**Grammar Master Document**

1. Capitalization
2. Parts of speech
3. Simple subject and simple predicate
4. Complete subject and complete predicate
5. Independent and dependent clauses
6. Simple, compound, and complex sentences
7. Compound-complex sentences
8. Sentence type identification practice
9. Comma rules
10. Dialogue formatting
11. Semicolons – page 57
12. Colons
13. Run-on sentences and sentence fragments
14. Apostrophes – Possessives
15. Apostrophes – Contractions
16. Verb tense
17. Parallel structure
18. Subject/verb agreement
19. Identify prepositions (in order to use proper subject and verb agreement)
20. Active and passive voice
21. Works cited (admittedly not exactly “grammar”)
22. Homophones

* **Teacher Version - Capitalization**
* **First Words and Titles**
  + The first word of every sentence
    - What are you going to do this weekend?
  + The first word of a quotation that is a complete sentence
    - Emerson once said, “Nothing great was ever achieved without enthusiasm.”
  + The first word at the beginning of a letter (Dear \_\_\_\_\_\_) and the first word in the closing (Yours truly, \_\_\_\_\_\_\_\_\_)
  + First, last, and important words in titles of books, stories, movies, etc.
    - *Number the Stars Sports Illustrated*
    - “Thank You, M’am” *The Suite Life of Zack and Cody*
* **People and Cultures**
  + People’s titles, names, and initials:
    - Dr. James P. Noble Senator Barack H. Obama Grandpa George
  + The pronoun “I” (I, I’m, I’d, I’ll, etc.)
  + Names of races, nationalities, languages, and religions
    - Julia is Mexican and her friend Jade is African-American. Julia is Catholic and Jade is Protestant. They both speak English and Spanish.
* **Places and Transportation**
  + Names of streets, cities, states, countries, mountains, bodies of water, etc. (minus the little tiny words like ‘a’ and ‘of’)
    - I live in the Casa de Monteray apartment complex on Main Street in Carson, California. It is two miles from Carson Park and ten miles from the Pacific Ocean. It is located in the United States, which is in North America, on the Planet Earth, in the Milky Way.
  + Names of specific buildings, bridges, monuments, and other landmarks
    - Last summer we visited Mount Rushmore, and this summer we’re going to visit the Statue of Liberty! We also might go to Disneyland in January.
  + Names of particular planes, trains, cars, etc. (I drive an Acura Legend.)
* **Organizations and Other Subjects**
  + Important words in names of organizations, institutions, stores, and companies
    - I attend Stephen White Middle School, I shop at the Del Amo Fashion Center, and I like to wear shoes made by Converse.
  + Names of historical events, periods, and documents
    - The Declaration of Independence was signed after the Revolutionary War.
  + Particular months, days, and holidays
    - My birthday, September 1, was on a Friday. The next day was Memorial Day.
  + Names of special events and awards
    - I ran the L.A. Marathon. Italy won the World Cup.

**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Capitalization Notes 1 – Rules 1 and 2**

**Directions:** Circle the correctly punctuated sentence or phrase. After, think of a rule that explains why this was the correct choice.

|  |  |  |
| --- | --- | --- |
|  | * **A** | * **B** |
| * **1** | * the students became very good at capitalizing. | * The students became very good at capitalizing. |
| * **2** | * People are good at learning new things if they work hard. | * people are good at learning new things if they work hard. |

* Predicted rule: Always capitalize **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Actual Rule: Always capitalize** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Ex 1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ex 2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Rule 2**

**Directions:** Circle the correctly punctuated sentence or phrase. After, think of a rule that explains why this was the correct choice.

|  |  |  |
| --- | --- | --- |
|  | * **A** | * **B** |
| * **1** | * I have an appointment with Dr. Julia M. * Rios | * I have an appointment with dr. Julia m. Rios |
| * **2** | * Have you seen ms. Benjamin? | * Have you seen Ms. Benjamin? |
| * **3** | * I’d love for you to meet Grandpa Joe. | * I’d love for you to meet grandpa Joe. |

* Predicted rule: Always capitalize **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Actual Rule: Always capitalize** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Ex 1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Ex 2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Practice** – Underline errors in capitalization

1. I am going to the store tonight to buy food for my piano teacher.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ OR No error

1. I think that we should bring mr. Hester Hot Cheetos.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ OR No error

1. are you going to eat that lunch or will you give it to Uncle Bobby?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ OR No error

1. Have you ever seen a video of senator Obama giving a speech?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ OR No error

1. after basketball practice I am always completely starving.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ OR No error

1. practically everyone in Mr. Hester’s class is meeting his expectations.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ OR No error

**Independent practice**

1. while I secretly think Mr. Hester’s shirts are awesome, I would never admit it.
2. Did you see congressman george miller when he was here last week?
3. I can’t wait to go eat at aunt Jackie’s house in a few months!

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Capitalization homework due Thursday, September 8**

**Directions:** Circle all of the errors and rewrite the sentences using proper capitalization.

1. i need to finish this homework for mr. Hester’s English class.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. If you ever meet president Obama, make sure to shake his hand.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. did you see the uncle Joe showed up at your soccer game?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Capitalization Notes 2 – Rules 3, 4, and 5**

* **Rule 3**

**Directions:** Circle the correctly punctuated sentence or phrase. After, think of a rule that explains why this was the correct choice.

|  |  |  |
| --- | --- | --- |
|  | * **A** | * **B** |
| * **1** | * It would be hard to climb mount everest. | * It would be hard to climb Mount Everest. |
| * **2** | Leadership is located near Florida St. in Richmond, CA. | * Leadership is located near Florida st. in Richmond, Ca. |
| * **3** | The western part of North America touches the Pacific Ocean. | * The Western part of North America touches the Pacific Ocean. |

* Predicted rule: Always capitalize **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Actual Rule: Always capitalize** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

Ex 1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Ex 2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|  | **A** | **B** |
| **1** | * I always like movies made by disney. | * I always like movies made by Disney. |
| **2** | * Which do you like better, McDonald’s or Jack in the Box? | * Which do you like better, mcdonald’s or jack in the box? |
| **3** | * My uncle has a ford but my mom has a volvo. | * My uncle has a Ford but my mom has a Volvo. |
| **4** | * The girls on the corner are wearing levis and drinking pepsi. | * The girls on the corner are wearing Levis and drinking Pepsi. |

**Rule 4**

* Predicted rule: Always capitalize **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Actual Rule: Always capitalize** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

Ex 1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Ex 2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Rule 5**

|  |  |  |
| --- | --- | --- |
|  | **A** | **B** |
| **1** | * Jose is Mexican and his friend Jade is african-american. | * Jose is Mexican and his friend Jade is African-American. |
| **2** | * Jose is catholic and Jade is protestant. Jason is Jewish. | * Jose is Catholic and Jade is Protestant. Jason is Jewish. |
| **3** | * Do you speak English and Spanish or just English? | * Do you speak english and spanish or just english? |
| **4** | Have you ever met a Japanese or Chinese person who spoke Spanish? | * Have you ever met a japanese or chinese person who spoke Spanish? |

* Predicted rule: Always capitalize **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **Actual Rule: Always capitalize** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Ex 1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Ex 2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Practice**

1. Did you know that they have a forever 21 store in San Francisco, but not in Richmond?

No error OR Reason for error above: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I know lots of people who are Chinese and American, but I don’t know too many people who are buddhist.

No error OR Reason for error above: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Yesterday, Mr. Hester went for a run near the Pacific ocean, and he drove by burger king on his way.

No error OR Reason for error above: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. After he came back from his run, he was desperate for a Sprite and some really good Italian food.

No error OR Reason for error above: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Mr. Hester really wants to go take a bike ride on mount Diablo this weekend, but he also needs to take a trip to Best Buy.

No error OR Reason for error above: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Capitalization Homework**

**Directions:** If a sentence is written correctly then do nothing. If it is incorrect then **circle the error** and **rewrite it in the correct form**.

1. You can find macy’s on cutting boulevard in el Cerrito.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I am going to go and eat food from thailand after school.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I am proud of Richmond, but I wish that they had a starbucks.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Some teachers drink Starbucks, but others go to Peet’s coffee and tea.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Mr. Hester was born near san Francisco, Ca.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If you have been to england then you have been to europe.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This homework gets a score of \_\_\_\_\_\_/ 6.

**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

* **Capitalization Notes 3 – Rules 6, 7, and 8**

## Rule 6

**Directions:** Circle the correctly punctuated sentence or phrase. After, think of a rule that explains why this was the correct choice.

|  |  |  |
| --- | --- | --- |
|  | * **A** | * **B** |
| * **1** | * Mr. Hester was born on September 30, 1983. | * Mr. Hester was born on september 30, 1983. |
| * **2** | He was born on a friday. | * He was born on a Friday. |
| * **3** | His birthday comes after Labor day. | * His birthday comes after Labor Day. |

* Predicted rule: Always capitalize **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Actual Rule: Always capitalize** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

Ex 1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Ex 2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|  | **A** | **B** |
| **1** | * Do you know anyone who fought in the Vietnam war? | * Do you know anyone who fought in the Vietnam War? |
| **2** | * Have you ever had to read the declaration of independence in History class? | * Have you ever had to read the Declaration of Independence in history class? |
| **3** | * Do you know anything about the Great Depression in the 1930s? | * Do you know anything about the Great Depression in the 1930s? |

**Rule 7**

* Predicted rule: Always capitalize **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Actual Rule: Always capitalize** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

Ex 1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Ex 2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Rule 8**

|  |  |  |
| --- | --- | --- |
|  | **A** | **B** |
| **1** | * We are reading The House on Mango Street. | * We are reading The House On Mango Street. |
| **2** | * Last year, Mr. Hester read the boy in the striped pajamas with his students. | Last year, Mr. Hester read The Boy in the Striped Pajamas with his students. |
| **3** | * We are also going to read Romeo And Juliet this year. | We are also going to read Romeo and Juliet this year. |

* Predicted rule: Always capitalize **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** but don’t capitalize **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Actual Rule: Always capitalize** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

but don’t capitalize  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Ex 1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Ex 2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Practice**

1. I went to hang out with my Asian friends on Tuesday, but we didn’t get back until wednesday!

No error OR Reason for error above: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. When do we have Thanksgiving break? Is it in November?

No error OR Reason for error above: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The Bill Of Rights is a document that gives Americans many important freedoms.

No error OR Reason for error above: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. One of Mr. Hester’s favorite books is The Once And Future King.

No error OR Reason for error above: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What are you doing this weekend? Are you going to do anything fun?

No error OR Reason for error above: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Capitalization Homework**

**Directions:** Circle all of the errors and rewrite the sentences correctly.

1. When aunt irene visited, we went with her to st. francis catholic Church.

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1. where did eve learn to speak portugese so fluently?

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1. After dr. white checks your teeth, you can leave.

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1. Robert frost spoke at the inauguration of president john f. kennedy.

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1. Did you know that the civil war ended on a friday?

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**Capitalization Quiz**

**~Capitalization: \_\_\_\_\_ / 10~**

**Directions:** If there is a capitalization error, circle the errors and rewrite the entire sentence correctly. If there is no error, do nothing for that question. Each question is worth 2 points.

1. have you ever lived in Boston, ma?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. If you go down sierra road you will find mt. diablo staring up at you.

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1. I love driving down solano ave to get to the park in el Cerrito.

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1. I am really looking forward to going grocery shopping before dinner with Aunt Jackie.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. People who are christian are very often friends with people who are jewish.

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**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

PARTS OF SPEECH

Launch: Use the word bank to fill in the blanks!

extremely she are positive

during strength days you

and under conquer healthy wow

**\_\_\_\_\_\_\_! It’s hard to believe that the CST is in just three \_\_\_\_\_\_\_. Next week, you will need to get at least 8 hours of sleep every night \_\_\_\_\_\_ eat a big, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ breakfast every morning. This will give \_\_\_\_\_\_\_ the energy and \_\_\_\_\_\_\_\_\_\_\_ you need to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the CST. It’s also \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ important to have a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ attitude before and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the test. Whether you think you can or you think you can’t, you \_\_\_\_\_\_ right! Finally, remember that Mr. Hester has faith in you, and \_\_\_\_\_\_\_ knows you can crush this test like a bug \_\_\_\_\_\_\_\_\_\_\_\_\_\_ your feet.**

**Teacher Version -**

|  |  |  |
| --- | --- | --- |
| Part of Speech | Definition and Sentence | Examples |
| **NOUN** | person, place, thing, or idea |  |
| The artist searched the museum for his true love. |
| **ADJECTIVE** | describes a noun or pronoun by telling what kind, which one, or how many |  |
| Some annoying boys are chasing those girls. |
| **VERB** | expresses an action or a state of being |  |
| Lola raced breathlessly down the court while the crowd cheered. Basketball is my favorite sport! |
| **PRONOUN** | replaces a noun that was already mentioned (the original noun is called the antecedent) |  |
| S: Andrew is very athletic. He plays soccer, baseball, and basketball with his little brothers. They like to go to the park on weekends. |
| **ADVERB** | Describes a verb, an adjective, or another adverb—usually ends in -ly |  |
| S: Jennifer slowly washed her face, then carefully brushed her teeth. She was barely awake. She would have to be more responsible about getting sleep. |
| **PREPOSITION** | A word that shows where or when something is in relation to something else! |  |
| I hit the ball over the net. The other team hit the ball into the net. A little kid ran across the court.  I decided to go to bed at midnight. In the morning, I woke up late. I will sleep more during the weekend. |
| **CONJUNCITON** | D: A word that connects words, phrases and sentences. |  |
| S: I enjoy rock music, but not hip hop.  We can go now, or we can go later. |
| **INTERJECTION** | D: Expesses emotion and stands on its own. |  |
| “Wow! You look nice!” said Juan. “Well, not that nice,” said Carlos. “Ouch!” Amanda responded. |

