

Subject and Predicates, Oh My!

Grade Level: Sixth Grade Writing, Grammar, and Usage

Written by: Connie Jones, Normandy Elementary, Littleton, CO

Length of Unit: Nine Lessons, 9-10 Days, 45 minutes per lesson

I. ABSTRACT

The use of appropriate punctuation (the semi colon in this unit), parts of speech, and the parts of a sentence give the students the tools to clearly express themselves in their writing. Varied sentence structures, while improving the student's writing, helps to establish the student's style of writing. Being able to discover different types of sentences (imperative, interrogative, declarative and exclamatory sentences) and sentence structures (simple, compound, complex, and compound-complex sentences) in selections of good writing helps students to become aware of their own writing skills.

II. OVERVIEW

A. Concept Objectives

1. Develop an understanding of the formal conventions of English such as grammar and usage. (Jefferson County Standard 5.1)

B. Content from the *Core Knowledge Sequence*, page 133

1. Identify independent and dependent clauses
2. Correct fragment and run-ons
3. Identify different sentence types
4. Write for variety by using simple sentences, compound sentences, complex sentences, and compound-complex sentences.
5. Use the semi colon in compound sentences

C. Skill Objectives

1. Students will use simple, compound, complex, and compound-complex sentences in speaking and writing. (Jefferson County Standard 5 D)
2. Students will recognize and use parts of speech with increasing proficiency. (Jefferson County Standard 5C)
3. Students will use punctuation correctly (semi colon).

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Phillips, W. *Easy Grammar A New Approach to Grammar That Works!!!* Scottsdale, AZ: Isha Enterprises, 1990. 0-936981-00-8
2. Strickland, D. *Language for Daily Use*. Orlando: Harcourt Brace Jovanovich, Publishers, 1986. 0-15-316747-5 (or another language arts text)
3. Terban, M. *Checking Your Grammar*. New York: Scholastic, Inc., 1993. 0-590-49454-6

B. For Students

1. 4th Grade: Identify and use different types: declarative, interrogative, imperative, and exclamatory.
2. 4th Grade: Understand what a complete sentence is, and distinguish complete sentences from fragments identify and correct run-on sentences

3. 5th Grade Sequence: Understand what a complete sentence is, and correct fragments and run-ons

IV. RESOURCES

- A. Hirsch, E.D., Jr. *What Your 6th Grader Needs To Know Fundamentals of a Good Sixth-Grade Education*. New York: A Delta Book by Dell Publishing Group, Inc., 1995. 0-385-31467-1
- B. *Language Practice, Grade 6* Steck-Vaughn A Harcourt Company, 1997. 0-8172-7162-7
- C. Phillips, W. *Easy Grammar A New Approach to Grammar That Works!!!* Scottsdale, AZ: Isha Enterprises, 1990. 0-936981-00-8
- D. Strickland, D. *Language for Daily Use*. Orlando: Harcourt Brace Jovanovich, Publishers, 1986. 0-15-316747-5 (or other language arts text)
- E. Terban, M. *Checking Your Grammar*. New York: Scholastic, Inc., 1993. 0-590-49454-6

V. LESSONS

Lesson One: A Complete Sentence

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Develop an understanding of the formal conventions of English such as grammar and usage.
 2. Lesson Content
 - a. Identify independent and dependent clauses
 - b. Correct fragment and run-ons
 - c. Identify different sentence types
 - d. Write for variety by using simple sentences, compound sentences, complex sentences, and compound-complex sentences.
 3. Skill Objective(s)
 - a. Students will use simple, compound, complex, and compound-complex sentences in speaking and writing.
 - b. Students will recognize and use parts of speech with increasing proficiency.
- B. *Materials*
 1. Student grammar spirals
 2. Appendix A: The Parts of a Sentence
 3. Appendix B: Simple Sentences
 4. Appendix C: Simple Sentences KEY
 5. Appendix D: Key Word (Simple Subject and Simple Predicate)
 6. Appendix E: Find the Simple Subjects and the Simple Predicates
 7. Appendix F: Find the Simple Subjects and the Simple Predicates KEY
 8. Appendix G: Simple Subject and Simple Predicate
- C. *Key Vocabulary*
 1. **Sentence** (complete sentence) is a group of words that express a complete thought. A sentence has a subject (noun) and a predicate (verb).
 2. **Subject** (complete subject) is the noun plus any descriptive word(s) or phrase(s) that goes with this noun. A word (s) that identifies the person, place, thing, or idea that is being spoken about in the sentence.

3. **Predicate** (complete predicate) is the verb plus any descriptive word(s) or phrase(s) that make up the predicate. It is everything in a clause or sentence that is not contained in the complete subject. That part of the sentence that says something about the subject of the sentence. It states the action or the condition of the subject.
4. **Simple Sentence** is a sentence with only one complete subject and one complete predicate.
5. **Key Word** is the most important word(s) in the complete subject or complete predicate.
6. **Simple Subject** (key word in the subject) is a noun or pronoun that tells who or what a clause or sentence is about.
7. **Simple Predicate** (key word in the predicate) is just the verb in the predicate.

