

# Grammar-Relative for Life, Part 2

**Grade Level or Special Area:** 7<sup>th</sup> Grade Language Arts

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**Length of Unit:** Ten lessons (nine are 30-35 minutes each and Lesson Ten is 45 minutes long)

## I. ABSTRACT

“Students should have a working understanding of the following terms and be able to use them to discuss and analyze writing.” (*Core Knowledge Sequence*, pg. 157) This unit is designed to follow the Core Knowledge Grade 7 Language Arts unit, *Grammar- Relative for Life, Part 1*, but can be used independently. This unit focuses on the various sentence clauses and their usage as listed on page 158 of the *Core Knowledge Sequence*.

## II. OVERVIEW

### A. Concept Objectives

1. Students will understand the importance of using correct grammar and conventions in their writing.
2. Students will recognize how to use conventional grammar, sentence structure and punctuation. (adapted from Colorado Standard 3, Language Arts 7)
3. Students will understand how to apply thinking skills to their writing. (adapted from Colorado Standard 4, Language Arts 7)

### B. Content from the *Core Knowledge Sequence*

1. 7<sup>th</sup> Grade Language Arts: Writing, Grammar, and Usage (pp. 158)
  - a. Grammar: Clauses
    - i. Review: sentences classified by structure
      - a) Simple; compound (coordinating conjunctions v. conjunctive adverbs); complex; compound-complex
    - ii. Review independent (main) v. dependent (subordinate) clauses
    - iii. Kinds of dependent clauses
      - a) Adjective clauses
        - 1) Identify and tell noun modified
        - 2) Introductory words: relative pronouns, relative adverbs (where, when)
        - 3) Implied "that"
      - b) Adverb clauses
        - 1) Identify and tell the word(s) modified
      - c) Noun clauses
        - 1) Identify and tell use in the sentence (subject, predicate, nominative, direct object, indirect object, object of preposition, appositive, objective complement, noun of direct address)

### C. Skill Objectives

1. Students will classify sentences by structure. (Lessons One-Three)
2. Students will identify and label main and subordinate clauses. (Lesson Three)
3. Students will identify adjective clauses and tell noun modified. (Lessons Six and Seven)
4. Students will identify adverb clauses and tell word(s) modified. (Lessons Six and Eight)
5. Students will identify noun clauses and tell their use in the sentence. (Lessons Six and Nine)

6. Students will apply thinking skills to their writing. (Lessons Three-Ten)
7. Students will write using conventional punctuation, capitalization and spelling. (Lessons One-Ten)

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. *The Complete Idiot's Guide to Grammar and Style*, by Laurie E. Rozakis, Ph.D.
  2. *English Grammar for Dummies*, by Geraldine Woods
- B. For Students
  1. Definition and importance of grammar, *Core Knowledge Sequence*, Language Arts, Grade 6
  2. Parts of speech, *Core Knowledge Sequence*, Language Arts, Grade 6
  3. Simple sentence, *Core Knowledge Sequence*, Language Arts, Grade 6

### IV. RESOURCES

- A. A good grammar text, whichever your school is using (Lessons Two and Nine)
- B. Dictionary (throughout, as needed)

### V. LESSONS

#### Lesson One: Grammar-Not the Person Married to Your Gramper (thirty-thirty five minutes)

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students will understand the importance of using correct grammar and conventions in their writing.
    - b. Students will recognize how to use conventional grammar, sentence structure and punctuation.
  2. Lesson Content
    - a. Review: sentences classified by structure
      - i. Simple
  3. Skill Objective(s)
    - a. Students will classify sentences by structure.
    - b. Students will write using conventional punctuation, capitalization and spelling.
- B. *Materials*
  1. Appendix A (one copy for teacher)
  2. Transparency page (if using overhead) or a BIG sheet of paper taped to a wall for K/W/L activity (explained in procedure one) (***Teacher's note: you will be saving this information until the end of the unit***)
  3. A couple of samples of writing from your students, minus names, put on overhead or copies, one for each student (some samples are provided - see Appendix B, pages 1 and 2)
- C. *Key Vocabulary*
  1. Grammar - the study of and the rules concerning the form and structure of words, and their functions and relationships in a sentence
  2. Sentence - parts of speech (words) grouped together to form a complete thought
  3. Simple sentence - contains one subject and one verb, although either can be compound, and expresses a complete thought
- D. *Procedures/Activities*
  1. ***Teacher's notes: Although some of the lessons will have specific worksheets for taking notes, the students should also have out some notebook paper for***

**writing down terms, definitions, and notes that are not specifically addressed in the worksheets.**

2. REVIEW: **K/W/L:** On a blank overhead transparency or on a BIG sheet of paper taped to the wall, set up three sections titled "Know," "Want," and "Learned." At the top of this paper write the word, "Sentences."
3. Ask students what they know about sentences; what is the definition, why is it important to know how to use sentences, what is included in a sentence, is writing the only place one uses good sentences, and so on. Record the students' answers under "Know."
4. Ask students what they think a good communicator needs (or *wants*) to know about sentences. Some suggestions could include knowing how to punctuate, knowing in what order to put clauses and phrases in a sentence, what is the difference between a clause and a phrase. Record the students' answers under "Want."
5. Briefly introduce unit, which includes nine, thirty to thirty five-minute sessions over the next two weeks. There will be writing activities and exercises for finding and using clauses and phrases in sentences. At the end of the unit students will be able to recognize sentence structures, clauses and phrases.
6. LESSON: Using the K/W/L chart clarify the definition of a complete sentence. Then explain the definition of a simple sentence. Put a few examples on the board:

|                              |                               |
|------------------------------|-------------------------------|
| One noun, one verb           | (Your name) teaches.          |
| Compound noun, one verb      | Lions and tigers growl.       |
| Compound verb                | Balls bounce and roll.        |
| Compound noun, compound verb | Jimmy and Janie sat and read. |

7. ACTIVITY: As a class, find and discuss complete sentences in a couple of pieces of student's writing (see *Materials*, # 3). Discuss ways that better sentence structure could make reading the piece more understandable or more enjoyable. Perhaps the meaning is unclear, the description is boring, or run-on sentences make it hard for the reader to keep track of the idea of the statement. Determine if and where there are simple sentences in the piece.
  8. HOMEWORK: Have each student describe why a writer is like a painter. What is it that each does that is similar and how is each masterpiece accomplished?
- Inform them to write in complete sentences and to be grammatically correct.**

E. *Assessment/Evaluation*

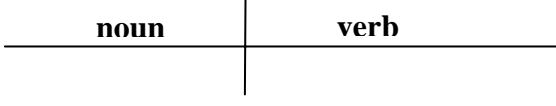
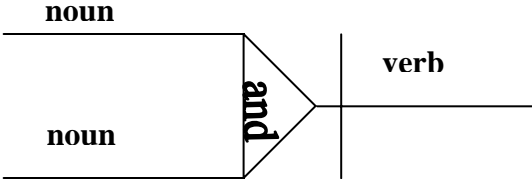
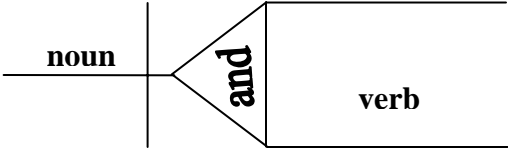
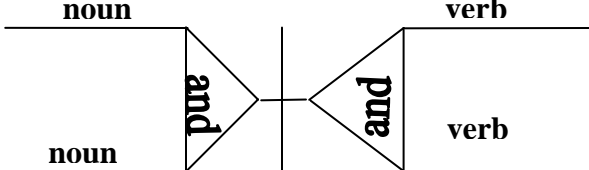
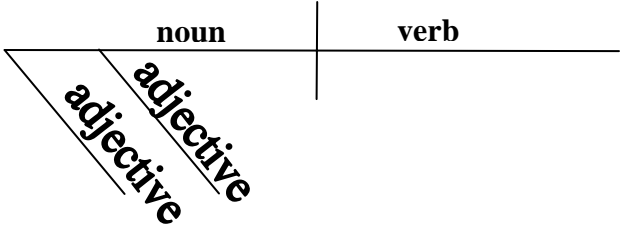
1. During procedure 5, the teacher should be able to determine the knowledge of the class concerning basic sentence structure.