**Parts of Speech**

|  |  |  |
| --- | --- | --- |
| Part of Speech | Definition and Sentence | Examples |
| **NOUN** |  |  |
| The artist searched the museum for his true love. |
| **ADJECTIVE** |  |  |
| Some annoying boys are chasing those girls. |
| **VERB** |  |  |
| Lola raced breathlessly down the court while the crowd cheered. Basketball is my favorite sport! |
| **PRONOUN** |  |  |
| S: Andrew is very athletic. He plays soccer, baseball, and basketball with his little brothers. They like to go to the park on weekends. |
| **ADVERB** |  |  |
| S: Jennifer slowly washed her face, then carefully brushed her teeth. She was barely awake. She would have to be more responsible about getting sleep. |
| **PREPOSITION** |  |  |
| I hit the ball over the net. The other team hit the ball into the net. A little kid ran across the court.  I decided to go to bed at midnight. In the morning, I woke up late. I will sleep more during the weekend. |
| **CONJUNCITON** |  |  |
| I enjoy rock music, but not hip hop.  We can go now, or we can go later. |
| **INTERJECTION** |  |  |
| “Wow! You look nice!” said Juan. “Well, not that nice,” said Carlos. “Ouch!” Amanda responded. |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Part of Speech Practice**

1. The clown chased a dog around the **ring** and then fell flat on her face.
   1. [Verb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node1.html)
   2. [Noun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node2.html)
   3. [Pronoun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node3.html)
   4. [Adjective](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node4.html)
   5. [Adverb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node5.html)
   6. [Preposition](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node6.html)
   7. [Conjunction](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node7.html)
   8. [Interjection](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node8.html)
2. The geese **indolently** waddled across the intersection.
   1. [Verb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node9.html)
   2. [Noun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node10.html)
   3. [Pronoun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node11.html)
   4. [Adjective](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node12.html)
   5. [Adverb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node13.html)
   6. [Preposition](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node14.html)
   7. [Conjunction](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node15.html)
   8. [Interjection](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node16.html)
3. **Yikes!** I'm late for class.
   1. [Verb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node17.html)
   2. [Noun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node18.html)
   3. [Pronoun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node19.html)
   4. [Adjective](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node20.html)
   5. [Adverb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node21.html)
   6. [Preposition](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node22.html)
   7. [Conjunction](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node23.html)
   8. [Interjection](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node24.html)
4. Bruno's **shabby** thesaurus tumbled out of the book bag when the bus suddenly pulled out into traffic.
   1. [Verb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node25.html)
   2. [Noun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node26.html)
   3. [Pronoun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node27.html)
   4. [Adjective](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node28.html)
   5. [Adverb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node29.html)
   6. [Preposition](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node30.html)
   7. [Conjunction](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node31.html)
   8. [Interjection](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node32.html)
5. Mr. Frederick angrily **stamped** out the fire that the local hooligans had started on his verandah.
   1. [Verb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node33.html)
   2. [Noun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node34.html)
   3. [Pronoun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node35.html)
   4. [Adjective](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node36.html)
   5. [Adverb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node37.html)
   6. [Preposition](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node38.html)
   7. [Conjunction](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node39.html)
   8. [Interjection](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node40.html)
6. Later that summer, she asked herself, "What was **I** thinking of?"
   1. [Verb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node41.html)
   2. [Noun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node42.html)
   3. [Pronoun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node43.html)
   4. [Adjective](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node44.html)
   5. [Adverb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node45.html)
   6. [Preposition](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node46.html)
   7. [Conjunction](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node47.html)
7. She thought that the twenty zucchini plants **would** not **be** enough so she planted another ten.
   1. [Verb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node49.html)
   2. [Noun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node50.html)
   3. [Pronoun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node51.html)
   4. [Adjective](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node52.html)
   5. [Adverb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node53.html)
   6. [Preposition](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node54.html)
   7. [Conjunction](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node55.html)
   8. [Interjection](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node56.html)
8. **Although** she gave hundreds of zucchini away, the enormous mound left over frightened her.
   1. [Verb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node57.html)
   2. [Noun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node58.html)
   3. [Pronoun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node59.html)
   4. [Adjective](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node60.html)
   5. [Adverb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node61.html)
   6. [Preposition](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node62.html)
   7. [Conjunction](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node63.html)
   8. [Interjection](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node64.html)
9. Everywhere she went, **she** talked about the prolific veggies.
   1. [Verb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node65.html)
   2. [Noun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node66.html)
   3. [Pronoun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node67.html)
   4. [Adjective](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node68.html)
   5. [Adverb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node69.html)
   6. [Preposition](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node70.html)
   7. [Conjunction](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node71.html)
   8. [Interjection](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node72.html)
10. The manager **confidently** made his presentation to the board of directors.
    1. [Verb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node73.html)
    2. [Noun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node74.html)
    3. [Pronoun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node75.html)
    4. [Adjective](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node76.html)
    5. [Adverb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node77.html)
    6. [Preposition](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node78.html)
    7. [Conjunction](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node79.html)
    8. [Interjection](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node80.html)
11. Frankenstein **is** the name of the scientist, not the monster.
    1. [Verb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node81.html)
    2. [Noun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node82.html)
    3. [Pronoun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node83.html)
    4. [Adjective](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node84.html)
    5. [Adverb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node85.html)
    6. [Preposition](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node86.html)
    7. [Conjunction](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node87.html)
    8. [Interjection](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node88.html)
12. Her greatest fear is that the world will end before she finds a comfortable pair **of** panty-hose.
    1. [Verb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node89.html)
    2. [Noun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node90.html)
    3. [Pronoun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node91.html)
    4. [Adjective](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node92.html)
    5. [Adverb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node93.html)
    6. [Preposition](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node94.html)
    7. [Conjunction](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node95.html)
    8. [Interjection](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node96.html)
13. That suitcase is **hers**.
    1. [Verb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node97.html)
    2. [Noun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node98.html)
    3. [Pronoun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node99.html)
    4. [Adjective](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node100.html)
    5. [Adverb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node101.html)
    6. [Preposition](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node102.html)
    7. [Conjunction](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node103.html)
    8. [Interjection](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node104.html)
14. **Everyone** in the room cheered when the announcement was made.
    1. [Verb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node105.html)
    2. [Noun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node106.html)
    3. [Pronoun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node107.html)
    4. [Adjective](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node108.html)
    5. [Adverb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node109.html)
    6. [Preposition](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node110.html)
    7. [Conjunction](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node111.html)
    8. [Interjection](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node112.html)
15. The sun was shining as we **set** out for our first winter camping trip.
    1. [Verb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node113.html)
    2. [Noun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node114.html)
    3. [Pronoun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node115.html)
    4. [Adjective](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node116.html)
    5. [Adverb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node117.html)
    6. [Preposition](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node118.html)
    7. [Conjunction](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node119.html)
    8. [Interjection](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node120.html)
16. **Small** children often insist that they can do it by themselves.
    1. [Verb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node121.html)
    2. [Noun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node122.html)
    3. [Pronoun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node123.html)
    4. [Adjective](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node124.html)
    5. [Adverb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node125.html)
    6. [Preposition](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node126.html)
    7. [Conjunction](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node127.html)
    8. [Interjection](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node128.html)
17. **Dust** covered every surface in the locked bedroom.
    1. [Verb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node129.html)
    2. [Noun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node130.html)
    3. [Pronoun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node131.html)
    4. [Adjective](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node132.html)
    5. [Adverb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node133.html)
    6. [Preposition](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node134.html)
    7. [Conjunction](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node135.html)
    8. [Interjection](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node136.html)
18. The census taker knocked **loudly** on all the doors but nobody was home.
    1. [Verb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node137.html)
    2. [Noun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node138.html)
    3. [Pronoun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node139.html)
    4. [Adjective](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node140.html)
    5. [Adverb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node141.html)
    6. [Preposition](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node142.html)
    7. [Conjunction](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node143.html)
    8. [Interjection](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/node144.html)

**Teacher Version -**

**Simple Subjects and Simple Predicates**

The ***simple*** subject is the one noun (***person***, ***place***, ***thing*** or ***idea***) or pronoun (***she***, ***he***, ***it***, ***this***, etc…) that shows exactly ***who*** or ***what*** the sentence is about.

The ***simple*** predicate is the ***action*** word, a ***verb***, that tells us ***something about the subject***.

**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

Simple Subjects and Simple Predicates

**Directions:** Sort the following words into two lists. Once you are finished, add a title if you can.

animals appear gazelles leap bird

makes flies work dance actors

people stares clap students lion roars

Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** Now write three sentences by combining one word from the first list and one word from the second list. Underline the words from the first list. Circle the words from the second list.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*What do you notice about the underlined words? What do you notice about the circled words?*

I notice that the underlined words \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I notice that the circled words \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Notes on Simple Subjects and Simple Predicates**

**Definitions**

- The simple \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the one noun (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_) or pronoun (\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) that shows exactly \_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_ the sentence is about.

- The simple \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ word, a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, that tells us \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Practice**

**Directions:** Underline the simple subject and circle the simple predicate.

1. Mr. Hester grades throughout the whole weekend.

2. Mr. Hester’s students do their homework every night!

3. Leadership Public Schools-Richmond provides opportunities to students.

4. She wanted to go to the ball.

5. Fairy Tales are fictional.

**Some harder ones…**

1. Our coach passed out information about scholarships.
2. Marsha has a pocket watch.
3. Those trucks carry produce to the city.
4. A lovely garden surrounds the old hotel.
5. Canoes glided down the canal.
6. Auditions for the play begin today.
7. Mindy’s kite soared over our heads.
8. The workers at the construction site poured more concrete.
9. Some animals hibernate during the winter.
10. That horror movie frightens many people.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Simple Subject and Simple Predicate Homework**

**Directions:**  For each of the sentences below write down the subject of the sentence, why that is the subject, the predicate of the sentence, and why that is the predicate.

1. **The dog peed on the tree.**

The simple subject of the sentence is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I know this because \_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The simple predicate of the sentence is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I know this

because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Mr. Hester thinks that his students are great.**

The simple subject of the sentence is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I know this because \_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The simple predicate of the sentence is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I know this

because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **This 9th grade class at Leadership is the most promising class ever.**

The simple subject of the sentence is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I know this because \_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The simple predicate of the sentence is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I know this

because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Version -

Complete Subjects and Complete Predicates

1. The complete subject is ***all*** the words that tell ***who*** or ***what*** the sentence is ***about.***

**🡪 Reminder:** The *simple* subject is the ***noun*** or ***pronoun*** that shows exactly ***who*** or ***what*** the sentence is about.

2. The complete predicate is ***all*** of the words that tell ***something*** about the ***subject*** of the sentence.

**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

Complete Subjects and Complete Predicates

**Notes**

1. The complete subject is \_\_\_\_\_\_\_\_\_ the words that tell \_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_ the sentence is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**🡪 Reminder:** The *simple* subject is the \_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that shows exactly \_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_ the sentence is about.

2. The complete predicate is \_\_\_\_\_\_\_\_ of the words that tell \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the sentence.

**Practice**

**Directions:** Underline the simple subject and circle the simple predicate. Additionally, highlight the complete subject green and the complete predicate pink.

1. Mr. Hester bought Expo markers at Target last month.

2. The fancy markers that he bought at the store are going to be used by students.

3. All of the students in this room right now should learn about subjects and predicates.

4. We are about to move on to a new concept.

5. The new concept that we are about to learn is important.

**Practice identifying subjects and predicates**

**Directions:** Underline the simple subject and circle the simple predicate. Additionally, highlight the complete subject green and the complete predicate pink

1. The big, hungry, green, hairy alien grabbed a student from the back row.
2. Mr. Hester grades throughout the whole weekend.
3. Mr. Hester’s students do their homework every night!
4. Cinderella wanted to go to the ball.
5. Fairy Tales are fiction.
6. Auditions for the play begin today.
7. Mindy’s kite soared over our heads.
8. The workers at the construction site poured more concrete.
9. Steve designed the set for our play.
10. That horror movie frightens many people.

**Teacher Version -**

**Independent and Dependent Clauses**

* An ***independent clause*** is a group of words that contains a ***subject*** and a ***predicate*** and expresses a ***complete thought***. An ***independent*** clause ***can*** stand as a sentence all by itself.
* A ***dependent clause*** is a group of words that contains a ***subject*** and a ***predicate*** but ***does not*** express a complete thought. A ***dependent*** clause ***cannot*** stand as a sentence all by itself.
* Example 1: ***After the students went into the classroom***
* Example 2: ***While they learned a new concept***

**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Independent and Dependent Clauses**

Draw a picture of a person leaning on something. Draw a picture of someone not leaning. :

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* **Notes**
* An \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a group of words that contains a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and expresses a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. An \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clause \_\_\_\_\_\_\_\_\_\_\_\_\_\_ stand as a sentence all by itself.
* Example 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Example 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a group of words that contains a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ but \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ express a complete thought. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clause \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stand as a sentence all by itself.
* Example 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Example 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Practice**

**1. After I finished watching the movie.**

* Does the clause express a complete thought if said all by itself? \_\_\_\_\_\_\_\_\_

Therefore it is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clause.

**2. He is probably going to lose the case.**

Does the clause express a complete thought if said all by itself? \_\_\_\_\_\_\_\_\_

Therefore it is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clause.

**3. We are learning about independent and dependent clauses.**

* Does the clause express a complete thought if said all by itself? \_\_\_\_\_\_\_\_\_

Therefore it is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clause.

**4. Because we learn about grammar.**

* Does the clause express a complete thought if said all by itself? \_\_\_\_\_\_\_\_\_

Therefore it is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clause.

**5. I love reading!**

* Does the clause express a complete thought if said all by itself? \_\_\_\_\_\_\_\_\_

Therefore it is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clause.

**6. Whenever I do my homework.**

* Does the clause express a complete thought if said all by itself? \_\_\_\_\_\_\_\_\_

Therefore it is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clause.

**7. While she reads her book.**

* Does the clause express a complete thought if said all by itself? \_\_\_\_\_\_\_\_\_

Therefore it is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clause.

**8. The students understood the new concept.**

* Does the clause express a complete thought if said all by itself? \_\_\_\_\_\_\_\_\_
* Therefore it is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clause.

