

Sentence Parts



A **sentence** is a group of words that expresses a complete thought. The **subject**, the **predicate**, the **simple subject**, and the **simple predicate** are parts of a sentence. Other sentence parts include **compound subjects**, **compound predicates**, **clauses**, and **phrases**.

- A sentence has a **subject** and a **predicate**.
 - The **subject** tells what the sentence is about. It is either a noun, pronoun, or noun phrase.

EXAMPLES The **cat** jumped from the porch.
 James is a great piano player.

- The **predicate** of a sentence tells what the subject does, did, is, or was.

EXAMPLES The **cat** **jumped from the porch**.
 James **is a great piano player**.

- The **simple subject** is the main noun or pronoun that tells what or who the sentence is about. Usually the simple subject is just one word.

EXAMPLE That red **dress** is so beautiful.

- The **simple predicate** is the verb in the complete predicate. It can be more than one word in length.

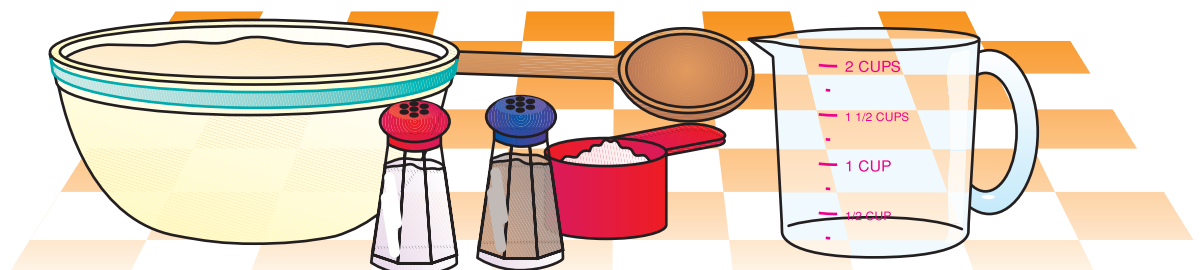
EXAMPLES Megan **drew** a great picture of her house.
 Our teacher **has been reading** a terrific book to us.

- A **compound subject** is made up of two or more simple subjects.

EXAMPLES **Kia and Sydney** went surfing Friday.
 Apples, oranges, and pears are half-price.

- A **compound predicate** is made up of two or more simple predicates.

EXAMPLE Sue **danced a jig and sang** a song in our musical.



- A **clause** is a group of words that has a subject and a predicate.
 - A main clause (also called a *principal* or an *independent* clause) can stand alone as a complete sentence.

EXAMPLE

Mom cleaned out the attic because she wants to have a yard sale.

- A **subordinate clause** (also called a *dependent* clause) gives an idea that is related to the main clause. It cannot stand alone as a sentence.

EXAMPLE

Mom cleaned out the attic because she wants to have a yard sale.

- A **phrase** is a group of words that doesn't include a subject or predicate. Because a phrase isn't a complete thought, it is not a sentence. A phrase is used as a single part of speech. A phrase may be used as a noun, verb, adjective, or adverb. Some special types of phrases include appositives, gerund phrases, infinitive phrases, and prepositional phrases.
 - An **appositive** is a noun or noun phrase that follows another noun or noun phrase to give more information or explain it. An appositive is separated from the rest of the sentence by one or two commas.

EXAMPLES

Our principal, Mrs. Grice, gave a speech today.
That postcard is from Lima, the capital of Peru.

- A **gerund phrase** is a group of words that includes a gerund. A gerund is a verb form that ends in *-ing* and is used as a noun.

EXAMPLES

Her going to the party is fine with me.
Running is my favorite activity.

- An **infinitive phrase** includes an **infinitive** (a verb that is preceded by *to*) and any words that modify it (adverbs) or complete its meaning.

EXAMPLES

Billy wanted to play football.
I tried to sing well.

- A **prepositional phrase** is a group of words that begins with a preposition and includes a noun or pronoun.

EXAMPLES

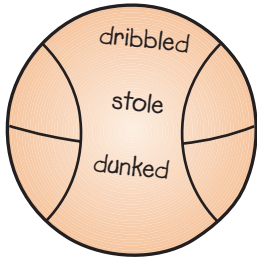
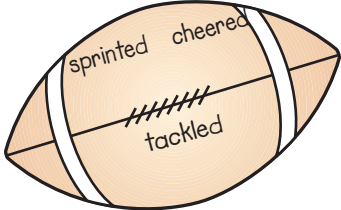
She gave her book to them.
We rode our bikes around the neighborhood.

