

GRAMMAR PUZZLES

Grade Level: Third Grade
Written by: Peggy Downs, Peak to Peak Charter School, Lafayette, Colorado
Length of Unit: Nine lessons (one lesson = 30 minutes)

I. ABSTRACT

This unit provides an effective structure for teaching sentence diagramming. Students will learn how to color code basic parts of speech, practice identifying and correcting sentence fragments, and diagram simple sentences. Diagramming sentences is a fun way to teach grammar because it means analyzing, diagnosing, deciding, designing, and drawing...what we call “higher level thinking skills”. Through these skills, students work to improve their command of language, grammar, and speech.

II. OVERVIEW

- A. Concept Objectives
 - 1. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (*Colorado Model Content Standards, Reading and Writing, Standard 3*)
- B. Content from the *Core Knowledge Sequence* (page 66)
 - 1. 3rd Grade Language Arts: Reading and Writing
 - a. Spelling, Grammar, and Usage
 - i. Understand what a complete sentence is, and
 - a) identify subject and predicate in single-clause sentences
 - b) distinguish complete sentences from fragments
 - ii. Know the following parts of speech and how they are used:
 - a) Nouns (for concrete nouns)
 - b) Pronouns (singular and plural)
 - c) Verbs: action verbs and auxiliary (helping) verbs
 - d) Adjectives (including articles)
 - e) Adverbs
 - iii. Know how to use the following punctuation:
 - a) End punctuation: period, question mark, or exclamation point
- C. Skill Objectives
 - 1. Students will identify subject and predicate in single-clause sentences. (*Core Knowledge Sequence, page 66*)
 - 2. Students will identify parts of speech, including nouns, pronouns, verbs, adverbs, and adjectives. (*Colorado Model Content Standards, Reading and Writing, Standard 3, Grade Level Expectations for Grades 5-8*)
 - 3. Students will demonstrate correct use of modifiers. (*Colorado Model Content Standards, Reading and Writing, Standard 3, Grade Level Expectations for Grades K-4*)
 - 4. Students will recognize fragments as only parts of a sentence and rewrite them into complete sentences.
 - 5. Students will correctly use ending punctuation, including period, question mark, and exclamation point. (*Core Knowledge Sequence, page 66*)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. *Advanced English Series: Grammar and Diagramming Sentence*, by Nan DeVincentis-Hayes
- B. For Students
 - 1. From *Core Knowledge Sequence*, Grade 2 Language Arts: Spelling, Grammar And Usage, page 44:
 - a. Understand what a complete sentence is and identify subject and predicate in simple sentences.
 - b. Identify parts of speech:
 - i. Noun (for concrete nouns)
 - ii. Verb (for active verbs)
 - iii. Simple adjectives
 - c. Recognize singular and plural nouns

IV. RESOURCES

None needed

V. LESSONS

Lesson One: Color Code the Subject and Predicate (30 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 - 2. Lesson Content
 - a. Spelling, Grammar, and Usage (page 66)
 - i. Understand what a complete sentence is, and
 - a) identify subject and predicate in single-clause sentences
 - b) distinguish complete sentences from fragments
 - ii. Know the following parts of speech and how they are used:
 - a) Nouns (for concrete nouns)
 - b) Pronouns (singular and plural)
 - c) Verbs: action verbs and auxiliary (helping) verbs
 - d) Adjectives (including articles)
 - e) Adverbs
 - iii. Know how to use the following punctuation:
 - a) End punctuation: period, question mark, or exclamation point
 - 3. Skill Objectives
 - a. Students will identify subject and predicate in single-clause sentences.
 - b. Students will identify parts of speech, including nouns, pronouns, verbs, adverbs, and adjectives.
 - c. Students will correctly use ending punctuation, including period, question mark, and exclamation point.
- B. *Materials*
 - 1. Student Language Journals for daily work (for example: composition books, loose leaf binders, or spiral notebooks)
 - 2. Colored pencils, markers, or crayons for students
 - 3. Flip chart or butcher paper

4. Set of markers with the following colors: blue, orange, purple, red, black, yellow, pink, gray, and green
- C. *Key Vocabulary*
1. **Subject:** the noun or group of words being talked about in the sentence
 2. **Predicate:** the verb or group of words that describe the action in the sentence
- D. *Procedures/Activities*
1. *TEACHER NOTE: It is easiest for students to keep their work neat if they write all the words in regular pencil, and do the symbols and underlines in colored pencils, markers or crayons. It gets messy if they try to write the words in crayon.*
 2. On the flip chart or butcher paper, draw a simple picture of two jigsaw puzzle pieces that appear to fit together. The piece on the left should be green (*subject*), and the matching piece on the right should be yellow (*predicate*).
 3. Tell students to copy the image in their Language Journals, using their colored pencils.
 4. Tell students that you will be teaching them a new way to look at grammar. It is called Sentence Diagramming. They will learn how to make the words in a sentence fit together like a puzzle. As they do this, they will be color coding the parts of speech, so they need to be very careful to use the correct colors as they work.
 5. Under the subject puzzle piece, write the word “Mary” using a black marker.
 6. Under the predicate puzzle piece, write the word “walks”.
 7. Ask a student to read the sentence aloud. Ask students if this is a complete sentence. A complete sentence needs a subject and a predicate. It also needs ending punctuation. Add a period to the sentence.
 8. Tell students to copy the sentence in their journals under their puzzle pieces, using a regular pencil.
 9. Ask a student to identify the “who” in the sentence (*Mary*). Ask if anyone knows what part of the sentence this is (*subject*). Tell students to circle the subject with their green pencil, as you model this on your paper.
Mary walks.
 10. Ask a student to identify the “what happens” in the sentence (*walks*). Ask if anyone know what part of the sentence this word is (*predicate* or *verb*). Tell students to underline the predicate with a yellow zigzag, as you model this on your paper.
Mary walks.
 11. In this example, *Mary* is the subject, and the predicate is *walks*. So, “Mary walks” gives us a complete picture of a character, a girl named Mary, who is going somewhere. It is a complete sentence. Tell students that all sentences must have a subject (who or what) and a predicate (what is happening).
 12. To make this image even more powerful, action words like *hike* or *stroll* give us a more vivid picture, as in “Mary strolls.”
 13. Tell students to rewrite the sentence using a word like *hike* or *stroll*. Tell them to circle the subject and underline the predicate again.
Mary hikes.
 14. Explain that the easiest way to make a sentence more interesting is by using strong action words.
 15. Write the word “Mike” under the word Mary. Write the word “eats” under walks. Ask students to suggest an appropriate ending punctuation (a period).