**Independent and Dependent Clauses Homework**

* **Dependent Clause Markers**
* after even though unless
* although how until
* as if when
* because in order to whenever
* before once wherever
* despite since whether
* even if though which

while

**Practice Identifying Independent and Dependent Clauses**

**Directions:** Label independent clauses “I.C.” and dependent clauses “D.C.”

1. \_\_\_\_\_\_\_\_\_ After I finished watching the movie
2. \_\_\_\_\_\_\_\_\_ I am not going to ask for a Christmas present
3. \_\_\_\_\_\_\_\_\_ Despite the large amount of evidence he has
4. \_\_\_\_\_\_\_\_\_ I can’t afford to buy a house
5. \_\_\_\_\_\_\_\_\_ He is probably going to lose the case
6. \_\_\_\_\_\_\_\_\_ Because of her high grades and test scores
7. \_\_\_\_\_\_\_\_\_ I ate dinner with my friend
8. \_\_\_\_\_\_\_\_\_ Even if I didn’t go to Leadership
9. \_\_\_\_\_\_\_\_\_ I need to focus
10. \_\_\_\_\_\_\_\_\_ I will still learn a lot about English
11. \_\_\_\_\_\_\_\_\_ As he was getting ready to leave
12. \_\_\_\_\_\_\_\_\_ If I get all A-grades this semester
13. \_\_\_\_\_\_\_\_\_ In order to finish my work
14. \_\_\_\_\_\_\_\_\_ My mom will give me a high five
15. \_\_\_\_\_\_\_\_\_ Once he passes me the football
16. \_\_\_\_\_\_\_\_\_ She says hello
17. \_\_\_\_\_\_\_\_\_ Whether you like it or not
18. \_\_\_\_\_\_\_\_\_ Since I received such a big birthday gift
19. \_\_\_\_\_\_\_\_\_ Although we all know she is a nice girl
20. \_\_\_\_\_\_\_\_\_ We all agree that she made a big mistake
21. \_\_\_\_\_\_\_\_\_ Unless I win the lottery sometime soon

**Teacher Version -**

**Simple, Complex, and Compound Sentences**

* What are three types of transportation?

***Car Airplane Train***

* What are three types of hair?

***Curly Straight Wavy***

What are three types of schools?

***Traditional public Private Charter***

* **Notes**
* There are different types of sentences. Three types of sentences are the following:

1.***Simple*** 2. ***Complex*** 3. ***Compound***

* 1. A ***simple*** sentence = A sentence with ***one*** ***independent*** clause.
* (Example: I love ice cream.)
* 2. A ***complex*** sentence = A sentence with ***one*** ***dependent*** clause + ***one*** ***independent*** clause

(Example: When it is hot outside, I love ice cream.)

* 3. A ***compound*** sentence = A sentence with ***one*** ***independent*** clause + ***another*** ***independent*** clause connected by ***for, and, nor, but, or, yet,*** or, ***so.***
* (Example: I love ice cream, and you adore chocolate cake.)
* **Wait, Mr. Hester. Who cares? Why does this even matter?** College level writers ***frequently*** use ***different*** types of sentences.

**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Simple, Complex, and Compound Sentences**

* What are three types of transportation?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* What are three types of hair?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What are three types of schools?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* **Notes**
* There are different types of sentences. Three types of sentences are the following:

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence = A sentence with \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clause.
* (Example: I love ice cream.)
* 2. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence = A sentence with \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clause + \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clause

(Example: When it is hot outside, I love ice cream.)

* 3. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence = A sentence with \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clause + \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clause connected by \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, or \_\_\_\_\_\_\_\_\_
* (Example: I love ice cream, and you adore chocolate cake.)
* **Wait, Mr. Hester. Who cares? Why does this even matter?** College level writers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ types of sentences.

**Practice with Simple, Complex, and Compound Sentences**

1. **We are learning about different types of sentences.**
   1. This sentence has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Therefore, this sentence is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence.
2. **After we master this concept, we can then use these types of sentences in our writing.**
   1. This sentence has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Therefore, this sentence is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence.
3. **We will be able to use these sentences in our writing, and that will help us sound more sophisticated.** 
   1. This sentence has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Therefore, this sentence is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence.
4. **More students will get great grades on their essays.** 
   1. This sentence has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Therefore, this sentence is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence.
5. **Although using these types of sentences is important, the ideas that you convey in your writing are equally important.** 
   1. This sentence has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Therefore, this sentence is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence.
6. Create a simple sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Create a complex sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Create a compound sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Create a complex sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Simple, Complex, and Compound Sentences Homework**

1. **This is a plain sentence.**
   1. This sentence has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Therefore, this sentence is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence.
2. **Before you start this homework, you should look at the notes.** 
   1. This sentence has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Therefore, this sentence is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence.
3. **The homework will that you have mastered the skill!** 
   1. This sentence has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Therefore, this sentence is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence.
4. **The work is not very hard, but you need to do it correctly.** 
   1. This sentence has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Therefore, this sentence is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence.
5. **After you finish identifying these sentences, write a few sentences!** 
   1. This sentence has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Therefore, this sentence is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence.
6. Create a simple sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Create a complex sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Create a compound sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_ / 8**

**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_

**Create Simple, Complex, and Compound Sentences**

**Create simple sentences:**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* **Dependent Clause Markers**
* after even though unless
* although how until
* as if when
* because in order to whenever
* before once wherever
* despite since whether
* even if though which

while

**Create complex sentences:**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FANBOYS: For, And, Nor, But, Or, Yet, So**

**Create compound sentences:**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher version - Compound - Complex Sentences**

**Review: Practice identifying simple, complex, and compound sentences**

1. This is a review exercise.
   1. This sentence has ***one independent clause.***
   2. Therefore, this sentence is a ***simple*** sentence.
2. Although this is review, some people might get an incorrect answer.
   1. This sentence has ***one ind. clause and one dep. clause.***
   2. Therefore, this sentence is a ***complex*** sentence.

**Notes on compound-complex sentences**

* **Predict the rule:** A compound sentence has \_\_\_\_\_ independent clauses and a complex sentence has \_\_\_\_\_ independent clause and \_\_\_\_\_ dependent clause. Based on this, I predict that a compound-complex sentence will have about \_\_\_\_\_\_\_ independent clauses and about \_\_\_\_\_\_ dependent clauses.
* **The rule:** A ***compound-complex*** sentence has two ***independent*** clauses and ***one*** or more ***dependent*** clauses.
* (Example: If Mitt Romney is the Republican nominee for president, he will run against Barack Obama, but it won’t be easy for Mitt to win.)

**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Compound - Complex Sentences**

**Review: Practice identifying simple, complex, and compound sentences**

1. This is a review exercise.
   1. This sentence has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Therefore, this sentence is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence.
2. Although this is review, some people might get an incorrect answer.
   1. This sentence has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Therefore, this sentence is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence.

**Notes on compound-complex sentences**

* ***Predict the rule:*** A **compound** sentence has \_\_\_\_\_ independent clauses and a **complex** sentence has \_\_\_\_\_ independent clause and \_\_\_\_\_ dependent clause. Based on this, I predict that a **compound-complex** sentence will have about \_\_\_\_\_\_\_ independent clauses and about \_\_\_\_\_\_ dependent clauses.
* **The rule:** A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence has two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clauses and \_\_\_\_\_\_\_\_\_ or more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clauses.
* (Example: If Mitt Romney is the Republican nominee for president, he will run against Barack Obama, but it won’t be easy for Mitt to win.)
* **Practice identifying compound-complex sentences (with a tricky one thrown in!)**

1. Although I like to go camping, I haven’t had the time to go lately, and I don’t have anyone who wants to go with me.
   1. “Although I like to go camping” is a(n) \_\_\_\_\_\_\_\_\_\_.
   2. “I haven’t had the time to go lately” is a(n) \_\_\_\_\_\_\_\_\_\_.
   3. “I don’t have anyone who wants to go with me” is a(n) \_\_\_\_\_\_\_\_\_\_.
   4. Therefore, this is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence.
2. We decided that the movie was quite violent, but we took our children anyway because we couldn’t find a babysitter.
   1. “We decided that the movie was quite violent” is a(n) \_\_\_\_\_\_\_\_\_\_.
   2. “we took our children anyway” is a(n) \_\_\_\_\_\_\_\_\_\_.
   3. “because we couldn’t find a babysitter” is a(n) \_\_\_\_\_\_\_\_\_\_.
   4. Therefore, this is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence.
3. I am going to dinner with my family, and we are going to go to a movie afterwards.
   1. “I am going to dinner with my family” is a(n) \_\_\_\_\_\_\_\_\_\_.
   2. “we are going to go to a movie afterwards” is a(n) \_\_\_\_\_\_\_\_\_\_.
   3. Therefore, this is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence.
4. Although LPS-Richmond provides many opportunities, students have to do lots of hard work, and they have to make responsible choices.
   1. “Although LPS-Richmond provides many opportunities” is a(n) \_\_\_\_\_\_\_\_.
   2. “students have to do lots of hard work” is a(n) \_\_\_\_\_\_\_\_\_\_.
   3. “they have to make responsible choices” is a(n) \_\_\_\_\_\_\_\_\_\_.
   4. Therefore, this is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence.
5. Create a compound-complex sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Create another compound-complex sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Compound - Complex Sentence Homework**

**This homework gets a score of \_\_\_\_\_\_ / 4**

1. If you do this homework assignment, your grade will go up, and you will learn a new concept.
   1. “If you do this homework assignment” is a(n) \_\_\_\_\_\_\_\_\_\_.
   2. “your grade will go up” is a(n) \_\_\_\_\_\_\_\_\_\_.
   3. “you will learn a new concept” is a(n) \_\_\_\_\_\_\_\_\_\_.
   4. Therefore, this is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence.
2. Mr. Hester made this worksheet on a train while he was leaving the airport.
   1. “Mr. Hester made this worksheet on a train” is a(n) \_\_\_\_\_\_\_\_\_\_.
   2. “while he was leaving the airport” is a(n) \_\_\_\_\_\_\_\_\_\_.
   3. Therefore, this is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence.
3. This homework assignment is easy, but it requires you to think a little bit.
   1. “This homework assignment is easy” is a(n) \_\_\_\_\_\_\_\_\_\_.
   2. “it requires you to think a little bit” is a(n) \_\_\_\_\_\_\_\_\_\_.
   3. Therefore, this is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence.
4. You are almost done, but you should finish this last question unless you’re ok with a 75%.
   1. “You are almost done” is a(n) \_\_\_\_\_\_\_\_\_\_.
   2. “you should finish this last question” is a(n) \_\_\_\_\_\_\_\_\_\_.
   3. “unless you’re ok with a 75%” is a(n) \_\_\_\_\_\_\_\_\_\_.

Therefore, this is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sentence

**Sentence Type Columns Activity**

**Directions:** Cut out each box and place the sentences under the correct column.

|  |  |  |  |
| --- | --- | --- | --- |
| **Simple** | **Complex** | **Compound** | **Compound-complex** |
| After she won the game, Jazzell went shopping. | Chris Brown made a mistake, and he is in anger management class. | Lenni studied for the test because he wanted an A. | Polo shirts were on sale at Macy’s. |
| Lil Wayne took a vacation. | Wendy wants to find love. | Ohio has a lot of farms, but there are big cities there too. | When they got home from school, the kids did their homework. |
| Penguins live in Antarctica, and there are many different types living there. | The Jonas Brothers went on tour, but they fought the entire time. | While they were at McDonald’s, Drake and Josh ate chicken nuggets, but they did not order fries. | Mr. Smith went to a workshop, but he did not have fun because it was boring. |
| Spring is my favorite season. | Johnny, who loves Brazil, practices karate, yet he also loves to read. | Johnny is excited to attend LPS-Richmond. | Sarah will visit New York next summer, and she will see Central Park, which has a lake. |
| Lamar, Brendan, and Marquis play all of the time. | Juana cheered at the game, but she wished she was at home sleeping. | After lifting weights for many years, Karla played football, and she won the first game! | When she gets older, Andrea will travel to Japan. |

**Teacher Version –**

**Comma Rules**

**Comma rule 1:** We will be able to correctlyuse ***commas*** after ***dependent*** clauses.

**Comma rule 2:** We will be able to correctlyuse ***commas*** between ***items*** in a ***list***.

**Comma rule 3:** We will be able to correctlyuse a ***comma*** to connect two ***independent*** clauses joined by either ***for, and, nor, but, or, yet,*** or ***so***. You can remember these words because commas are awesome and they have ***F.A.N.B.O.Y.S***.

**Comma rule 4:** We will be able to correctlyuse ***commas*** to mark off ***appositional*** phrases.

**Comma rule 5:** We will be able to correctly use commas to separate ***adjectives***, or ***describing words***, that are right ***next to*** each other.

**Comma rule 6:** We will be able to correctly use ***commas*** after ***introductory bits***.

**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Comma Rule #1**

**The rule:** We will be able to correctlyuse \_\_\_\_\_\_\_\_\_\_\_\_ after \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clauses.

**EXAMPLES**

Dependent clause

After I went to the store**,** I decided to go see my friend.

Dependent clause

Comma

Marker word

Although she adores soccer**,** she chose to sign up for the basketball club   
  
  
  
  
  
**PRACTICE 1: Insert a comma after the dependent clause.**

Marker word

Comma

**1.** Because we are learning about grammar students will get better at writing.

**2.** Despite their opposition to my proposal I plan to continue my work.

**3.** Even though it can’t really fly the flying fox can glide over long distances.

**4.** While global warming is a huge concern for some not everyone agrees that it even exists.

**5.** Since he ripped his pants on the projector cart Mr. Hester has been more careful about where he is going in the class.

**PRACTICE 2: Create sentences that use a comma after a dependent clause.** (Reminder: Dependent clause markers: after, although, despite, while, if, once, whenever)

**1.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PRACTICE 3: Rewrite each sentence with a comma after the dependent clause.**

**1.** Once the students learned the new rule they never forgot it.

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**2.** After seeing Mr. Hester’s taped pants all of the cool kids put tape on their pants.

