

Reading Comprehension and the *Sentence*



**Sentence Awareness
Exercises for School-Age
Students**

David Newman

Sentence Awareness Strategies for School- Age Students

**A Supplement to the Inference
Activities Workbook**

David Newman

A Friendly Reminder

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Chapter 1

Introduction

Sentence Comprehension and Reading: If a school-age student has difficulty with gaining meaning from an *individual* sentence, it stands to reason that complex sentences in connected text, readily found in nonfiction and fiction texts, will be difficult to comprehend.

Students' syntactic ability, i.e. their understanding of the structure of sentences plays a key role in reading comprehension. The more complex and lengthy written sentences become, the more demands are placed on students' language abilities. This extra demand can result in reading comprehension failure.

Complex and Difficult Sentences: An example of a simple sentence is shown below. In the sentence is the **subject** (*the girl*) the **verb** (*bought*) and the **predicate** (*some bread for her father*).

a. The girl bought some bread for her father.

If we add an **embedded clause** the sentence becomes a little trickier to read. The subject remains the same but the addition of the clause interrupts the flow of the original sentence.

b. The girl who was wearing a yellow skirt bought some bread for her father.

With the addition of two extra clauses the sentence becomes even more difficult to read and comprehend.

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- c. As the sun peeped over the horizon, the girl who was wearing a yellow skirt bought some bread that was baked in a clay oven for her father.

Students with poor reading comprehension skills may quickly become overwhelmed with sentences with embedded clauses or complex sentences of great length. That is why it is a more than a worthwhile pursuit to directly teach basic sentence structure knowledge to students and enable them to identify whether a sentence is *simple*, *compound* or *complex*.

The aim of *sentence structure awareness* is for your students to begin using compound and complex sentences in their *own* writing. I believe that teaching this vital skill at an early age will sharpen students' written comprehension and writing skills.

Sentence structure awareness, and, ultimately, complex sentence *production* is a **life skill** that can only enhance and benefit your students' future academic pursuits. This will be most evident when students make the transition to secondary college and be confronted with increasingly complex sentence forms.

Structure of the *Sentence in Reading* *Comprehension Workbook*

Repetition is the key to unlocking the different types of sentence structure codes. With this in mind students have the opportunity to practice identifying sentence structure from over 100 individual scenarios, which are supplied in this workbook.

- Read the definitions of the different sentence types found on pages 7-10 with your students. Students should, at the very least, have some understanding of simple sentence structure, i.e. *subject, verb, and predicate*.
- Print out the *link word chart* from **Appendix B**. Students are encouraged to refer to this chart repeatedly until they are familiar with the many different types of link words that are used to connect **main** and **subordinate** clauses.
- Work through the **sentence section** in chapter 2. Encourage your students to tick the box or circle the most likely answer. Refer to the answer section in **Appendix A** and discuss the students' responses. The goal at this stage is for students to *begin* identifying key link words and matching them to the *link word chart*.
- Move onto the paragraph level scenarios once your students have gained some confidence in parsing sentences.

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- Also included in the paragraph level scenarios are vocabulary exercises. The bolded words are included so that your students can practice searching for word definitions of unusual words using a dictionary. Learning to use a dictionary is a vital skill for students. A dictionary guide is supplied in **Appendix C** to assist students when searching for a word in a dictionary.
- Work through the paragraph level scenarios and consistently check your students' answers using **Appendix A** as a guide.
- As an **extension activity** select other sentences from each scenario and determine their structure also.
- **Extension activity:** This workbook is an introduction to moderate level sentence structure forms. More advanced forms of sentences, such as compound complex sentences, are also worth exploring, once the program has been completed. Many of the scenarios do actually feature *compound complex* sentences.

Once your students are confident with identifying *complex sentences*, encourage them to identify *compound complex* sentences in the text. An example of a *compound complex* sentence can be found at the bottom of **page 12**.

Sentence types

Simple Sentence

Simple sentences, or basic sentences, are the **main** unit of expression in written text. A sentence contains a collection of words that communicate a complete thought. For a sentence to make sense it needs two important features: a verb and its subject, and a predicate.

Subject/ Verb/ Predicate

The boy/ ran /to school.

Clauses

All sentences are made up of clauses. The simple sentence has only one clause: the **main clause**. Other types of sentences such as compound, complex and compound complex sentences have two or more clauses.

The basic sentence has *one* clause only. If you ever get stuck remembering how a basic sentence is constructed, and how it's different from other sentence types, remember that it contains a *single* clause.

The main clause can either be quite **short**, or **very long**. For example the following basic sentences contain only one verb, the word *'like.'*

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I like cats.

I like fat cats.

I like fat cats with long tails.

I like fat cats with long furry tails and big eyes.

The basic sentence, though it only has one main clause, can reach a great length due to the author adding **phrases**. Phrases are groups of words that *don't* contain a verb.

Phrases are only part of a sentence. For instance, *big eyes, long furry tails, with long tails, etc*

Compound Sentence

Compound sentences are essentially two or more simple sentences - or **main** clauses - joined together by a **link** word or link words.

A sentence can actually have two or more main clauses. And because they are main clauses, or independent clauses, the clauses don't depend on other words in other clauses to be complete. It's really like writing two or more separate sentences on separate pieces of paper and then joining them together with glue. The glue in this case are the *coordinating conjunctions*.

Coordinating Conjunctions

Conjunctions are joining words. They join two or more clauses together to make two or more separate sentences into one big one. The clauses used to join main clauses together are frequently **and** or **but**.

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For example, 'The car started **and** we drove home.'

or...

'It's a nice day today **but** tomorrow looks like it may rain.'

As we can see in both of the above examples, each clause could stand independently as a sentence. For instance, '*The car started,*' is a complete sentence, as is, '*We drove home.*'

Complex Sentence

Complex sentences are considerably different from **simple** and **compound** sentences because they contain clauses which are *not equal* to the **main** clause. These unequal clauses are known as **subordinate** or **dependent** clauses. The subordinate clause is not a complete sentence and therefore cannot stand on its own.

The subordinate clause is often called the dependent clause because it relies on the main clause to make sense as a statement. This type of sentence is most useful when you want to include ideas that are more important than others, and if you wish to be more precise with your sentences.

Perhaps the best way to demonstrate the differences between *complex*, *compound* and *simple* sentences is to use an example.

Please note the differences in the following 3 examples:

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Simple Sentence: We ate the apples. They were delicious.

Compound Sentence: We ate the apples **and** they were delicious.

Complex Sentence: We ate the apples because they were delicious.

With the *simple sentence* example we can see that there are two independent sentences. Both stand alone as individual and complete sentences.

In the *compound sentence* example note that the two complete sentences are simply joined together by a coordinating conjunction, the word *and*. They could still stand alone as independent and complete sentences. This would be the case even if we were to remove the 'and.'

Most interestingly, in the third example - the *complex sentence* example - something entirely different has occurred. The addition of the link word '**because**' has created a subordinate clause. The clause '**...because they were delicious,**' cannot stand alone as a complete thought, hence it is dependent on the main clause, '**We ate the apples.**'

Additionally, the added conjunction '**because**' tells us why we ate the apples. It presents the information contained in the sentence with more precision.

The more advanced type of sentence structure is the *compound complex* sentence. This sentence form is the combination of compound and complex clauses with which to create long and elaborate statements.

Compound Complex Sentence: 'Paula's dog was so poorly behaved *and* he gave her so much trouble that she decided to take him to dog training school where he would learn how to behave himself.'

The teaching of **compound complex sentences** is not a feature of this program.

Chapter 2

Single Sentence Scenarios

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is simple, compound or complex. Tick the box of the correct answer. *Refer to the **Appendix Answer Section** when needed.*

- a. The passenger jet taxied to the arrival gate, where the people got off the plane.
- Simple Sentence** (Contains one main clause only)
 - Compound Sentence** (Contains two main clauses and is joined by a conjunction)
 - Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- b. Sasha walked with her mother past the lion's cage to the zebra and giraffe enclosure.
- Simple Sentence** (Contains one main clause only)
 - Compound Sentence** (Contains two main clauses and is joined by a conjunction)
 - Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- c. The mountain goat stood upon a steep, snow covered ledge and looked down at the valley far below.
- Simple Sentence** (Contains one main clause only)
 - Compound Sentence** (Contains two main clauses and is joined by a conjunction)
 - Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- d. The penguin leapt out of the water and landed on the icy ground.
- Simple Sentence** (Contains one main clause only)
 - Compound Sentence** (Contains two main clauses and is joined by a conjunction)
 - Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- e. The pilot flipped on the switch and the mighty jet engines roared to life.
- Simple Sentence** (Contains one main clause only)
 - Compound Sentence** (Contains two main clauses and is joined by a conjunction)

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- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

f. Katy turned on the engine and buckled her seat belt.

- Simple Sentence** (Contains one main clause only)
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

g. Paul watched as his teacher wrote the solution to the maths problem on the whiteboard.

- Simple Sentence** (Contains one main clause only)
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

h. Brendan cast his fishing line into the swiftly flowing water while on the opposite bank others fished as well.

- Simple Sentence** (Contains one main clause only)
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

i. Catherine waded through the chlorinated water to the deep end, where the big kids swam.

- Simple Sentence** (Contains one main clause only)
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

j. While Carl sat uneasily in the chair, Dr. Benson inspected his teeth.

- Simple Sentence** (Contains one main clause only)
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

k. Susan sat in the large audience with her friends, ate popcorn and waited for the movie to start.

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- Simple Sentence** (Contains one main clause only)
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

l. The children played outside until the bell rang.

- Simple Sentence** (Contains one main clause only)
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

m. It was a warm day which caused the ice-cream to melt and drip over the cone onto Chloe's hand.

- Simple Sentence** (Contains one main clause only)
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

n. The first rays of the sun peeked over the horizon.

- Simple Sentence** (Contains one main clause only)
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

o. The bell went and Chris walked to the school bus for the trip home.

- Simple Sentence** (Contains one main clause only)
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- Complex Sentence** (Contains one main clause and one or more subordinate clause)

p. The last of the sun's rays disappeared over the horizon, as the air became cooler.

- Simple Sentence** (Contains one main clause only)
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

q. Carl waited until his soup was cool enough to eat.

- Simple Sentence** (Contains one main clause only)

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- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

r. Kim had a coffee in the café while she waited for the post office to open.

- Simple Sentence** (Contains one main clause only)
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

s. Dad put up the Christmas tree, while I draped the tree with tinsel and decorations.

- Simple Sentence** (Contains one main clause only)
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

t. The moon was high in the sky when Karen went swimming.

- Simple Sentence** (Contains one main clause only)
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

u. The milk on the stove frothed over the top of the saucepan.

- Simple Sentence** (Contains one main clause only)
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

v. Before Pam went to school, she put on her coat, mittens, scarf and beanie.

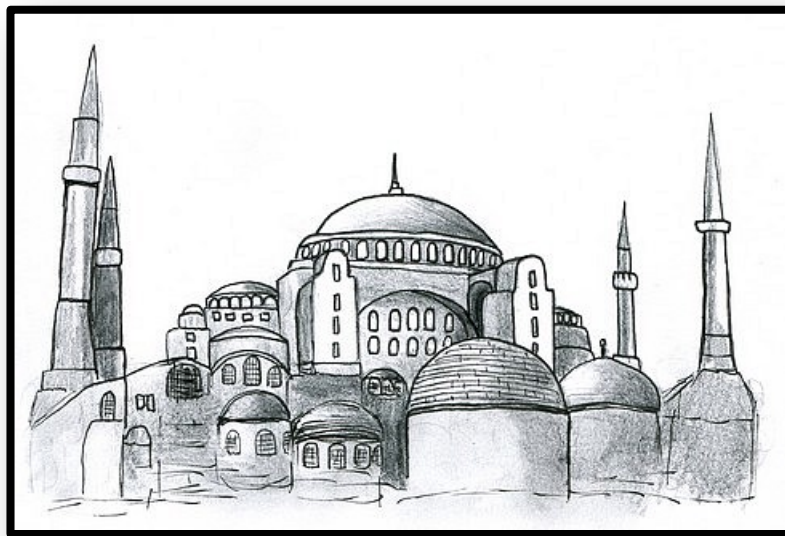
- Simple Sentence** (Contains one main clause only)
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

w. The shadows grew longer as the sun went down.