16. Tell students to color code the sentence (circle the subject in green and underline the predicate in yellow).

Mike eats.

17. Ask students to rewrite the sentence using a stronger verb (for example: gobble, inhale, or chomp). Remind students to add the ending punctuation. Invite students to use an exclamation point as appropriate.

18. Tell students to color code the sentence.

Mike eats.

19. On your paper, write the following nouns in a column: teachers, boys, dogs, Mrs. Jones.

20. Tell students to copy the subjects, and then rewrite the sentence with a strong action verb for each one. Remember the ending punctuation.

21. Tell them to color code each sentence.

For example:

Teachers watch.

Boys ride.

Dogs chase.

Mrs. Jones hurries.

E. *Assessment/Evaluation*

1. As students work, circulate through the room with a stamp and stamp pad or sticker book. Review student samples and give them a stamp or sticker in their journals for good work, or reteach as needed.
2. Ask several volunteers to share a favorite sentence. Write each sentence on your paper. Ask the student to help you color code the sentence correctly.

Lesson Two: Diagram Simple and Complete Subjects (30 minutes)

A. *Daily Objectives*

1. Concept Objective
 - a. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
2. Lesson Content
 - a. Spelling, Grammar, and Usage (page 66)
 - i. Understand what a complete sentence is, and
 - a) identify subject and predicate in single-clause sentences
 - b) distinguish complete sentences from fragments
 - ii. Know the following parts of speech and how they are used:
 - a) Nouns (for concrete nouns)
 - b) Pronouns (singular and plural)
 - c) Verbs: action verbs and auxiliary (helping) verbs
 - d) Adjectives (including articles)
 - e) Adverbs
 - iii. Know how to use the following punctuation:
 - a) End punctuation: period, question mark, or exclamation point
3. Skill Objectives
 - a. Students will identify subject and predicate in single-clause sentences.
 - b. Students will identify parts of speech, including nouns, pronouns, verbs, adverbs, and adjectives.
 - c. Students will demonstrate correct use of modifiers.

- d. Students will correctly use ending punctuation, including period, question mark, and exclamation point.

B. *Materials*

1. Student Language Journals for daily work
2. Colored pencils, markers, or crayons for students
3. Flip chart or butcher paper
4. Set of markers with the following colors: blue, orange, purple, red, black, yellow, pink, gray, and green
5. Appendix F – Additional Diagramming Challenges, OPTIONAL

C. *Key Vocabulary*

1. **Simple subject:** the key word in a subject, such a *Mary*
2. **Complete subject:** includes all the words that modify the simple subject
3. **Modifiers:** words or groups of words that describe or limit other words; including adverbs and adjectives

D. *Procedures/Activities*

1. Draw the picture of the two puzzle pieces on your flip chart again. (*See Lesson One.*)
2. Ask a volunteer to tell you what we call the green puzzle piece (*subject*). Ask another volunteer for the name of the yellow puzzle piece (*predicate*). On your paper, write an “S” above the subject, and a “P” above the predicate.
3. Under your puzzle drawing, write the words “Heidi jumps”.
4. Ask students if this is a complete sentence. It has a subject and a predicate. What is missing? It needs ending punctuation. Add a period.
5. Tell students to copy this sentence into their journals, and color code the sentence.
Heidi jumps.
6. Tell students that today you will be teaching them how to diagram this type of sentence.
7. Draw a straight line on your paper and divide the line in half. _____|_____
8. Write *Heidi* on the left side and *jumps* on the right side. Tell students that, just like in a puzzle, words fit together in a certain order. We have the subject of the sentence first, followed by the predicate. We diagram this by drawing a straight line and dividing it between the subject and predicate.
Heidi | jumps
9. Explain that when we diagram a sentence, we leave off the ending punctuation, but we keep all capitals. So, Heidi still needs a capital H.
10. Tell students that this is the framework for all sentences, and the basis for all sentence diagrams:
S | P
11. On the board, rewrite the sentence with a stronger verb (for example: *hops*, *skips*, *leaps*). Tell students to copy the new sentence. Be sure that students copy the sentences completely, with ending punctuation.
12. Color code and diagram the sentence together.
For example:
Heidi skips.

13. Tell students to think of two more action verbs to use. Rewrite the sentence again with two different action verbs. Tell students to color code and diagram their sentences.

For example:

Heidi hops.

Heidi leaps.

14. Tell students that the subject of a sentence can be **simple** or **complete**. Simple subjects contain only the key word such as *Heidi*, while complete subjects include all the words that modify (or describe) the simple subject:

Tiny, joyful eight-year-old Heidi

15. The descriptive words tell us more about Heidi, and so they give us a clearer picture of her. We call these words **modifiers**. A modifier is a word or groups of words that describe or limit other words, including adverbs and adjectives.
16. The entire phrase, *tiny, joyful, eight-year-old Heidi*, is called the **complete subject**. The complete subject is the key word in the subject plus all the words that describe the subject, or tell us more about it.
17. When we diagram this sentence, we put a green circle around **ONLY** the simple subject (*Heidi*).
18. Write this sentence on your paper and have students copy it:

Tiny, joyful eight-year-old Heidi jumps.

19. Color code the sentence together:

Tiny, joyful eight-year-old Heidi jumps.

20. Diagram the sentence as follows:

Tiny, joyful eight-year-old Heidi / jumps

21. Color code and diagram the following sentences together. Help students identify the simple subject and predicate in each sentence.