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**3.** Whatever happens in your life tape can help.

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**4.** In order to learn new grammar concepts students must practice with them.

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**5.** Once we’ve gained new knowledge we’ll remember it forever!

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**PRACTICE 4: Create sentences that uses a comma after a dependent clause.** (Reminder: Dependent clause markers: after, although, despite, while, if, once, whenever)

**1.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**2.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**3.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**4.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Comma Rule #2**

**The rule:** We will be able to correctlyuse \_\_\_\_\_\_\_\_\_\_\_\_ between \_\_\_\_\_\_\_\_\_\_\_ in a \_\_\_\_\_\_\_\_\_\_\_

**PRACTICE: Insert commas in the appropriate place in the sentences below.**

1. India Pakistan China and Singapore are Asian countries.
2. There are roses orchids sunflowers and lilies in the basket.
3. My roommate was tall a musician a writer and from Texas.
4. Mrs. Cow buys apples oranges peaches and watermelons.
5. There are many cars buses and trucks on the road.
6. Groundnuts sesame seeds and sunflower seeds give oil.
7. There are chairs a table a cupboard and a television in this room.
8. Guitar piano violin and drum are musical instruments.
9. Dolphins seals and sharks live in water.

**PRACTICE: Create sentences that use comma rule 2 correctly.**

**1.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**2.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**3.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**4.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Comma Rule #3**

**The rule:** We will be able to correctlyuse a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to connect two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clauses joined by either \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, or \_\_\_\_\_\_\_\_\_\_\_. You can remember these words because commas are awesome and they have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**PRACTICE: Steps to practice comma rule #3 successfully:**

1. Underline the simple subject for each clause
2. Circle the simple predicate for each clause
3. *If* there are two independent clauses, put the commas before the F.A.N.B.O.Y.S. word.
4. Mr. Hester is happy when his students learn and his students are happy also.
5. The students at LPS-Richmond are impressive but the ninth grade class is the best of all.
6. The students are going to the store and to the mall.
7. I am happy with the progress that we have made as a class yet I want to see even more.
8. The teachers know that the students want to learn so they work hard.
9. Students retake quizzes and their scores go up.
10. Brains change shape but some people still believe that they aren’t malleable.
11. Great students know that they can work hard to learn yet unsuccessful students think that they can’t change how smart they are.

**PRACTICE: Create sentences that use comma rule 3 correctly.**

**1.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**2.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**3.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Comma Rule #4**

**The rule:** We will be able to correctlyuse \_\_\_\_\_\_\_\_\_\_\_\_ to mark off

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ phrases.

**PRACTICE: Insert commas in the appropriate place in the sentences below.**

1. Your English teacher Mr. Hester is a terrific dancer.
2. Mr. Hester’s shirts all of which are awesome show how cool he is.
3. The brains of the students which are growing bigger all the time are precious.
4. Our principal at LPS-Richmond Ms. Benjamin is a hard worker.
5. Mario’s big hairy audacious goal to play in the World Cup is certainly audacious!
6. The 9th grade students at LPS-Richmond the best in the whole school work hard and focus.
7. The school next door to LPS-Richmond Nystrom has a lot of cute kids.
8. The algebra teacher at this school Mr. Garland is a strong teacher.

**PRACTICE: Create sentences that use comma rule 4 correctly.**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Comma Rule #4 Homework Practice**

**PRACTICE: Insert commas in the appropriate place in the sentences below.**

1. This homework assignment which is about comma rule 4 is not very challenging.
2. Night a book by Elie Wiesel covers a very scary topic.
3. Learning our grammar concept for the week commas will help your writing.
4. The narrator of Night Eliezar is a young boy in the book.

**PRACTICE: Insert the phrase**

1. Rewrite the sentence below with the phrase “a wacky guy” using commas properly.

Mr. Hester is my English teacher.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Rewrite the sentence below with the phrase “our principal” using commas properly.

Ms. Benjamin makes the Friday free dress announcements.

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1. Rewrite the sentence below with the phrase “a pop star” using commas properly.

Justin Bieber is dating Selena Gomez.

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1. Rewrite the sentence below with the phrase “a book about the Holocaust” using commas properly.

Mr. Hester gave Night to all his students.

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Comma Rule #4 Practice**

**PRACTICE: Insert the phrase**

1. Rewrite the sentence below with the phrase “DDD” using commas properly.

DDD

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1. Rewrite the sentence below with the phrase “DDD” using commas properly.

DDD.

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1. Rewrite the sentence below with the phrase “DDD” using commas properly.

DDD

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1. Rewrite the sentence below with the phrase “DDD” using commas properly.

DDD

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**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Comma Rule #5**

**The rule:** We will be able to correctly use commas to separate

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_, that

are right \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ each other.

**PRACTICE: Insert commas in the appropriate place in the sentences below.**

1. Mr. Hester is a talented wonderful dancer.
2. She is a smart thoughtful young scholar.
3. The guy on the street is a weird loud man.
4. They live in an old strange house.
5. After doing lots of practice with commas the students were proud of their wonderful impressive brains.
6. After a lot of hard work, students make big important gains in their learning.
7. As he walked the rows of the library, he was intimidated by the thick dusty books.
8. It’s a good thing for students to be surrounded by wise kind adults.
9. The people in Richmond often hear the loud obnoxious train.
10. Sometimes it even hurts their delicate sensitive ears.

**PRACTICE: Create sentences that use comma rule 5 correctly.**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Comma Rule #6**

**The rule:** We will be able to correctly use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ after \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_.

**PRACTICE: Insert commas in the appropriate place in the sentences below.**

1. After class students sometimes buy books with their BHAG tickets.
2. Once outside students enjoy the beautiful sunshine.
3. After school Mr. Hester has too many meetings.
4. During lunch some students skate and give each other applause.
5. A few weeks ago Mr. Hester dominated students on the volleyball court.
6. In the classroom Mr. Hester is a crazy sometimes.
7. At home he cooks good food.
8. On his runs he enjoys the fresh air.
9. At the beginning of class students write down their homework.

**PRACTICE: Create sentences that use comma rule 6 correctly.**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Teacher Version -**

**Dialogue Notes**

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| **Questions:**    **What is dialogue?**  **How do you know it is dialogue?**  **What is a speech tag?**  **What are the rules for dialogue?**  **What is the correct way to punctuate dialogue?** | Dialogue is when someone in a story is ***talking***.  Dialogue is the ***exact words*** that somebody says.  You know it is dialogue because it has ***quotation marks*** around it.  The ***speech tag*** is a phrase that tells us ***who is talking.***  **Ex) *Mr. Hester said, “…”***  **Ex) *“…” the student replied.***  **Rules for Dialogue:**   * Surround the exact words the person said (including punctuation marks) with ***quotation marks.*** * ***Capitalize*** the first word of a quote (unless it is not a ***complete sentence***) * Start a ***new line*** when a different person is speaking   **Speech tag at the beginning:**  ***Mr. Hester said, “We are going to learn how to create dialogue.”***  **Speech tag at the end:**  ***“We are going to learn how to create dialogue,” Mr. Hester said.***  **Speech tag in the middle:**  ***“We,” Mr. Hester said, “are going to learn how to create dialogue.”*** |

**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Dialogue Notes**

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| **Questions:**    **What is dialogue?**  **How do you know it is dialogue?**  **What is a speech tag?**  **What are the rules for dialogue?**  **What is the correct way to punctuate dialogue?** | Dialogue is when someone in a story is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Dialogue is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that somebody says.  You know it is dialogue because it has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ around it.  The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ is a phrase that tells us \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Ex) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Ex) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Rules for Dialogue:**   * Surround the exact words the person said (including punctuation marks) with **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** * **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** the first word of a quote (unless it is not a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) * Start a **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** when a different person is speaking   **Speech tag at the beginning:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Speech tag at the end:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Speech tag in the middle:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Dialoguing Practice**

**Directions:** Rewrite the following sentences clearly and correctly.

1. John Maxwell said Life is 10% of what happens to me and 90% of how I react to it.

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1. If you’re going through hell, Winston Churchill once said keep going.

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1. Whether you think that you can, or that you can’t, you are right proclaimed Henry Ford.

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1. Every accomplishment Jeremy Jones once said starts with the decision to try.

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1. Jose Ortega once said Effort is only effort when it begins to hurt.

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1. Everything you can imagine Pablo Picasso said long ago is real.

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1. Marva Collins said Success doesn’t come to you. You go to it.

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Dialoguing Homework**

**Directions:** Rewrite the following sentences clearly and correctly.

1. Arnold Palmer once said Winning isn’t everything, but wanting it is.

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1. A goal without a plan is just a wish Larry Elder once said.

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1. I can accept failure, Michael Jordan said but I can’t accept not trying.

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1. Clarence Thomas said It takes a person with a mission to succeed.

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1. Set your goals high Bo Jackson said and don’t stop until you get there.

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1. Santayana once said A child educated only at school is an uneducated child.

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1. Work Gibran once said is love made visible.

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Teacher Version -

; Semicolon Notes ;

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| Huh? | Ohhh… |
| When should I use a semicolon? | Rule #1a: Use a semicolon to join two *independent clauses* that are closely related in *meaning.*  Examples:  1. Great writers use the semicolon; ***using a semicolon shows a sophisticated understanding of grammar.***  2. In English class we read stories; ***we also read non-fiction texts.***  3. I called Janet. Did you notice how windy it is? 🡨 This sentence does not use a  semicolon because the two clauses are ***not related in meaning.***  **Rule #1b:** **Use a semicolon between *independent clauses***  **that are joined by *transitions* such as *however, on the other hand, therefore,***  ***Similarly, additionally, or nevertheless***  Examples:  1. English was John’s hardest subject; ***additionally, he struggled with math.***  2. Mr. Hester’s ties are all very sophisticated; ***however, he often acts in a goofy manner.***  Warning!: **Do *not*** use a semicolon between independent clauses when they  are joined by **for, and, nor, but, or, yet, or so*.*** In those cases, use a ***comma.***  Rule #2: **Use a semicolon in a *list* that uses *commas* as well.**  Examples:  1. We visited Albany, New York; ***Richmond, California; Sacramento, California; and Los Vegas, Nevada.***    2. Her favorite teachers are Mr. Hester, an English teacher; ***Mr. Garland, a math teacher; and Ms. Lopez, a Spanish teacher.*** |

**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

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| Huh? | Ohhh… |
| When should I use a semicolon? | Rule #1a: Use a semicolon to join two *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* that are closely related in *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  Examples:  1. Great writers use the semicolon; ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. In English class we read stories; ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  3. I called Janet. Did you notice how windy it is? 🡨 This sentence does not use a  semicolon because the two clauses are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  **Rule #1b:** **Use a semicolon between *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  **that are joined by *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* such as *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  Examples:  1. English was John’s hardest subject; ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  2. Mr. Hester’s shirts are all very fancy; ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  Warning!: **Do \_\_\_\_\_\_\_\_** use a semicolon between independent clauses when they  are joined by **for, and, nor, but, or, yet, or so*.*** In those cases, use a ***\_\_\_\_\_\_\_\_\_\_***  Rule #2: **Use a semicolon in a *\_\_\_\_\_\_\_\_\_\_* that uses *\_\_\_\_\_\_\_\_\_\_\_\_\_\_* as well.**  Examples:  1. We visited Albany, New York; ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***    2. Her favorite teachers are Mr. Hester, an English teacher; ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** |

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| Practice with the semicolons | **Part 1 Directions**: Put semicolons and commas correctly into the sentences below. *Be careful* for trick sentences that actually need commas rather than semicolons!  1. Carl is tall his brother is short.  2. He knocked on the door several times no one came to answer it.  3. I went to bed but I couldn’t get to sleep.  4. I waited several hours for you but you did not return I became concerned.  5. I have not heard the latest comments therefore, I cannot give my opinion.  6. In Los Angeles I saw some crazy things on the other hand, I have never lived in Detroit.  7. Within this class we have Jason a joker Jose an actor and Pedro a scholar.  8. You were good with commas let’s see how you are with semicolons.  **Part 2 Directions:** Finish this sentence in such a way that it makes sense that you used a semicolon.  1. I love good food; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. Leadership has some terrific teachers; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. Paying attention in class will help me get to college; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Part 3 Directions:** Create your own sentences that use semicolons appropriately.  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Semicolon Homework**

**Directions:** Consider whether the clauses above are related in meaning or not. If they are not related, rewrite them with a period between them. If they are related, rewrite them with a semicolon between the independent clauses.

**1. It rained heavily in the afternoon we managed to have our picnic anyway.**

*Are the two clauses above related in meaning?* \_\_\_\_\_\_\_\_\_\_

*Based on your answer, could you use a semicolon to connect the two clauses? \_\_\_\_\_\_*

**2. They ran out of movies at Blockbuster I have four cousins.**

*Are the two clauses above related in meaning?* \_\_\_\_\_\_\_\_\_\_

*Based on your answer, could you use a semicolon to connect the two clauses? \_\_\_\_\_\_*

**3. Many companies make soft drinks they usually have lots of calories.**

*Are the two clauses above related in meaning?* \_\_\_\_\_\_\_\_\_\_

*Based on your answer, could you use a semicolon to connect the two clauses? \_\_\_\_\_\_*

**4. Mr. Leyland played the viola for many years he now conducts a community orchestra.**

*Are the two clauses above related in meaning?* \_\_\_\_\_\_\_\_\_\_

*Based on your answer, could you use a semicolon to connect the two clauses? \_\_\_\_\_\_*

**5. The crab grass was flourishing unfortunately, the rest of the lawn was dying.**

*Are the two clauses above related in meaning?* \_\_\_\_\_\_\_\_\_\_

*Based on your answer, could you use a semicolon to connect the two clauses? \_\_\_\_\_\_*

**Directions:** Finish this sentence in such a way that it makes sense that you used a semicolon.

**1.** I am doing my homework for Mr. Hester; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**2.** I go to Leadership Public Schools – Richmond; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Directions:** Create five sentences that use semicolons correctly.