- Simple Sentence** (Contains one main clause only)
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Chapter 3

History - Paragraph Level



Vocabulary and Sentence Exercises

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- a. Henry Ford was the first to mass **produce** motor cars on an **assembly** line. He did this with the **popular** Ford Model T car between 1908 and 1927. The car was both cheap to buy and run.

Vocabulary: Word Definitions (Consult a Dictionary)

Produce: _____

Assembly: _____

Popular: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is simple, compound or complex. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Henry Ford was the first to mass produce motor cars on an assembly line.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

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- b. Napoleon Bonaparte's armies were **defeated** at the battle of Waterloo in 1815. Despite his armies many victories in past years, the defeat at Waterloo **shattered** the French emperor's power. After the battle, Napoleon was sent into **exile** to the tiny island of St Helena, where he died a few years later.

Vocabulary: Word Definitions (Consult a Dictionary)

Defeat: _____

Shattered: _____

Exile: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Napoleon Bonaparte's armies were defeated at the battle of Waterloo in 1815.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

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- c. The first printing press was **invented** by Johannes Gutenberg in the year 1440. The printing press changed **civilization** by enabling many books to be printed quickly and easily. Before Gutenberg's invention, book printing **relied** on copying hand written sheets of paper, which was slow and difficult.

Vocabulary: Word Definitions (Consult a Dictionary)

Invented: _____

Civilization: _____

Relied: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Before Gutenberg's invention, book printing relied on copying hand written sheets of paper, which was slow and difficult.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- d. The Rosetta stone provided the key to successfully **translating ancient** Egyptian writing. The stone had the *same* text in three ancient languages carved into it: Greek, Demotic and Egyptian. A **clever** translator was able to use the known written language of Greek to unlock the Egyptian writing code.

Vocabulary: Word Definitions (Consult a Dictionary)

Translate: _____

Ancient: _____

Clever: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'A clever translator was able to use the known written language of Greek to unlock the Egyptian writing code.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

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- e. Ancient Greek houses were small and **generally** had two storeys. Some houses had dirt floors, **whereas** others had stone floors. Windows were tiny and up high and let in little sunlight. There was very little furniture, and indoor fires made the house smoky and difficult to **breathe** in.

Vocabulary: Word Definitions (Consult a Dictionary)

Generally: _____

Whereas: _____

Breathe: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'There was very little furniture, and indoor fires made the house smoky and difficult to breathe in.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- f. Ancient **warfare** took a leap forward in about 700 CE with the invention of the stirrup. Before the stirrup was **attached** to the saddle, cavalry would fall off their horses if they wore heavy armor. The stirrup allowed cavalry to **maneuver** more effectively while carrying heavy weapons and shields.

Vocabulary: Word Definitions (Consult a Dictionary)

Warfare: _____

Attach: _____

Maneuver: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Ancient warfare took a leap forward in about 700 CE with the invention of the stirrup.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

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- g. The ancient Sumerians were the first to **develop** a written language. They wrote thin wedges and **symbols** onto soft clay that would later harden into very tough clay tablets. Their skill in writing helped the Sumerians develop long distance **trade** with other countries.

Vocabulary: Word Definitions (Consult a Dictionary)

Develop: _____

Symbol: _____

Trade: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'The ancient Sumerians were the first to develop a written language.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

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- h. Marco Polo was an Italian **merchant** who travelled from Venice to China in the 13th century – about 700 years ago. It took Marco Polo over three years to **travel** the Silk Road from Italy to China on foot - a **distance** of about 4000 kilometers. In olden days, there were many bandits along the Silk Road, so people often travelled in large groups.

Vocabulary: Word Definitions (Consult a Dictionary)

Merchant: _____

Travel: _____

Distance: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'In olden days, there were many bandits along the Silk Road, so people often travelled in large groups.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- i. The French **Revolution** started in 1789. France was governed by an uncaring king who ruled the people as he pleased. The king wanted to raise taxes on all the poor citizens, but not the **wealthy citizens**. The poor citizens of France had had enough and overthrew the French king and his nobles.

Vocabulary: Word Definitions (Consult a Dictionary)

Revolution: _____

Citizen: _____

Wealthy: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'The poor citizens of France had had enough and overthrew the French king and his nobles.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Chapter 4

Weather - Paragraph Level



Vocabulary and
Sentence Exercises

Sentence Awareness Strategies for School-Age Students

- a. A **thermometer** measures the warmth of the air. The most **comfortable temperature** for people to live in is usually 20-25 degrees Celsius (68-77 degrees Fahrenheit). When the temperature drops below 20 degrees Celsius it is more likely that people will wear more clothes. At temperatures above 25 degrees Celsius, it is more likely for people to want to be near water.

Vocabulary: Word Definitions (Consult a Dictionary)

Thermometer: _____

Comfortable: _____

Temperature: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'A thermometer measures the warmth of the air.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

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- b. Fog can be very difficult to see through. Fog is made up of millions of tiny **droplets** of water that **absorb** sound, and make vision quite difficult. If heavy fog occurs on a busy freeway, drivers have to slow down. Driving a car quickly through **dense** fog will soon lead to accidents.

Vocabulary: Word Definitions (Consult a Dictionary)

Droplets: _____

Absorb : _____

Dense: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'If heavy fog occurs on a busy freeway, drivers have to slow down.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- c. Cumulonimbus (*cum-ul-on-im-bus*) clouds are storm clouds. They **resemble** gigantic skyscrapers in the sky. These clouds stretch high in the sky for many thousands of meters and the air within is **dynamic** and moves very fast. Very large raindrops, thunder, lightning and hailstones are a feature of thunderclouds such as these. It's a good idea to stay inside when these clouds **approach**.

Vocabulary: Word Definitions (Consult a Dictionary)

Resemble: _____

Dynamic: _____

Approach: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'It's a good idea to stay inside when these clouds approach.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- d. Thunder **occurs** when lightning heats the air around it. The **rapid** increase of heat sends shock waves through the air. The long, loud, deep rumbling sound that thunder produces is shock waves bumping along the bottom of clouds and **rebounding** to the Earth's surface. The sound of thunder can sometimes wake you when you sleep.

Vocabulary: Word Definitions (Consult a Dictionary)

Occurs: _____

Rapid: _____

Rebound: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'The sound of thunder can sometimes wake you when you sleep.'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- e. Snow is formed in the highest and coldest parts of clouds. Snowflakes are created when ice **crystals** form around a tiny piece of dust. Ice crystals form a variety of **unique** patterns and are very light. They **swirl** high in clouds driven by cold winds. The crystals eventually become big enough and heavy enough that they fall to earth as snow – a snowflake.

Vocabulary: Word Definitions (Consult a Dictionary)

Crystals: _____

Unique: _____

Swirl: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Ice crystals form a variety of **unique** patterns and are very light.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- f. A cyclone is a **devastating** tropical storm. Cyclones begin as a **typical** thunderstorm but rapidly develop into monster storms with winds of over 100 kilometers per hour. Cyclones are driven by the heat offered from warm ocean **currents** and need this warmth to fuel their power. Cyclones cannot form over land or *continue* over land for very long.

Vocabulary: Word Definitions (Consult a Dictionary)

Devastate: _____

Typical: _____

Currents: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Cyclones cannot form over land, or continue over land for very long.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- g. Drought can make entire countries **desolate**, and the **absence** of water can cause **havoc** to plants and animals. In areas where there are large open spaces that rely on water, animals can quickly die if the drought lingers for too long. In severe drought, dead grass causes the soil to blow away in hot winds.

Vocabulary: Word Definitions (Consult a Dictionary)

Desolate: _____

Absence: _____

Havoc: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'In severe drought, dead grass causes the soil to blow away in hot winds.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- h. *The weather* is a term we use to describe how warm or cold the day is. Weather is very **changeable**. Atmospheric conditions can be very hard to **predict**, even for weather **forecasting** experts. For instance, months of heavy rain can follow an extended period of drought, or cold weather can interrupt a previously warm, sunny day.

Vocabulary: Word Definitions (Consult a Dictionary)

Changeable: _____

Predict: _____

Forecast: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Weather is very changeable.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- i. Water vapor is an **invisible** gas that forms tiny water droplets. The **tiny** water droplets **condense** together to form clouds. When the water droplets become larger they fall through the air as rain. If the air in the clouds is very cold, then the water freezes into lumps of ice, called hailstones.

Vocabulary: Word Definitions (Consult a Dictionary)

Invisible: _____

Tiny: _____

Condense: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'When the water droplets become larger they fall through the air as rain.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- j. A tornado, also known as a twister, is a **violent** swirling tube of air that sucks up debris and causes **extensive** damage to everything it touches. It is very dangerous to be caught out in the open when a tornado approaches. Many people seek **refuge** below ground in specially designed bunkers when a tornado nears their property.

Vocabulary: Word Definitions (Consult a Dictionary)

Violent: _____

Extensive: _____

Refuge : _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Many people seek **refuge** below ground in specially designed bunkers when a tornado nears their property.'*

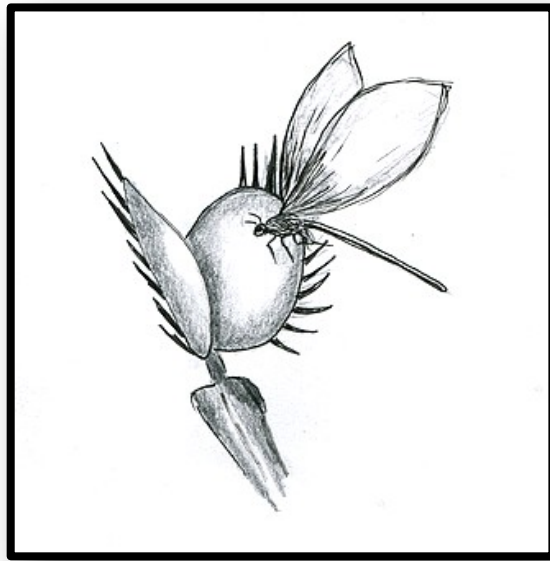
- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Chapter 5

Plants - Paragraph Level



Vocabulary and Sentence Exercises

Sentence Awareness Strategies for School-Age Students

- a. Plants are of **fundamental** importance to life. Without plants, many animals and other organisms would soon **vanish**. Higher life forms, including humans, depend on plants for their food and survival. However, many **species** of plants are capable of making their *own* food using photosynthesis, which converts sunlight into energy.

Vocabulary: Word Definitions (Consult a Dictionary)

Fundamental: _____

Vanish: _____

Species: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'Without plants, many animals and other organisms would soon vanish.'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- b. A seed has within its outer casing the building blocks to create a plant. Each seed has the basic parts of a plant and a small supply of food. The food **nourishes** the tiny **embryo** until germination can take place. The remarkable thing is that the seed can remain **dormant** for a period of months or even years, waiting for the right environmental conditions to grow and thrive.

Vocabulary: Word Definitions (Consult a Dictionary)

Nourish: _____

Embryo: _____

Dormant: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'The food nourishes the tiny embryo until germination can take place'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- c. Plants are remarkable in that they do not need to find food. In **contrast** to animals, plants can make their own food. Plants contain a green **pigment** called chlorophyll (*chl-or-o-phyll*), which **converts** the sunlight's energy into a chemical energy. The converted energy is stored as a food source which the plant uses to grow and develop.