Fragrant purple pansies / grow

Bright, thoughtful students / help

Active, busy, noisy puppies / play

Fifteen boys / ride

Tall dark trees / tower

E. *Assessment/Evaluation*

1. Write the following predicates on the board.

leave

hunt

watch

swim

2. Tell students to write two sentences for each predicate. One sentence must have a simple subject, and the other sentence must have a complete subject with one or more modifiers. Tell students to color code and diagram their sentences.

For example: Dogs / hunt and Hungry dogs / hunt

3. You may have students hand in this work to be graded, or circulate through the classroom and give stamps or stickers as you go.

Lesson Three: Diagram Simple and Complete Predicates (30 minutes)

A. *Daily Objectives*

1. Concept Objective

- a. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

2. Lesson Content
 - a. Spelling, Grammar, and Usage (page 66)
 - i. Understand what a complete sentence is, and
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 - ii. Know the following parts of speech and how they are used:
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 - b) Pronouns (singular and plural)
 - c) Verbs: action verbs and auxiliary (helping) verbs
 - d) Adjectives (including articles)
 - e) Adverbs
 3. Skill Objectives
 - a. Students will identify subject and predicate in single-clause sentences.
 - b. Students will identify parts of speech, including nouns, pronouns, verbs, adverbs, and adjectives.
 - c. Students will demonstrate correct use of modifiers.
- B. *Materials*
1. Student Language Journals for daily work
 2. Colored pencils, markers, or crayons for students
 3. Flip chart or butcher paper
 4. Set of markers with the following colors: blue, orange, purple, red, black, yellow, pink, gray, and green
 5. Appendix F – Additional Diagramming Challenges, OPTIONAL
- C. *Key Vocabulary*
1. **Simple predicate:** the key action verb in a sentence
 2. **Complete predicate:** includes all the words that modify or describe the verb
 3. **Linking verb:** a type of verb that connects or links the subject to its complement; the verb form *to be* is often a linking verb (*am, is, are, etc.*); verbs that describe the five senses are also linking verbs (*taste, smell, hear, etc.*)
 She *is* tall
 I *taste* chocolate.
- D. *Procedures/Activities*
1. Ask students to recall the basis for all sentence diagrams, and draw this on your paper
 S | P
 2. Write the words “*Some boys play*”.
 3. Ask a student to identify the simple subject (*boys*) and the predicate (*play*).
 4. Tell students to copy this sentence in their journals, and color code the sentence.
 Some boys play.
 5. Draw a straight line on your paper and divide the line in half. _____|_____
 6. Write *some boys* on the left side and *play* on the right side. Tell students to copy the diagram of this sentence in their journals.
Some boys / play
 7. Remind students that last time they learned how to diagram a simple and complete subject. In today’s lesson they will learn how to diagram complete predicates.
 8. Tell students that the predicate of the sentence describes the action, as in *play* or *walk*. It tells what the subject is doing. And because this part of the sentence gives the action, it’s made up of a verb.
 9. Ask if students recall the easiest way to make a sentence stronger. (*Use a strong action verb.*)

10. Explain that we can also make a sentence stronger by creating a complete predicate, which gives us a clearer picture of what the subject is doing, when or where it is happening, and how he is doing it.
11. Write this sentence on your paper:
Some boys play loudly.
12. Explain that the **simple predicate** is the verb, while the **complete predicate** includes all the words that tell us more about the action. In this sentence, the simple predicate is *play* and the complete predicate is *play loudly*. It tells us *how* they play.
13. Color code the sentence together, reminding students that we circle ONLY the simple subject (*boys*) in green and we underline ONLY the simple predicate (*play*) in yellow.
Some boys play loudly.
14. Tell students to copy and diagram the sentence:
Some boys / play loudly
15. Color code and diagram the following sentences together. Help students identify the simple subject and simple predicate in each sentence.
Fragrant purple pansies / grow in the garden
Fifteen boys / ride down the street
Tall dark trees / tower over the small children
16. Tell students some predicates can be made up of “non-action” verbs even though they are still considered the action part of the sentence. Consider this sentence:
Father is tall.
17. In this sentence, *Father* is the subject but the predicate is not an action word. It is a “non-action” word because it doesn’t form any picture in our head of *father* doing something, but it’s still the verb or predicate part of the sentence
18. Non-action verbs include forms of *to be* (am, is, are, was, were), and forms of *to have* (has, have, had). Verbs that relate to the five senses are also non-action verbs (smell, taste, hear, see, and feel).
19. Tell students that we diagram non-action verbs the same way. Write the following sentence on the paper. Tell students to try to color code and diagram the sentence, using the rules they have learned.
Father / is tall
20. Write the following sentences on the board. Color code and diagram the sentences together.
My sister / is nine years old
Jennifer / has five cats
Roses / smell sweet
21. Remind students that the basic framework for the sentence is always the same:
S | P

E. *Assessment/Evaluation*

1. Write the following simple sentences on the board.
Girls walk.
Kangaroos jump.
Men work.
2. Tell students to change the verb to a stronger action word, and then add modifiers to make a complete subject and a complete predicate. Color code and diagram the sentence.
For example: *Five girls stroll down the sidewalk.*
Five girls / stroll down the sidewalk

3. Tell students to color code and diagram these sentences with non-action verbs:
Sarah / has five books
The third grade students / are late for class
She / hears the dogs
4. You may have students hand in this work to be graded, or circulate through the classroom and give stamps or stickers as you go.

Lesson Four: Check Your Progress #1 (30 minutes)

- A. *Daily Objectives*
 1. Concept Objective
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 2. Lesson Content
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 - a) Nouns (for concrete nouns)
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 - c) Verbs: action verbs and auxiliary (helping) verbs
 - d) Adjectives (including articles)
 - e) Adverbs
 3. Skill Objectives
 - a. Students will identify subject and predicate in single-clause sentences.
 - b. Students will identify parts of speech, including nouns, pronouns, verbs, adverbs, and adjectives.
 - c. Students will demonstrate correct use of modifiers.
- B. *Materials*
 1. Colored pencils, markers, or crayons for students
 2. Appendix B – Check Your Progress #1, student copies
 3. Appendix C – Check Your Progress #1- Answer Key, teacher reference
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 1. Distribute student copies of Appendix B – Check Your Progress #1.
 2. Allow ample time for students to complete the work.
- E. *Assessment/Evaluation*
 1. Grade and record scores. Provide additional practice as needed.