Having a Ball!



Identifying subjects and predicates

Spike Michaela dunked the ball in the last three seconds of the game.



Follow the bouncing ball to this activity that helps students recognize subjects and predicates! Divide the class into groups; then give each group a highlighter and the sports section of a newspaper. Direct each student to scan the paper, highlight examples of vivid action verbs, and copy the verbs on his paper. Then have him write each verb on a construction paper cutout of a ball (such as a football or basketball). Post the cutouts on a board titled “Great Grammar’s a Ball!”

Next, give each student three strips of paper. Have him label each strip with a sentence that uses one of the board’s verbs. After students have written their names on the backs of their strips, have each child swap sentences with a partner. Instruct each student to draw one line under the subject and two lines under the predicate of each of his partner’s sentences. When everyone is finished, direct students to return the sentences to their owners and check each other’s work. Repeat this activity later when you want students to practice identifying simple subjects or simple predicates.

Keep It Simple!

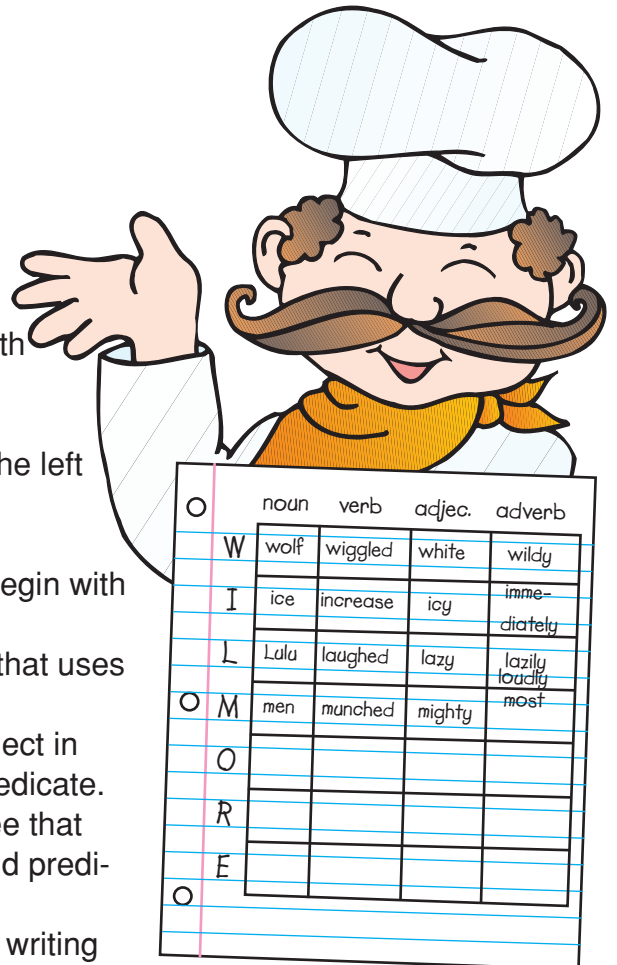


Identifying simple subjects and simple predicates

Serve up some simply sensational sentence practice with this easy-to-do activity on identifying simple subjects and predicates. Have each student follow these steps:

1. Write the name of your school (or city or state) down the left margin of a sheet of notebook paper.
2. Draw and label a chart as shown.
3. Fill in the chart with words that fit the categories and begin with the letters used in your school’s name.
4. Turn your paper over. For each row, write a sentence that uses the four words in that row.
5. Swap papers with a partner. Underline the simple subject in each of your partner’s sentences. Circle the simple predicate.
6. Return your partner’s paper to him or her. Check to see that your partner correctly identified the simple subjects and predicates in your sentences.

Adapt this activity to practice other sentence skills, such as writing sentences with different functions (see pages 15–16).



Compound It!