Vocabulary: Word Definitions (Consult a Dictionary)

Contrast: _____

Pigment: _____

Convert: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'The converted energy is stored as a food source which the plant uses to grow and develop.'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- d. Pollination is the **process** where pollen is transferred from plant to plant. Pollen is **essential** for plant species survival and sexual reproduction. The most common type of pollinators are insects, including honeybees, bumblebees and butterflies. Plants **entice** insects by using bright colors and sweet nectars.

Vocabulary: Word Definitions (Consult a Dictionary)

Process: _____

Essential: _____

Entice: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Pollination is the process where pollen is transferred from plant to plant.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- e. Some plants don't just rely on photosynthesis for their food. The Venus flytrap is deadly to unsuspecting insects. To an insect, the Venus flytrap looks to be an **attractive** plant with the promise of sweet **nectar**. But the plant's appearance is a trap. The plant waits for the insect to settle on its leaf tip and then springs shut, quick as a flash. The plant then later **digests** the insect.

Vocabulary: Word Definitions (Consult a Dictionary)

Attractive: _____

Nectar: _____

Digests: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Some plants don't just rely on photosynthesis for their food.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- f. Many plants have complex defence systems. A **fascinating** plant in this regard is the Teasel. The Teasel has an **unusual** construction in that pairs of leaves form together which creates a natural cup. The Teasel defends itself by forming a **moat** of water at the leaf's base. When snails or insects attempt to climb the leaf, to feed on the leaves, they fall into the moat and drown.

Vocabulary: Word Definitions (Consult a Dictionary)

Fascinating: _____

Unusual: _____

Moat: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'The Teasel defends itself by forming a moat of water at the leaf's base.'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- g. Cacti are a desert plant that can survive without very much water. Because they live in desert **regions**, Cacti have **evolved** unique ways of storing large amounts of water. A feature of their water gathering ability is that cacti have long roots that can collect water from a wide area. Cacti also have effective defence systems such as spines and thorns to **discourage** grazing animals.

Vocabulary: Word Definitions (Consult a Dictionary)

Region: _____

Evolved: _____

Discourage: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Because they live in desert regions, Cacti have evolved unique ways of storing large amounts of water.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- h. Dandelions have yellow flower heads that eventually form into tufts of tiny fruit that contain seeds of the plant. If you blow on a dandelion's seed head, the seeds are **dispersed** through the air on their own parachute. The tiny parachute is lifted high in to the air by the wind and carried on a long journey, far from the **original** plant. The seeds then settle in **multiple** locations.

Vocabulary: Word Definitions (Consult a Dictionary)

Disperse: _____

Original: _____

Multiple: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Dandelions have yellow flower heads that eventually form into tufts of tiny fruit that contain seeds of the plant.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- i. The **cultivation** of plants for food crops began many thousands of years ago. When humans made the leap from hunter gatherer to forming settlements, they cultivated plants on an on-going basis. They selected the most **nutritious** and best growing plants to form crops, and then used the seeds for the following year. In this way, food crops such as rice, wheat and potato could sustain larger and larger **populations**.

Vocabulary: Word Definitions (Consult a Dictionary)

Cultivate: _____

Nutritious: _____

Population: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'When humans made the leap from hunter gatherer to forming settlements, they cultivated plants on an on-going basis.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- j. Parasitic plants steal food from other organisms rather than making their own. **Parasitic** plants don't use sunlight to make food. Rather, they are hidden from view and **attach** themselves to the host plant's roots using a type of sucker. The suckers **absorb** stored glucose and minerals from the host plant.

Vocabulary: Word Definitions (Consult a Dictionary)

Parasite: _____

Attach: _____

Absorb : _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: ' *The suckers absorb stored glucose and minerals from the host plant.* '

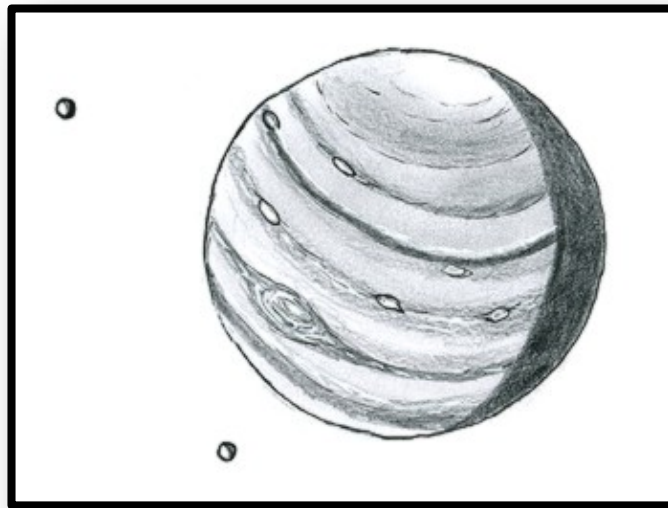
- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Chapter 6

Solar System - Paragraph Level



Vocabulary and Sentence Exercises

Sentence Awareness Strategies for School-Age Students

- a. Our sun is a star. It is so big that its **mass** could easily contain over a million Earth sized planets. The sun's surface is also incredibly hot. It has a temperature of 5,500 °C. In the sun's core, the temperature reaches a **searing** 1500,000 °C, which is the temperature at which nuclear **reactions** occur. The sun bathes the Earth in light and heat.

Vocabulary: Word Definitions (Consult a Dictionary)

Mass: _____

Searing: _____

Reaction: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'Our Sun is a star.'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- b. Earth is unique among the planetary bodies in our solar system, because it contains *life*. The Earth has oceans of liquid water on its surface and **vast** amounts of oxygen and nitrogen in its atmosphere. It is thought that for life to occur, water needs to be **present**. Earth has an **abundance** of various types of life forms, which is related to the amount of water on the planet's surface.

Vocabulary: Word Definitions (Consult a Dictionary)

Vast: _____

Present: _____

Abundance: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Earth is unique among the planetary bodies in our solar system, because it contains life.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- c. Venus is the brightest planet in our sky. Venus is so bright because it is close to the Earth and its thick cloud cover **reflects** much of the sun's light. In fact, the thick cloud cover acts like a shield that keeps the planet's heat trapped in. The temperature on Venus's **barren** surface is 480 °C, which is hot enough to melt **lead**. Venus contains no oxygen, and its atmosphere contains heavy amounts of the poison gas, carbon dioxide.

Vocabulary: Word Definitions (Consult a Dictionary)

Reflect: _____

Barren: _____

Lead: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'The temperature on Venus's barren surface is 480 °C, which is hot enough to melt lead.'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- d. Olympus Mons is a **volcano** on the surface of Mars. At 25 kilometers high, the volcano is three times the height of Earth's Mt Everest. Olympus Mons is a vast 600 kilometers wide and is the largest mountain in our **solar** system. The volcano has long been **extinct**, and is near to a chain of massive volcanoes on Mars's surface known as the Tharsis Montes.

Vocabulary: Word Definitions (Consult a Dictionary)

Volcano: _____

Solar: _____

Extinct: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'The volcano has long been extinct, and is near to a chain of massive volcanoes on Mars's surface known as the Tharsis Montes.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- e. Mars's Valles Marinaris, or Marriner Valley, is the **grandest** canyon in the solar system, and **dwarfs** all other canyons. The canyon is so **colossal** and so long that it covers a distance of nearly 5000 kilometers. This means the canyon's length is greater than large countries such as Australia and the United States. The valley is also 7 kilometers deep - as deep as Earth's Mount Everest is tall.

Vocabulary: Word Definitions (Consult a Dictionary)

Grand: _____

Dwarfs: _____

Colossal: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Mars's Valles Marinaris, or Marriner Valley, is the grandest canyon in the solar system, and dwarfs all other canyons.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- f. The Moon is Earth's **satellite**. The Moon rotates around the Earth in what is known as a synchronous (*syn-chron-ous*) **orbit**. This means that we always see the same face of the moon, or its near side. Though the moon is the brightest object in the night sky, it is in fact very dark, similar to black coal. The moon appears very bright in the night sky due to the Sun's rays reflecting off its dark surface, making it seem as if it **glows**.

Vocabulary: Word Definitions (Consult a Dictionary)

Satellite: _____

Orbit: _____

Glow: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'The Moon is Earth's satellite.'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- g. Titan is an amazing and frigid moon that orbits the gas giant, Saturn, in the cold regions of the outer solar system. Titan has many **similarities** to Earth. For instance, like Earth, Titan has a dense atmosphere and many **stable** bodies of surface liquid. In other words, Titan has lakes and small seas. The seas and lakes do not contain water but liquid hydrocarbon. Also, like Earth, Titan has shorelines, rivers and **seasons**.

Vocabulary: Word Definitions (Consult a Dictionary)

Similarity: _____

Stable: _____

Seasons: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Titan is an amazing and frigid moon that orbits the gas giant, Saturn, in the cold regions of the outer solar system.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- h. Europa is a moon that orbits the planet Jupiter. Though small, Europa is unique amongst planetary bodies in that it contains a water ocean beneath its icy outer layer. Europa's icy surface is as **smooth** as a billiard ball and is broken up with long cracks. There is a **theory** that beneath Europa's icy surface its water oceans may contain life. Due to **tidal** forces, created by Jupiter's gravity, Europa's water oceans are warm, and perhaps Earth like.

Vocabulary: Word Definitions (Consult a Dictionary)

Smooth: _____

Theory: _____

Tidal: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Europa's icy surface is as smooth as a billiard ball and is broken up with long cracks.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- i. Over 400 active volcanoes consistently **erupt** plumes of sulfur onto Io's (*eye- o*) surface. Io is a small moon that orbits the huge gas giant, Jupiter. It is the most volcanically active object in the solar system. Io's extreme volcanism is caused by **friction** that is created by Jupiter's massive **bulk**, which produces tidal heating within Io's interior. Io is the innermost of Jupiter's 63 moons and is located very close to Jupiter's surface.

Vocabulary: Word Definitions (Consult a Dictionary)

Erupt: _____

Friction: _____

Bulk: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Io's extreme volcanism is caused by friction that is created by Jupiter's massive bulk, which produces tidal heating within Io's interior.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- j. Neptune is the eighth planet in our solar system and the planet that is **furthest** from the sun. Neptune is a deep blue color and is made up of gases. It is known as a *gas giant*. It has the strongest winds of any planet in the solar system. The fastest winds **detected** on Neptune have been as high as 2100 kilometers an hour. In comparison, even the most **severe** storm winds on Earth rarely exceed 250 kilometers an hour.

Vocabulary: Word Definitions (Consult a Dictionary)

Furthest: _____

Detected: _____

Severe: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Neptune is the eighth planet in our solar system and the planet that is furthest from the sun.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Chapter 7

Animal Kingdom - Paragraph
Level



Vocabulary and
Sentence Exercises

Sentence Awareness Strategies for School-Age Students

- a. The Bar-Tailed Godwit is a type of **wading** bird that is famous for making the longest non-stop migration. Each year the Godwit **migrates** from the cold state of Alaska all the way down south to New Zealand, a distance of over 11000 kilometers. The Godwit breeds on Tundra in Alaska and spends the winter in the more **temperate** environment offered by countries such as New Zealand.

Vocabulary: Word Definitions (Consult a Dictionary)

Wading: _____

Migrates: _____

Temperate: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'The Bar-Tailed Godwit is a type of wading bird that is famous for making the longest non-stop migration.'*

Simple Sentence (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- b. The Colossal Squid is one of the **rarest** animals known to man. The squid is famous for its **tremendous** size, hence the name *colossal*. The animal is about 13 meters long. If the squid were to be **carved** into calamari, the rings would be as big as tractor tires. An interesting fact about the deep sea monster is that it has the largest eyes in the animal kingdom, as big as dinner plates.