**Lesson Two: Grammar Just Wants a Little Understanding (thirty-thirty five minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand the importance of using correct grammar and conventions in their writing.
  - b. Students will recognize how to use conventional grammar, sentence structure and punctuation.
2. Lesson Content
  - a. Review: sentences classified by structure
    - i. Simple

3. Skill Objective(s)
  - a. Students will classify sentences by structure.
- B. *Materials*
  1. Appendix A, one copy for teacher
  2. Appendix C, one for each student
  3. Appendix D, only on overhead
  4. Appendix D Key, one copy for teachers
  5. Your current Grammar text
- C. *Key Vocabulary*
  1. Diagram - a drawing that makes something easier to understand
  2. Diagramming - sentences - dividing the words of a sentence on a diagram to understand better its various parts
  3. Compound - made up of individual parts
- D. *Procedures/Activities*
  1. REVIEW: Have students refer to their homework for the following discussion. Write examples and answers to the following on the board: Why is a writer like a painter? What is it that each does that is similar and how is each masterpiece accomplished?
    - a. Both paint pictures for an audience. Just as a painter has to use various types of brush strokes to create images, a writer has to build his image word by word, weaving the words together to form the most descriptive concept that he can. The writer's *brush strokes* are grammar.
  2. Hand out Appendix C, one to each student. Explain that they are to keep notes on this page concerning the different structure types of sentences. Refer again to the definition for a simple sentence. It is typed in as an example. We will be filling in the other definitions over the next couple of days. First we are going to review/learn diagramming sentences.
  3. ***Teacher's note: If your grammar text has a good section on diagramming sentences, this would be a good place to insert that section. I have included a basic review in the following.***
  4. LESSON: Ask the students to explain what diagramming a sentence is. Why is it a handy tool?
    - a. Sometimes looking at a sentence and trying to decide whether a word is an adjective or an adverb can be confusing when looking at the linear text. Diagramming is a method to lay out the sentence in graphic form. For some people, it helps them see which words go to which part of the sentence, the noun or the verb. Then you can see if a word is an adjective because it describes a noun or an adverb because it describes a verb, another adverb or an adjective.
  5. Demonstrate the graphic used for diagramming sentences. Students can use the back of Appendix C to take notes. Using examples that the students come up with or some of your own, diagram simple sentences thus:

|                                 |  |
|---------------------------------|--|
| One noun, one verb              |    |
| Compound noun, one verb         |    |
| One noun, compound verb         |    |
| Compound noun, compound verb    |   |
| Simple sentence with adjectives |  |

6. **ACTIVITY:** After demonstrating the diagrams, put the sentences from Appendix D up and have the students diagram them on notebook paper, drawing their own lines as needed.
7. When students are done, ask for a few volunteers come up and draw their answers on the board for the rest of the class to check their own work.

E. *Assessment/Evaluation*

1. Walking around the classroom, do a visual check as students complete Appendix D. This should give the teacher an understanding of the students' proficiency of diagramming a simple sentence.

### Lesson Three: Grammar Likes to be Independent (thirty-thirty five minutes)

#### A. Daily Objectives

1. Concept Objective(s)
  - a. Students will recognize how to use conventional grammar, sentence structure and punctuation.
  - b. Students will understand how to apply thinking skills to their writing.
2. Lesson Content
  - a. Review independent (main) v. dependent (subordinate) clauses
3. Skill Objective(s)
  - a. Students will classify sentences by structure.
  - b. Students will identify and label main and subordinate clauses.
  - c. Students will apply thinking skills to their writing.

#### B. Materials

1. Students will need their Appendix D notes
2. Overhead transparency of Appendix E

#### C. Key Vocabulary

1. Independent - stands alone without any help; an independent clause can stand alone as a complete sentence because it is a complete thought
2. Dependent - needs help to stand; this clause is not a complete thought
3. Clause - a group of words containing a subject and a verb
4. Phrase - a group of words that may have a subject or a verb but not both
5. Subordinate - dependent, lower in rank or position, servant, helper, support
6. Subordinate clause - a clause that cannot stand by itself, and which gives more information concerning the main clause

#### D. Procedures/Activities

1. REVIEW: Make sure the students have their Appendix D out to fill in appropriate terms. Review independent (main) and dependent (subordinate) clauses by leading a class discussion on the general, everyday meanings of these words: **independent, dependent, main, subordinate**. You or one of the students should write the definitions on the board. Then ask what the students think that these terms mean in relation to grammar, using the definitions from the board. Write the grammar definitions on the board.
2. LESSON: What is the difference between a phrase and a clause? Give them the definitions from above and some examples.
  - a. Independent clauses:
    - i. Harry Potter is a great main character.
    - ii. The Golden Retriever is my favorite breed of dog.
  - b. Dependent clauses
    - i. He went. (noun, verb, but no complete thought)
    - ii. It's Susie's. (noun, verb, but no complete thought)
  - c. Phrases
    - i. of the United States of America (noun only)
    - ii. underneath the bed (noun only)
3. Now let's put these definitions together to figure out what independent and dependent clauses are. Put up the passage from *The Gift of the Magi*, Appendix E, on the overhead projector. Point out a main clause and explain that even if the other clauses and phrases that lie between the capital letter and the end punctuation were taken away, this clause could stand alone as a complete sentence because it contains a subject and a verb, and is a complete thought. The other clauses need something to be complete and serve to better communicate the idea of the main clause.

4. **ACTIVITY:** Using page two of Appendix E as the teacher's reference, have the students locate three main clauses and their subordinates in this passage. They should write these sentences down on their notes, leaving room for more comments on each one. Using their selections, ask why they think the clauses are main or subordinate. They should write the reasons on their notes beside the appropriate sentence.
  5. Then ask if they see any phrases. Why are these phrases and not clauses? They should write this down, too.
  6. **HOMEWORK:** Ask the students to bring in examples of independent and dependent clauses from some other reading material. Explain that they will be able to find examples in any kind of reading-other textbooks from school, magazines, newspapers, books, advertisements, and so on.
- E. *Assessment/Evaluation*
1. During the discussion, take an informal assessment from the students' answers. Checking the homework tomorrow will give the teacher an evaluation of the students' understanding.

**Lesson Four: Grammar Can be a Little Complex (thirty-thirty five minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will recognize how to use conventional grammar, sentence structure and punctuation.
    - b. Students will understand how to apply thinking skills to their writing.
  2. Lesson Content
 

Grammar

    - a. Review sentences classified by structure
      - i. ...compound (coordinating conjunctions v. conjunctive adverbs); complex; compound-complex
    - b. Review independent (main) v. dependent (subordinate) clauses
  3. Skill Objective(s)
    - a. Students will classify sentences by structure.
    - b. Students will identify and label main and subordinate clauses.
    - c. Students will apply thinking skills to their writing.
- B. *Materials*
1. Appendix C (from Lesson Two)
  2. Appendix F, pages one and two, copied separately, one of each per student
- C. *Key Vocabulary*
1. Conjunction - words used to join together other words, groups of words or ideas
  2. Complex - composed of two or more parts
  3. Coordinating - equal in rank or order
- D. *Procedures/Activities*
1. **REVIEW:** Have students get out their homework, notes and Appendix C. Call on a few students and have them read a sentence that they found in other writings. When they have read the sentence, have them tell you whether it is an independent clause or a dependent clause. Collect the homework for scoring.
  2. **LESSON:** Write the new vocabulary words on the board. Have students get into pairs, and try to come up with definitions for these words and how they relate to sentence structure. When the students have come up with an answer have a couple of them come to the board and write the definition next to its word. On a new part of the board, write the following words:
    - a. compound

- i. coordinating conjunctions
      - ii. conjunctive adverbs
    - b. complex
      - i. compound-complex
  - 3. Using the earlier definition of *compound*, have the students help you come up with the definition of a compound sentence (a sentence made up of two or more independent clauses). Using the definition of complex, have the students help you come up with the definition of a complex sentence (a sentence made up of one independent clause and two or more dependent clauses). So then, what would be the definition of a compound-complex sentence? (A sentence consisting of two independent clauses and at least one dependent clause) The students should be filling in their Appendix C with the appropriate notes.
  - 4. **ACTIVITY:** Hand out Appendix F. Go over the instructions with the class. Have students complete the exercises on page one in class. The **ON YOUR OWN** section, which is a self mini-lesson about coordinating conjunctions and conjunctive adverbs, should be done as homework in preparation for tomorrow.
  - 5. Give students time to complete Appendix F, page one. You can either collect and correct them, or have the students correct them as a class, using the Key.
  - 6. **HOMEWORK:** Appendix F, page two. Let students know that there will be a quiz tomorrow. You can prepare them by telling what kinds of things will be covered. (See Appendix G.) They should be prepared if they study their notes thus far.
- E. *Assessment/Evaluation*
- 1. Page one of Appendix F will indicate where the students are with these concepts.

**Lesson Five: Sometimes Grammar Gets a Little Testy (thirty-thirty five minutes)**

- A. *Daily Objectives*
- 1. Concept Objective(s)
    - a. Students will recognize how to use conventional grammar, sentence structure and punctuation.
    - b. Students will understand how to apply thinking skills to their writing.
  - 2. Lesson Content
    - a. Review: sentences classified by structure
      - i. Simple; compound (coordinating conjunctions v. conjunctive adverbs); complex; compound-complex
    - b. Review independent (main) v. dependent (subordinate) clauses
  - 3. Skill Objective(s)
    - a. Students will classify sentences by structure.
    - b. Students will identify and label main and subordinate clauses.
    - c. Students will apply thinking skills to their writing.
- B. *Materials*
- 1. Appendix G, copied two sided on one page, one per student
- C. *Key Vocabulary*
- 1. Mnemonic - assisting or designed to assist memory
- D. *Procedures/Activities*
- 1. **REVIEW:** Have the students put their completed homework on their desks. As they take the quiz, you can walk around and check the answers that they wrote on the homework.
  - 2. Hand out Appendix G. Give your students time to complete the quiz.
  - 3. Have students exchange papers for scoring. Using Appendix G, page two, have the class correct the quizzes, and then collect for grades.