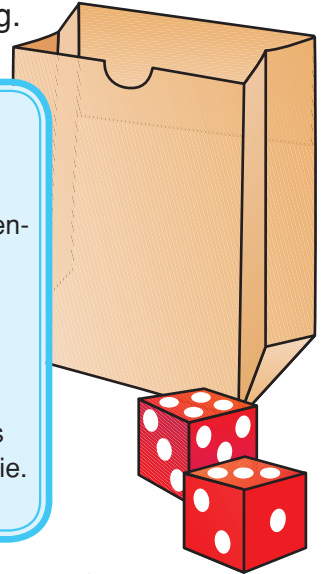


Identifying compound subjects and predicates

Put this game on your menu to cook up a little practice with compound subjects and predicates! After introducing or reviewing compound subjects and predicates, divide students into small groups. Instruct each group to write ten sentences (none containing compound subjects or predicates) on a sheet of paper, skipping a line after each sentence. Then have each group cut apart its sentences and place them inside a paper bag.

To play the game, give each group a die and have students follow these steps:

1. In turn, draw a strip from the bag and read the sentence aloud.
2. Roll the die. Then change the sentence by adding a compound subject or predicate that includes the same number of nouns or verbs as the number rolled. For example, if the sentence drawn is "Potatoes are on sale at the store" and you roll a three, you might change the sentence to "Potatoes, onions, and carrots are on sale at the store." If you roll a one, you lose your turn and must return the sentence to the bag.
3. If the group agrees that your sentence is correct, you earn the number of points rolled. Return the sentence to the bag.
4. If the sentence is incorrect, the next player either tries to correct the sentence (and earns the points the previous player rolled if correct) or draws a new sentence and rerolls the die.
5. Play continues until time is up. The player with the most points wins.



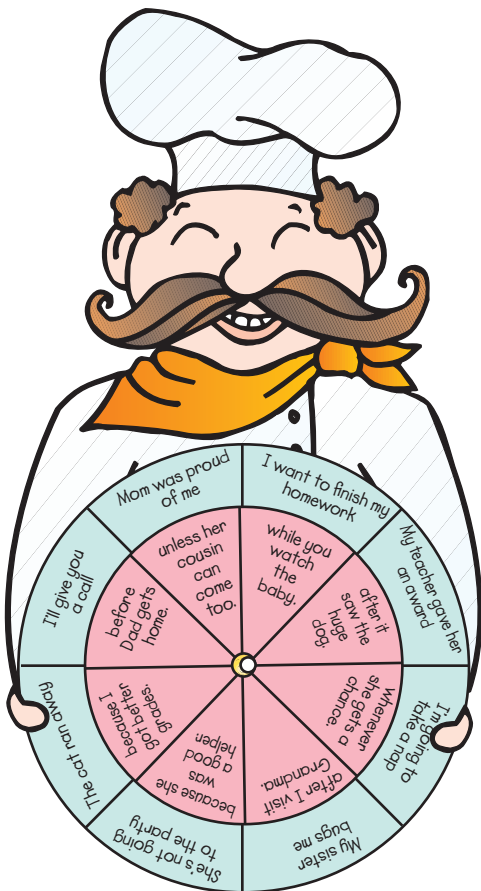
Silly Sentence Wheels



Writing sentences with main and subordinate clauses

If your students think a clause is one of Kris Kringle's relatives, set them straight with this creative activity! After a lesson on main and subordinate clauses, give each pair of students one nine-inch and one six-inch construction paper circle, a ruler, a marker, and a brad. Have the students divide each circle into eight sections and then attach the smaller one atop the larger one using the brad as shown. Next, have each twosome write eight sentences that include main and subordinate clauses. Have the students underline each main clause and circle each subordinate clause. Then collect the wheels and papers and check the sentences for accuracy.

The next day, return the sentences and wheels to students. After students have corrected any errors, direct each pair to label its wheel's outer sections with its main clauses and the inner sections with its subordinate clauses. Then let the twosomes swap wheels and spin to create five silly sentences. Provide time for students to share their sentences with the class.