D. *Procedures/Activities*

1. Review what the students already know about subjects and predicates. Have the students copy the vocabulary words and definitions in their grammar spirals. Write the vocabulary words and definitions on the board or use Appendix A as a transparency.
2. As a group, use the sample sentences to find the complete subject and complete predicate. Use Appendix B (transparency or written on the board).
3. Put a slash between the complete subject and complete predicate.
4. Draw one line under the complete subject and two lines under the complete predicate. See Appendix C Simple Sentence KEY. For the KEY, I underlined the complete subject, and I used the double strikethrough for the complete predicate.
5. Introduce the concept of **key word**. Explain (review) that the key word in the complete subject is the simple subject and the key word in the complete predicate is the simple predicate (verb). See Appendix D.
6. Have the students look at the sentences to find the verb (in the complete predicate). Decide what happened or what *is*. The verb will not be in a prepositional phrase. Then have the students ask who? or what? to find the subject. The subject will not be in a prepositional phrase either. Use Appendix E and Appendix F KEY.
7. Assign students to work in pairs to find the subjects and predicates in several sentences out of their reading textbook. Have them choose three sentences from their book and find the complete subject and complete predicate, as well as the simple subject and simple predicate.
8. For more practice, use an overlay (optional) over the transparency (Appendix B) with the complete subject and complete predicate marked. See Appendix C for KEY. Now find the simple subject and simple predicate. See Appendix G for KEY.

E. *Assessment/Evaluation*

1. Teacher observation of student participation.

Lesson Two: Simple Sentence with a Compound Subject/Predicate

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an understanding of the formal conventions of English such as grammar and usage.
2. Lesson Content
 - a. Identify independent and dependent clauses
 - b. Correct fragment and run-ons
 - c. Identify different sentence types
 - d. Write for variety by using simple sentences, compound sentences, complex sentences, and compound-complex sentences.
3. Skill Objective(s)
 - a. Students will use simple, compound, complex, and compound-complex sentences in speaking and writing.
 - b. Students will recognize and use parts of speech with increasing proficiency.

B. *Materials*

1. Student grammar spirals
2. Appendix H: Simple Sentences with Compound Subjects
3. Appendix I: Simple Sentences with Compound Subjects KEY
4. Appendix J: Simple Sentences with Compound Subjects Student Sheet
5. Appendix K: Simple Sentences with Compound Subjects Student Sheet KEY
6. Appendix L: Simple Sentences with Compound Predicates
7. Appendix M: Simple Sentences with Compound Predicates KEY
8. Appendix N: Rules (not, never, ever, infinitives)

C. *Key Vocabulary*

1. **Compound word** means two or more words joined to make another word.
2. **Compound subject** means the sentence has two or more subjects joined with a conjunction (**and** and **or**) that have one predicate.
3. **Compound predicate** means there are two or more different actions described, joined by **or**, **and**, or **but** that have one or more subject(s).

D. *Procedures/Activities*

1. Begin by having the students give examples of compound words. List the words on a transparency or on the board. Then have them recall (define) what a compound word is—a word made up of two (or more) words. Relate to compound subjects and compound predicates.
2. Compound subjects have two or more subjects joined by *and* or *or*. Compound predicates have two verbs joined by *and*. Write definitions in grammar spirals. Use the sample simple sentences to find the compound subjects. See Appendix H and Appendix I KEY.
3. Have the students fold their papers lengthwise. Have them copy the complete predicates on the right hand side of their folded papers. The students are to complete the sentences by adding compound subjects. Appendix J and Appendix K KEY.
4. Repeat for compound predicates (Appendix L). See Appendix M for Key.
5. For added clarification of simple predicates see Appendix N.

- E. *Assessment/Evaluation*
1. Assess Appendix J. See Appendix K for sample answers.

Lesson Three: Sentence Fragments

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an understanding of the formal conventions of English such as grammar and usage.
2. Lesson Content
 - a. Identify independent and dependent clauses
 - b. Correct fragment and run-ons
 - c. Identify different sentence types
 - d. Write for variety by using simple sentences, compound sentences, complex sentences, and compound-complex sentences.
3. Skill Objective(s)
 - a. Students will use simple, compound, complex, and compound-complex sentences in speaking and writing.
 - b. Students will recognize and use parts of speech with increasing proficiency.

B. *Materials*

1. Student grammar spiral
2. Appendix O: Sentence Fragment
3. Appendix P: Sentence fragments KEY
4. Appendix Q: How to Fix Fragments
5. Appendix R: How to Fix Fragments KEY

C. *Key Vocabulary*

1. **Sentence fragment**—a separated part of a sentence that does not express a complete thought.