4. **LESSON:** Have the students look at their homework. Ask if anyone knows the list of coordinating conjunctions by heart. Ask if anyone knows what a *mnemonic* is. You could have a student who has a dictionary look it up and read the definition, as someone writes it on the board. Then introduce them to the mnemonic trick of taking the first letter of each word you need to remember and arranging a funny saying. The trick is they might remember the funny saying and that, then, would bring the other facts to mind.
  5. **ACTIVITY:** Let's apply this to the list of coordinating conjunctions, which they read about last night: *for, and, but, or, yet, so, nor*. F, A, B, O, Y, S, N. How about **BOYS FAN** or **FANBOYS**. Maybe they can come up with something better. It does not have to be one word, but should be a funny phrase that is easy to remember.
  6. Let's try it with the other conjunctions in the homework, the conjunctive adverbs: *accordingly, again, also, besides, consequently, finally, for example, furthermore, however, indeed, moreover, nevertheless, on the other hand, otherwise, then, and therefore*. A, A, A, B, C, F, F, F, H, I, M, N, O, O, T, T. Let the students play around with it in pairs or small groups. Remember, they do not have to keep the letters in the same order in this instance. Also, they can add a couple of small words to help make a sentence.
  7. **HOMEWORK:** Practice using the mnemonic to jog your memory. Memorize the coordinating conjunctions. Think of ways this mnemonic could be helpful in remembering information in other classes, too.
- E. *Assessment/Evaluation*
1. The quiz is the assessment.

**Lesson Six: Grammar Clause is Not Married to Santar Clause (thirty-thirty five minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will recognize how to use conventional grammar, sentence structure and punctuation.
    - b. Students will understand how to apply thinking skills to their writing.
  2. Lesson Content
    - a. Kinds of dependent clauses
      - i. Adjective clauses
      - ii. Adverb clauses
      - iii. Noun clauses
  3. Skill Objective(s)
    - a. Students will apply thinking skills to their writing.
- B. *Materials*
1. Small prizes (candy, stickers, so forth)
  2. Appendix H, pages one and two, on overhead
  3. Appendix I
- C. *Key Vocabulary*
1. Adjective (adjectival) clauses - subordinate clauses that describe nouns or pronouns
  2. Adverb (adverbial) clauses - subordinate clauses that describe verbs
  3. Noun clauses - perform the same functions as nouns
- D. *Procedures/Activities*
1. **REVIEW:** Can anyone recite his or her coordinating conjunctions? (If they do, give them a prize.) What are some of the funny mnemonic sayings that the

students may have come up with for the conjunctive adverbs? Have them write their mnemonic on the board and then show how to use them to recite the adverbs. (If they do, give them a prize.)

2. LESSON: For the next few lessons we will be discussing subordinate clauses and their duties. When performing a specific duty, they are known by a specific term. These include *adjective clauses*, *adverb clauses*, and *noun clauses*. We will be diagramming and writing sentences using the new information.
3. Refer the students to the basic diagram graphic by drawing it on the board.



4. An excellent example is from *English Grammar for Dummies*. Put up Appendix H, page one, and walk the students through the sentence. Then tell them that:
    - a. The purpose of this graphic is to help you. If this particular graphic does not help you because you do not know what type of line to use, or where, perhaps a different type of graphic would help. What type of layout could you use to map out a really long sentence with lots of phrases, clauses and parts? If you want to come up with something that works for you, go ahead, but remember that in formal English situations, most teachers will ask for this type of graphic. However, for your own information, you can use something different. For example, here is another idea.
  5. Put up the Appendix H, page 2, overhead and walk the students through the same sentence.
  6. ACTIVITY: Hand out Appendix I. Tell the students they will be filling in the notes over the next couple of lessons, so they need to have them handy.
  7. Today we will briefly go over the definitions but will practice each phrase type specifically over the next couple of days.
  8. Ask if anyone can define an adjective clause. What duty does the term imply? Write the answers on the board. Ask a student to copy down the answer to be used tomorrow.
  9. Ask if anyone can define an adverb clause. What duty does the term imply? Write the answers on the board. Ask a student to copy down the answer to be used in Lesson Eight.
  10. Ask if anyone can define a noun clause. What duty does the term imply? Write the answers on the board. Ask a student to copy down the answer to be used in Lesson Nine.
  11. Over the next few days, the students will find out how close their definitions are just by taking what they know and figuring out what they didn't know.
- E. *Assessment/Evaluation*
1. Write a sentence on the board, of your choosing, and have the students graph it. They can choose the graph. Walk around the room and do a quick check. Have them save these as a reference in their notes.

### **Lesson Seven: Grammar Likes to Describe Things (thirty-thirty five minutes)**

#### **A. *Daily Objectives***

1. Concept Objective(s)
  - a. Students will recognize how to use conventional grammar, sentence structure and punctuation.
  - b. Students will understand how to apply thinking skills to their writing.

2. Lesson Content
    - a. Kinds of dependent clauses
      - i. Adjective clauses
        - a) Identify and tell noun modified
        - b) Introductory words
        - c) Implied "that"
        - d) Commas with non-restrictive (nonessential) adjective clause
  3. Skill Objective(s)
    - a. Students will identify adjective clauses and tell noun modified.
    - b. Students will apply thinking skills to their writing.
    - c. Students will write using conventional punctuation, capitalization and spelling.
- B. *Materials*
1. Appendix I, from Lesson Six
  2. Appendix K, one for each student (copy pages 1 and 2 two sided on one sheet of paper)
- C. *Key Vocabulary*
1. Adjective (adjectival) clauses - subordinate clauses that describe nouns or pronouns
- D. *Procedures/Activities*
1. REVIEW: Have the students get out their Appendix I on which to keep notes. Ask the student who copied the definitions for the adjective clause during the Lesson Six discussion to read them aloud and/or write them on the board.
  2. LESSON: Copy these three sentences on the board (without the part in parenthesis)
    - a. The poem *that Amanda wrote* is published in the school newspaper. (*that Amanda wrote* refers to *poem*)
    - b. The poem is from a journal *that Amanda writes in everyday*. (*that Amanda writes in everyday* refers to *journal*)
    - c. Anyone *who reads the poem* will better understand Amanda. (*who read the poem* refers to *anyone*)
    - d. *When Amanda sees the poem in the newsletter*, she will be pleased.
  3. On the board, circle the portions that are italicized here. Point out that these are adjective clauses, also called adjectival clauses. Now have the students look at the definitions that they came up with to determine if any fit what these clauses are doing in the sentences. If there are, circle them. If one is only close, circle it and then correct it. As you lead the students to the correct definition, or duty, of the clause, you need to end up with: *subordinate clauses that describe nouns or pronouns. They are groups of words that work as an adjective.* For instance, look at sentence "c". Is it just anyone? No. It is anyone *who reads the poem*.
  4. Have students look at the first sentence. Point out that the sentence works just as well whether "that" is written in or is simply implied. It helps to read the sentence out loud determine whether a sentence is better with "that" implied or stated.
  5. Now have the students look at sentence "d". Point out that when a phrase or clause introduces the main clause, a comma sets it off.
  6. ACTIVITY: Hand out Appendix K. Quickly go over the rubric while explaining the project. (See Appendix K.)

7. Have the students get into pairs. Explain that the students will be writing a **short** story of approximately one page, to be turned in on test day. This activity will continue over the next two lessons.
  8. Each pair needs to brainstorm to come up with a plot, characters and setting.
  9. When they have that written down, they need to make a short list of nouns, such as the characters, or the places in the setting, or some things that the characters will be using. Tell them to make sure they have at least one pronoun on that list. Next to each noun or pronoun, they need to write an adjective clause describing that noun. For example: "The girl *who walked down the street*," or, "Anyone *who knows her*."
  10. **HOMEWORK:** Students need to complete the above and bring it to class tomorrow. Students also need to read over the rubric and write down any questions or items that they do not understand.
- E. *Assessment/Evaluation*
1. As students are working in pairs, go around and check their work. See if they understand clauses that are being used as an adjective

**Lesson Eight: More Describing (thirty-thirty five minutes)**

- A. *Daily Objectives*
1. Concept Objective(s).
    1. Students will recognize how to use conventional grammar, sentence structure and punctuation.
    2. Students will understand how to apply thinking skills to their writing.
  2. Lesson Content
    - a. Adverb clauses
      - i. Identify and tell the word(s) modified
  3. Skill Objective(s)
    1. Students will identify adverb clauses and tell word(s) modified.
    2. Students will apply thinking skills to their writing.
    3. Students will write using conventional punctuation, capitalization and spelling.
- B. *Materials*
1. Appendix I, from Lesson Six
  2. Appendix K from Lesson Seven
- C. *Key Vocabulary*
1. Adverb (adverbial) clauses - subordinate clauses that describe verbs
- D. *Procedures/Activities*
1. **REVIEW:** Have the students get out their rubric. Ask if there are any questions concerning what is expected. Answer any questions or comments.
  2. Have the students to get out their Appendix I on which to keep notes. Ask the student who copied the definitions for the adverb clause during the Lesson Six discussion to read them aloud and/or write them on the board.
  2. **LESSON:** Copy these three sentences on the board (without the part in parenthesis)
    - a. *Thoughtfully*, Amanda writes about her feelings in her journal. (*Thoughtfully* refers to *writes*)
    - b. The writings turn into poems *once in awhile*. (*once in awhile* refers to *turn*)
    - c. *Sometimes* her poems are so silly *that they make you laugh until your stomach hurts*. (*Sometimes* refers to *are*; *that they make you laugh until your stomach hurts* refers to *so*)

3. On the board, circle the portions that are italicized here. Point out that these are adverb clauses, also called adverbial clauses. Now have the students look at the definitions that they came up with to determine if any fit what these clauses are doing in the sentences. If there are, circle them. If one is only close, circle it and then correct it. As you lead the students to the correct definition, or duty, you need to end up with: subordinate clauses that describe verbs. *They are groups of words that work as an adverb.* For instance, look at sentence "c". "Sometimes" describes the verb, *are*, and "that they make you laugh until your stomach hurts" describes the adverb, *so*.
  4. **ACTIVITY:** Have the students get into pairs. This activity will continue into the next lesson. The students are continuing to write a **short** story of approximately one page, to be turned in on test day.
  5. Using what they have written down, they need to make a short list of verbs that they might be using in their story such as what the characters are doing. Next to each verb, they need to write an adverbial clause describing that verb. For example: "ran *through the field*."
  6. **HOMEWORK:** Students need to complete the above and bring it to class tomorrow.
- E. *Assessment/Evaluation*
1. As students are working in pairs, go around and check their work. See if they understand clauses that are being used as an adverb.