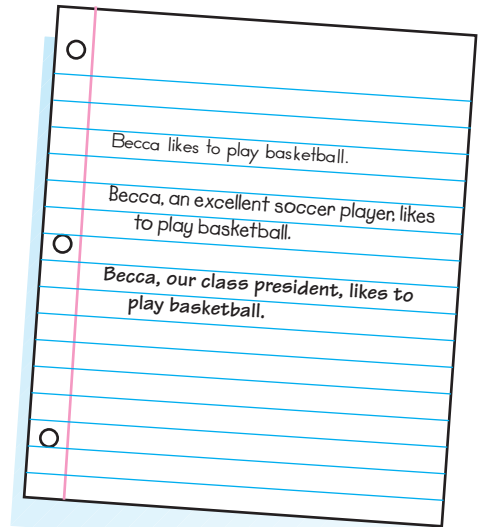


Positive Appositives



Using appositives

Season a lesson on appositives with this self-esteem-boosting activity! After introducing or reviewing the use of appositives in sentences, have each student write a sentence about herself that begins with her name, such as “Becca likes to play basketball.” Collect the papers; then redistribute them so that no student receives her own paper. Next, instruct each child to rewrite the sentence on her paper by inserting an appositive that explains, identifies, or renames (in a positive way) the sentence’s subject. For example: *Becca, an excellent soccer player, likes to play basketball.* After everyone is finished, have each student trade papers and add another sentence that includes an appositive to the paper. Continue trading until each paper includes five (or more) sentences. Then return the papers to their owners and let each child share her favorite sentence with the class.



Your left hand is on your hip.

Things Have Gotta Change!



Identifying and using prepositional phrases

Do your students need an extra helping of practice with prepositional phrases? Then treat them to this can't-be-beat guessing game. Choose one student to be It and stand in front of the class. Select another child to be the guesser and leave the room. Have the seated students brainstorm a list of changes It can make in his stance or appearance. Each change must be stated in a sentence that includes a prepositional phrase, such as “Hold a marker between your fingers” or “Put your left hand on your hip.” Write each suggestion on the overhead and ask students to identify the prepositional phrase. Then have It choose three changes from the list to make. Next, have the guesser return to the room. Ask her to read the sentences, then look at It to try to guess the three changes It has made. If the guesser identifies all three changes, let her choose the next It and guesser.

To Infinitives and Beyond!



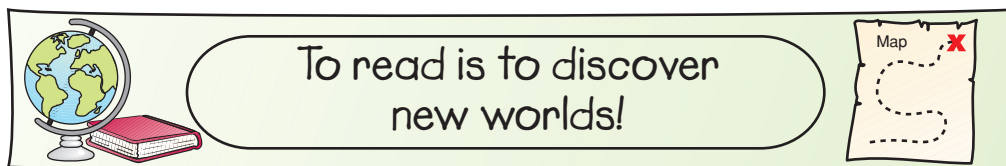
Identifying and writing infinitive phrases

For a grammar lesson that will stick, try this cool idea to teach infinitive phrases. First, review with students how to identify an infinitive phrase (see page 4). Then point out that many popular or famous sayings include infinitive phrases. Write this sentence on the board: “To teach is to touch lives forever.” Have students identify the two infinitive phrases in this sentence (*to teach* and *to touch*). Challenge students to name other examples of sayings that begin with or include an infinitive phrase.

Next, give each child a sentence strip. Direct him to think of a saying that begins with one of the infinitive phrases shown. Have him write his saying on scrap paper; then have him use markers to write and illustrate the saying on the sentence strip to create a bumper sticker. After students have shared their work, post the bumper stickers on a bulletin board. If desired, staple a blank sheet of paper to the board. During the week, challenge students to list actual bumper stickers they see that include infinitive phrases. Award extra credit points to each child who contributes to the list.

SUGGESTED STARTERS

- To laugh...
- To love...
- To succeed...
- To win...
- To dream...
- To read...
- To care...



Phrase Craze



Identifying different types of phrases

Make grammar practice a hands-on treat with this fun art activity. After reviewing with students four types of phrases—appositive, gerund, infinitive, prepositional—give each child a 12” x 18” sheet of construction paper, a glue stick, scissors, a marker, a highlighter, and several old magazines. Have each child fold her paper in half two times; then have her unfold her paper and trace over the fold lines to create four sections. Direct the student to label each section with a phrase type as shown. Then challenge her to search through the magazines and highlight sentences that include examples of the four phrase types. Have the student underline the phrase in each highlighted sentence; then have her cut out each sentence and glue it collage-style in the appropriate section of her poster. When students are finished, post the collages on a bulletin board titled “Phrase Craze.”