**1.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**2.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**3.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**4.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**5.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Teacher Version -**

**: Colon Notes :**

|  |  |
| --- | --- |
| Huh? | Ohh… |
| When should I use colons? | Rule #1: A colon is used after an *independent clause*and before a *list* that *explains* the previous clause. *Example 1:* You absolutely need a few things to go camping: ***a tent, a sleeping bag, and a flashlight.***  *Example 2:* Marvin has various hobbies**:** ***skating, playing basketball, and debating.***  Wrong use: My brothers’ names: Mike, Joe, and Danny.  The use of the colon above is incorrect because ***the first clause is not an independent clause.***  Rule #2: A colon can be used before *a word*, *phrase,* or *clause* that *explains or clarifies* the *previous* statement.  *Example with a word:*  There is one thing a human being simply cannot do without***: love.***  *Example with a phrase:*  Her goal was easily stated***: she wanted to win the state championships!***  *Example with a whole independent clause:*  Luis felt that he had accomplished something good***: he finished all his homework.***  Wrong use: I went to the store: I bought Hot Cheetos.  The use of the colon above is incorrect because the second clause ***does not explain or clarify the previous clause.***  **Rule #3: A colon is used in *Bible* references, in writing down the**  ***time*, and in separating *titles* and *subtitles of books.***  *Example with a Bible reference:* In ***Matthew 5 \_\_ 3***, Jesus talks about the poor.  *Example with the time:* School ends at ***3 \_ 25*** p.m., but I leave at ***5 \_ 30*** p.m..  *Example with a title:* The book was called ***Alaska An Eskimo Journey***. |

**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

: Colon Notes :

|  |  |
| --- | --- |
| Huh? | Ohh… |
| When should I use colons? | Rule #1: A colon is used after an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clauseand before a *\_\_\_\_\_\_\_\_\_\_\_\_\_\_* that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the previous clause. *Example 1:* You absolutely need a few things to go camping ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  *Example 2:* Marvin has various hobbies ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  Wrong use: My brothers’ names: Mike, Joe, and Danny.  The use of the colon above is incorrect because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  Rule #2: A colon can be used before a \_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,  or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* the  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* statement.  *Example with a word:*  There is one thing a human being simply cannot do without \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Example with a phrase:*  Her goal was easily stated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***\_\_\_\_***  *Example with a whole independent clause:*  Luis felt that he had accomplished something good \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  Wrong use: I went to the store: I bought Hot Cheetos.  The use of the colon above is incorrect because the second clause \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  **Rule #3: A colon is used in *\_\_\_\_\_\_\_\_\_\_\_* references, in writing down the**  ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_*, and in separating *\_\_\_\_\_\_\_\_\_\_\_* and *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  *Example with a Bible reference:* In ***Matthew 5 \_\_ 3***, Jesus talks about the poor.  *Example with the time:* School ends at ***3 \_ 55*** p.m., but I leave at ***5 \_ 30*** p.m..  *Example with a title:* The book was called ***Alaska An Eskimo Journey***. |

|  |  |
| --- | --- |
| Practice with the colons | **Part 1:** Put colons into the appropriate place in the sentences below.  1. She had three personality flaws pride, selfishness, and meanness.  2. For the campout we will need the following things a tent, three sleeping bags, and a gas lantern.  3. Next semester I will be taking four courses Algebra II, English Literature, American History, and Biology III.  4. There is one reason why I am concerned about my best friend she is not eating enough.  5. Have you ever read the Bible passage in Romans 3 10 about righteousness?  6. His plans were audacious he would borrow money, secure a plane, and fly around the world.  7. The student had only one thing on his mind during advisory lunch.  8. One practice is becoming routine for LPS-Richmond students excellence.  **Part 2:**  Finish the below sentences using colons appropriately.  1. Here are few of my favorite things \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. I am going to do some awesome things over break \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Part 3:**  Create sentences that use colons appropriately.  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

: Colon Exit Slip :

I got \_\_\_ / 5

**Directions:** Pick what the sentence is missing.

1. This exit slip is mainly focused on one thing \_\_\_\_ grammar.
   1. Colon
   2. Semicolon
   3. Comma
   4. Period and a capital letter
2. If you do well on this exit slip \_\_\_\_ you will prove that you have a good understanding of punctuation.
   1. Colon
   2. Semicolon
   3. Comma
   4. Period and a capital letter
3. Students who finish early can read their SSR books \_\_\_\_ have you had your parent conference yet?
   1. Colon
   2. Semicolon
   3. Comma
   4. Period and a capital letter
4. Over the course of this year, you have learned about a few different punctuation marks \_\_\_\_ colons, semicolons, and commas.
   1. Colon
   2. Semicolon
   3. Comma
   4. Period and a capital letter
5. If you do well on this exit slip, it will show one thing clearly \_\_\_\_ you learned something today!
   1. Colon
   2. Semicolon
   3. Comma
   4. Period and a capital letter

**Teacher Version –**

**Run-On Sentences Boot Camp**

A run-on sentence occurs when two ***or more*** independent ***clauses*** are put together without an ***appropriate connection***. Sometimes the appropriate connection will be a ***period***. Other times it will be a ***comma*** and a word from ***F.A.N.B.O.Y.S.*** (for, and, nor, but, or, yet, so). In addition, you might be able to put a ***semicolon*** between the two clauses if they are ***related***. The only way to stop writing run-on sentences is to ***practice*** getting rid of them! **So let’s practice!**

**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_



**Run-On Sentences Boot Camp**

A run-on sentence occurs when two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ independent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are put together without an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Sometimes the appropriate connection will be a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Other times it will be a \_\_\_\_\_\_\_\_\_\_\_\_ and a word from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (for, and, nor, but, or, yet, so). In addition, you might be able to put a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ between the two clauses if they are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The only way to stop writing run-on sentences is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ getting rid of them! **So let’s practice!**

**Part 1:** Rewrite the following run-on sentences in such a way that they now work correctly. Almost all of these sentences are taken directly from students’ autobiographical narrative stories.

1. Maybe I’ll be gone for half a month, I don’t know.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. So he took us to the kid’s room the room was awesome.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Why are you leaving us don’t you love us?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. We usually leave at 11:00 but today is different we are leaving at 10:30.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. We should get moving there’s no time to waste.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I wonder if people really know the real me would people like me if they really knew me.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Teacher version -***

***Run-On Sentences***

Run-on sentences are terrible because they make your writing much more confusing than it needs to be. When you try to cram too many thoughts into one sentence, it can become crowded, messy, and unnecessarily long. Here’s how to find them and fix them.

Most of the time, people make run-ons when they squish together two independent clauses, with or without a comma. To fix these, you can do one of a few things:

* Put a comma and a FANBOYS conjunction (for, and, nor, but, or, yet, by, so) between the two clauses.
* Put a period between the two clauses (don’t forget to CAPITALIZE!)
* Put a semicolon between the two clauses (but ONLY if they are two closely related thoughts!)
* (Once in a while: put an exclamation point or a question mark between the two clauses.)

*Example: WRONG: I can’t stand Hannah Montana I also hate Miley Cyrus.*

*WRONG: I can’t stand Hannah Montana, I also hate Miley Cyrus.*

*Right: I can’t stand Hannah Montana, and I also hate Miley Cyrus.*

* Added comma and conjunction

*Right: I can’t stand Hannah Montana. I also hate Miley Cyrus.*

* Added period (NO conjunction)

*Right: I can’t stand Hannah Montana! I also hate Miley Cyrus.*

* Added exclamation point (NO conjunction)

*Right: I can’t stand Hannah Montana; I also hate Miley Cyrus.*

* Added semicolon because Hannah Montana and Miley Cyrus ARE closely related.

**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

***Fixing Run-On Sentences***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are terrible because they make your writing much more confusing than it needs to be. When you try to cram too many thoughts into one \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , it can become crowded, messy, and unnecessarily long. Here’s how to \_\_\_\_\_\_\_\_\_\_\_\_ them and \_\_\_\_\_\_\_\_\_\_\_ them.

Most of the time, people make run-ons when they squish together \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , with or without a comma. To fix these, you can do one of a few things:

* Put a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ conjunction (for, and, nor, but, or, yet, by, so) between the two clauses.
* Put a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ between the two clauses (don’t forget to CAPITALIZE!)
* Put a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ between the two clauses (but ONLY if they are two closely related thoughts!)
* (Once in a while: put an exclamation point or a question mark between the two clauses.)

*Example:*

*WRONG: I can’t stand Hannah Montana I also hate Miley Cyrus.*

*WRONG: I can’t stand Hannah Montana, I also hate Miley Cyrus.*

*Right: I can’t stand Hannah Montana, and I also hate Miley Cyrus.*

* Added \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Right: I can’t stand Hannah Montana. I also hate Miley Cyrus.*

* Added \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (NO conjunction)

*Right: I can’t stand Hannah Montana! I also hate Miley Cyrus.*

* Added \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (NO conjunction)

*Right: I can’t stand Hannah Montana; I also hate Miley Cyrus.*

* Added \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because Hannah Montana and Miley Cyrus ARE closely related.

Fix the following sentences by using each of the methods listed above.

1. *It is almost midnight I need to go to sleep.*
   1. Add comma and appropriate conjunction:
   2. Add period:
   3. Add exclamation point:
   4. Add semicolon:
2. *I told you not to call her you did it anyway.*
   1. Add comma and appropriate conjunction:
   2. Add period:
   3. Add exclamation point:
   4. Add semicolon:

Now YOU correct the following run-on sentences:

1. Ms. Benjamin is very athletic she runs and bikes.
2. You should not have gambled away that money, you’re a fool.
3. Jacob loves Bella she loves Edward.
4. I visited my mom for Christmas, I also got to see my brother and sister.
5. I love your idea, it’s brilliant!
6. Santa Claus is jolly and fat his belly jiggles when he laughs.

Now for some tougher practice. In the sentences below, DECIDE if the sentence is a run-on, or if it works the way it is. (For example, if one of the clauses is DEPENDENT, it is probably not a run-on.)

* If it is NOT a run-on, write *correct* on the line.
* If it IS a run-on, correct it using a FANBOYS conjunction, comma AND conjunction, period, semicolon… possibly even an exclamation point or question mark.
* Rewrite the WHOLE sentence on the line.

1. Do you know what job you want after college are you still deciding?
2. When he was younger, he wanted to be a superhero.
3. He changed his mind after a while, now he wants to be a police officer.
4. It’s an important job it’s also very dangerous.

**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

Apostrophes - Grammar Boot Camp: possessives

A **possessive form of a noun** signifies that the **noun owns something**:

For example: A musician's talent

A woman's ambition

\*\*Possessive forms call for a properly placed apostrophe. The placement is different for singular and plural nouns.

**Singular possessive** - The possessive form of a singular noun is an apostrophe followed by the letter "s."

* Kramer's hair
* Daphne's patience
* the car's engine

\*\*Words ending with s, z or x generally don’t use the "s."

* Dr. Seuss' sense of humor

**Plural possessive** - For plural nouns ending in "s," add only an apostrophe:

* Singers' voices
* The cousins' favorite uncle

\*\*For plural nouns not ending in "s," add an apostrophe and "s."

* Men's clothing
* Children's books

Time to practice!

*Underline the noun in each sentence that should be possessive. Then write it correctly after the sentence. The first three have been done for you.*

1.shim The Pilgrims little ship was uncomfortable.shim Pilgrims’  
2.shim A sincere person compliment is a valuable gift. person’s  
3.shim Mrs. Graves class has a great Web site.shim Graves’   
4.shim The class teacher was quite young.shim   
5.shim The pony rider was too heavy.shim   
6.shim Your brother attitude got him into trouble.  
7.shim Amy report card was wonderful.  
8.shim The little babies nursery had twelve beds.  
9.shim I didn’t know I was eating your cat chopped tuna.  
10. The Indians religion caused them to respect the visitors.  
11. A turkey intelligence is not overwhelming.  
12. The girls outfits were exactly the same.  
13. We were proud of Chris performance.  
14. All the kings horses couldn’t put anyone together again.  
15. My horse name is Swampygoosehoof.

\*\*Sometimes people confuse the PLURAL form of the verb with the POSSESSIVE. *Below, circle the correct word, either plural or possessive, for the sentence.*

|  |  |
| --- | --- |
| 1. | Her family's/families guest house accommodates 20 people. |
| 2. | The singers/singer's agreed to dress in black. |
| 3. | Three families/family's rented an oceanfront villa. |
| 4. | Can you see my sisters/sister's car in the driveway? |
| 5. | Four critics'/critics recommended the book. |
| 6. | Society's/Societies' definition of gender roles has changed. |
| 7. | After the triplets were born, our house was filled with baby's/babies' cries. |
| 8. | Cara and Susan's/Cara's and Susan's project impressed the professor. |
| 9. | The women's/womens' former neighbor dropped by to visit. |
| 10. | Not all children's/childrens' shows are violent. |

Now it’s time to write your own sentences. *Rewrite the underlined words with the possessive form.*

1. Tears rolled out of the eyes of the president as he spoke. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. By far the best feature of the car is its lasting power. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Eric went to the house of his sister to celebrate his birthday. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Nate was voted the top defensive player of the team. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. The bag of the boy weighed about 20 pounds. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. The beauty of the coastal plain is exceptional. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. There are more than 2 million people in the workforce of Houston. \_\_\_\_\_\_\_\_\_\_\_
8. John borrowed the coat which Bill owned. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Table tennis may be the second most popular sport in the world. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. The blankets, sheets and thermal pajamas kept the bed belonging to Bill warm. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Woo hoo! Grammar Boot Camp is improving our writing one day at a time!

Tomorrow, we’re reviewing contractions. ☺

**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

Apostrophes - Grammar Boot Camp: contractions

Review from yesterday…

Write the following phrases using possessives.

1. the house of Mickey Mouse \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. the car belonging to Fredrick \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. the deep end of the pool \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. the kittens of the cat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. the book of the libraries \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We learned that possessives are all about correct placement of the apostrophe. Contractions also involve apostrophes so it’s important to know the difference.