Lesson Five: Diagram Modifiers in the Subject (30 minutes)

- A. *Daily Objectives*
 1. Concept Objective
 - a. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 2. Lesson Content
 - a. Spelling, Grammar, and Usage (page 66)
 - i. Understand what a complete sentence is, and

- a) identify subject and predicate in single-clause sentences
 - b) distinguish complete sentences from fragments
 - ii. Know the following parts of speech and how they are used:
 - a) Nouns (for concrete nouns)
 - b) Pronouns (singular and plural)
 - c) Verbs: action verbs and auxiliary (helping) verbs
 - d) Adjectives (including articles)
 - e) Adverbs
 - iii. Know how to use the following punctuation:
 - a) End punctuation: period, question mark, or exclamation point
 - 3. Skill Objectives
 - a. Students will identify subject and predicate in single-clause sentences.
 - b. Students will identify parts of speech, including nouns, pronouns, verbs, adverbs, and adjectives.
 - c. Students will demonstrate correct use of modifiers.
- B. *Materials*
- 1. Student Language Journals for daily work
 - 2. Colored pencils, markers, or crayons for students
 - 3. Flip chart or butcher paper
 - 4. Set of markers with the following colors: blue, orange, purple, red, black, yellow, pink, gray, and green
 - 5. Appendix A – Legend, teacher reference
- C. *Key Vocabulary*
- 1. **Noun:** a person, place, or thing, and sometimes an idea
 - 2. **Pronoun:** replaces a noun in a sentence
 - 3. **Adjective:** a word that tells more about a noun; it can tell *what kind, which one, or how many*
- D. *Procedures/Activities*
- 1. Review the definitions of nouns and pronouns.
 - 2. Write the following sentences on the board. Tell students to copy them into their journals.
 - He is happy.*
 - Martha chases the dog.*
 - They whisper in the library.*
 - 3. Tell students to rewrite each sentence, changing the noun in the subject to a pronoun, or pronoun into noun. (For example: change *He is happy.* to *Mr. Johnson is happy.*)
 - 4. Select several students to share their sentences. Write them on the board. Color code and diagram the sentences together.
For example: Mr. Johnson / is happy
 - 5. Remind students that they have learned the basic framework for all sentence diagramming:
 - S | P
 - 6. In this lesson, students will learn how to diagram descriptive words (modifiers) in the subject. First, let's look at the simple subject. What part of speech is the subject in these sentences?
 - Dogs bark.* (dogs = noun)
 - They scream.* (they = pronoun)
 - 7. Tell students that the simple subject is most often a noun or a pronoun.

8. Tell students to copy the sentence in their journals. Color code the sentence.

Dogs bark.
They scream.

9. Using Appendix A – Legend for reference, mark the parts of speech as you discuss them.

▲ ●
 Dogs bark.
 ▲ ●
 They scream.

10. Put the sentences into the basic framework for a sentence diagram:

Dogs / bark
They / scream

11. Write this sentence on your paper: *Five black dogs bark.*

12. Tell students to find the simple subject and the simple predicate.

Five black dogs bark.

13. Tell students that the modifiers we add to make the subject more interesting are often adjectives. The words “five” and “black” are adjectives. They tell us what kind of and how many dogs. We mark an adjective with a blue triangle.

14. Color code the sentence together:

▲ ▲ ▲ ●
Five black dogs bark.

15. Tell students that color coding the sentence before we diagram it helps make sure everything goes in the right place.

16. Explain that the green simple subject ALWAYS goes on the line before the divider, and the yellow simple predicate ALWAYS goes on the line after the divider, just like the puzzle pieces we drew in Lesson One. Now, we will learn where to put the modifiers.

17. Diagram the sentence on your paper as follows:

dogs | bark (“Five” and “black” on go the diagonal lines)
 \ \

Please note: *the first word in the sentence keeps its capital letter.*

18. Tell students words that describe the subject are put under the subject in the diagram. So, “Five” and “black” clearly tell us more about “dogs”.

19. Write the following sentences on the board, and tell students to identify the simple subject and simple predicate:

Little girls sing.
Giant eggs hatch.
Noisy gray kittens play.

20. Color code these sentences together:

▲ ▲ ●
Little girls sing.
 ▲ ▲ ●
Giant eggs hatch.
 ▲ ▲ ▲ ●
Noisy gray kittens play.

21. Ask students to share what they notice about the patterns in the sentences. (*They may mention the color pattern of blue, black, red; or the shape pattern of triangles and circles.*) Explain that this pattern will help them diagram the sentences correctly.

22. Now, diagram these sentences:
girls | sing (“Little” goes on the diagonal line below)
 \
23. Continue with the remaining sentences:
eggs | hatch (“Giant” goes on the diagonal line below)
 \
- kittens | play (“Noisy” and “gray” go on the diagonal lines below)
 \ \
24. Review with students the following steps for diagramming sentences:
- Copy the sentence completely, with correct ending punctuation.
 - Identify the simple subject and circle it with green.
 - Identify the simple predicate and underline it with yellow.
 - Find the parts of speech
 - noun = black triangle
 - pronoun = gray triangle
 - adjective = blue triangle
 - verb = red circle
 - Diagram the sentence
 - the word that is circled in green goes on the left side
 - the word that is underlined with yellow goes on the right side
 - any remaining triangle words go below the simple subject

E. *Assessment/Evaluation*

- Write the following simple sentences on the board.
Yellow birds fly.
Six hungry chicks chirp.
Fluffy clouds float.
- Tell students to copy the sentences, then color code and diagram them.

Yellow birds fly.

Six hungry chicks chirp.

Fluffy clouds float.

birds | fly (“Yellow” goes on the diagonal line.)
 \

chicks | chirp (“Six” and “hungry” go on the diagonal line.)
 \ \

clouds | float (“Fluffy” goes on the diagonal line.)
 \

- You may have students hand in this work to be graded, or circulate through the classroom and give stamps or stickers as you go.