**Lesson Nine: Grammar Likes to Play Dress Up (thirty-thirty five minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will recognize how to use conventional grammar, sentence structure and punctuation.
  - b. Students will understand how to apply thinking skills to their writing.
2. Lesson Content
  - a. Kinds of dependent clauses
    - i. Noun clauses
      - a) Identify and tell use in the sentence (subject, predicate, nominative, direct object, indirect object, object of preposition, appositive, objective complement, noun of direct address)
3. Skill Objective(s)
  - a. Students will identify noun clauses and tell their use in the sentence.
  - b. Students will apply thinking skills to their writing.
  - c. Students will write using conventional punctuation, capitalization and spelling.

B. *Materials*

1. Appendix I, from Lesson Six
2. Your current Grammar text

C. *Key Vocabulary*

1. Noun clauses - perform the same functions as nouns
2. Subject - the noun that the sentence is about
3. Predicate - everything in the sentence that tells about the subject; always contains the verb.
4. Nominative - the grammatical case in which the noun or pronoun is named as the subject
5. Direct object - the noun that receives the action of the verb

6. Indirect object - the noun that does not receive the action of the verb, an intermediate stop along the way between the action verb and the direct objects
7. Object of preposition - the noun or pronoun in the phrase to which the preposition is referring
8. Appositive - the noun that the pronoun refers to
9. Objective complement - an added fact about the direct object
10. Noun of direct address - the noun or noun phrase to which the sentence is being addressed; usually set off with commas

D. *Procedures/Activities*

1. **Teacher's note:** *For a more comprehensive review of the key vocabulary, refer your students to their grammar text.*
2. REVIEW: Have the students to get out their Appendix I on which to keep notes. Ask the student who copied the definitions for the noun clause during Lesson Six discussion to read them aloud and/or write them on the board.
3. LESSON: Copy these three sentences on the board (without the part in parenthesis)
  - a. *When Amanda will write again* is unknown. (*When Amanda will write again* is the subject of the verb *is*.)
  - b. Amanda broke *her writing hand*. (*her writing hand* is the object of the verb *broke*.)
  - c. *The one with the best handwriting* will be Amanda's helper. (*The one with the best handwriting* is the subject of the sentence.)
4. On the board, circle the portions that are italicized here. Point out that these are noun clauses. Now have the students look at the definitions that they came up with to determine if any fit what these clauses are doing in the sentences. If there are, circle them. If one is only close, circle it and then correct it. As you lead the students to the correct definition, or duty, you need to end up with: subordinate clauses that act as the noun. *They are groups of words that perform the same functions as nouns*. For instance, in the above examples, the clauses were used as a subject and as an object. This type of clause can also function as a predicate, a nominative, an indirect object, the object of a preposition, an appositive, an objective complement, or a noun of direct address. The following are a few examples:
  - a. *You silly girl*, when are you going to learn your lesson? (noun of direct address)
  - b. Fred threw the matted bird's nest out of the *window*. (object of the preposition *out*)
  - c. Jeanie drew *hair-brained me* a map to her house. (indirect object)
5. ACTIVITY: Have the students get into pairs. This activity will continue into the next unit. The students are continuing to write a **short** story of approximately one page, to be turned in on test day.
6. Using what they have written down, they need to make a short list of noun clauses that could replace the name of a character, a place or thing that they might be using in their story. For example: instead of using the main character's name of Macintosh again, they might say, "That red headed man of iron." Or instead of saying baseball, they might say, "the stitched, white leather sphere."
7. Students need to put their story together and then divide it up into sections so that they can complete writing it at home, each member taking a part home to put into final draft form.

8. **HOMEWORK:** Students need to complete the above and bring it to class tomorrow. Remind them that the final test is tomorrow and that they should study their notes.
- E. *Assessment/Evaluation*
1. As students are working in pairs, go around and check their work. See if they understand clauses that are being used as nouns.

**Lesson Ten: Remembering What Your Grammar Told You (approximately forty five minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand the importance of using correct grammar and conventions in their writing.
  - b. Students will recognize how to use conventional grammar, sentence structure and punctuation.
  - c. Students will understand how to apply thinking skills to their writing.
2. Lesson Content
  - a. Grammar: Clauses
    - i. Review: sentences classified by structure
      - a) Simple; compound (coordinating conjunctions v. conjunctive adverbs); complex; compound-complex
    - ii. Review independent (main) v. dependent (subordinate) clauses
    - iii. Kinds of dependent clauses
      - a) Adjective clauses
        - 1) Identify and tell noun modified
        - 2) Introductory words: relative pronouns, relative adverbs (where, when)
        - 3) Implied "that"
      - b) Adverb clauses
        - 1) Identify and tell the word(s) modified
      - c) Noun clauses
        - 1) Identify and tell use in the sentence (subject, predicate, nominative, direct object, indirect object, object of preposition, appositive, objective complement, noun of direct address)
3. Skill Objective(s)
  - a. Students will classify sentences by structure.
  - b. Students will identify and label main and subordinate clauses.
  - c. Students will identify adjective clauses and tell noun modified.
  - d. Students will identify adverb clauses and tell word(s) modified.
  - e. Students will identify noun clauses and tell their use in the sentence.
  - f. Students will apply thinking skills to their writing.
  - g. Students will write using conventional punctuation, capitalization and spelling.

B. *Materials*

1. TEST, Appendix J, one per student
2. Appendix J, KEY, one for teacher
3. K/W/L from Lesson One

C. *Key Vocabulary*

None

- D. *Procedures/Activities*
1. Give students about ten minutes to meet with partners and pull their parts of the story together. Have them attach their rubrics to the story, making sure their names are on the rubrics and all other pertinent information is filled in.
  2. Collect stories.
  3. Hand out the test. Give students time to complete their answers.
  4. Have students exchange papers for scoring. As a class, go over the answers.
  5. Collect papers for grades.
  6. Revisit the K/W/L. Ask the student which of the W's they think that they learned. Check them off. Ask if they learned anything that was not listed. Add that to the L section. Let the students see the progress that they made.
- E. *Assessment/Evaluation*
1. Test, Appendix J
  2. K/W/L will show what the students feel that they have learned and what they still need to learn.

## VI. CULMINATING ACTIVITY

- A. Short Story

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Vocabulary Reference Sheet for All Lessons (reference for teacher)
- B. Appendix B: Writing Samples (Lesson One)
- C. Appendix C: Types of Sentences (Lessons Two and Four)
- D. Appendix D: Examples and Key (Lessons Two and Three)
- E. Appendix E: Main and Subordinate Clauses and Key (Lesson Three)
- F. Appendix F: Putting Sentences Together, On Your Own, and Key (Lesson Four)
- G. Appendix G: Quiz and Key (Lesson Five)
- H. Appendix H: Diagramming (Lesson Six)
- I. Appendix I: Different Kinds of Dependent Clauses (Lessons Six-Nine)
- J. Appendix J: Test and Key (Lesson Ten)
- K. Appendix K: Rubric (Lessons Seven and Ten)

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**Appendix A**  
**Vocabulary Reference Sheet for All Lessons**  
Alphabetical

- Adjective (adjectival) clauses** - subordinate clauses that describe nouns or pronouns
- Adverb (adverbial) clauses** - subordinate clauses that describe verbs
- Appositive** - the noun that the pronoun refers to
- Clause** - a group of words containing a subject and a verb
- Complex** - composed of two or more parts
- Compound** - made up of individual parts
- Conjunction** - words used to join together other words, groups of words or ideas
- Coordinating** - equal in rank or order
- Dependent** - needs help to stand; this clause is not a complete thought.
- Diagram** - a drawing that makes something easier to understand
- Diagramming sentences** - dividing the words of a sentence on a diagram to understand better its various parts
- Direct object** - the noun that receives the action of the verb
- Grammar**- the study of and the rules concerning the form and structure of words, and their functions and relationships in a sentence
- Implied** - to indicate without direct statement, to express indirectly
- Independent** - stands alone without any help; an independent clause can stand alone as a complete sentence because it is a complete thought.
- Indirect object** - the noun that does not receive the action of the verb, an intermediate stop along the way between the action verb and the direct objects
- Modified** - to limit the meaning of; to make more specific
- Mnemonic** - assisting or designed to assist memory
- Nominative** - the grammatical case in which the noun or pronoun is named as the subject
- Noun clauses** - perform the same functions as nouns
- Noun of direct address** - the noun or noun phrase to which the sentence is being addressed; usually set off with commas
- Object of preposition** - the noun or pronoun in the phrase to which the preposition is referring
- Objective complement** - an added fact about the direct object
- Phrase** - a group of words that may have a subject or a verb but not both
- Predicate** - everything in the sentence that tells about the subject; always contains the verb
- Sentence** - parts of speech (words) grouped together to form a complete thought
- Simple sentence** - a sentence containing one subject and one verb, and forms a complete thought
- Subject** - the noun that the sentence is about
- Subordinate** - dependent, lower in rank or position, servant, helper, support
- Subordinate clause** - a clause that cannot stand by itself, which gives more information concerning the main clause

Appendix B, page 1  
**Writing Samples**

Sample of a 7<sup>th</sup> grader's writing

I believe that the school board of ACS should change the dress code school wide for their best interests. One if the dress code was changed then this school would get more busyness. Ofcourse more busyness means more money. More money = ~~more~~ better education. Better education = More Parents interested in ACS. Much more money will come rolling in and the process will continue

Appendix B, page 2  
**Writing Samples**

Student writing sample number two

A vacation of a lifetime for me would be like for these reasons. For a vacation of a lifetime would be so fun I wouldn't want to leave. I would want to go to California for my vacation because I would want to go to Universal Studios and ride the rides. In Universal Studios they have a lot of ride to go on, the rides are movies you are fun to go on. Another place I would like to go is...