Contractions are a combination of two words. They can:

* combine a pronoun (I, you, he, she, it, we, they) and a verb (I’ll = I + will)
* combine a verb and not (can’t = cannot)

So let’s make some contractions!

I + will = \_\_\_\_\_\_\_\_\_\_\_\_\_ you + will = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

he + will = \_\_\_\_\_\_\_\_\_\_\_\_\_ it + will = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

we + will = \_\_\_\_\_\_\_\_\_\_\_\_\_ they + will = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

cannot = \_\_\_\_\_\_\_\_\_\_\_\_\_ will + not = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

is + not = \_\_\_\_\_\_\_\_\_\_\_\_\_ does + not = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

she + is = \_\_\_\_\_\_\_\_\_\_\_\_\_ it + is = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I + am = \_\_\_\_\_\_\_\_\_\_\_\_\_ you + are = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

we + are = \_\_\_\_\_\_\_\_\_\_\_\_\_ they + are = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Practice**

1. I am going to fly my kite. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Dan will not talk to me. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Dad said that he will take us to the zoo. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Dad and Mom said that they are to watch me. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. You are going to fly your kite. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Dad said that he is going to take me to the farm. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. He does not see me in the tree. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. We are going to have fun. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. I am ready to go to the park. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. We will see all of the animals. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. They will look at us, too! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. She is not sleepy. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13. It is a red barn. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14. Mom said that she will come, too. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

15. We are all going to fly our kites. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

16. They are having fun at the park. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

17. My dog is not hungry. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. Mom says that she is coming with us. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

19. It will be fun to go to the zoo. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

20. You will come with us next time! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

21. It is very cool in the pool. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

22. I will tell you all about it when I get back! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

23. It is hot today. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

24. My sister cannot find her doll. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

25. Dad will not let me ride my bike to school. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Woo hoo! Grammar Boot Camp is improving our writing one day at a time!

There may be a little quiz tomorrow over possessives and contractions!

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

Grammar Boot Camp: Possessives and Contractions Quiz

1. What is the punctuation mark used in possessives and contractions?

a) comma b) exclamation mark c) apostrophe d) quotation mark

For numbers 2-6, write the full form (not contracted) of each contraction.

2. won’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. you’re \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. would’ve \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. doesn’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. it’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*For numbers 7-10, fix the sentence if necessary. If it is correct, write “no change”.*

7. I do’nt know about you, but I love football!

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. After sky-diving, my mother said that its the scariest thing she’s ever done.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. That’s my pen. You can’t have it.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. Harry said he’ill come to the party if Georgia is there.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*For number 11-18, chose the correct word (possessive or plural) for the sentence.*

11. The woman told the children to help themselves/themselves’ to the cake.

12. My fathers/father’s beard gets scratchy.

13. The mens’/men’s restroom line is always shorter than the ladies’/lady’s.

14. Your uncles/uncle’s car is parked outside of your house.

15. I got to visit all three of my uncles/uncle’s at my cousins/cousin’s wedding.

16. The two fathers/fathers’ hands got dirty as they built the house.

17. The babies/baby’s crying woke up the whole house.

18. How many horse’s/horses do you own?

**Teacher Version -**

**Apostrophes - Possessive**

|  |  |
| --- | --- |
| Main Idea | Notes |
| What are apostrophes? | An apostrophe is a ***comma in the sky***. Possessive apostrophes ***show ownership*** of something and are used with the letter ***s***. |
| When do I use apostrophes? | 1. Add ’***s***to the noun that owns the thing.    1. The sweater belonging to my mom 🡪   ***My mom’s sweater***   * 1. The seats in the airplane 🡪   ***The airplane’s seats***   1. Add only the apostrophe ( ***‘*** ) to a noun or plural noun that ends in s.    1. The iPod belonging to James. 🡪 ***James’ iPod***    2. The minds of the scholars 🡪 ***The scholars’ minds*** |
| How do I remember how to use them correctly with plurals? | As we learned above, you need to think about whether the noun you are  dealing with is ***singular*** or ***plural***.  (Hint: Look ***to the left, to the left*** of the apostrophe to see which it is!)  example: the girl’s shoes More than one girl? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  the girls’ shoes More than one girl? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  the boys’ pizzas More than one boy? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

Apostrophes - Possessive

|  |  |
| --- | --- |
| Main Idea | Notes |
| What are apostrophes? | An apostrophe is a ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***. Possessive apostrophes ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** of something and are used with the letter ***\_\_\_\_\_\_***. |
| When do I use apostrophes? | 1. Add ’***s***to the noun that owns the thing.    1. The sweater belonging to my mom 🡪   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   * 1. The seats in the airplane. 🡪   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   1. Add only the apostrophe ( ***‘*** ) to a noun or plural noun that ends in s.    1. The iPod belonging to James. 🡪 ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***    2. The minds of the scholars 🡪 ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** |
| Practice | 1. The book belonging to the student   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. The iPhone belonging to Mr. Hester   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. The jackets belonging to the students   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. The clocks belonging to all the classrooms   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. The BHAG ticket belonging to Romeo   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. The pencil belonging to Chris   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. The gun belonging to Benvolio   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. The earrings belonging to the three girls   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**To the left, to the left**

Singular or plural? Look to the left!

|  |  |
| --- | --- |
| How do I remember how to use them correctly with plurals? | As we learned above, you need to think about whether the noun you are  dealing with is ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** or ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***.  (Hint: Look ***to the \_\_\_\_\_\_\_\_\_\_\_, to the \_\_\_\_\_\_\_\_\_\_*** of the apostrophe to see which it is!)  example: the girl’s shoes How many girls? 1 More than 1  the girls’ shoes How many girls? 1 More than 1  the boys’ pizzas How many boys? 1 More than 1  the birds’ worms How many birds? 1 More than 1  the bird’s worms How many birds? 1 More than 1 |
| Practice 3 | 1. Underline the person in the sentence who owns something. 2. Circle the clue words that show whether the noun is singular or plural 3. Add the apostrophe! 4. After they went to the movies, the boys conversation was all about the aliens they saw on screen. *(Think: is there one boy or several?)* 5. The birds eggs nearly fell out of the nest, but she saved them. *(Think: one bird or many?)* 6. We put our shoes on our aunts doorstep before she returned home. 7. My mothers sisters are coming over for Thanksgiving dinner. 8. The babies ate the dogs food. Afterwards, the dog was hungry. 9. The students presentation at the assembly was fantastic! He was so calm! 10. Yesenias book arrived from Amazon.com. She was happy. 11. Romeos friend named Mercutio was killed. 12. Carolinas new friend gave her Hot Cheetos. |

Teacher Version -

Apostrophes – Contractions

|  |  |
| --- | --- |
| Main Idea | Notes |
| What are contractions? | Contraction (noun): The process of becoming smaller.  In grammar, a contraction is ***INSERT DEFINITION HERE.***  The apostrophe in a contraction goes where the letters have been left out. |

**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

Apostrophes – Contractions

|  |  |
| --- | --- |
| Main Idea | Notes |
| What are contractions? | Contraction (noun): The process of becoming smaller.  In grammar, a contraction is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The apostrophe in a contraction goes where the letters have been left out. |
| Common contractions | I am 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Has not 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  We are 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Should not 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Let us 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Were not 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  She would 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Could not 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  They had 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Is not 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  He is 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cannot 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  You will 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Would not 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Practice | **Directions:** Place apostrophes in the correct places.  Youll be surprised, Ms. Benjamin, by the progress of Mr. Hesters scholars. The students are doing incredibly well and Im saying right now that its going to feel good for LPS-Richmond to get the best CST scores of all the schools in the district. I wouldnt underestimate LPS-Richmond students. Havent you seen them in the classroom or doing good deeds around town? Didnt you hear about my scholars reaching making significant growth on the last reading assessment? Were going to achieve better results this year than youve seen in years. I cant wait to see how we beat other schools because of our focus and determination! |

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**Verb Tense Practice**

**Match the tense on the left to its description on the right.**

Present tense an action that has already taken place

Future tense an action that is happening now

Past tense an action that *will* happen

**Write the past tense of each irregular verb:**

Write \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bring \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Come \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ give \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

eat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ride \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Know \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ see \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Put the correct tense of the verb in the blank. Hint: look for clue words!**

1. (study) Tomorrow, Keyana \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for her spelling test.
2. (give) Miss Belcher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us our homework packets yesterday.
3. (smile) When she saw Victoria’s baby sister, Teresa \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. (live) Alexander Fleming \_\_\_\_\_\_\_\_\_\_\_\_\_\_ from 1881 to 1955.
5. (is) Marcus \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sick two days last week.
6. (have) Michaela \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pizza for dinner next Thursday.
7. (take) Last month, Jasmine \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her driver’s test.
8. (be) Your test grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the top of your paper when you get it back.
9. (tell) Mrs. Ross \_\_\_\_\_\_\_\_\_\_\_\_\_\_ us today at recess to behave ourselves.
10. (get) Later tonight, the boys \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a movie from Blockbuster.

**Teacher version -**

**Parallel Structure**

When the structure of a sentence is made up of two or more parts, those parts should

be ***parallel*** or similar in form.

**Example: I like *skiing* and *skating*.**

It would sound very awkward to say:

*I like skiing and* ***to skate*** or *I like* ***to skate*** *and skating*.

These structures sound awkward because they are not ***parallel***.

(a) Gerry and his wife have lived in France, Italy, and in Switzerland. Parallel? ***No***

*Gerry and his wife have lived in France, Italy, and Switzerland.* Parallel? ***Yes***

(A series of three nouns sharing the preposition in)

*Gerry and his wife have lived in France, in Italy, and in Switzerland.* Parallel? ***Yes***

(A series of three prepositional phrases)

**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

Parallel Structure

Draw two lines that are parallel: Draw two lines that are not parallel:

When the structure of a sentence is made up of two or more parts, those parts should

be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or similar in form.

**Example: I like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

It would sound very awkward to say:

*I like skiing and \_\_\_\_\_\_\_\_\_\_\_\_\_* or *I like \_\_\_\_\_\_\_\_\_\_\_ and skating*.

These structures sound awkward because they are not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(a) Gerry and his wife have lived in France, Italy, and in Switzerland. Parallel? \_\_\_

*Gerry and his wife have lived in France, Italy, and Switzerland.* Parallel? \_\_\_

(All share one “in”)

*Gerry and his wife have lived in France, in Italy, and in Switzerland.* Parallel? \_\_\_

(Each uses “in”)

(b) I love to dance, to read, and watch movies. Parallel? \_\_\_

*I love to dance, read, and watch movies.* Parallel? \_\_\_

(All share “to”)

*I love to dance, to read, and to watch movies.* Parallel? \_\_\_

(Each uses “to”)

(c) Sue has trouble doing algebra, physics, and understanding grammar. Parallel? \_\_\_

*Sue has trouble doing algebra, learning physics, and understanding grammar.*

(A series of -ing word groups) Parallel? \_\_\_

*Sue has trouble with algebra, physics, and grammar.* Parallel? \_\_\_

(A series of nouns sharing the preposition with)

**Time to practice!**

*Exercise One - Correct any errors in parallel structure in the following sentences. Two of the sentences are correct.*

1. David has neither done the dishes nor has he made his bed.

*(Hint: have the same kind of structure after nor as you have after neither.)*

2. Janet hopes to finish college, get a job, and to find her own apartment.

3. I plan to travel this summer either in Europe or Central America.

4. The suspect has sold his house, packed his belongings, and has left town.

5. Greg can't decide whether to enroll in English or to choose history.

6. He is both tired from running and he is irritated by the honking cars.

7. Mr. Hester will write the report, proofread it, and mail it before tomorrow.

8. That student is studying English, psychology, and is studying math as well.

*Exercise Two – Correct any errors in parallel structure in the following sentences. One sentence is correct.*

1. Reading trashy novels, to watch the bad movies, and eating junk food are fun.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Matt is either studying in the library or he is working in the computer lab.

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3.I know how to brainstorm, write a good thesis statement, and I can organize my ideas.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. The tourists boarded the bus, endured a two-hour drive to the resort, and then they discovered that they had no reservations.

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**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Parallel Structure**

Draw two lines that are parallel: Draw two lines that are not parallel:

|  |  |
| --- | --- |
|  | **Notes** |
| **Parallel Structure** | In a sentence with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, each part uses the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **An Example:**  **Star Trek** | **Directions:**  Watch the short video clip. Then underline the parts of the speech that use the same pattern of words.  “Space... the Final Frontier. These are the voyages of the Starship Enterprise. Its five-year mission: to explore strange new worlds, to seek out new life and new civilizations, to boldly go where no man has gone before.” |

|  |  |
| --- | --- |
| **Forms of parallel structures** | **1) to …, to …, and to…**  *Not parallel:* It makes me feel good to study hard, to learn a lot, and reading good books.  *Parallel:* It makes me feel good \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **2) –ing, -ing, and -ing.**  *Not parallel:* I love skiing, playing basketball, and to play baseball.  *Parallel:* I love \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **3) …ly…ly, and …ly.**  *Not parallel:* The internet is a great way to communicate quickly, cheaply, and in a way that is not difficult but easy.  *Parallel:* The internet is a great way to communicate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **4) Lists of words**  *Not parallel:* Studying a lot is difficult, time consuming, and it is necessary.  *Parallel:* Studying a lot is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Not parallel:* The keys to Obama’s success are his reading and he writes well.  *Parallel:* The keys to Obama’s success are his reading \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_

**Parallel Structure Homework**

**Directions:** Rewrite each sentence using parallel structure.

1. After school, students focus on doing their homework, finishing their chores, and they read their books.

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1. The students know that to learn they have to focus, to work hard, and listening.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Today I am going to learn about biology, history, and learn about algebra.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Before the show, the actors learned their lines, singing their songs, and dressed up in their costumes.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. The students were finishing up their conversations, wrote their name on their homework, and getting ready to learn.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_

**Parallel Sentence Structure Quiz**

1. **Read this sentence**

Mr. Hester’s students are very good at thinking about texts, reading texts, and to analyze texts.