Lesson Six: More Practice with Adjectives and Articles (30 minutes)

A. *Daily Objectives*

- Concept Objective
 - Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

2. Lesson Content
 - a. Spelling, Grammar, and Usage (page 66)
 - i. Understand what a complete sentence is, and
 - a) identify subject and predicate in single-clause sentences
 - b) distinguish complete sentences from fragments
 - ii. Know the following parts of speech and how they are used:
 - a) Nouns (for concrete nouns)
 - b) Pronouns (singular and plural)
 - c) Verbs: action verbs and auxiliary (helping) verbs
 - d) Adjectives (including articles)
 - e) Adverbs
 - iii. Know how to use the following punctuation:
 - a) End punctuation: period, question mark, or exclamation point
3. Skill Objectives
 - a. Students will identify subject and predicate in single-clause sentences.
 - b. Students will identify parts of speech, including nouns, pronouns, verbs, adverbs, and adjectives.
 - c. Students will demonstrate correct use of modifiers.
 - d. Students will recognize fragments as only parts of sentences and rewrite them into complete sentences.
 - e. Students will correctly use ending punctuation; include period, question mark, and exclamation point.

B. *Materials*

1. Student Language Journals for daily work
2. Colored pencils, markers, or crayons for students
3. Flip chart or butcher paper
4. Set of markers with the following colors: blue, orange, purple, red, black, yellow, pink, gray, and green
5. Appendix A – Legend, teacher reference

C. *Key Vocabulary*

1. **Fragment** – a group of words that is not a complete sentence
2. **Article** – classed as an adjective and often called “determiners” because they determine or flag the noun that follows; “a”, “an”, and “the” are the most common articles

D. *Procedures/Activities*

1. Ask students to tell you what a complete sentence needs to have (*subject and predicate, capitals and ending punctuation*).
2. Write the following words on the board.

<i>Fish swim in the ocean.</i>	<i>Sharks are dangerous</i>
<i>As the eagle flies</i>	<i>My brother teases.</i>
<i>We love chocolate!</i>	<i>Two sisters late.</i>
<i>I read many books.</i>	<i>If you want to go.</i>
3. Tell students to copy each group of words in their journals. Remind them that a complete sentence has a subject and a predicate. Next to each word group, tell students to write *complete* if it is a complete sentence, or *fragment* if it is not.

<i>Fish swim in the ocean.</i>	complete
<i>As the eagle flies</i>	fragment
<i>We love chocolate!</i>	complete
<i>I read many books.</i>	complete
<i>Sharks are dangerous.</i>	complete

My brother teases. complete
Two sisters late. fragment
If you want to go. fragment

4. Discuss the correct answers together. Ask volunteers to identify the simple subject and simple predicate for each complete sentence:

Fish swim in the ocean.
We love chocolate!
I read many books.
Sharks are dangerous.
 My brother teases.

5. Write the following sentence on the board: *The baby cries.*

6. Ask a volunteer to name the simple subject and the simple predicate:

The baby cries.

7. Tell students that the word “the” is an article. “A” and “an” are also articles. Write these words on the board. Tell students we mark an article with a purple triangle.

8. Color code this sentence and have students copy it into journals:

▲ The ▲ baby ● cries.

9. Tell students an article is actually a special kind of adjective. We diagram articles exactly the same way we diagram adjectives in the subject. Tell students to diagram this sentence in their journals, and then ask several volunteers to share how they did it.

baby | cries (“The” is on the diagonal line below.)

10. Write the following sentences on the board:

The yellow car wins.
An elephant watches.
A small boy yells.

11. Tell students to find the simple subject and the simple predicate of each sentence, and color code them.

12. Tell students to color code the parts of speech. (See Appendix A – Legend.)

▲ The ▲ yellow ▲ car ● wins.
 ▲ An ▲ elephant ● watches.
 ▲ A ▲ small ▲ boy ● yells.

13. Walk around the room as they work to check and reteach as needed.

14. When most of the students have completed color coding the parts of speech, demonstrate how to diagram two modifiers as shown below:

car | wins (“The” and “yellow” are on the diagonal lines below.)

15. Tell students to look at the pattern again. Ask for comments on what they notice. Tell them to use this pattern to help them put the words in the correct spots, just like the pieces of a puzzle.

16. Tell students to diagram the remaining sentences.

elephant | watches (“An” is on the diagonal lines below.)

boy | yells (“A” and “small” are on the diagonal lines.)
 \ \

17. Ask several students to share their work with the class and answer any questions.
18. Review with students the steps taken when you are diagramming sentences. Write the list on the board for reference as the students complete the assessment activity:




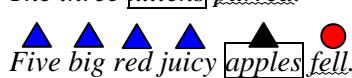
- a. Copy the sentence completely, with correct ending punctuation.
- b. Identify the simple subject and circle it with green.
- c. Identify the simple predicate and underline it with yellow.
- d. Find the parts of speech.
 - i. noun = black triangle
 - ii. pronoun = gray triangle
 - iii. adjective = blue triangle
 - iv. article = purple triangle
 - v. verb = red circle
- e. Diagram the sentence
 - i. the word that is circled in green goes on the left side
 - ii. the word that is underlined with yellow goes on the right side
 - iii. any remaining triangle words go below the simple subject

E. *Assessment/Evaluation*

1. Write the following sentences on the board.

The new teacher knows.
An airplane flew.
The three kittens purred.
Five big red juicy apples fell.

2. Tell students to follow the steps above to diagram the sentences.


The new teacher knows.

An airplane flew.

The three kittens purred.

Five big red juicy apples fell.

teacher | knows (“The” and “new” go on the diagonal lines.)

\ \
airplane | flew (“An” goes on the diagonal line.)

\ \
kittens | purred (“The” and “three” go on the diagonal lines.)

\ \ \ \ \ \
apples | fell (“Five”, “big”, “red”, and “juicy” on the lines)

3. You may have students hand in this work to be graded, or circulate through the classroom and give stamps or stickers as you go.