Vocabulary: Word Definitions (Consult a Dictionary)

Rare: _____

Tremendous: _____

Carve: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'The squid is famous for its tremendous size, hence the name colossal.'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- c. The Siberian Tiger is the largest cat in the world and can weigh as much as 320 kilograms (710 pounds). The big cat is now an **endangered** species and is **confined** in the wild to far eastern Siberia. Tigers rely on power and stealth to capture their **prey**. This is unlike big cats such as lions, which rely on speed and agility. Each tiger has a uniquely camouflaged striped coat. Tigers are identified by their coats as easily as people are identified by their fingerprints.

Vocabulary: Word Definitions (Consult a Dictionary)

Endangered: _____

Confined: _____

Prey: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Each tiger has a uniquely camouflaged striped coat.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- d. The piranha is a **legendary** small fish with **razor** sharp teeth found in South American rivers. The fish is famed for eating unwary people who swim in piranha infested waters. Fortunately, the stories about mad feeding **frenzies** are just that - *stories*. Though piranhas do occasionally bite people, it is more by mistaken identity than a willful desire to eat humans.

Vocabulary: Word Definitions (Consult a Dictionary)

Legendary: _____

Razor: _____

Frenzy: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'The fish is famed for eating unwary people who swim in piranha infested waters.'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- e. The bird with the greatest wingspan is the Wandering Albatross. These **majestic** birds **soar** high above the world's southern oceans and can travel up to 500 kilometers (270 miles) a day while hunting for food. The Wandering Albatross is built similarly to a **glider** in that it has a light body but very long and narrow wings. This body shape allows the bird to ride almost effortlessly on wind currents, using only the smallest amount of energy.

Vocabulary: Word Definitions (Consult a Dictionary)

Majestic: _____

Soar: _____

Glider: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'The bird with the greatest wingspan is the Wandering Albatross'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- f. The largest animal in Earth's history is the Blue Whale. The whale can grow to a length of 25 metres and weigh as much as 200 tons. A Blue Whale's tongue is **enormous** and can weigh as much as an African elephant. The **massive** animal feeds by first **gulping** down a huge amount of water. The gigantic tongue then blasts the water through very thin baleen plates in its jaw, leaving tiny krill – the whale's diet – behind. The krill is then swallowed.

Vocabulary: Word Definitions (Consult a Dictionary)

Enormous: _____

Massive: _____

Gulp: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'A Blue Whale's tongue is enormous and can weigh as much as an African elephant.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- g. Salt water crocodiles are **supreme** predators and have **survived** almost unchanged since the time of the dinosaurs. They are considered the predator most likely to eat people. In fact, salt water crocodiles will eat any animal they can manage to get their jaws around. And once they have the animal in their jaws, there's no getting away. Salt water crocodiles can **exert** a force pressure through their jaws of several tons.

Vocabulary: Word Definitions (Consult a Dictionary)

Supreme: _____

Survived: _____

Exert: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Salt water crocodiles can exert a force pressure through their jaws of several tons.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- h. The cheetah's body is built for speed. It has **slim**, muscular legs, a long tail to help with balance, and unique pads on its paws to help it gain **purchase** as it powers across the ground. This all makes the cheetah a devastatingly fast animal that can reach speeds of up to 112 km's per hour (70 mph). Though quick, the cheetah is a **burst** animal that cannot maintain high speeds for long.

Vocabulary: Word Definitions (Consult a Dictionary)

Slim: _____

Purchase: _____

Burst: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'This all makes the cheetah a devastatingly fast animal that can reach speeds of up to 112 km's per hour (70 mph).'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- i. **Orangutans** are unique in that they are the largest tree dwelling apes, and are highly **skilled** climbers. Orangutans are intelligent creatures and have been known to **fashion** rough tools. For instance, they assemble umbrellas out of large leaves when it rains hard, as it often does in tropical rainforests. When water is **scarce**, orangutans will create a sponge like tool that they use to soak up water droplets in tree basins.

Vocabulary: Word Definitions (Consult a Dictionary)

Skilled: _____

Fashion (verb): _____

Scarce: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Orangutans are intelligent creatures and have been known to fashion rough tools.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- j. The **black mamba** is a highly dangerous **venomous** snake in Africa. There are several factors that make the snake so dangerous. For instance, the black mamba is very fast. It can move across the ground at up to 20 km per hour (12 mph), which is **impressive** as it is essentially crawling on its belly. Also, the snake is very aggressive and will chase people when it's **disturbed**.

Vocabulary: Word Definitions (Consult a Dictionary)

Venomous: _____

Impressive: _____

Disturb: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Also, the snake is very aggressive and will chase people when it's disturbed.'*

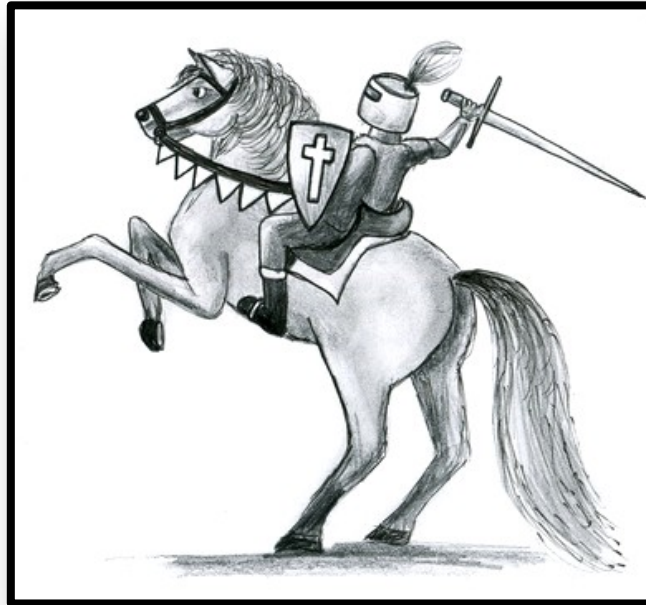
- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Chapter 8

Science Fiction & Fantasy -
Paragraph Level



Vocabulary and
Sentence Exercises

Sentence Awareness Strategies for School-Age Students

- a. Up I went. Up, up, up, to the very top. My legs **ached** and my arms trembled from the effort. The tower was over a mile high, its tall mast bathed in the moon's light. From up here I could see all the way to the ocean. Slowly, slowly, I dangled my legs over the edge and tightened the belt of the rocket pack strapped to my back. My heart thumped wildly as I flicked the *on* switch. The **pulse** of the rocket motors **whirred** to life and I prepared to launch myself.

Vocabulary: Word Definitions (Consult a Dictionary)

Ached: _____

Pulse: _____

Whirred: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'The pulse of the rocket motors whirred to life and I prepared to launch myself.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- b. It often drove the space cadet supervisor mad. There were 12 students in the supervisor's physical exercise class, 11 humans and Spike. The supervisor felt a **twinge** of annoyance whenever Spike used its multiple **artificial** limbs to complete the obstacle course, always in record time. The supervisor felt Spike had an unfair advantage. Spike completed the **obstacle** course in 10 minutes, half the time it took the human students.

Vocabulary: Word Definitions (Consult a Dictionary)

Twinge: _____

Artificial: _____

Obstacle: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'It often drove the space cadet supervisor mad'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- c. As I entered the date, year and **destination** into the machine's computer, I noticed that I was still wearing the Roman soldier uniform. I needed to quickly change into the clothes of an 18th century pirate. I didn't have much time. Before I knew it, the machine's **vortex** creator opened a blue flamed, electrically charged time **portal** and I was launched onto my next trip.

Vocabulary: Word Definitions (Consult a Dictionary)

Destination: _____

Vortex: _____

Portal: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'As I entered the date, year and destination into the machine's computer, I noticed that I was still wearing the Roman soldier uniform.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- d. This was going to be hard. In the **passage** ahead of me were the fearsome alien guards. They were armed to the teeth, **whereas** all I had were my bare hands. I had to rely on my unarmed combat training to make it past them. There was no other way to get to my spaceship. I **crouched** down and raced down the passage, yelling wildly. The guards saw me and prepared to open fire but I was too quick for them.

Vocabulary: Word Definitions (Consult a Dictionary)

Passage: _____

Whereas: _____

Crouched: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'The guards saw me and prepared to open fire but I was too quick for them.'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- e. I battled **valiantly** against it. On it came. Step after terrible step. I struggled and pushed my tough metal and plastic body against its massive bulk. The planet's most fierce predator, the *Brundle Trumper*, towered over me. It howled in **frustration** as it snapped at my head's electrical **circuits** with its three sets of beastly jaws. I kept the Brundle Trumper at bay long enough for my master and mistress to strap themselves into the shuttle and escape.

Vocabulary: Word Definitions (Consult a Dictionary)

Valiantly: _____

Frustration: _____

Circuits: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'It howled in frustration as it snapped at my head's electrical circuits with its three sets of beastly jaws.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- f. The castle courtyard was very quiet. Prince Angus felt a little shiver go up his spine as he walked across the **abandoned** castle grounds. He felt he was being watched by something **hostile**. He silently drew his sword from its sheath. Without warning, the scaly creature flew into the courtyard and launched its attack. Hot breath roared from its snout and **engulfed** the prince. Only his shield stopped the prince from being covered in flames.

Vocabulary: Word Definitions (Consult a Dictionary)

Abandoned: _____

Hostile: _____

Engulfed: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Without warning, the scaly creature flew into the courtyard and launched its attack.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- g.** It was a good plan. My apprentice, Grunt, snuck inside the tall chapel to open the doors from the *inside*. I waited anxiously while mounted upon **faithful** Jenson. Jenson's head tossed **fitfully** as I pulled back on the reins. He could sense my excitement. Not long now. Soon I would confront the evil lord Baleen and steal away his daughter, my **fiancée**, the Princess Chloe. The chapel gates opened. Jenson snorted and trotted forward with great purpose.

Vocabulary: Word Definitions (Consult a Dictionary)

Faithful: _____

Fitfully: _____

Fiancée: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'The chapel gates opened'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- h. All the soup was **spread** across the floor. The grain had been eaten. Feathers left in the fireplace showed that the creature had flown down the chimney during the night, eaten the grain, tipped over the soup pot and flown back out again. The farmer was angry. He would have no soup to **dunk** his bread into at **supper** time. Tonight, he would set a trap and catch the thief once and for all.

Vocabulary: Word Definitions (Consult a Dictionary)

Spread: _____

Dunk: _____

Supper: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'Tonight, he would set a trap and catch the thief once and for all.'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- i. 'Grab the little devil, before it's too late,' **bellowed** the captain of the guards. There was no stopping me. I was too fast, too **agile**, too **nimble** for the bulky guards. They in their heavy armor with their wide girths, what chance did they have of catching me? Outside the gates, my master's army waited. I leapt upon the highest battlement and let loose an arrow at the lever that secured the gates. With a loud ping the lever snapped and the huge castle gates lurched slowly open. My mission was complete.

Vocabulary: Word Definitions (Consult a Dictionary)

Bellowed: _____

Agile: _____

Nimble: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'There was no stopping me.'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- j. An electric bolt of **pure** energy smashed into my head. The **force** of the blast lifted my helmet clean off. I could **dimly** hear it clanging down the tower's steps. I groggily raised myself to my knees and tried to clear my mind. My head ached fiercely. I could taste the blood that trickled from my mouth. That was close! I was determined that the wizard would not get a second chance. I raised my shield, stood up once more, and bravely shuffled forward.