**How is the underlined part of this sentence *best* written?**

A. at thinking about texts, to read texts, and to analyze texts.

B. at thinking about texts, reading texts, and analyzing texts.

C. at thinking about texts, reading texts, and to analyzing texts.  
D. Leave as is

1. **Read this sentence**

When dogs are bored they like to eat, to sleep, and licking themselves.

**How is the underlined part of this sentence *best* written?**

A. to eat, to sleep, and to lick themselves.

B. eating, sleeping, and to lick themselves.

C. to eating great food, to sleeping, and to licking themselves.  
D. Leave as is

1. **Read this sentence**

Credit cards are good for emergencies, to buy things you can’t afford, and to earn better credit.

**How is the underlined part of this sentence *best* written?**

A. for emergencies, buying things you can’t afford, and for better credit.

B. for emergencies, buying things you can’t afford, and to earn better credit.

C. for getting out of emergencies, for buying things you can’t afford, and for earning better credit.  
D. Leave as is

1. **Read this sentence**

It is always going to be important for students to study, to work hard, and to pay attention.

**How is the underlined part of this sentence *best* written?**

A. studying, to work hard, and paying attention.

B. studying, working hard, and to paying attention

C. to study, work hard, and to pay attention  
D. Leave as is

1. **Read this sentence**

It is important to do things quickly, accurately, and in a way that is thorough.

**How is the underlined part of this sentence *best* written?**

A. quickly, accurately, and thoroughly.

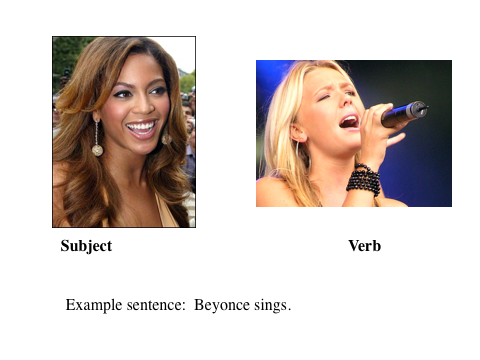
B. quickly, in a way that is accurate, and in a way that is thorough.

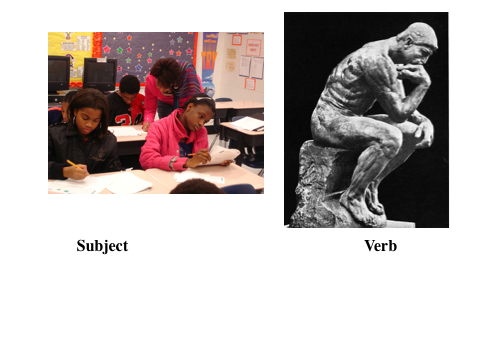
C. quickly, accurately, and in a way that is thoroughly.   
D. Leave as is

**Teacher Version -**

**Subject/Verb Agreement**

|  |  |
| --- | --- |
| **Main Idea** | **Notes** |
| **Review** | The **verb** in the sentence is the ***action*** word and the **subject** of the sentence tells us ***who*** or ***what*** is doing the action. |
| **Making sentences** | **NOTE: For this part, the hook, I have the students look at a PowerPoint similar to the images attached to the next page.**  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **What do you notice about the *verb* when you put an *s* at the end of the subject?** |
| **Singular subject** | When the subject is ***singular***, when you are only talking about ***one*** person or thing, add an ***s*** at the end of the verb.  **Examples**: 1. ***The student sings.***    2. ***The flute sounds nice.*** |
| **Multiple subjects** | When the subject is ***plural***, when you are talking about ***more*** than one person or thing, **do not** add an ***s*** at the end of the verb.  **Examples**: 1. ***The students sing.***    2. ***The flutes sound nice.*** |

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**Binder tab:** Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

Subject/Verb Agreement

|  |  |
| --- | --- |
| **Main Idea** | **Notes** |
| **Review** | The **verb** in the sentence is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ word and the **subject** of the sentence tells us \_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is doing the action. |
| **Making sentences** | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **What do you notice about the *verb* when you put an \_\_\_\_\_ at the end of the subject?**  I notice that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Singular subject** | When the subject is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, when you are only talking about \_\_\_\_\_\_\_\_\_ person or thing, add an ***\_\_\_\_\_\_\_\_\_\_\_*** at the end of the verb.  **Examples**: 1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**    2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Multiple subjects** | When the subject is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, when you are talking about \_\_\_\_\_\_\_\_\_ than one person or thing, **do not** add an ***\_\_\_\_\_\_\_\_\_\_\_*** at the end of the verb.  **Examples**: 1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**    2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Directions**: Underline the word in the sentence that tells us which verb to use. Fill in the blank with the correct verb.

**I do**

1. My sister \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ how to speak Irish. (know/knows)
2. Sometimes we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to a party. (go/goes)
3. Derrick \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to solve math problems. (like/likes)

**We do**

1. John and Carlos\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all the time. (talk/talks)
2. Some guys \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_about girls all the time. (think/thinks)
3. Sometimes our class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the computer lab. (walk/walks)
4. If I sing really badly then people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their ears. (cover/covers)

**You do**

1. You can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in that chair. (sit/sits)
2. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ writing. (love/loves)
3. Everyone must \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ one another. (respect/respects)
4. Armani \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the basketball. (shoot/shoots)
5. Mr. Obama \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all the time. (talk/talks)
6. Whenever we are working hard, we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (learn/learns)
7. Anabel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_interesting books. (read/reads)
8. Jenny \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ impressive essays. (write/writes)
9. Some people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ spicy food. (cook/cooks)
10. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ waking up early in the morning. (love/loves)
11. Julie \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her iPod at home. (listen to/listens to)
12. The students \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ basketball. (practice/practices)

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_

Subject/Verb Agreement Quiz

**Directions:** Circle the verbs in the sentences below that reflect proper use of subject/verb agreement.

1. The swimmer (dive/dives) to the bottom of the ocean.
2. We (consider/considers) whether or not we want Chinese food for dinner.
3. That music (sounds/sound) awesome.
4. Music lessons (costs/cost) a lot of money.
5. Several actors (accepts/accept) awards for their role in “30 Rock.”
6. She (ask/asks) whether or not we have met our big goal for the summer.
7. Children should not (play/plays) in traffic.
8. You (choose/chooses) whether or not you study hard and have a good life.
9. Sometimes friends (tries/try) to get you to do the wrong thing.
10. Teachers (expect/expects) you to work hard and focus.

**My score was \_\_\_\_\_\_ /10.**

Teacher Version -

Prepositions and Prepositional Phrases

|  |  |
| --- | --- |
| **What is the definition of a preposition?** | **Easy definition:**  Prepositions show ***where*** something is.  **The better, more sophisticated definition:**  Prepositions show the ***relationship*** between two ***nouns*** or ***pronouns*** in a sentence. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| About | Before | In | Out | Under |
| Above | Behind | Inside | Outside | Underneath |
| Across | Below | Into | Over | Unlike |
| After | Beside | Like | Past | Until |
| Against | Between | Near | Since | Unto |
| Along | By | Next | Through | Up |
| Among | Despite | Of | Throughout | Upon |
| Around | During | Off | Till | With |
| As | For | On | To | Within |
| At | From | Onto | Toward | Without |

Binder tab: Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

Notes on Prepositions and Prepositional Phrases

|  |  |
| --- | --- |
| **Question** | **Notes** |
| **What is the definition of a preposition?** | **Easy definition:**  Prepositions show \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ something is.  **The better, more sophisticated definition:**  Prepositions show the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ between two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a sentence. |
| **What are prepositions?** | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Before | In | Out | Under | |  | Behind | Inside | Outside | Underneath | |  | Below | Into | Over | Unlike | |  | Beside | Like | Past | Until | |  | Between | Near | Since | Unto | |  | By | Next | Through | Up | |  | Despite | Of | Throughout | Upon | |  | During | Off | Till | With | |  | For | On | To | Within | |  | From | Onto | Toward | Without |   **A list of prepositions:**  **My predictions about prepositions in the first column:**  1) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** 2) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** 3) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Practice Identifying Prepositions and Prepositional Phrases**

**I do**

1. I am going to the store.
2. We walked around the park.
3. Beneath the surface of the water, we could see many tiny silver fish swimming around the boat.

**Practice Identifying Prepositions and Prepositional Phrases Continued**

**We do**

1. We walked across the court to get to the bench.
2. I had to go between the columns to get into the building.
3. The balloon went toward the sky and over the school.
4. We had a picnic meal beneath the shade of the trees beside the water.

**You do**

1. He was walking towards the edge.
2. The kids walked along the sidewalk.
3. I was about ten years old when I realized that I past my childhood.
4. Near the store there was a man selling corn who put butter over the corn.
5. Inside the classroom the students went from problem to problem.
6. After a rest and a short stroll, we rowed home over the gently rolling waves, under a starry sky.
7. We rowed for three hours, until suppertime.
8. During hot summer weather, I like swimming at the beach near my house.
9. Her face was covered with cucumbers so that she could get toxins off her skin.
10. The Susquehanna River is near the city of Harrisburg, Pennsylvania.
11. Your book is beside the table, underneath my box of toys.

**Why did we learn this?**

After learning this, the important thing to know is that main \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_ for any sentence cannot be inside the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ phrase.

Teacher Version -

Active and Passive Voice

**Mr. Hester, why are we learning how to identify active and passive voice?**

* Because great writers use ***active*** voice more often than ***passive*** voice.
* Because if you know how to stop using ***passive*** voice you will sound more sophisticated and will have more opportunities in life.
* Because you will have to identify and correct passive voice on the ***CST*** and on the ***unit*** test that we take in about a month.

**What is active voice?**

In sentences that use the active voice, the ***person*** or ***thing*** before the verb ***is*** doing the ***action.***

**What is passive voice?**

In sentences that use the passive voice, the ***person*** or ***thing*** before the verb ***is not*** doing the ***action.***

Binder tab: Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Active and Passive Voice**

**Mr. Hester, why are we learning how to identify active and passive voice?**

* Because great writers use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ voice more often than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ voice.
* Because if you know how to stop using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ voice you will sound more sophisticated and will have more opportunities in life.
* Because you will have to identify and correct passive voice on the \_\_\_\_\_\_\_\_\_\_\_ and on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ test that we take in about three weeks.

**What is active voice?**

In sentences that use the active voice, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ before the verb \_\_\_\_\_\_ doing the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **Steve loves Amy.** 
   1. Verb: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Who is doing it?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Before the verb? \_\_\_\_\_\_
2. **I hit the ball.** 
   1. Verb: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Who is doing it?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Before the verb? \_\_\_\_\_\_
3. **We cut the paper.** 
   1. Verb: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Who is doing it?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Before the verb? \_\_\_\_\_\_
4. **Amy wrote the essay.** 
   1. Verb: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Who is doing it?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Before the verb? \_\_\_\_\_\_
5. **Romeo kissed Juliet.** 
   1. Verb: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Who is doing it?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Before the verb? \_\_\_\_\_\_
6. **Capulet slapped Tybalt.** 
   1. Verb: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Who is doing it?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Before the verb? \_\_\_\_\_\_

**What is passive voice?**

In sentences that use the passive voice, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ before the verb \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ doing the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **Amy is loved by Steve.** 
   1. Verb: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Who is doing it?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Before the verb? \_\_\_\_\_\_
2. **The ball was hit.** 
   1. Verb: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Who is doing it?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Before the verb? \_\_\_\_\_\_
3. **The paper was cut by us.**
   1. Verb: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Who is doing it?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Before the verb? \_\_\_\_\_\_
4. **The essay was written.**
   1. Verb: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Who is doing it?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Before the verb? \_\_\_\_\_\_
5. **Juliet was kissed by Romeo.**
   1. Verb: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Who is doing it?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Before the verb? \_\_\_\_\_\_
6. **Tybalt was slapped by Capulet.** 
   1. Verb: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Who is doing it?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Before the verb? \_\_\_\_\_\_

**Now let’s practice identifying active and passive voice!**

1. **The wallet was lost.** 
   1. Verb: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Who is doing it?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Before the verb? \_\_\_\_\_\_
   2. Therefore this sentence uses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ voice.
2. **I sent the letter.**
   1. Verb: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Who is doing it?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Before the verb? \_\_\_\_\_\_
   2. Therefore this sentence uses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ voice.
3. **Jason ate the pretzel.** 
   1. Verb: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Who is doing it?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Before the verb? \_\_\_\_\_\_
   2. Therefore this sentence uses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ voice.
4. **The game was watched by us.** 
   1. Verb: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Who is doing it?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Before the verb? \_\_\_\_\_\_
   2. Therefore this sentence uses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ voice.
5. **They played chess.** 
   1. Verb: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Who is doing it?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Before the verb? \_\_\_\_\_\_
   2. Therefore this sentence uses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ voice.
6. **Andrew dropped the coin.** 
   1. Verb: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Who is doing it?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Before the verb? \_\_\_\_\_\_
   2. Therefore this sentence uses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ voice.
7. **The plane was flown by the pilot.** 
   1. Verb: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Who is doing it?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Before the verb? \_\_\_\_\_\_
   2. Therefore this sentence uses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ voice.
8. **The concept was learned by students.** 
   1. Verb: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Who is doing it?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Before the verb? \_\_\_\_\_\_
   2. Therefore this sentence uses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ voice.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_

Active and Passive Voice Quiz

1. **Which of the sentences below uses *passive* voice?**
2. The book was read by the class.
3. I am going to cut the dress with scissors.
4. He jumped into the swimming pool.
5. We drank the soda that she brought to the house.
6. **Which of the sentences below uses *active* voice?**
7. The grades were given to the students by the teacher.
8. The character was created by Shakespeare during the middle of his life.
9. Knowledge gives people power.
10. The sneeze is created in the nose.
11. **Read the sentence below.**

The notes taught the students about active and passive voice.

**What type of sentence is the sentence above?**

1. Active
2. Passive
3. **Read the sentence below.**

The elaborate dinner was prepared by a cook and many of his assistants.