Lesson Seven: Diagram Modifiers in the Predicate (30 minutes)

A. *Daily Objectives*

1. Concept Objective
 - a. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
2. Lesson Content
 - a. Spelling, Grammar, and Usage (page 66)
 - i. Understand what a complete sentence is, and
 - a) identify subject and predicate in single-clause sentences
 - b) distinguish complete sentences from fragments
 - ii. Know the following parts of speech and how they are used:
 - a) Nouns (for concrete nouns)
 - b) Pronouns (singular and plural)
 - c) Verbs: action verbs and auxiliary (helping) verbs
 - d) Adjectives (including articles)
 - e) Adverbs
 - iii. Know how to use the following punctuation:
 - a) End punctuation: period, question mark, or exclamation point
3. Skill Objectives
 - a. Students will identify subject and predicate in single-clause sentences.
 - b. Students will identify parts of speech, including nouns, pronouns, verbs, adverbs, and adjectives.
 - c. Students will demonstrate correct use of modifiers.

B. *Materials*

1. Student Language Journals for daily work
2. Colored pencils, markers, or crayons for students
3. Flip chart or butcher paper
4. Set of markers with the following colors: blue, orange, purple, red, black, yellow, pink, gray, and green
5. Appendix A – Legend, teacher reference

C. *Key Vocabulary*

1. **Adverb** – a word that describes a verb, noun, or other adverb; it often ends with –ly; an adverb tells *how*, *when*, or *where*

D. *Procedures/Activities*


1. Tell students to copy these words in their journals, as headings at the top of a page. **How, When, Where.**
2. Write the following words on the board:

sometimes	quickly	never
happily	tomorrow	smoothly
there	always	somewhere
3. Tell students think about what each word tells us. For example, the word “always” tells us *when* so it would go under that heading.
4. Tell students to sort the words and copy them under the appropriate heading in their journals.

<i>How</i>	<i>When</i>	<i>Where</i>
quickly	tomorrow	somewhere
smoothly	never	there
happily	always	
	sometimes	

5. Review and discuss student answers.
6. Ask if any students know what part of speech these words are (*adverbs*). Review the definition of *adverb* above.
7. Remind students that they have learned the basic framework for all sentence diagramming:

$$\underline{S} \mid \underline{P}$$
8. In this lesson, students will learn how to diagram descriptive words (modifiers) in the predicate.
9. Write the following sentence on the board:
A car quickly passed.
10. Identify the simple subject and the simple predicate:
A car quickly passed.
11. Write the following sentence on the board:
A car raced ahead.
12. Identify the simple subject and the simple predicate:
A car raced ahead.
13. Ask students if they notice anything about the order of the words in the two sentences. Explain that adverbs can be found in front of the verb or behind it. The important thing to understand is that adverbs can tell us more about a verb. The car passed *how*? Quickly. The car raced *where*? Ahead.
14. Write this sentence on the board: *Mikey sometimes cries.* Tell students to copy the sentence and identify the simple subject and simple predicate.
15. Tell students that we mark adverbs with an orange circle. Mark the sentence:


16. Tell students that when we diagram adverbs, they go under the verb. Demonstrate how to diagram this sentence:

$$\underline{\text{Mikey}} \mid \text{cries} \quad (\text{"sometimes"} \text{ is on the diagonal line below the verb.})$$
17. Rewrite the sentence as “Mikey cries sometimes.” Explain that we would diagram this sentence exactly the same way. Either way, the adverb tells us *when* Mikey cries – “sometimes”.
18. Review with students the steps taken when you are diagramming sentences. Write the list on the board for reference as the students complete the assessment activity.
 - a. Copy the sentence completely, with correct ending punctuation.
 - b. Identify the simple subject and circle it with green.
 - c. Identify the simple predicate and underline it with yellow.
 - d. Find the parts of speech.
 - i. noun = black triangle
 - ii. pronoun = gray triangle
 - iii. adjective = blue triangle
 - iv. article = purple triangle
 - v. verb = red circle
 - vi. adverb = orange circle
 - e. Diagram the sentence
 - i. the word that is circled in green goes on the left side
 - ii. the word that is underlined with yellow goes on the right side
 - iii. any remaining triangle words go below the simple subject
 - iv. any remaining circle words go below the simple predicate

E. *Assessment/Evaluation*

1. Write the following sentences on the board.

The blue bird flew quietly.

Five green frogs jump suddenly.

The blue dish is here.

The playful puppy barked sharply.

2. Tell students to follow the steps above to diagram the sentences.

The blue bird flew quietly.

Five green frogs jump suddenly.

The blue dish is here.

The playful puppy barked sharply.

bird | flew
 \ \ \

(“The” and “blue” go on the lines below “bird”; “quietly” goes on the line below “flew”.)

frogs | jump
 \ \ \

(“Five” and “green” go below “frogs”; “suddenly” goes below “jump”)

dish | is
 \ \ \

(“The” and “blue” go below “dish”; “here” goes below “is”.)

puppy | barked
 \ \ \

(“The” and “playful” go below “puppy”; “sharply” goes below “barked”.)

3. You may have students hand in this work to be graded, or circulate through the classroom and give stamps or stickers as you go.

Lesson Eight: Diagram Prepositional Phrases in the Predicate (30 minutes)

A. *Daily Objectives*

1. Concept Objective
 - a. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
2. Lesson Content
 - a. Spelling, Grammar, and Usage (page 66)
 - i. Understand what a complete sentence is, and
 - a) identify subject and predicate in single-clause sentences
 - b) distinguish complete sentences from fragments
 - ii. Know the following parts of speech and how they are used:
 - a) Nouns (for concrete nouns)
 - b) Pronouns (singular and plural)
 - c) Verbs: action verbs and auxiliary (helping) verbs
 - d) Adjectives (including articles)
 - e) Adverbs
 - iii. Know how to use the following punctuation:
 - a) End punctuation: period, question mark, or exclamation point

3. Skill Objectives
 - a. Students will identify subject and predicate in single-clause sentences.
 - b. Students will identify parts of speech, including nouns, pronouns, verbs, adverbs, and adjectives.
 - c. Students will demonstrate correct use of modifiers.
 - d. Students will recognize fragments as only parts of sentences and rewrite them into complete sentences

B. *Materials*

1. Student Language Journals for daily work
2. Colored pencils, markers, or crayons for students
3. Flip chart or butcher paper
4. Set of markers with the following colors: blue, orange, purple, red, black, yellow, pink, gray, and green

C. *Key Vocabulary*

1. **Preposition** – a word that serves as a link for a noun or other word, often showing location or relationship (in, on, with, over, etc.)