Appendix C  
Types of Sentences

| Structure                        | Definition  | Examples                                       |
|----------------------------------|---|--|
| <b>Independent clause</b>        |   |  |
| <b>Dependent clause</b>          |   |  |
| <b>Simple Sentence</b>           | A group of words containing one subject and one verb, forming a complete thought. | Tigers growl.<br>Jimmy and Janie sat and read. |
| <b>Compound Sentence</b>         |   |  |
| <b>Complex Sentence</b>          |   |  |
| <b>Compound-Complex Sentence</b> |   |  |

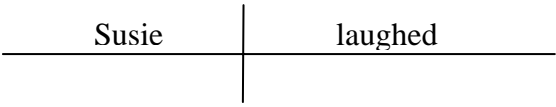
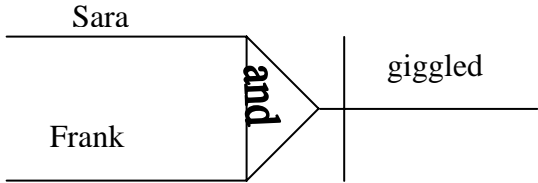
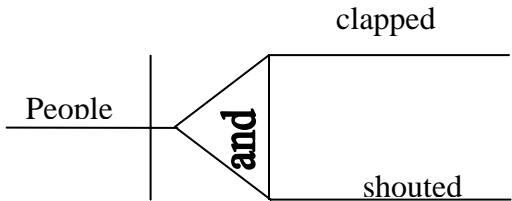
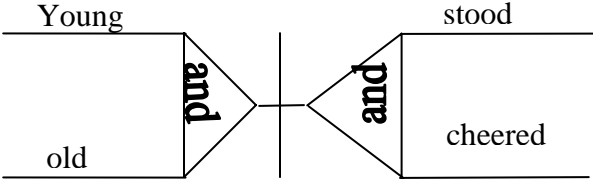
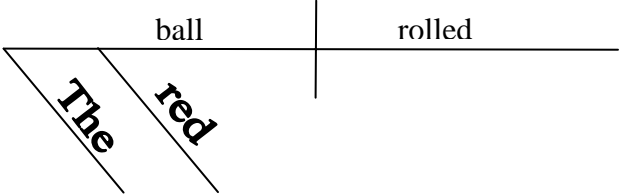
Diagram one of your examples: You can use the rest of this sheet.

Appendix D, page 1


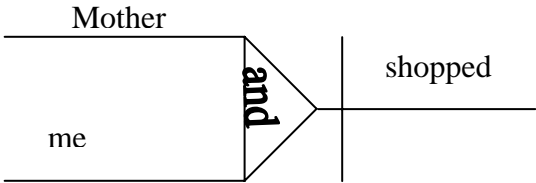
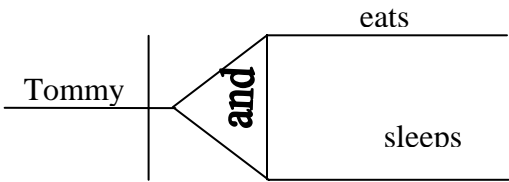
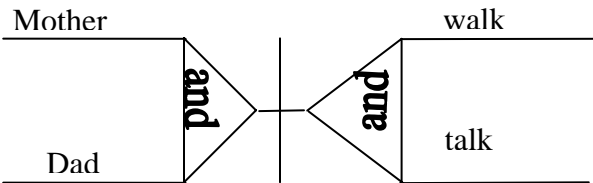
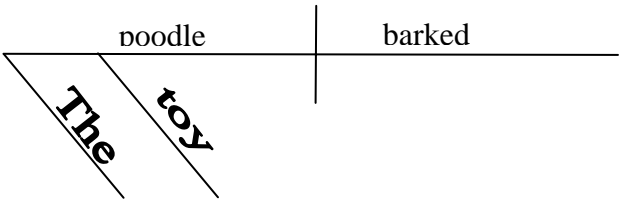
**Examples**

|                                  |                               |
|----------------------------------|-------------------------------|
| Stop!                            | Mother and Dad walk and talk. |
| Young and old stood and cheered. | People clapped and shouted.   |
| Tommy eats and sleeps.           | Sara and Frank giggled.       |
| Mother and me shopped.           | The red ball rolled.          |
| The toy poodle barked.           | Susie laughed.                |

**Appendix D, page 2**  
**KEY**

|                                  |  |
|----------------------------------|--|
| Susie laughed.                   |    |
| Sara and Frank giggled.          |    |
| People clapped and shouted.      |    |
| Young and old stood and cheered. |  |
| The red ball rolled.             |  |

**Appendix D, page 3**  
**KEY**

|                                      |  |
|--------------------------------------|--|
| <p>Stop!</p>                         |    |
| <p>Mother and me shopped.</p>        |    |
| <p>Tommy eats and sleeps.</p>        |    |
| <p>Mother and Dad walk and talk.</p> |  |
| <p>The toy poodle barked.</p>        |  |

## Main and Subordinate Clauses

The following is from page 98 in *Realms of Gold, Vol. 2*. The passage is found in O. Henry's story, *The Gift of the Magi*.

At 7 o'clock the coffee was made and the frying pan was on the back of the stove hot and ready to cook the chops.

Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stair away down on the first flight, and she turned white for just a moment. She had a habit of saying little silent prayers about the simplest everyday things, and now she whispered: "Please God, make him think I am still pretty."

The door opened and Jim stepped in and closed it. He looked thin and serious. Poor fellow, he was only twenty-two--and to be burdened with a family! He needed a new overcoat and he was without gloves.

Jim stopped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

## Key

Main clauses are underlined

Subordinate clauses are *italicized*

*At 7 o'clock* the coffee was made and the frying pan was on the back of the stove hot and ready to cook the chops.

Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. Then *she heard his step on the stair away down on the first flight,* and *she turned white for just a moment.* She had a habit of saying little silent prayers about the simplest everyday things, and now *she whispered:* "Please God, make him think I am still pretty."

The door opened and Jim stepped in and closed it. He looked thin and serious. *Poor fellow, he was only twenty-two--and to be burdened with a family!* He needed a new overcoat and he was without gloves.

Jim stopped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

## Putting Sentences Together

Write the number of the sentences on the right after the correct term on the left. The first one is done as an example. There will be more than one number after each term.

Compound sentences  
8

1. Mom went to the store to buy milk while Susan took care of the baby.
2. I decided to ride the roller coaster, but I couldn't because the line was too long.

Complex sentences

3. When it gets dark outside, I have to go home.
4. Joey and Samantha like to ride the Ferris wheel after it gets dark.

Compound-complex sentences

5. Do you have any ideas?

Simple sentences

6. I want to buy a new pair of shoes.
7. I love to receive roses but carnations live longer.
8. Most of the students walk to school but some come to school on a bus.
9. Jaime ran around the track.
10. Ted and Jim play marbles and baseball.

Appendix F, page 2  
**ON YOUR OWN**

**Read through this page and follow the instructions.**

Although independent clauses can stand on their own, to fill a paragraph with simple sentences will make the piece sound like a robot wrote it.

It was cold in the northern country. The nights were long. The nights were dark. The wolves howled. I built a fire. It kept me warm. It kept the wolves away. I cooked beans in a tin can. I had a little bit of meat. My sled dogs ate fish. I carried the fish in my sled. Sometimes I caught the fish in the streams.

This paragraph would flow better if we could combine, or "compound" and "complex," some of the sentences. To do that we need some joining words called **coordinating conjunctions**. Coordinating conjunctions link words or word groups. There are seven coordinating conjunctions: *for, and, nor, but, or, yet, and so*. There are also two other groups of conjunctions but we will concentrate on these for now. Let's try the paragraph with a few coordinating conjunctions.

It was cold in the northern country *and* the nights were long *and* dark. The wolves howled *but* I built a fire *for* it kept me warm *and* it kept the wolves away. I cooked beans in a tin can *and* I had a little bit of meat *but* my sled dogs ate fish. I carried the fish in my sled *or* sometimes I caught them in the streams.