Vocabulary: Word Definitions (Consult a Dictionary)

Pure: _____

Force: _____

Dimly: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'The force of the blast lifted my helmet clean off.'*

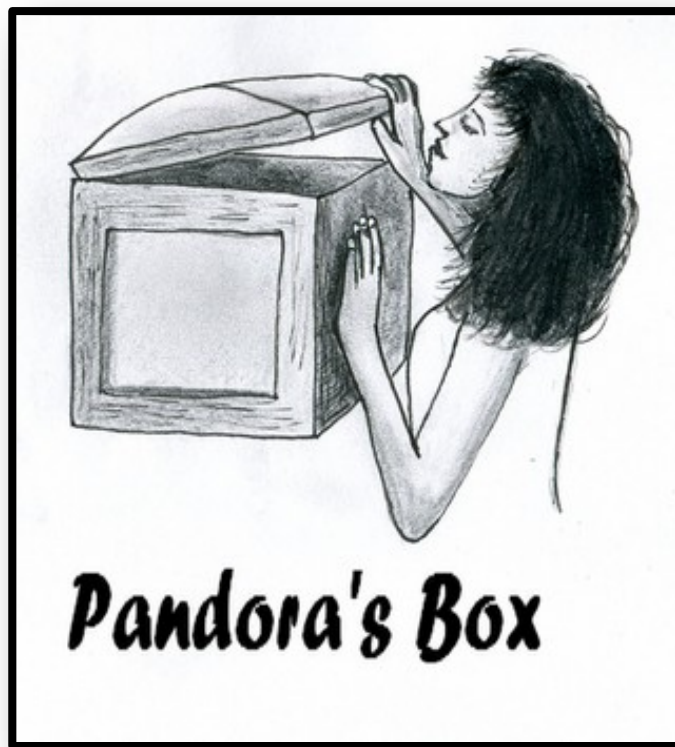
- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Chapter 9

Myths and Legends - Paragraph
Level



Vocabulary and
Sentence Exercises

Sentence Awareness Strategies for School-Age Students

- a. Prometheus (*Prom-eth-e-us*), an immortal **Titan**, was a friend to mankind. Of all the Greek Titans, Prometheus was considered to be the most gifted. The kindly and generous Titan stole fire from Zeus's temple and gifted it to man. For stealing the fire, Zeus had Prometheus chained to a rock in the mountains to **endure** the hot sun and the freezing cold for **eternity**.

Vocabulary: Word Definitions (Consult a Dictionary)

Eternity: _____

Titan: _____

Endure: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Of all the Greek Titans, Prometheus was considered to be the most gifted.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- b. The Greek god Zeus was furious at Prometheus (*Prom-eth-e-us*) for stealing fire from Mount Olympus. In **revenge** he sent to Earth, Pandora, a beautiful woman who became the wife of Prometheus' brother, Epimetheus (*Ep-i-meth-e-us*). Pandora was given a **mysterious** box and was told that she must *never* open it. Overcome by **curiosity**, Pandora opened the box and let loose into the world all of mankind's sufferings and misfortune.

Vocabulary: Word Definitions (Consult a Dictionary)

Revenge: _____

Mysterious: _____

Curiosity: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Pandora was given a mysterious box and was told that she must never open it'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- c. The Minotaur was a **brutal** and aggressive creature. It had the muscular body of a man and the head of a savage bull. The Minotaur was such a fearsome creature that the king of Crete, King Minos, constructed an **extensive** and complex labyrinth to contain it. The **labyrinth** was a maze of sharp twists and turns and obstacles. At its centre was the Minotaur. The monster was eventually killed by the Greek hero, Theseus.

Vocabulary: Word Definitions (Consult a Dictionary)

Brutal: _____

Labyrinth: _____

Extensive: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'It had the muscular body of a man and the head of a savage bull.'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- d. Thor is the strongest of all Norse gods. Thor wears a belt that doubles his strength. He also **wields** a hammer which causes great noise and sparks with which to destroy his enemies. The great Norse god is **associated** with thunder and lightning, and the **protection** of mankind. Thursday is named after Thor.

Vocabulary: Word Definitions (Consult a Dictionary)

Wield: _____

Associated: _____

Protection: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'Thor wears a belt that doubles his strength.'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- e. The twin boys, Romulus and Remus, were born to their mother Rhea. Their uncle, for **political** reasons, kidnaps the infants and leaves them in a **harsh** environment to die. They are found by a kindly she-wolf who **nurses** the twin boys. A shepherd later discovers them and raises the boys to adulthood. As adults, Romulus and Remus build the city of Rome.

Vocabulary: Word Definitions (Consult a Dictionary)

Political: _____

Harsh: _____

Nurses: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'They are found by a kindly she-wolf who nurses the twin boys.'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- f. Maui, the **trickster** hero, decided that the sun moved across the sky too quickly and the days were too short. Maui cut his wife's long hair to create very tough rope. He then constructed and formed a **noose** from the rope and **launched** it at the sun. The sun was caught and could not struggle free. The sun can now only creep across the sky slowly and the days are longer.

Vocabulary: Word Definitions (Consult a Dictionary)

Trickster: _____

Noose: _____

Launch: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'The sun was caught and could not struggle free.'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- g. One fine day a crow and a hawk hunted together. They decided to **share** the day's catch with each other. The crow had a good day and caught several ducks, but was **greedy** and ate all the birds. The hawk caught nothing. The hawk, angry at the crow, **wrestled** him near a campfire. The crow got rolled in the ashes and turned black. Since that time all crows have been black.

Vocabulary: Word Definitions (Consult a Dictionary)

Wrestle: _____

Share: _____

Greedy: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'The hawk caught nothing'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- h. The Holy Grail is a **mythical** long lost sacred cup which was used by Jesus Christ at his last supper. In the Arthurian **legend**, the grail is a symbol of God's grace and available to those who are good of heart. King Arthur commanded his knights to find the Holy Grail. After many fruitless years of searching, Galahad, the most pure of knights, found the grail. According to legend, Galahad, filled with **divine** light, ascended to heaven holding the grail.

Vocabulary: Word Definitions (Consult a Dictionary)

Mythical: _____

Legend: _____

Divine: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'The Holy Grail is a mythical long lost sacred cup which was used by Jesus Christ at his last supper.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- i. Heracles was a very strong Greek **hero** who was half man and half god. To become a god Heracles had to perform twelve labors. Heracles first task was to kill the Nemean lion, a fierce beast that had such thick skin that no weapon could **pierce** it. Both Heracles' sword and spear were **ineffective** against the lion, but he was able to strangle it with his bare hands.

Vocabulary: Word Definitions (Consult a Dictionary)

Hero: _____

Pierce: _____

Ineffective: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Heracles was a very strong Greek hero who was half man and half god.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- j. The phoenix (*fee-nicks*) is a mythical bird with feathers that **blend** all the known colors. Its birdcall is a sweet **harmony** of five notes that is pleasing to the ear. It is thought that the phoenix bathes in the purest natural spring water that flows high in the mountains. The Chinese consider the appearance of the mythical phoenix as a sign of **prosperity** and wealth.

Vocabulary: Word Definitions (Consult a Dictionary)

Hero: _____

Pierce: _____

Ineffective: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'The Chinese consider the appearance of the mythical phoenix as a sign of prosperity and wealth.'*

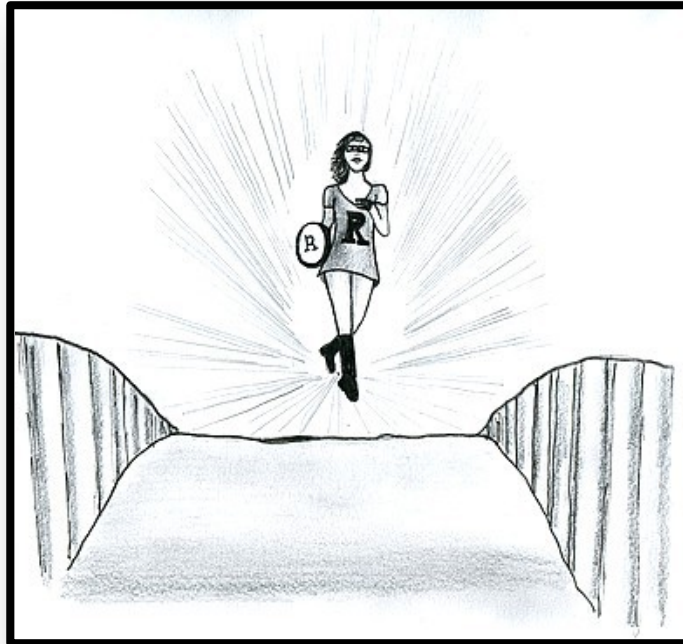
- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Chapter 10

Adventure - Paragraph Level



Vocabulary and
Sentence Exercises

Sentence Awareness Strategies for School-Age Students

- a. The captain ordered me to the top of the mast. The main sail needed to be **secured**. The wind howled and its sharp fingers scratched at my shirt, making it **ripple** fiercely. The horizontal rain slashed my face. The waves were gigantic and pounded against the ship's wooden beams. Each wave thrust the ship to the side and the main mast shivered, nearly tossing me down into the violent **swell** of the ocean. I hung onto the mast for dear life, determined to do my job.

Vocabulary: Word Definitions (Consult a Dictionary)

Secured: _____

Ripple: _____

Swell: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'The waves were gigantic and pounded against the ship's wooden beams.'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- b. The whole family from the homestead hurried over to see me ride the fabled, Old Boxy. And not just the family - cowhands, servants, the blacksmith, children, everyone, they were all here to watch the show. I ever so carefully placed my left boot in the stirrup, lifted up and swung into the saddle. My heart beat so hard I thought I might faint. The **brute** stood **motionless** as I kicked nervously with my heels. Then, with a malicious launch, the creature's back legs **thrust** out, and I was airborne and soon lying face first in the mud.

Vocabulary: Word Definitions (Consult a Dictionary)

Brute: _____

Motionless: _____

Thrust: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'The whole family from the homestead hurried over to see me ride the fabled, Old Boxy.'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- c. It was the most beautiful sight I had ever seen. The curved arc of the planet stretched out below me. And even though it was the middle of a bright, sunny day, I could see the twinkling of stars. I cut back on the huge engines and the sleek, silver craft coasted on the thin air of the upper atmosphere. The craft's wing tips caught the sun's rays and glinted. Far below, I could see oceans, countries, and continents as if they were part of a huge patchwork quilt.

Vocabulary: Word Definitions (Consult a Dictionary)

Sleek: _____

Coasted: _____

Glinted: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'And even though it was the middle of a bright, sunny day, I could see the twinkling of stars.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- d. Rocketgirl propelled herself through the air like a small rock released from a slingshot. Her hair streamed in the **slipstream** and her feet were a blur of motion. She was running faster than a bullet train and didn't slow or **hesitate** when she came to the mighty river. She jumped! Rocketgirl's speed and **momentum** launched her high and *long*. She touched down smoothly seconds later, a few feet past the opposite river bank, a distance of nearly a mile.

Vocabulary: Word Definitions (Consult a Dictionary)

Slipstream: _____

Hesitate: _____

Momentum: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'Her hair streamed in the slipstream and her feet were a blur of motion.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- e. I battled against it. Step by step I made my way up. There was no turning back. It was easier to go on than to **retreat** to the safety of the base camp. I dug into the ice with my pick and hauled myself up the rope. The wind howled savagely and whipped up ice and snow and flung it at me. My climbing gear protected me from the worst of it, but small **slithers** of ice found their way through and chilled my flesh. My fingers were blue when I made it to the **summit**.

Vocabulary: Word Definitions (Consult a Dictionary)

Retreat: _____

Slithers: _____

Summit: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'My fingers were blue when I made it to the summit.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- f. Time was running out. My camera clicked and flashes of light briefly lit the darkness. A noise outside! I silently closed the file and hid beneath the desk as the door opened. Two guards entered. They **muttered** something in their language and flicked on the light switch. One of the guards had seen the flash of the camera **beneath** the door jamb. Despite all my training, I had been **careless**. They searched the room, but I was too well hidden.