D. *Procedures/Activities*

1. Write the following sentences on the board:
The cow jumped.
Little Miss Muffet sat.
The mouse ran.
2. Tell students to copy these sentences, adding or changing words to make the sentences more interesting. They may choose to finish the nursery rhyme or add describing words. They may choose to change the verb into a stronger action word. Encourage them to be creative. For example, they might choose “The cow jumped *over the moon.*” Or “The *brown* cow jumped *quickly.*” Or “The *black* cow *leaped.*”)
3. Ask several students to share their sentences and list them on the board. Discuss the various parts of speech that the students used. Review as needed.
4. It is likely that some of the sentences include prepositional phrases. Draw student attention to these phrases. Explain that in today’s lesson, they will learn how to diagram prepositional phrases.
5. Explain that a preposition is often a word that shows a location. For example, *on the table, under the table, with the table.* Give several examples, using the students’ sentences as much as possible.
6. List the following prepositions on the board and keep it displayed for student reference: (*This list is not complete, but it will work for the following exercise.*)

in	on	under
with	for	before
over	of	up
after	into	from
Around	without	

7. Write this sentence on the board: *The cow jumped over the moon.*
8. Ask a student to identify the simple subject and the simple predicate.
The cow jumped over the moon

9. Ask several students to identify the parts of speech. Tell students that we mark a preposition with a pink circle. A prepositional phrase will usually have an article and a noun following the preposition, so we circle the complete phrase in pink. Using Appendix A – Legend for reference, color code these words:


 The cow jumped over the moon .

10. Draw the basic diagram and fill in the simple subject and simple predicate:

cow | jumped

11. Ask a student to tell where the article goes.

cow | jumped (“The” goes on a diagonal line below “cow”)
 \

12. Explain that the preposition tells more about the verb (Jumped *where?* **Over the moon**) so it is diagrammed below the verb as shown:

cow | jumped (“over” goes on the diagonal below “jumped”)
 \ \ the moon


13. Write the following sentences on the board:


I sing in the shower.
The dog is in the doghouse.
A green-eyed cat purrs on the sofa.


14. Tell students to identify the simple subject and simple predicate:

I sing in the shower.
 The dog is in the doghouse.
 A green-eyed cat purrs on the sofa.

15. Tell students to color code the parts of speech. Tell them to circle the whole prepositional phrase in each sentence:


I sing in the shower .


 The dog is in the doghouse .


 A green-eyed cat purrs on the sofa .


16. Tell students to diagram these sentences.

I | sing (“in” goes below “sing”)
 \ the shower

dog | is (“The” goes below “dog”; “in” goes below “is”)
 \ \ the doghouse

cat | purrs (“A” and “green-eyed” go below “cat”;
 \ \ \ the sofa “on” goes on the diagonal below “purrs”)

17. Color code and diagram the following sentence to demonstrate how to combine an adverb with a prepositional phrase:

A twinkling star blinked lazily in the sky.

 A twinkling star blinked lazily in the sky .

star | blinked (“A” and “twinkling” go under the subject;
 \ \ \ \ \ the sky “lazily” and “in” go under “blinked”)

18. Review with students the steps taken when you are diagramming sentences. Write the list on the board for reference as the students complete the assessment activity.
- Copy the sentence completely, with correct ending punctuation.
 - Identify the simple subject and circle it with green.
 - Identify the simple predicate and underline it with yellow.
 - Find the parts of speech.
 - noun = black triangle
 - pronoun = gray triangle
 - adjective = blue triangle
 - article = purple triangle
 - verb = red circle
 - adverb = orange circle
 - prepositional phrase = pink circle
 - Diagram the sentence
 - the word that is circled in green goes on the left side
 - the word that is underlined with yellow goes on the right side
 - any remaining triangle words go below the simple subject
 - any remaining circle words go below the simple predicate

E. *Assessment/Evaluation*

- Write the following sentences on the board.

She sang sweetly in the choir.
A large blue boat sailed into the harbor.
Three purple dragons flew around the room.
Tiny young Ralph climbed bravely up the cliff.
- Tell students to follow the steps above to diagram the sentences.

 *She* sang *sweetly* *in the choir* .

 *A large blue* boat sailed *into the harbor* .

 *Three purple* dragons flew *around the room* .

 *Tiny young* Ralph climbed *bravely up the cliff.*

She | sang (“sweetly” and “in” on the diagonal lines)
 \ \ \ \ \ the choir

boat | sailed (“A”, “large”, and “blue” go under “boat”;
 \ \ \ \ \ the harbor “in” goes below “sailed”)

dragons | flew (“Three” and “purple” go below “dragons”;
 \ \ \ \ \ the room “around” goes below “flew”)

Ralph climbed
 \ \ \ \ the cliff

3. You may have students hand in this work to be graded, or circulate through the classroom and give stamps or stickers as you go.

Lesson Nine: Check Your Progress #2 (30 minutes)

A. *Daily Objectives*

1. Concept Objective
 - a. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
2. Lesson Content
 - a. Spelling, Grammar, and Usage (page 66)
 - i. Understand what a complete sentence is, and
 - a) identify subject and predicate in single-clause sentences
 - b) distinguish complete sentences from fragments
 - ii. Know the following parts of speech and how they are used:
 - a) Nouns (for concrete nouns)
 - b) Pronouns (singular and plural)
 - c) Verbs: action verbs and auxiliary (helping) verbs
 - d) Adjectives (including articles)
 - e) Adverbs
3. Skill Objectives
 - a. Students will identify subject and predicate in single-clause sentences.
 - b. Students will identify parts of speech, including nouns, pronouns, verbs, adverbs, and adjectives.
 - c. Students will demonstrate correct use of modifiers.