**What do you think? Did it sound better? On a piece of notebook paper, tell me which paragraph you preferred reading and why. Then continue with this lesson.**

The other term you need to know at this time is "**conjunctive adverbs**." These words are really adverbs, words that describe verbs, adjectives and other adverbs, but are used to link words or groups of word. Conjunctive adverbs include: *accordingly, again, also, besides, consequently, finally, for example, furthermore, however, indeed, moreover, nevertheless, on the other hand, otherwise, then, and therefore*.

Using the above paragraph, let's see what happens to it when we use the adverbs.

It was cold in the northern country. *Accordingly*, the nights were long; *indeed*, the nights were dark! The wolves howled, *consequently* I built a fire. It kept me warm. *Furthermore*, it kept the wolves away. *Then* I cooked beans in a tin can. I had a little bit of meat. *On the other hand*, my sled dogs ate fish. I carried the fish in my sled; *otherwise* I caught the fish in the streams.

Some of these words are not ones you would normally use but they can come in handy when you want to make your writing more interesting. **What did you think of this paragraph? Did it change the meaning any from the paragraph that used the coordinating conjunctions? Tell me what you think on the notebook paper.**

**Bring your answers to class tomorrow. Make sure your answers are written in complete sentences with correct spelling and punctuation.**

**Appendix F, page 3**  
**KEY for page one**

Compound sentences 1, 8

1. Mom went to the store to buy milk while Susan took care of the baby.
2. I decided to ride the roller coaster, but I couldn't because the line was too long.

Complex sentences 3, 4, 9

3. When it gets dark outside, I have to go home.
4. Joey and Samantha like to ride the Ferris wheel after it gets dark.

Compound-complex sentences 2, 3

5. Do you have any ideas?

Simple sentences 5, 6, 10

6. I want to buy a new pair of shoes.
7. I love to receive roses but carnations live longer.
8. Most of the students walk to school but some come to school on a bus.
9. Jaime ran around the track.
10. Ted and Jim play marbles and baseball.

**Quiz KEY**

Read all directions first. Then follow the directions in each section to give the correct answers.

**Types of Sentences**

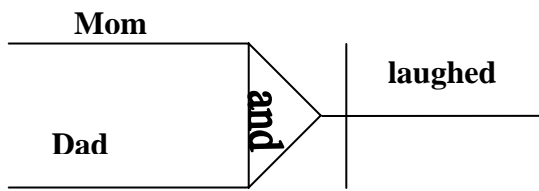
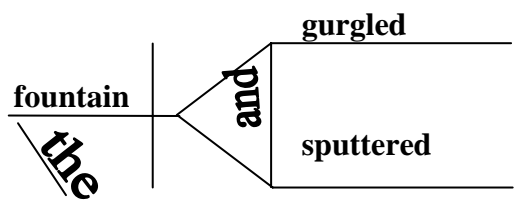
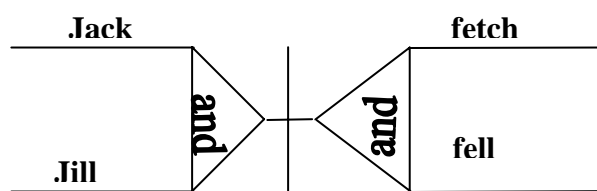
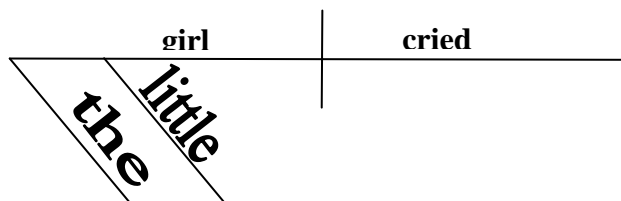
Fill in the table without using your notes.

| <b>Structure</b>                 | <b>Definition</b>   | <b>Examples</b>   |
|----------------------------------|---|-------------------|
| <b>Independent clause</b>        | A clause that contains a subject, a verb and is a complete thought. This clause can stand alone.                      | Answers will vary |
| <b>Dependent clause</b>          | A clause that is not a complete thought   | Answers will vary |
| <b>Simple Sentence</b>           | A sentence which contains one subject and one verb, although either can be compound, and expresses a complete thought | Answers will vary |
| <b>Compound Sentence</b>         | A sentence consisting of two independent clauses  | Answers will vary |
| <b>Complex Sentence</b>          | A sentence made up of one independent clause and two or more dependent clauses  | Answers will vary |
| <b>Compound-Complex Sentence</b> | A sentence consisting of two independent clauses and at least one dependent clause                                    | Answers will vary |

**Appendix G, page 2**  
**Quiz KEY**

**Diagramming a sentence.**

Look at the sentence in the left column. Circle the noun and underline the verb. Diagram the sentence in the right column. The first one is done as an example.

|  |  |
|--|--|
| <p>Mom and Dad laughed.</p>                |    |
| <p>The fountain gurgled and sputtered.</p> |    |
| <p>Jack and Jill fetched and fell.</p>     |   |
| <p>The little girl cried.</p>              |  |

**BONUS POINTS:** List all seven coordinating conjunctions. Half a point each or 4 points extra for naming all seven.

For, And, Nor  
But, Or, Yet  
So

Appendix G, page 3

# Quiz

Read all directions first. Then follow the directions in each section to give the correct answers.

### Types of Sentences

Fill in the table without using your notes. Put the definition in the definition space and then make up a correct example. One point will be awarded for each correct answer for a total of 12 points.

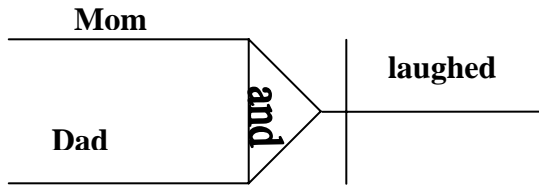
| <b>Structure</b>                 | <b>Definition</b> | <b>Examples</b> |
|----------------------------------|-------------------|-----------------|
| <b>Independent clause</b>        |                   |                 |
| <b>Dependent clause</b>          |                   |                 |
| <b>Simple Sentence</b>           |                   |                 |
| <b>Compound Sentence</b>         |                   |                 |
| <b>Complex Sentence</b>          |                   |                 |
| <b>Compound-Complex Sentence</b> |                   |                 |

Appendix G, page 4

Quiz

**Diagramming a sentence**

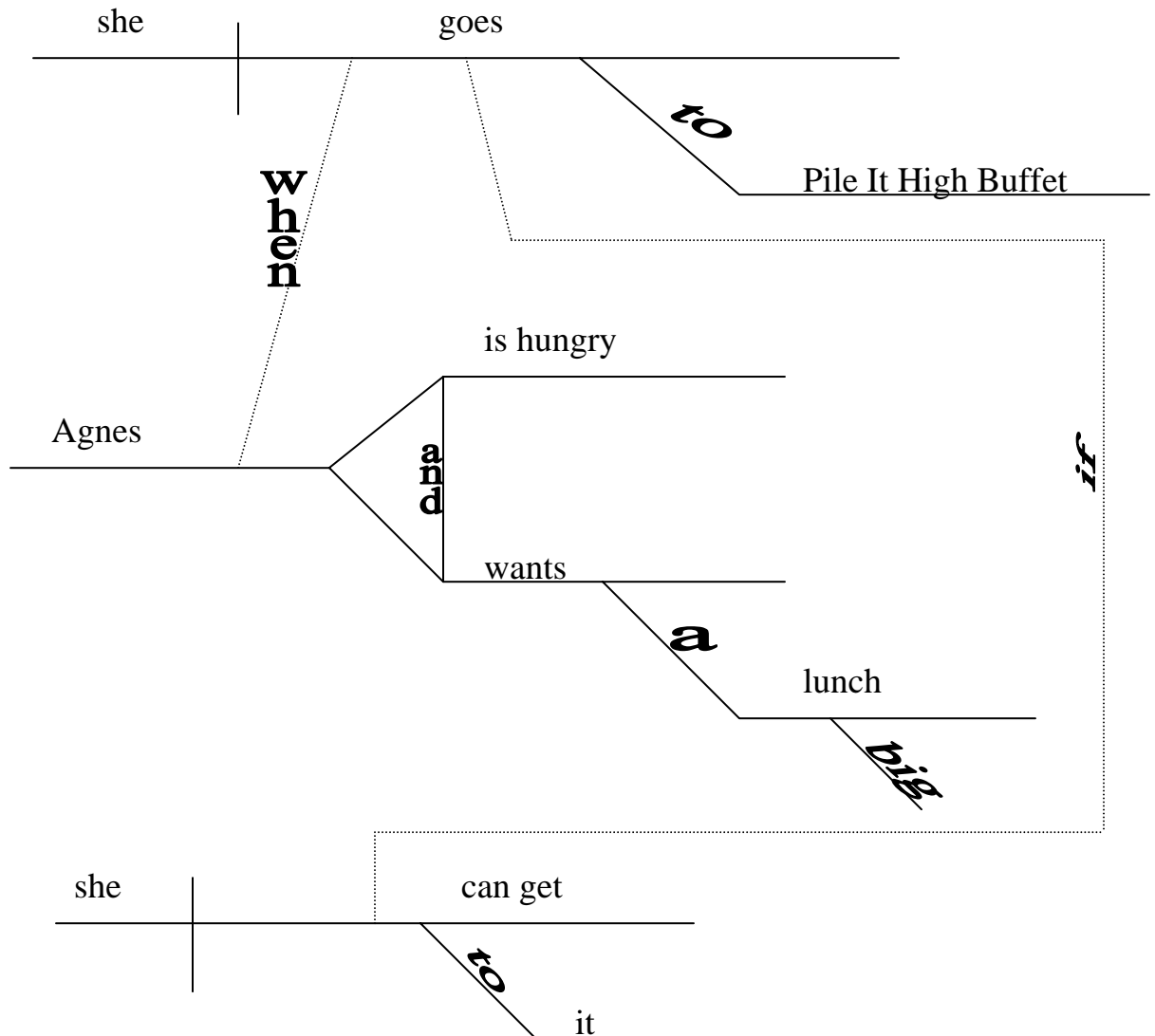
Look at the sentence in the left column. Circle the noun and underline the verb. Diagram the sentence in the right column. The first one is done as an example. Two points possible for each correct diagram.

