective
CONJUNCTION
Verb
Pronoun
ARTICLE



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