B. *Materials*

1. Colored pencils, markers, or crayons for students
2. Appendix D – Check Your Progress #2, student copies
3. Appendix E – Check Your Progress #2- Answer Key, teacher reference

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Distribute student copies of Appendix D – Check Your Progress #2.
2. Allow ample time for students to complete the work.

E. *Assessment/Evaluation*

1. Grade and record scores. Provide additional practice as needed.

VI. CULMINATING ACTIVITY

None

VII. HANDOUTS/WORKSHEETS











- | | | |
|----|--|--------------------------------|
| A. | Appendix A: Legend | Lessons Five - Nine |
| B. | Appendix B: Check Your Progress #1 | Lesson Four |
| C. | Appendix C: Check Your Progress #1, Answer Key | Lesson Four |
| D. | Appendix D: Check Your Progress #2 | Lesson Nine |
| E. | Appendix E: Check Your Progress #2, Answer Key | Lesson Nine |
| F. | Appendix F: Additional Diagramming Challenges | Lesson Two and Three, optional |

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Appendix A

LEGEND

Part of Speech	Color Code	Symbol
Adjective	blue	
Adverb	orange	
Article	purple	
Linking Verb	red	
Noun	black	
Predicate	yellow	 zigzag under the predicate
Preposition	pink	
Prepositional Phrase	pink	Circle the prepositional phrase in pink:  in the dark
Pronoun	gray	
Subject	green	Circle the subject
Verb	red	

Appendix B

Name _____

CHECK YOUR PROGRESS #1

Color code and diagram each sentence.

Color code the sentence.	Diagram the sentence.
1. Apples fall.	
2. Two boys play happily.	
3. The handsome doctor called.	
4. I smell coffee in the kitchen.	
5. You are tall for your age.	
6. The green dress is pretty.	
7. My friend is eight years old.	
8. This cat is crazy!	
9. The teacher loves books.	
10. I like apple pie with ice cream.	

Appendix C

CHECK YOUR PROGRESS #1 - ANSWER KEY

Color code the sentence.	Diagram the sentence.
1. Apples fall.	<u>Apples</u> <u>fall</u>
2. Two boys play happily.	<u>Two boys</u> <u>play happily</u>
3. The handsome doctor called.	<u>The handsome doctor</u> <u>called</u>
4. I smell coffee in the kitchen.	<u>I</u> <u>smell coffee in the kitchen</u>
5. You are tall for your age.	<u>You</u> <u>are tall for your age</u>
6. The green dress is pretty.	<u>The green dress</u> <u>is pretty</u>
7. My friend is eight years old.	<u>My friend</u> <u>is eight years old</u>
8. This cat purrs loudly!	<u>This cat</u> <u>purrs loudly</u>
9. The teacher loves books.	<u>The teacher</u> <u>loves books</u>
10. I like apple pie with ice cream.	<u>I</u> <u>like apple pie with ice cream</u>

Appendix E, page 1

Name _____

CHECK YOUR PROGRESS #2

Color code and diagram each sentence.

Color code the sentence.	Diagram the sentence.
1. A small boy falls from the tree.	
2. Some whales live in the ocean.	
3. We jump wildly on the trampoline.	
4. Many children study at the library.	
5. You swim in the pool.	
6. The happy kangaroo leaps through the air.	
7. A gift arrived for the president.	
8. This dog eats loudly!	
9. The library is in the city.	
10. Five quick brown monkeys play in the garden.	

CHECK YOUR PROGRESS #2 – ANSWER KEY

Color code and diagram each sentence.

Color code the sentence.	Diagram the sentence.
<p>▲ ▲ ▲ ● ●</p> <p>1. A small <u>boy</u> falls from the tree .</p>	<p><u>boy</u> falls</p> <p>\ \ \ <u>the tree</u></p>
<p>▲ ▲ ● ●</p> <p>2. Some <u>whales</u> live in the ocean .</p>	<p><u>whales</u> live</p> <p>\ \ <u>the ocean</u></p>
<p>▲ ● ● ● ●</p> <p>3. <u>We</u> jump wildly on the trampoline .</p>	<p><u>We</u> jump</p> <p>\ \ <u>the trampoline</u></p>
<p>▲ ▲ ▲ ● ●</p> <p>4. Many <u>children</u> study at the library .</p>	<p><u>children</u> study</p> <p>\ \ <u>the library</u></p>
<p>▲ ● ●</p> <p>5. <u>You</u> swim in the pool .</p>	<p><u>You</u> swim</p> <p>\ _____</p>
<p>▲ ▲ ▲ ● ●</p> <p>6. The happy <u>kangaroo</u> leaps through the air .</p>	<p><u>kangaroo</u> leaps</p> <p>\ \ \ <u>the air</u></p>
<p>▲ ▲ ● ●</p> <p>7. A <u>gift</u> arrived for the president .</p>	<p><u>gift</u> arrived</p> <p>\ \ <u>the president</u></p>
<p>▲ ▲ ● ●</p> <p>8. This <u>dog</u> eats loudly!</p>	<p><u>dog</u> eats</p> <p>\ \</p>
<p>▲ ▲ ● ●</p> <p>9. The <u>library</u> is in the city .</p>	<p><u>library</u> is</p> <p>\ \ <u>the city</u></p>
<p>▲ ▲ ▲ ▲ ● ●</p> <p>10. Five quick brown <u>monkeys</u> play in the garden .</p>	<p><u>monkeys</u> play</p> <p>\ \ \ \ <u>the garden</u></p>

Appendix F

ADDITIONAL DIAGRAMMING CHALLENGES

If you would like to diagram compound subjects and compound predicates, here is a brief summary.

Compound Subjects

When you have more than one person or thing that is doing something

Jane and Susan play.

Jane \
:
:
: > | play (The word “and” is written vertically on the dotted line.)
:
:
Susan :/

Compound Predicates

When your subject is doing more than one action

Joanna walks and talks.

Joanna | < /: walks
/
:
:
:
\
:
\
:
talks (The word “and” is written vertically on the dotted line.)