|  |  |
|--|--|
| <p>Mom and Dad laughed.</p>                |  <p>The diagram shows 'Mom' and 'Dad' in two parallel horizontal lines. A vertical line connects them, with a triangle pointing to the right containing the word 'and'. To the right of this triangle is a vertical line, and a horizontal line extends from that vertical line to the word 'laughed'.</p> |
| <p>The fountain gurgled and sputtered.</p> |  |
| <p>Jack and Jill fetched and fell.</p>     |  |
| <p>The little girl cried.</p>              |  |

**BONUS POINTS:** List all seven coordinating conjunctions for half a point each or 4 points for naming all seven.

## Appendix H, page 1 Diagramming

This traditional style diagram of the sentence below. *Can you follow it?*

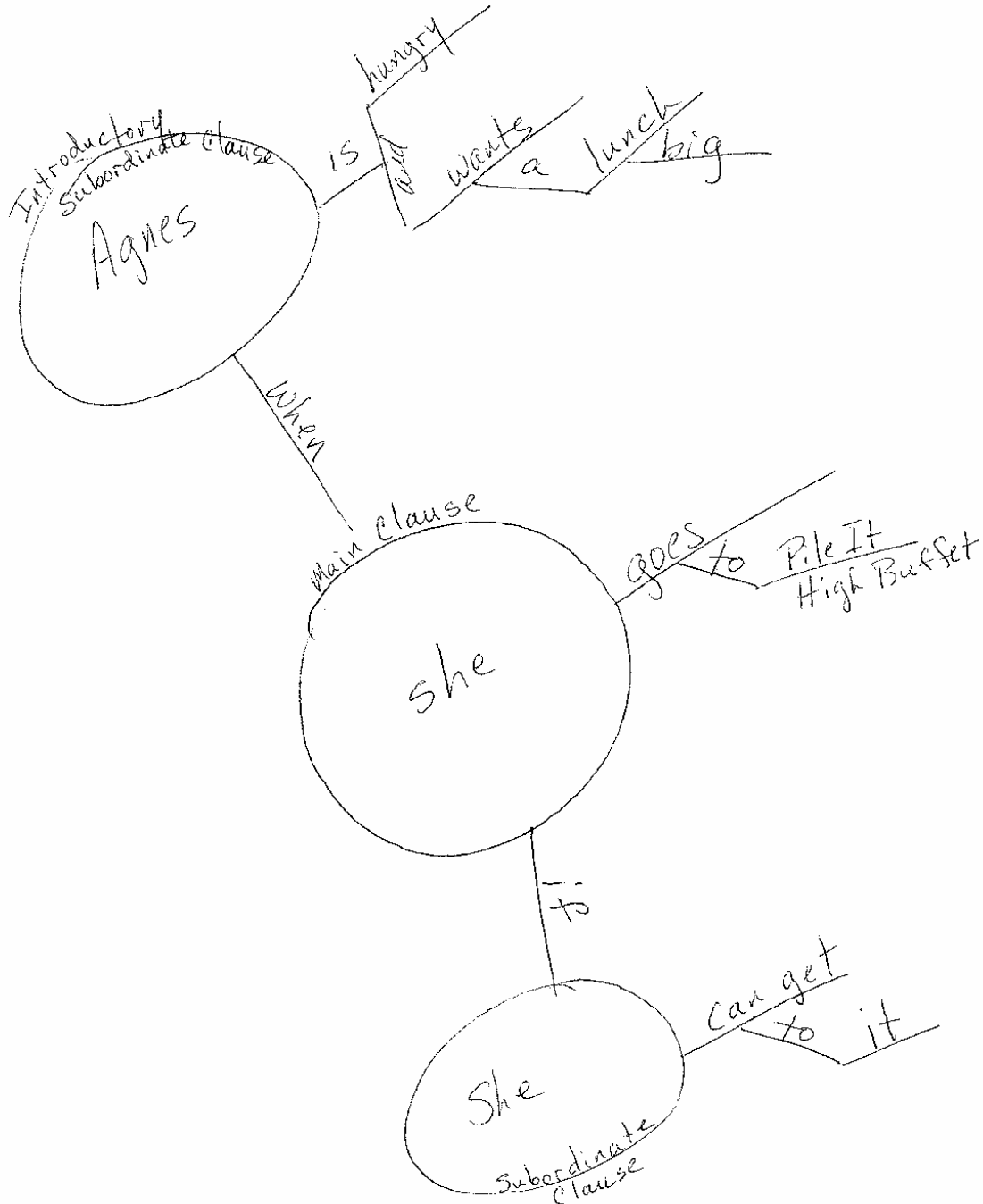


When Agnes is hungry and wants a big lunch, she goes to Pile It High Buffet, if she can get to it.

## Appendix H, page 2

# Diagramming

Diagrams often help to sort things out, like the parts of speech in a long sentence. Maybe you could use the web diagram like the one below to help decide where the clauses and phrases go.



When Agnes is hungry and wants a big lunch, she goes to Pile It High Buffet, if she can find one nearby.

Appendix I  
**Different Kinds of Dependent Clauses**

| <b>Term</b>              | <b>Definition (Duty)</b> | <b>Examples</b> |
|--------------------------|--------------------------|-----------------|
| <b>Adjective Clauses</b> |                          |                 |
| <b>Adverb Clauses</b>    |                          |                 |
| <b>Noun Clauses</b>      |                          |                 |

**TEST KEY**

*Teacher's note: there is one extra credit point for a possible 51/50*

**Total points: \_\_\_\_\_/50**

**READ THROUGH ALL DIRECTIONS BEFORE STARTING. THEN REREAD THE DIRECTCTIONS AT THE BEGINNING OF EACH SECTION BEFORE ANSWERING THE QUESTIONS IN THAT SECTION.**

**DON'T FORGET TO PUT YOUR NAME ON THE TEST!**

**SECTION ONE (Sixteen points)**

Match the definition and the correct example to each sentence structure by writing the number of the example and the letter of the definition in the box of the structure. Some examples can fit more than one structure, so be careful.

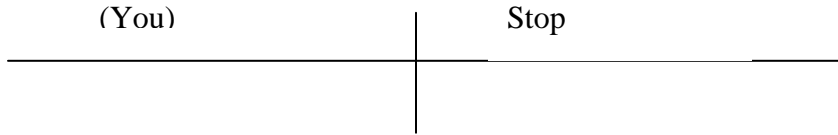
| <b>Structure</b>                                  | <b>Definition</b>  | <b>Examples</b>  |
|---|--|--|
| Clause<br>___D___     ___3, 4,<br>7___            | A<br>A clause that is a complete thought.  | 1<br>Threw the ball.   |
| Phrase<br>___F___     ___1___                     | B<br>A sentence made up of two or more independent clauses with at least one dependent clause. | 2<br>Jimmy put on his swimming suit, and then he went to Water World.                        |
| Independent clause<br>___A___     ___4<br>or 7___ | C<br>A sentence containing one subject and one verb, forming a complete thought.               | 3<br>Fredrick's big eyed dog bit.  |
| Dependent clause<br>___G___     ___3___           | D<br>A group of words that contain a subject and a verb.                                       | 4<br>The lazy dog slept.   |
| Simple Sentence<br>___C___     ___4 or<br>7___    | E<br>A sentence made up of one independent clause and a dependent clause.                      | 5<br>I know a secret that concerns you.  |
| Compound Sentence<br>___H___     ___2___          | F<br>A group of words that contain a subject or a verb, but not both.                          | 6<br>I can go to the store now or I can go to the store tomorrow, if it is later in the day. |
| Complex Sentence<br>___E___     ___5___           | G<br>A clause that is not a complete thought.  | 7<br>Billy talks quietly.  |
| Compound-Complex Sentence<br>___B___     ___6___  | H<br>A sentence made up of two or more independent clauses.                                    |  |

Appendix J, page 2  
**TEST KEY**

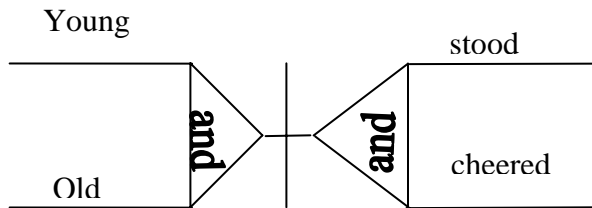
**SECTION TWO (Seven points)**

Diagram one of these sentences in the traditional way and two of these however you want. Within the text of the sentence, circle the subject and underline the predicate. The first one is tricky.