Vocabulary: Word Definitions (Consult a Dictionary)

Muttered: _____

Beneath: _____

Careless: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'They searched the room, but I was too well hidden.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- g. I gently tapped Phantom's flanks with my heels and he broke into a **canter**. I sat up straight and sharp in the saddle. My hands held the reins firmly but gave Phantom enough slack so he could stretch out and shake his head. His neck arched **majestically** as he loped effortlessly across the field. A small command from me and Phantom broke into a gallop and thundered across the ground. I leant forward in the saddle and **thrilled** at Phantom's agility and power.

Vocabulary: Word Definitions (Consult a Dictionary)

Canter: _____

Majestic: _____

Thrilled: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'I gently tapped Phantom's flanks with my heels and he broke into a canter'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- h. We stopped when we reached the edge. The lost valley of Chixibar! There it was, far below us. The valley was in a huge **basin** shaped like a football field that stretched for 20 kilometers, east to west. Our small **expedition** had hacked and cut through the dense rainforest for 2 months, but we had made it. We lowered several lines of rope over the cliff face and started the long climb down. Loud cries and excited chattering from **exotic** species floated up from the valley with the breeze.

Vocabulary: Word Definitions (Consult a Dictionary)

Basin: _____

Expedition: _____

Exotic: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'We stopped when we reached the edge'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- i. 'Dive! Dive! Dive!' My hand **fumbled** as I **urgently** released the ballast tanks. The ship began its long descent. The captain barked orders to the crew who rushed in a well drilled way. Our ship was in terrible danger. Above, on the water's surface, a naval destroyer hunted us. It launched its depth charges. The sonar operator cried out a warning, '*Brace for impact!*' The depth charges exploded and a booming rush of water hit the ship's fragile hull. We continued to dive until we were out of danger. Our ship had survived.

Vocabulary: Word Definitions (Consult a Dictionary)

Fumbled: _____

Urgent: _____

Impact: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: '*The captain barked orders to the crew who rushed in a well drilled way.*'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- j. Andrew followed the trail. The faded and stained map indicated that he was going in the right direction. He had passed the rock shaped like a **squatting** frog and walked through the tunnel formed by tree branches. At last, he reached the spot on the map marked by a black cross - the valley of hard dirt. He would dig here. Andrew drove the shovel into the **flinty** ground lifting small chunks of soil. After 5 hours of back breaking labor, Andrew's shovel struck something hard and **metallic**, buried deep in the dirt.

Vocabulary: Word Definitions (Consult a Dictionary)

Squat: _____

Flinty: _____

Metallic: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: 'Andrew followed the trail.'

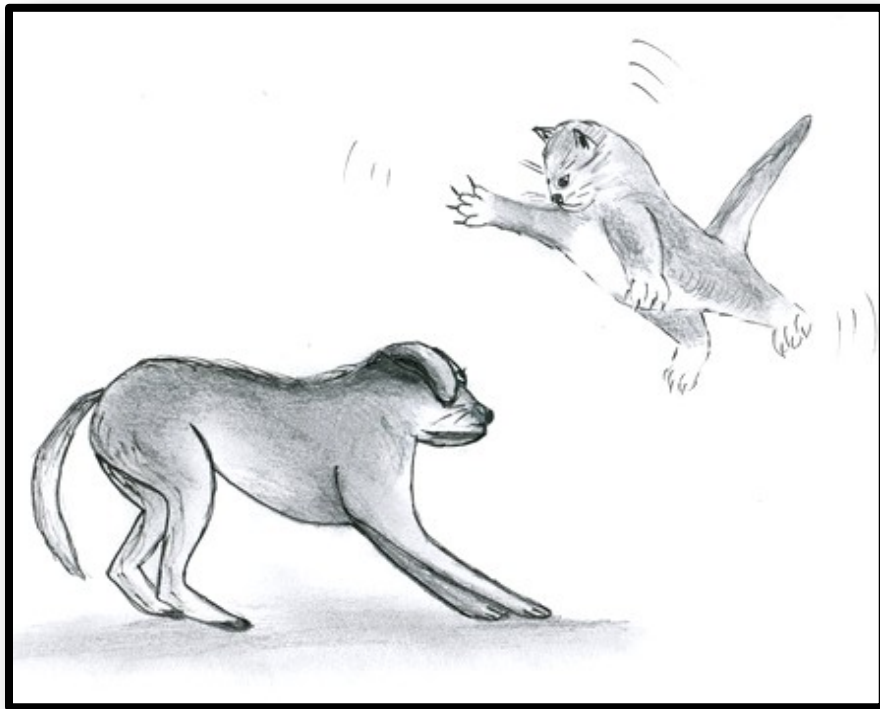
- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Chapter 11

Whimsy - Paragraph Level



Vocabulary and
Sentence Exercises

Sentence Awareness Strategies for School-Age Students

- a. My grandmother tries to feed me fish oil. '*Omega 3, good for growing boys,*' she says. She pours it lovingly onto a spoon and **gestures** to me, '*Come boy, take your medicine.*' I back away as she laughs her terrible laugh. I feel as poor Hansel must have felt in the gingerbread house. I search for an **exit**. There! The kitchen door! I **lunge**. I am fast, but my grandmother is faster. Soon I am gagging as the wretched oil works its way down my throat.

Vocabulary: Word Definitions (Consult a Dictionary)

Gesture: _____

Exit: _____

Lunge: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: '*I am fast, but my grandmother is faster.*'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- b. There was a knock at the door. Oh no! It was Uncle Angus! Uncle Angus is a tickler. The worst kind. The kind that holds you down and tickles and tickles while you squirm and yell and laugh in **desperation**. Soon enough, after a few **social** graces are observed, he had me **pinned**. I tried to escape but was not strong enough. Angus's rotten fingers found my armpits and the tickling began. I couldn't help it. I wanted to yell 'Stop, Stop,' but I couldn't form the words from laughing so hard.

Vocabulary: Word Definitions (Consult a Dictionary)

Desperation: _____

Social: _____

Pinned: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'I tried to escape but was not strong enough.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- c. Our cat, Proust, (Pr-oo-st) is a little bit mad. He likes to **torment** Jed, the neighbor's dog. Jed is big and tough, and would love to get his paws on Proust. There is a big wooden fence that separates our property from the neighbors. Proust's tactic is to scratch the wooden paling. Jed, attracted by the scratching, pokes his nose through a gap in the fence. Proust, like a tarantula playing with a fly, whacks Jed on the nose with his paw. Jed goes **ballistic**, but always, *always* pokes his nose through again. *Whack*, goes Proust again. Jed's not too **bright**.

Vocabulary: Word Definitions (Consult a Dictionary)

Torment: _____

Ballistic: _____

Bright: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: ' *There is a big wooden fence that separates our property from the neighbors.*'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- d. Our freezer works *too* well. That is, it **freezes** everything until the freezer is one big block of ice. Dad said he'll fix it sometime soon. But I'm not hopeful. He also said he'd fix the washing machine soon. That was three years ago. The clothes still come out three sizes smaller. Today, I have a problem. I need to get to my sausage rolls. They're in the freezer. I open the freezer door and know what I must do. I go to the shed and **locate** the pick axe. I swing and dig until **clumps** of ice cover the kitchen floor. I find my sausage rolls.

Vocabulary: Word Definitions (Consult a Dictionary)

Freeze : _____

Clumps: _____

Locate: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'I have a problem.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- e. This was urgent. I had two minutes to find the house keys before my parents arrived. The task before me was **immense**. My bedroom was like a forest with a deep undergrowth of **discarded** clothes. I had a vague sense that the keys were in here, so I began the search. I looked under the tower of pizza boxes. *Nothing!* I picked up five pairs of jeans from the floor and checked their pockets. Again, *nothing*. Then I looked up. Something metallic was hanging from the ceiling light. I recognized them and breathed a sigh of **relief**.

Vocabulary: Word Definitions (Consult a Dictionary)

Immense: _____

Vague: _____

Discarded: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'I had a vague sense that the keys were in here, so I began the search.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- f. Above them the sky was turning dark and **gloomy**, but Sally was sure they could make it in time. Sally and her brother Peter **scampered** to the shops, which was at the end of the street. They were halfway to the supermarket when it came down. Sally and Peter walked into the supermarket, water dripping from their clothes, their hair, and their shoes. One of the staff offered the children a towel, but they said, *'No thanks.'* Peter grinned and said that he **relished** making puddles.

Vocabulary: Word Definitions (Consult a Dictionary)

Gloomy: _____

Scamper: _____

Relished: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'They were halfway to the supermarket when it came down.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- g. One day two brothers walked to the world's edge and **peered** down. All the brothers could see was that it was indeed a long way down. They couldn't see the bottom at all. Everything was covered with **mist**. One of the brothers, Derek, decided that he wanted to see what was at the bottom, so he jumped over the world's edge with a **parachute** on. He floated down, down, down. At last, after many hours, Derek reached the bottom. He found there others just like him, still wearing their parachutes, climbing back up the cliff again.

Vocabulary: Word Definitions (Consult a Dictionary)

Peered: _____

Parachute: _____

Mist: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'One day two brothers walked to the world's edge and **peered** down'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- h. The Dentist's waiting room seems huge. I **nervously** sit in the chair. I want to disappear. There is no avoiding it. I will have to **confront** my deepest fear. My older brother Tommy loves to **tease** me. He knows of my fear because, in a moment of weakness, I *told* him. *'Soon Michael, soon,'* says Tommy. He punches my arm. Tommy says, *'I can hear the little motor now. I can hear it spinning. Imagine how it will feel when the Dentist starts up the drill. The sound it will make.'* Tommy laughs. I sink further into the chair.

Vocabulary: Word Definitions (Consult a Dictionary)

Nervously: _____

Confront: _____

Tease: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'I nervously sit in the chair.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- i. My Aunt sent me new pyjamas for my birthday. Some would say they are **dorky**, but not me. My new pyjamas are a crazy lime green and just what I am looking for. I bound up the stairs to my room and try them on. They are a perfect fit. I then slip on my green **fluorescent** (*fl-oo-res-cent*) sneakers and tie the laces. Two items remain. My cape is first. I tie it on and **admire** its dark green hues and its *lime green* edges. Then, on goes the mask. I am ready. I am the *Green Rocket*. And I am ready to fight crime and battle evil doers.

Vocabulary: Word Definitions (Consult a Dictionary)

Dorky: _____

Fluorescent: _____

Admire: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'My new pyjamas are a crazy lime green and just what I am looking for.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- j. The **bully** got on the bus. His eyes scanned the rows of seats and locked on to mine. He smiled. Yes, *smile* I thought. The bully liked to steal my sandwiches. He loved my mother's homemade jam. Today would be different. My sandwiches **concealed** a secret weapon. Instead of jam the sandwiches were spread with Pedro's red hot, *turbo charged* chili sauce. The bully snatched my sandwiches from me, unwrapped one and took a large bite. He **gasp**ed. His face turned bright pink and his eyes bulged. The chili was working its magic.

Vocabulary: Word Definitions (Consult a Dictionary)

Bully: _____

Concealed: _____

Gasp: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: ' *The bully liked to steal my sandwiches.* '

Simple Sentence (Contains one main clause only)

Compound Sentence (Contains two main clauses and is joined by a conjunction)

Complex Sentence (Contains one main clause and one or more subordinate clauses)

Chapter 12

Kid's Stuff - Paragraph Level



Vocabulary and Sentence Exercises

Sentence Awareness Strategies for School-Age Students

- a. Ah, fish and chip night; the most **glorious** night of the week. It is the one evening when all vegetables are banished from our kitchen table. Instead, my family embraces the humble chip, and its partner, fried fish. An **explosion** of flavor in my mouth, as the first chip touches my tongue. I start with one, held between my thumb and index finger. One becomes two; two soon **progresses** to become a handful at a time. Such bliss as I lick the salt from my fingertips.