**What type of sentence is the sentence above?**

1. Active
2. Passive

**MLA Citation Guide**

***HOW TO CITE BOOKS, ARTICLES, AND WEBSITES IN A BIBLIOGRAPHY***

**Book:**

Author’s last name, Author’s first name. Title of Book. City of Publication: Publisher, Copyright Year.

Buck, Pearl S. The Big Wave. New York: Scholastic Inc., 1948.

**Newspaper or Magazine Article:**

Author’s last name, Author’s first name. “Name of Article.” Name of Newspaper. Date of article:

Page.

DiRado, Alicia. “Tsunami Strikes Japan.” Los Angeles Times. 14 May 2001: B16.

**Website:**

Author’s last name, Author’s first name. “Name of Article.” Main Website.com. Date article was

written. Website official name. Date article was looked up. <http://www.website-

address.com>.

Shayon, Robert Louis. “Tsunamis in the Last 100 Years.” Cnn.com. 14 December 2002. Cable News

Network. 17 April 2007. <http://www.cnn.com/news/tsunamis\_100\_years>.

**Encyclopedia Article:**

Author’s last name, Author’s first name. “Name of Article.” Name of Encyclopedia. Ed. Editor’s

Name. City of Publication: Publisher, Year of Copyright.

Kine, James. “Tsunamis.” Encyclopedia Britannica. Ed. Stephen Shruck. Boston: Encyclopedia

Britannica, 2002.

**Journal Article:**

Author’s last name, Author’s first name. “Name of Article.” Name of Journal Volume.Edition (Year of

Copyright): Pages.

Wilcox, Rhonda V. “Tsunamis in Asia.” Ocean Science Journal 14.5 (1999): 23-37.

**Remember:**

* Organize your bibliography alphabetically.
* Indent the second, third, and fourth lines but *NOT* the first line.
* If information is not available (like the author’s or editor’s name) then just leave that information out.

**Internal Citation:**

When you have information in your actual paper, you need to cite where you found that information. To do so, you just put the author’s last name (or article if author’s name is not available) and then the page number in parentheses. For example:

In the last 100 years, 137 tsunamis have struck areas around the world (Kine 13).

**Works Cited Practice**

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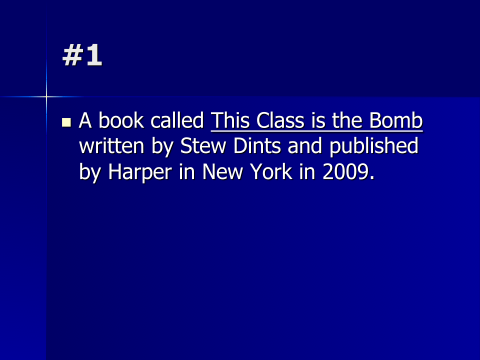
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Teacher Version -

Know your homophones 1: They’re, There, and Their

**Rules**

**1. There** refers to ***place***.

Ex) Put the book over ***there***. 🡨 We use ***there***

because this “there” refers to ***place***.

**1a.** You also use **there** with forms of the verb “to be” (***is***, ***are***, ***was***, ***were***, ***will***)

Ex 1) ***There*** were some students who already know this.

Ex 2) ***There*** are many people who see how strong we are as a class.

**2. Their** refers to ***possession*** (ownership).

Ex) That’s ***their*** book, not yours. 🡨 This sentence shows

***possession***.

**3. They're** refers to the contracted form of ***they are***.

Ex) ***They’re*** not going to be happy when you take the book. 🡨 The

“they’re” in this sentence actually means ***they are***.

Binder tab: Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Know your homophones!: They’re, There, and Their**

**Rules**

**1. There** refers to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Ex) Put the book over **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**. 🡨 We use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because this “there” refers to \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**1a.** You also use **there** with forms of the verb “to be” ( \_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_,

\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_ )

Ex 1) **\_\_\_\_\_\_\_\_\_\_\_\_** were some students who already know this.

Ex 2) **\_\_\_\_\_\_\_\_\_\_\_\_** are many people who see how strong we are as a class.

**2. Their** refers to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ownership).

Ex) That’s **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** book, not yours. 🡨 This sentence shows

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**3. They're** refers to the contracted form of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Ex) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** not going to be happy when you take the book. 🡨 The

“they’re” in this sentence actually means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Practice**

1. Place the bucket over (they're, there, their).

2. Once I graduate, (they're, there, their) going to give me a job.

3. (They're, There, Their) already here and in this building.

4. In the end, they had to go back to (they're, there, their) hotel.

5. (They're, There, Their) are many places we can go in Richmond.

6. The Smiths keep (they're, there, their) lawn cut shorter than we do.

7. The children began playing (they're, there, their) games.

8. (They're, There, Their) is not enough chocolate in the house.

9. She ran through the yard, and leapt over that fence (they're, there, their).

**Harder practice**

1. \_\_\_\_\_\_\_\_\_\_\_\_ are no excuses this time, buddy!

2. I can't imagine where \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ going after the movie.

3. It's \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ car, so they can decide where \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ going.

4. Whenever \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are two or more firefighters in the same room, you

can probably guess what \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ talking about.

5. Whatever \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ doing to this highway, it seems to be taking forever

to finish. Next time, I’m going to use the road over \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ attendance record is really bad. \_\_\_\_\_\_\_\_\_\_\_\_\_ always missing school!

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ hanging \_\_\_\_\_\_\_\_\_\_\_\_\_\_ jackets over \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Hardest practice**

1. Create a sentence that correctly uses *there*:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Create a sentence that correctly uses *their*:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Create a sentence that correctly uses *they’re*:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Create a sentence that correctly uses *there* and *they’re*:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Challenge**

Write a sentence that correctly uses there, their, and they’re:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Homophones & Easily Confused Words**

*by Shawna Roche*

Definition:

Homophones are words that sound alike but are different in spelling, meaning or origin.

Writers often confuse and misuse these words. It’s helpful to use a dictionary to look up the meaning of the word in question, but here’s a short list of common problem words.

Nine frequently misused homophones

1. **affect/effect**

**affect** (verb) - to do something that influences someone or something  
Example: The actions of the nobility *affected* girls’ ideas of correct behavior.

**effect** (verb) - to make something happen  
Example: His careful work *effected* (brought about) the new structures in the organization.

**effect** (noun) - a result or reaction to someone or something  
Example: The aristocrats’ purchase of more and more elaborate clothing had the *effect* of increasing social divisions.

2. **its/it’s**

**its** (possessive adjective) - belonging to people, animals, or things  
Example: The company needs to do what is in *its* best interest.

**it’s** = the short form of “it is”  
Example: *It’s* important to understand the organization’s goals before implementing any changes.

3. **lay/lie**

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**lay, laid** (present, past verb) - to put or set something down  
Example: You can *lay* (present) your books over there. She *laid* (past of lay) her books on the table.

**lie,** **lay** (present, past verb) - for a person or creature to recline or rest in a horizontal position  
Example: Every morning, I *lie* (present) down to take a nap. Yesterday after the exam, I *lay* (past of lie) down for just five minutes.

4. **lead/led**

**lead** (noun)-substance in a pencil  
Example: You need to sharpen your pencil because the *lead* is dull.

**lead** (verb)- to guide a person or animal to a place  
Example: Moses endured many obstacles to *lead* the Israelites out of bondage.

**led** (past tense of *lead*)   
Example: The actions taken in science to better our society *led* people to become too materialistic.

5. **then/than**

**then** (adverb) - after something has happened; next  
Example: If the risks are too great, *then* the company may gain almost nothing.

**than** (conjunction/preposition) - used when comparing   
Example: Although he should be more grieved *than* the doctor, Meursault displays much less sorrow.

6. **there/their/they’re**

**there** (expletive) - it has no meaning but is used to start sentence  
Example: *There* are many areas in which a manager needs to be competent; these areas include writing, speaking, critical thinking, and active listening.

**there** (adverb) - it is used to describe a location  
Example: She dumped the books over *there* and then left for school.

**their** (possessive adjective) - belonging to people, animals, or things  
Example: The employees’ need to care for *their* sick relatives is a sensitive issue.

**they’re** = the short form of “they are”  
Example:A person may follow rules, but *they’re* not always the best guide to the right action.

7. **to/too/two**

t**o** - used with the basic form of a verb to make the infinitive  
Example: He mentioned that he liked *to watch* TV for the liquor commercials and that it made him want *to try* new drinks and beverages.

**to** (preposition) - toward or in the direction of  
Example: I went *to* the lab early in the morning.

**too** (adverb) - more than is needed or wanted  
Example: However, *too* much monitoring can have a negative effect on morale.

**too** (adverb) – also  
Example: I have that exam tomorrow *too*.

**two** = number  
Example: Assuming that these *two* issues are truly the source of the absentee problem, then implementing the recommendations will decrease the absentee rate.

8. **you’re/your**

**you’re** = the short form of “you are”  
Example: Sometimes you do not know if *you’re* doing well at all, since nobody tells you where you stand at each meeting.

**your** (possessive adjective) - belonging to people  
Example: Mr. Friedlander told you that the most important aspect of being human is to use *your* intelligence and reasoning abilities.

9. **whether/weather**

**whether** (conjunction) - used when talking about a choice between two possibilities  
Example: Resources obviously play a big role in *whether* or not a company takes risks.

**weather** - the temperature or conditions outside  
Example: The rainy *weather* was responsible for the car accident.

Binder tab: Grammar Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

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| --- | --- |
| **there** | **definition:** a place or point that is that is to be indicated, reached, introduced, discussed, understood, etc. |
| **example:** Michael Jordan can jump from here to **there**; **there** are few athletes like him. |
| **their** | **definition:** belonging to them |
| **example:** The whole basketball team loves Michael Jordan; he’s **their** hero. |
| **they’re** | **definition:** contraction for **they are** |
| **example:** Not only does the basketball team love Mike, but **they’re** training to jump just like him. |
| I love books by John Grisham; \_\_\_\_\_\_\_\_\_\_\_ my favorite books. The characters are always compelling and I can relate to \_\_\_\_\_\_\_\_\_\_\_ issues. When I have a choice of what to read \_\_\_\_\_\_\_\_\_\_\_ is nothing I would rather pick up than one of his new books. In fact, I see one \_\_\_\_\_\_\_\_\_\_\_\_ in the Daytona State library on the top shelf of the thriller section! | |
| \_\_\_\_\_\_\_\_\_\_\_\_ are a few things every secondary student should know. First, truly good friends are hard to find, therefore \_\_\_\_\_\_\_\_\_\_\_ some of our most valuable allies through the years of school. As for teachers, they all have \_\_\_\_\_\_\_\_\_\_ own styles, \_\_\_\_\_\_\_\_\_\_\_ own rules, etc.; \_\_\_\_\_\_\_\_\_\_\_ not all our favorites, but we need to get along with them. Finally, you can’t learn if you’re absent a lot, so make sure you go to school every day and you get \_\_\_\_\_\_\_\_\_\_\_\_ on time….even when it seems like \_\_\_\_\_\_\_\_\_\_\_ are good reasons to keep your head on the pillow! | |
| Yesterday I was sitting on the bus minding my own business when I noticed two little kids sitting \_\_\_\_\_\_\_\_\_\_\_ in the seat next to me. \_\_\_\_\_\_\_\_\_\_\_\_ giggling caught my attention, and when I looked up \_\_\_\_\_\_\_\_\_\_\_\_\_ joke seemed to get funnier and funnier. I thought to myself, “I wonder if \_\_\_\_\_\_\_\_\_\_\_\_\_ Mom knows \_\_\_\_\_\_\_\_\_\_\_ running around the city on \_\_\_\_\_\_\_\_\_\_\_\_\_ own… \_\_\_\_\_\_\_\_\_\_\_ probably going to be in trouble when they get back.” Then, all of a sudden, I felt something wet on my head, so I reached up \_\_\_\_\_\_\_\_\_\_\_\_ and got a handful of ice cream, kindly deposited \_\_\_\_\_\_\_\_\_\_\_\_ not by the two kids I was looking at but by \_\_\_\_\_\_\_\_\_\_\_ little friend who had apparently been sneaking up behind me. Ha ha ha. Little do they know, \_\_\_\_\_\_\_\_\_\_\_\_ not the only ones who know how to play practical jokes…. | |

***Homophones***

***Definition:*** *words that sound the same but have different meanings and spellings*

|  |  |
| --- | --- |
| **know** | **definition:** to understand, realize, comprehend |
| **example:** I **know** Spanish. You **know** I love chocolate. I do not **know** where my hat is |
| **no** | **definition:** interjection or acknowledgement of a negative statement |
| **example:** **No**, I don’t like cauliflower. My answer is “**no**.” |
| I do not \_\_\_\_\_\_\_\_\_ if she said yes or \_\_\_\_\_\_\_\_\_ to the job offer, but I \_\_\_\_\_\_\_\_\_ that if she said \_\_\_\_\_\_\_\_\_\_\_ then she may never \_\_\_\_\_\_\_\_\_\_\_ the joys of long hours. | |
| **too** | **definition:** as well; more than is desirable; extremely; very |
| **example:** He’s leaving **too**. I used **too** much mustard. It didn’t look **too** good. It’s **too** cold to wear a t-shirt. I like you **too**! |
| **to** | **definition:** a preposition or adverb indicating the direction, destination, or position of somebody or something |
| **example:** I’m going **to** school. Give it **to** me. I want **to** leave. |
| **two** | **definition:** the number 2 |
| **example:** I would like **two** eggs, please. The **two** kids are nice. |
| It’s \_\_\_\_\_ early \_\_\_\_\_ go \_\_\_\_\_ bed, but I stayed up \_\_\_\_\_ late last night and I’m tired! | |
| **our** | **definition:** belonging to us |
| **example:** That’s **our** house. **Our** class is funny. |
| **are** | **definition:**  the plural and second person singular present tense of the verb “be” |
| **example:** We **are** going to be late. They **are** very nice people. |
| In \_\_\_\_\_\_\_\_\_ family we have two cats that \_\_\_\_\_\_\_\_\_ smarter than \_\_\_\_\_\_\_\_\_ dog. | |