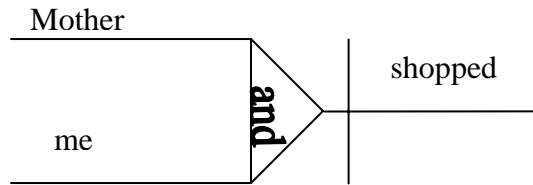
**Stop! (2 points)      You is the subject**



**Young and old stood and cheered. (3 points)**



**Mother and me shopped. (2 points)**



## TEST KEY

### SECTION THREE (Seven points; 1 bonus point)

Read each example. Which type of clause or phrase is the italicized? If you choose noun, also tell what type of noun it is being, such as a subject, a direct object, or so forth.

1. *Wherever she goes*, she leaves a piece of luggage behind.

Adjectival clause

**Adverbial** clause

Noun clause

Prepositional phrase

2. The only one of the seven dwarfs who does not have a beard is Dopey.

**Adjectival** clause

Adverbial clause

Noun clause

Prepositional phrase

3. Bob enjoyed the movie more *than I did*.

Adjectival clause

**Adverbial** clause

Noun clause

Prepositional phrase

4. I wanted to see what was *behind the fence* in her yard.

Adjectival clause

Adverbial clause

Noun clause

**Prepositional** phrase

5. I found a quiet, secluded place **where we can meet**.

**Adjectival** clause

Adverbial clause

Noun clause

Prepositional phrase

6. Where the candy bar is hidden remains a mystery

Adjectival clause

Adverbial clause

**Noun** clause

Prepositional phrase

**(Noun clause is a subject)**

7. In question 5, which word is being modified (described) by the phrase?  
place

Appendix J, page 4  
**TEST KEY**

**SECTION FOUR**

**VOCABULARY (Twenty points)**

**Adjective clauses** - subordinate clauses that describe nouns or pronouns

**Clause** - a group of words containing a subject and a verb

**Diagramming sentences** - dividing the words of a sentence on a diagram to understand better its various parts

**Grammar**- the study of and the rules concerning the form and structure of words, and their functions and relationships in a sentence

**Independent** - stands alone without any help. An independent clause can stand alone as a complete sentence because it is a complete thought.

**Noun clauses** - perform the same functions as nouns

**Noun of direct address** - the noun or noun phrase to which the sentence is being addressed; usually set off with commas

**Phrase** - a group of words that may have a subject or a verb but not both

**Predicate** - everything in the sentence that tells about the subject; always contains the verb.

**Subject** - the noun that the sentence is about

**TEST**

Total points: \_\_\_\_\_/50

**READ THROUGH ALL DIRECTIONS BEFORE STARTING. THEN REREAD THE DIRECTIONS AT THE BEGINNING OF EACH SECTION BEFORE ANSWERING THE QUESTIONS IN THAT SECTION.**

**SECTION ONE (Sixteen points)**

Match the definition and the correct example to each sentence structure by writing the number of the example and the letter of the definition in the box of the structure. Some **examples** are the answer to more than one structure, so be careful.

| <b>Structure</b>                   | <b>Definition</b>  | <b>Examples</b>  |
|------------------------------------|--|--|
| Clause<br>_____                    | A<br>A clause that is a complete thought.  | 1<br>Threw the ball.   |
| Phrase<br>_____                    | B<br>A sentence made up of two or more independent clauses with at least one dependent clause. | 2<br>Jimmy put on his swimming suit, and then he went to Water World.                        |
| Independent clause<br>_____        | C<br>A sentence containing one subject and one verb, forming a complete thought.               | 3<br>Fredrick's big eyed dog bit.  |
| Dependent clause<br>_____          | D<br>A group of words that contain a subject and a verb.                                       | 4<br>The lazy dog slept.   |
| Simple Sentence<br>_____           | E<br>A sentence made up of one independent clause and a dependent clause.                      | 5<br>I know a secret that concerns you.  |
| Compound Sentence<br>_____         | F<br>A group of words that contain a subject or a verb, but not both.                          | 6<br>I can go to the store now or I can go to the store tomorrow, if it is later in the day. |
| Complex Sentence<br>_____          | G<br>A clause that is not a complete thought.  | 7<br>Billy talks quietly.  |
| Compound-Complex Sentence<br>_____ | H<br>A sentence made up of two or more independent clauses.                                    |  |

# TEST

**SECTION TWO (Seven points)**

Diagram one of these sentences in the traditional way and two of these however you want. Within the text of the sentence, circle the subject and underline the predicate. The first one is tricky.

**Stop! (2 points)**

**Young and old stood and cheered. (3 points)**

**Mother and me shopped. (2 points)**

## TEST

### SECTION THREE (Seven points; 1 bonus point)

Read each example. Which type of clause or phrase is the italicized? If you choose noun, also tell what type of noun it is being, such as a subject, a direct object, or so forth, for an extra point. .

1. *Wherever she goes*, she leaves a piece of luggage behind.

|                   |                      |
|-------------------|----------------------|
| Adjectival clause | Adverbial clause     |
| Noun clause       | Prepositional phrase |

2. The only one of the seven dwarfs who does not have a beard is Dopey.

|                   |                      |
|-------------------|----------------------|
| Adjectival clause | Adverbial clause     |
| Noun clause       | Prepositional phrase |

3. Bob enjoyed the movie more *than I did*.

|                   |                      |
|-------------------|----------------------|
| Adjectival clause | Adverbial clause     |
| Noun clause       | Prepositional phrase |

4. I wanted to see what was *behind the fence* in her yard.

|                   |                      |
|-------------------|----------------------|
| Adjectival clause | Adverbial clause     |
| Noun clause       | Prepositional phrase |

5. I found a quiet, secluded place *where we can meet*.

|                   |                      |
|-------------------|----------------------|
| Adjectival clause | Adverbial clause     |
| Noun clause       | Prepositional phrase |

6. Where the candy bar is hidden remains a mystery

|                   |                      |
|-------------------|----------------------|
| Adjectival clause | Adverbial clause     |
| Noun clause       | Prepositional phrase |

7. In question 5, which word is being modified (described) by the phrase?

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Appendix J, page 8  
**TEST**

**SECTION FOUR (Twenty points)**

**VOCABULARY:** Write the definition for each term.

1. **Adjective clauses:**
  
2. **Clause:**
  
3. **Diagramming sentences:**
  
4. **Grammar:**
  
5. **Independent:**
  
6. **Noun clauses:**
  
7. **Noun of direct address:**
  
8. **Phrase:**
  
9. **Predicate:**
  
10. **Subject:**

## RUBRIC

### Short Story Assignment

**Directions:** You will be writing a **short** story of approximately one page (200-300 words) to be turned in on test day. You will be working in pairs but will receive individual grades based on each one's participation. The story can be about anything appropriate but must contain nine or more clauses: three adjective clauses, three adverb clauses and three noun clauses. Indicate these in the following manner:

- Underline noun clauses
- Circle adjective clauses
- Put a box around adverb clauses
- After the end of the story, write the words *noun clauses* and then list what types of nouns your clauses were being (subject, direct object, and so on).
- After that, write the words *Adjective clauses* and tell which words that these clauses modified.
- Next, write the words *Adverb clauses* and tell which words that these clauses modified.

Attach this sheet, one per person, to your story, RUBRIC SIDE UP AND QUESTIONNAIRE FILLED OUT. Also attach the rough draft lists you made in Lessons Seven-Nine to the back of the pile.

**Requirements:**

1. Three adjective clauses, and indicate words modified
2. Three adverb clauses, and indicate words modified
3. Three noun clauses, and indicate as what part of speech the clause is functioning.
4. 200-300 words
5. Use correct spelling and grammar
6. Final draft quality in appearance

**Rubric:** The story is worth 18 points and will be scored according to the following rubric:

**OVER**

**Appendix K, page 2**

**RUBRIC**

|                          | <b>3</b>   | <b>2</b>  | <b>1</b>   | <b>Score</b> |
|--------------------------|--|---|--|--------------|
| <b>Appearance</b>        | *Easy to read penmanship<br>*Neat: zero-two smudges, whiteouts etc.<br>*No rips or frayed edges<br>*No spiral notebook edges | *Readable penmanship<br>*Two-four smudges, whiteouts etc.<br>*No rips or frayed edges | *Hard to read penmanship<br>*Messy: more than four smudges, whiteouts etc.<br>*Very small rip or a frayed edge |              |
| <b>Grammar</b>           | *Zero-one grammar mistakes   | *Two-three grammar mistakes   | *More than three grammar mistakes  |              |
| <b>Spelling</b>          | *Zero-one spelling mistakes  | *Two-three spelling mistakes  | *More than three spelling mistakes   |              |
| <b>Noun clauses</b>      | *More than three clauses<br>*Three parts of speech indicated   | *Three clauses<br>*Two parts of speech indicated                                      | *Less than three clauses<br>*Less than two parts of speech indicated   |              |
| <b>Adjective clauses</b> | *More than three clauses<br>*Three modified words indicated  | *Three clauses<br>*Two modified words indicated                                       | *Less than three clauses<br>*Less than two modified words indicated  |              |
| <b>Adverb Clauses</b>    | *More than three clauses<br>*Three modified words indicated  | *Three clauses<br>*Two modified words indicated                                       | *Less than three clauses<br>*Less than two modified words indicated  |              |

**Total score: \_\_\_\_\_ /18**

**Your name:** \_\_\_\_\_

**Your partner's name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Circle one:**

I finished the first part of the story.

I finished the second part of the story.

I worked on my part:

A lot                  Some                  A little                  Hardly at all

My partner worked on his/her part:

A lot                  Some                  A little                  Hardly at all