Vocabulary: Word Definitions (Consult a Dictionary)

Glorious: _____

Explosion: _____

Progresses: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'It is the one evening when all vegetables are banished from our kitchen table.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- b. It was time to leave. My older teenage sisters were fighting over who had used Jasmine's hairbrush. Jasmine had found dog hair in it. She asked Karen if she had used the brush to brush the dog's hair. Karen **scoffed** at such an **absurd** suggestion. It was only a matter of time before the finger of blame swung onto me. And it wasn't really my fault, was it? Yesterday, the *dog's brush* was nowhere to be found. His coat was **tatty** and I used the first thing I could find.

Vocabulary: Word Definitions (Consult a Dictionary)

Absurd: _____

Scoff: _____

Tatty: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'My older teenage sisters were fighting over who had used Jasmine's hairbrush.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- c. They were all *so* mouth-watering. There they sat, in their little tubs. All the colors of the rainbow and even colors I could not name. And there were many different **flavors** to try. There was such an **abundance** of sweetness and goodness that I **scarcely** knew where to start. I scanned the contents of the glass freezer and made my selection. I pointed to the strawberry and chocolate flavors. The attendant scooped the stuff into a waffle cone.

Vocabulary: Word Definitions (Consult a Dictionary)

Flavor: _____

Abundance: _____

Scarcely: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'There was such an abundance of sweetness and goodness that I scarcely knew where to start.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- d. I **scrambled** after the large vehicle. It had to make a stop on Western Avenue, so I knew I would get one **opportunity**. If I didn't manage to catch it at the next stop, I would be late for school. I ran so hard I thought my lungs would **burst**. With a final lunge I pushed through the doors and paid the driver my fare. I had made it.

Vocabulary: Word Definitions (Consult a Dictionary)

Scrambled: _____

Opportunity: _____

Burst: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'It had to make a stop on Western Avenue, so I knew I would get one opportunity.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- e. I remember Grandma's apple pie. Grandma was raised during the war years. It was a time of hunger and **desperation** and food was **scarce**. She was taught to never waste food. Grandma would always put the *whole* apple into her pies: the core, the pips, stem – everything. As I ate her pie, I waited for that horrible **moment** when a piece of apple core got stuck between my teeth or I crunched on a hard pip.

Vocabulary: Word Definitions (Consult a Dictionary)

Desperation: _____

Scarce: _____

Moment: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'I remember Grandma's apple pie'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- f. All I needed was a 3 or more on the dice roll and I would win. My friend and I had been playing the game for what seemed an age. In the final moments of the game, I was *just* ahead. It had all come down to the final dice roll. If I rolled a 3, 4, 5, or 6 the game was mine and I would be the **victor**. The odds were on my side. I rolled the dice. The number staring up at me was a 2. My friend gave a **triumphant** cheer as I **slumped** to the floor in defeat.

Vocabulary: Word Definitions (Consult a Dictionary)

Slumped: _____

Victor: _____

Triumphant: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'All I needed was a 3 or more on the dice roll and I would win.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- g. It was midnight. I counted the chimes from the old grandfather clock in the lounge room. I had to go to the toilet but knew I had to confront the long dark of the hallway. The hall light bulb had blown and had not been replaced. With an **extreme effort** I threw off the quilt cover and stood up. The hardwood floor was as cold as the arctic. I quickly paced down the hallway and groaned when I banged into the sideboard. Ouch! I **groped** forward and clicked on the switch in the toilet. I was suddenly bathed in light.

Vocabulary: Word Definitions (Consult a Dictionary)

Extreme: _____

Effort: _____

Groped: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'It was midnight.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- h. I felt very small. I was psyching myself to dive off the highest diving board in the state. All the other kids were lined up behind me. They were impatient. They **bawled** at me to jump. I had to do something. I walked **pigeon-toed** to the edge and looked down. Big mistake! I felt dizzy and nearly fainted. But I had made my **decision**. I closed my eyes and leapt through the air. I splashed into the pool's water a few moments later.

Vocabulary: Word Definitions (Consult a Dictionary)

Pigeon-toed: _____

Decision: _____

Bawled: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'I closed my eyes and leapt through the air.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- i. I was near mad from thirst and *still* only fifth in line. We had one drink fountain at school and Ken was taking forever. We had just finished playing football and my clothes stuck to my skin from sweat. The sun **beat** down on my head as I watched Ken slowly, oh so *slowly*, **gulp** down what seemed enough water to fill a bath. Ken finally finished and the next **wretched** boy drank slowly as well.

Vocabulary: Word Definitions (Consult a Dictionary)

Gulp: _____

Wretched: _____

Beat: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: *'The sun beat down on my head as I watched Ken slowly, oh so slowly, gulp down what seemed enough water to fill a bath.'*

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- j. My big brother has a **talent** for saying the wrong thing at the wrong time. Yesterday, we were at my Auntie's house for dinner. He picked up something odd from his plate and said, "*What on Earth is this?*" My mother gasped and looked at her sister **apologetically**. My Aunt, not one to take any **nonsense** from kids, said, "*It's cucumber from my garden, boy, and you'll eat it and like it.*" My brother went red in the face and ate the cucumber in silence.

Vocabulary: Word Definitions (Consult a Dictionary)

Talent: _____

Apologetically: _____

Nonsense: _____

Syntax: Identify Sentence Construction

Instructions: Use the **link word chart** to help recognize the structure of the selected passage and identify whether the sentence is **simple**, **compound** or **complex**. Tick the box and/or write the sentence in the space provided. *Refer to the Appendix Answer section when needed.*

Sentence: '*My big brother has a talent for saying the wrong thing at the wrong time*'

- Simple Sentence** (Contains one main clause only)

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Appendix A

Answer Section

How to Use the Answer Section

To assist with recognition, each sentence has been parsed to demonstrate its construction.

Simple sentence: Has only one clause so the only word in **bold** is the verb. For instance, 'The first rays of the sun **peeked** over the horizon.'

Compound Sentence: Each main clause is underlined, the verbs are in **bold** and the *conjunction* is italicized. For instance, 'The penguin **leapt** out of the water *and* landed on the icy ground.'

Complex Sentence: Each subordinate clause is underlined, the verbs are in **bold** and the *link* word is italicized. The main clause is *not* underlined. For instance, 'The passenger jet **taxied** to the arrival gate, where the people **got** off the plane.'

The English poet, Robert Graves, once wrote that '*you must first master the rules of grammar before you can break them.*' Grammar is a very dynamic thing. What makes something *ungrammatical* is very straight forward and pretty easy to identify. In contrast, what makes something *grammatical* is not easy to define at all. With that in mind, please understand that several answers may contain '*correct answers*' which are open to debate. And I do welcome debate. Sentence deconstruction is ultimately a **metalinguistic awareness** skill, which can be challenging, but also a lot of fun.

Sentence Awareness Strategies for School-Age Students

Answers

Sentence Level Scenarios

- a. The passenger jet **taxied** to the arrival gate, where the people **got off** the plane.
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- b. Sasha **walked** with her mother past the lion's cage to the zebra and giraffe enclosure.
- Simple Sentence** (Contains one main clause only)
- c. The mountain goat **stood** upon a steep, snow covered ledge **and looked** down at the valley far below.
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- d. The penguin **leapt** out of the water **and landed** on the icy ground.
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- e. The pilot **flipped** on the switch **and the mighty jet engines roared** to life.
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- f. Katy **turned** on the engine **and buckled** her seat belt.
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- g. Paul **watched** as his teacher **wrote** the solution to the maths problem on the whiteboard.
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- h. Brendan **cast** his fishing line into the swiftly **flowing** water **while** on the opposite bank others **fished** as well.
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- i. Catherine **waded** through the chlorinated water to the deep end, where the big kids **swam**.
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- j. While Carl **sat** uneasily in the chair, Dr. Benson **inspected** his teeth.
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- k. Susan sat in the large audience with her friends and waited for the movie to start.
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- l. The children **played** outside until the bell rang.
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- m. It **was** a warm day which caused the ice-cream to melt.
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- n. The first rays of the sun **peeked** over the horizon.
- Simple Sentence** (Contains one main clause only)
- o. The bell went and Chris walked to the school bus for the trip home.
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- p. The last of the sun's rays **disappeared** over the horizon, as the air became cooler.
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- q. Carl **waited** until his soup was cool enough to eat.
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- r. Kim **had** a coffee in the café while she waited for the post office to open.
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- s. Dad **put** up the Christmas tree, while I draped the tree with tinsel and decorations.
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- t. The moon **was** high in the sky when Karen went swimming.
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- u. The milk on the stove **frothed** over the top of the saucepan.
- Simple Sentence** (Contains one main clause only)
- v. Before Pam went to school, she **put** on her coat, mittens, scarf and beanie.
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- w. The shadows **grew** longer as the sun went down.

Sentence Awareness Strategies for School-Age Students

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Paragraph Level - History

a. **Sentence:** 'Henry Ford was the first to mass **produce** motor cars on an assembly line.'

- Simple Sentence** (Contains one main clause only)

b. **Sentence:** 'Napoleon Bonaparte's armies **were defeated** at the battle of Waterloo in 1815.'

- Simple Sentence** (Contains one main clause only)

c. **Sentence:** 'Before Gutenberg's invention, book printing **relied** on copying hand written sheets of paper, which was slow and difficult.'

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

d. **Sentence:** 'A clever translator **was** able to **use** the known written language of Greek to unlock the Egyptian writing code.'

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

e. **Sentence:** 'There was very little furniture, *and* indoor fires **made** the house smoky *and* difficult to breathe in.'

- Compound Sentence** (Contains *three* main clauses and is joined by two conjunctions)

f. **Sentence:** 'Ancient warfare took a **leap** forward in about 700 CE with the invention of the stirrup.'

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

g. **Sentence:** 'The ancient Sumerians **were** the first to develop a written language.'

- Simple Sentence** (Contains one main clause only)

h. **Sentence:** 'In olden days, there **were** many bandits along the Silk Road, so people often travelled in large groups.'

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)_

Sentence Awareness Strategies for School-Age Students

i. Sentence: 'The poor citizens of France had had enough and overthrew the French king and his nobles.'

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

Paragraph Level - Weather

a. Sentence: 'A thermometer **measures** the warmth of the air.'

- Simple Sentence** (Contains one main clause only)

b. Sentence: 'If heavy fog occurs on a busy freeway, drivers have to slow down.'

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

In this case the conjunction is the punctuation (comma).

c. Sentence: 'It's a good idea to **stay** inside when these clouds approach.'

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

d. Sentence: 'The sound of thunder can sometimes **wake** you when you sleep.'

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

e. Sentence: 'Ice crystals form a variety of unique patterns and are very light.'

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

f. Sentence: 'Cyclones cannot form over land, or continue over land for very long.'

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

g. Sentence: 'In severe drought, dead grass **causes** the soil to blow away in hot winds.'

- Simple Sentence** (Contains one main clause only)

h. Sentence: 'Weather is very **changeable.**'

- Simple Sentence** (Contains one main clause only)

i. Sentence: 'When the water droplets become larger they fall through the air as rain.'

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

j. Sentence: 'Many people seek **refuge** below ground in specially designed bunkers when a tornado nears their property.'

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Paragraph Level - Plants

a. Sentence: 'Without plants, many animals and other organisms would soon **vanish.**'

- Simple Sentence** (Contains one main clause only)

b. Sentence: 'The food **nourishes** the tiny embryo until germination can take place'

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

c. Sentence: 'The converted energy **is stored** as a food source which the plant uses to grow and develop.'

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

d. Sentence: 'Pollination **is** the process where pollen is transferred from plant to plant.'

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

e. Sentence: 'Some plants don't just **rely** on photosynthesis for their food.'

- Simple Sentence** (Contains one main clause only)

f. Sentence: 'The Teasel **defends** itself by forming a moat of water at the leaf's base.'

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

g. Sentence: 'Because they live in desert regions, Cacti **have evolved** unique ways of **storing** large amounts of water.'

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)_

h. Sentence: 'Dandelions **have** yellow flower heads that eventually form into tufts of tiny fruit that contain seeds of the plant.'

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

i. Sentence: 'When humans made the leap from hunter gatherer to forming settlements, they cultivated plants on an on-going basis.'

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

j. Sentence: 'The suckers **absorb** stored glucose and minerals from the host plant.'

- Simple Sentence** (Contains one main clause only)

Paragraph Level – Solar System

a. Sentence: 'Our Sun **is** a star.'

- Simple Sentence** (Contains one main clause only)

b. Sentence: 'Earth **is** unique among the planetary bodies in our solar system, because it contains life.'

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

c. Sentence: 'The temperature on Venus's barren surface **is** 480 °C, which is hot enough to melt lead.'

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

d. Sentence: 'The volcano **has** long been extinct, and **is** near to a chain of massive volcanoes on Mars's surface known as the Tharsis Montes.'

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

e. Sentence: 'Mars's Valles Marinaris, or Marriner Valley, **is** the grandest canyon in the solar system, and **dwarfs** all other canyons.'

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

f. Sentence: 'The Moon **is** Earth's satellite.'

- Simple Sentence** (Contains one main clause only)

g. Sentence: 'Titan **is** an amazing and frigid moon that orbits the gas giant, Saturn, in the cold regions of the outer solar system.'

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- h. Sentence: 'Europa's icy surface is as smooth as a billiard ball and is broken up with long cracks.'
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- i. Sentence: 'Io's extreme volcanism is caused by friction that is created by Jupiter's massive bulk, which produces tidal heating within Io's interior.'
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- j. Sentence: 'Neptune is the eighth planet in our solar system and the planet that is furthest from the sun.'
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

Paragraph Level – Animal Kingdom

- a. Sentence: 'The Bar-Tailed Godwit is a type of wading bird that is famous for making the longest non-stop migration.'
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- b. Sentence: 'The squid is famous for its tremendous size, hence the name colossal.'
- Simple Sentence** (Contains one main clause only)
- c. Sentence: 'Each tiger has a uniquely camouflaged striped coat.'
- Simple Sentence** (Contains one main clause only)
- d. Sentence: 'The fish is famed for eating unwary people who swim in piranha infested waters.'
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- e. Sentence: 'The bird with the greatest wingspan is the Wandering Albatross'
- Simple Sentence** (Contains one main clause only)
- f. Sentence: 'A Blue Whale's tongue is enormous and can weigh as much as an African elephant.'
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- g. Sentence: 'Salt water crocodiles can exert a force pressure through their jaws of several tons.'
- Simple Sentence** (Contains one main clause only)

Sentence Awareness Strategies for School-Age Students

h. Sentence: 'This all **makes** the cheetah a devastatingly fast animal that can reach speeds of up to 112 km's per hour (70 mph).'

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

i. Sentence: 'Orangutans are intelligent creatures and have been known to fashion rough tools.'

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

j. Sentence: 'Also, the snake is very aggressive and will chase people when it's disturbed.'

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

Paragraph Level – Science Fiction & Fantasy

a. Sentence: 'The pulse of the rocket motors whirred to life and I prepared to launch myself.'

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

b. Sentence: 'It often **drove** the space cadet supervisor mad'

- Simple Sentence** (Contains one main clause only)

c. Sentence: 'As I entered the date, year and destination into the machine's computer, I noticed that I was still wearing the Roman soldier uniform.'

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

d. Sentence: 'The guards saw me and prepared to open fire but I was too quick for them.'

- Compound Sentence** (Contains three main clauses and is joined by two conjunctions)

e. Sentence: 'It **howled** in frustration as it snapped at my head's electrical circuits with its three sets of beastly jaws.'

- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

f. Sentence: 'Without warning, the scaly creature flew into the courtyard and launched its attack.'

- Compound Sentence** (Contains two main clauses and is joined by a conjunction)

g. Sentence: 'The chapel gates **opened.**'

- Simple Sentence** (Contains one main clause only)

Sentence Awareness Strategies for School-Age Students

- h. Sentence: 'Tonight, he **would set** a trap *and* **catch** the thief once and for all.'
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- i. Sentence: 'There **was** no stopping me.'
- Simple Sentence** (Contains one main clause only)
- j. Sentence: 'The force of the blast **lifted** my helmet clean off.'
- Simple Sentence** (Contains one main clause only)

Paragraph Level – Myths & Legends

- a. Sentence: 'Of all the Greek Titans, Prometheus **was considered** to be the most gifted.'
- Simple Sentence** (Contains one main clause only)
- b. Sentence: 'Pandora **was given** a mysterious box *and* **was told** that she must never open it'
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- c. Sentence: 'It **had** the muscular body of a man and the head of a savage bull.'
- Simple Sentence** (Contains one main clause only)
- d. Sentence: 'Thor **wears** a belt that doubles his strength.'
- Simple Sentence** (Contains one main clause only)
- e. Sentence: 'They are **found** by a kindly she-wolf *who nurses* the twin boys.'
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- f. Sentence: 'The sun **was caught** *and* **could** not struggle free.'
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- g. Sentence: 'The hawk **caught** nothing'
- Simple Sentence** (Contains one main clause only)
- h. Sentence: 'The Holy Grail **is** a mythical long lost sacred cup *which was used* by Jesus Christ at his last supper.'
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- i. Sentence: 'Heracles **was** a very strong Greek hero who was half man and half god.'
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- j. Sentence: 'The Chinese **consider** the appearance of the mythical phoenix as a sign of prosperity and wealth.'
- Simple Sentence** (Contains one main clause only)

Paragraph Level – Adventure

- a. Sentence: 'The waves were gigantic and pounded against the ship's wooden beams.'
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- b. Sentence: 'The whole family from the homestead **hurried** over to see me ride the fabled, Old Boxy.'
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- c. Sentence: 'And even though it was the middle of a bright, sunny day, I could **see** the twinkling of stars.'
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- d. Sentence: 'Her hair streamed in the slipstream and her feet were a blur of motion.'
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- e. Sentence: 'My fingers **were** blue when I made it to the summit.'
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- f. Sentence: 'They searched the room, but I was too well hidden.'
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- g. Sentence: 'I gently tapped Phantom's flanks with my heels and he broke into a canter'
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- h. Sentence: 'We **stopped** when we reached the edge'
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- i. Sentence: 'The captain **barked** orders to the crew who rushed in a well drilled way.'
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Sentence Awareness Strategies for School-Age Students

- j. Sentence: 'Andrew **followed** the trail.'
- Simple Sentence** (Contains one main clause only)

Paragraph Level – Whimsy

- a. Sentence: 'I am fast, *but* my grandmother is faster.'
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- b. Sentence: 'I tried to escape *but* was not strong enough.'
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- c. Sentence: 'There is a big wooden fence that separates our property from the neighbors.'
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- d. Sentence: 'I **have** a problem.'
- Simple Sentence** (Contains one main clause only)
- e. Sentence: 'I **had** a vague sense that the keys were in here, so I began the search.'
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- f. Sentence: 'They **were** halfway to the supermarket when it came down.'
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- g. Sentence: 'One day two brothers walked to the world's edge *and* peered down'
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- h. Sentence: 'I nervously **sit** in the chair.'
- Simple Sentence** (Contains one main clause only)
- i. Sentence: 'My new pyjamas are a crazy lime green *and* just what I am looking for.'
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- j. Sentence: 'The bully liked to **steal** my sandwiches.'
- Simple Sentence** (Contains one main clause only)

Sentence Awareness Strategies for School-Age Students

Paragraph Level – Kid's Stuff

- a. Sentence: 'It **is** the one evening when all vegetables are banished from our kitchen table.'
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- b. Sentence: 'My older teenage sisters **were fighting** over who had used Jasmine's hairbrush.'
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- c. Sentence: 'There **was** such an abundance of sweetness and goodness that I scarcely knew where to start.'
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- d. Sentence: 'It **had** to make a stop on Western Avenue, so I knew I would get one opportunity.'
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- e. Sentence: 'I **remember** Grandma's apple pie'
- Simple Sentence** (Contains one main clause only)
- f. Sentence: 'All I needed was a 3 or more on the dice roll and I would win.'
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- g. Sentence: 'It was midnight.'
- Simple Sentence** (Contains one main clause only)
- h. Sentence: 'I closed my eyes and leapt through the air.'
- Compound Sentence** (Contains two main clauses and is joined by a conjunction)
- i. Sentence: 'The sun beat down on my head as I watched Ken slowly, oh so slowly, gulp down what seemed enough water to fill a bath.'
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)
- j. Sentence: 'My big brother **has** a talent for saying the wrong thing at the wrong time'
- Complex Sentence** (Contains one main clause and one or more subordinate clauses)

Appendix B

Main and

Subordinate Clause

Link Word Chart

Main Clause – Connecting Words

Link Word	Example
<i>and</i>	I ran to the beach <i>and</i> I swam in the waves.
<i>or</i>	I'll either have the tomatoes <i>or</i> I'll have the apples.
<i>but</i>	Kevin likes apples <i>but</i> I prefer oranges.
<i>hence</i>	I need to leave today, <i>hence</i> I won't help you.
<i>therefore</i>	This car is faster, <i>therefore</i> it is more expensive.
<i>yet</i>	He doesn't have a license, <i>yet</i> he insists on driving.

Subordinate Clause – Connecting Words

Link Word	Example
<i>after</i>	I'll go the pictures <i>after</i> I clean my room.
<i>although</i>	<u>Although</u> I have yet to win I am confident that I can.
<i>as</i>	<u>As</u> your brother is the eldest he will be in charge tonight.
<i>as long as</i>	<u>As long as</u> you know the risks outweigh the benefits.
<i>because</i>	I ate the apple <i>because</i> it was in the bowl.

Subordinate Clause – Connecting Words cont...

Link Word	Example
<i>before</i>	<u>Before</u> he arrived, he made certain he looked his best.
<i>except for</i>	I liked the new movie <u>except for</u> the car chase.
<i>if</i>	I'll go to the shops <u>if</u> I have enough money.
<i>since</i>	I haven't seen the ocean <u>since</u> I arrived.
<i>that</i>	A boat, <u>that</u> was full of holes, limped into port.
<i>than</i>	I'd rather go hungry <u>than</u> ask for food.
<i>though</i>	I went shopping for new jeans <u>though</u> I probably don't need to.
<i>unless</i>	I can't go <u>unless</u> I clean my room.
<i>until</i>	I can't buy the bike <u>until</u> the bike shop opens.
<i>when</i>	I knew her <u>when</u> she was little.
<i>where</i>	We live in the country <u>where</u> the air is clean and pure.
<i>while</i>	He cleaned the boat <u>while</u> singing the song.
<i>which</i>	I bought new paint brushes <u>which</u> I needed to paint.
<i>who</i>	The boy <u>who</u> is eating the apple is tall.

Appendix C

Dictionary Alphabet Guide

Dictionary Alphabet Guide

a b c d e

f g h i j k

How to use this guide

- To find the word you are looking for you without wasting time and effort you need to have an intimate knowledge of how the alphabet is arranged.

l m n o p

- This guide provides a visual model of the alphabet, which helps to speed up the process of looking for new words in a dictionary.

- For example let's say you want to find the word **goal**. First letter is **g**, we turn to the first page in the **g** section. All words on the first page start with **ga**. If we scan down the **alphabet guide** we locate the letter **o**, which is some distance from the letter **a** on the alphabet guide. This allows us to zip quickly through the **g** section till we get to **go**.

- It should be then an easy task to find **goa**. The first word in this section is **goad**. Four or five words further along we should find the word **goal**.

Remember to use the **guide words**

at the **top** of the dictionary. The guide words help you to locate your target

word. The guide word at the top of the

left side of the page repeats the **first**

word, the guide word at the top *right-hand*

page repeats the **last** word on that page.

q r s t u v

w x y z