D. *Procedures/Activities*

1. Discuss what happens if a group of words begins with a capital and ends with an ending punctuation but is missing a subject or a predicate or does not express a complete thought.
2. Define sentence fragment. Have students copy the definition in their grammar spirals. See Appendix O.
3. Go over the numbered groups of words in Appendix O. Label each as a fragment or complete sentence. See Appendix P for KEY.
4. Explain that to fix a fragment a subject or predicate may need to be added. Sometimes a word might need to be removed from the fragment to make the fragment a complete thought. Go over “How to Fix Fragments” Appendix N.
5. Return to Appendix Q. For each fragment figure out what it needs (subject, verb, or take out a word) and fix each one. Students are to write sentences in their grammar spirals. Appendix R

E. *Assessment/Evaluation*

1. Assess student writing for sentence fragments (and student revision).
2. Possible use of language art text assignment.

Lesson Three: Run-on Sentences

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an understanding of the formal conventions of English such as grammar and usage.
2. Lesson Content
 - a. Identify independent and dependent clauses
 - b. Correct fragment and run-ons
 - c. Identify different sentence types
 - d. Write for variety by using simple sentences, compound sentences, complex sentences, and compound-complex sentences.
3. Skill Objective(s)
 - a. Students will use simple, compound, complex, and compound-complex sentences in speaking and writing.
 - b. Students will recognize and use parts of speech with increasing proficiency.

B. *Materials*

1. Student grammar spiral
2. Appendix S: Run-on Sentences
3. Appendix T: Three Ways to Fix a Run-on Sentence

C. *Key Vocabulary*

1. **Run-on Sentence**—two or more sentences separated by a comma or not separated by any punctuation.

D. *Procedures/Activities*

1. Discuss what is the opposite of a sentence fragment (run-on sentences).
2. Add definition of run-on sentence to grammar spirals. See Appendix S.
3. Go over “Three Ways to Fix a Run-on Sentence” See Appendix T.
4. Have students take three sets of sentences from their reading texts (or the students can construct their own) and drop the needed punctuation and capitals and join the sentences. The students then will trade their run-on sentences so their partner can correct the mistakes.

E. *Assessment/Evaluation*

1. Assess student writing for run-on sentences (and student revision). Use language arts text assignment.

Lesson Four: Compound Subject, Compound Predicates, and Compound Sentences

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an understanding of the formal conventions of English such as grammar and usage.
2. Lesson Content
 - a. Identify independent and dependent clauses
 - b. Correct fragment and run-ons
 - c. Identify different sentence types
 - d. Write for variety by using simple sentences, compound sentences, complex sentences, and compound-complex sentences.
 - e. Use the semi colon in compound sentences.

3. Skill Objectives (s)
 - a. Students will use simple, compound, complex, and compound-complex sentences in speaking and writing.
 - b. Students will recognize and use parts of speech with increasing proficiency.
 - c. Students will use the semicolon in compound sentences.
- B. *Materials*
 1. Student Grammar spiral
 2. Appendix U: Coordinating Conjunctions
 3. Appendix V: I Am poem sample
- C. *Key Vocabulary*
 1. **Compound sentence** is made up of two or more simple sentence joined by a conjunction such as **and**, **but**, **so** and **or**.
 2. **Semicolon (;)** is a punctuation mark used to combine two related complete thoughts (sentences) without the use of a comma and a conjunction.
- D. *Procedures/Activities*
 1. Review: Two related simple sentences joined together by a conjunction with the use of a comma is a compound sentence.
 2. Have the students copy the list of coordinating conjunctions commonly used to join two simple sentences together. See Appendix U
 3. Explain to the students that another way compound sentences are constructed is with a semicolon. The semicolon is a stronger punctuation mark (than a comma). The semicolon can join two related simple sentences without the help of a conjunction.
 4. Have the students write I AM ... poem. See Appendix V for a sample.
 5. As a class brainstorm some labels that the students have of themselves (real or conceptually, present and future): friend, student, soccer player, athlete, football player, baby sitter, bear, raccoon, cat, vet, doctor...
 6. Have the student use some of the appropriate terms that were brainstormed to begin their compound sentences. Then use the semicolon and add the second complete thought that relates back to the beginning one. Examples: I am a student; I am always learning. I am a football player; I tackle my problems. I am a doctor; I take care of my health. I am a friend; I care about others. See Appendix V for a sample poem.
 7. For added practice, have students get in small groups and construct compound sentences that they can act out (pantomime) in front of the other groups.
- E. *Assessment/Evaluation*
 1. Assess *I Am...* poems for the use of a semicolon to join two simple sentences to construct a compound sentence.

Lesson Five: Complex Sentences

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Develop an understanding of the formal conventions of English such as grammar and usage.
 2. Lesson Content
 - a. Identify independent and dependent clauses

- b. Correct fragment and run-ons
 - c. Identify different sentence types
 - d. Write for variety by using simple sentences, compound sentences, complex sentences, and compound-complex sentences.
 - 3. Skill Objective(s)
 - a. Students will use simple, compound, complex, and compound-complex sentences in speaking and writing.
 - b. Students will recognize and use parts of speech with increasing proficiency.
- B. *Materials*
 - 1. Student grammar spiral and dictionaries
 - 2. Appendix W: Complex Sentences
 - 3. Appendix X: Is It a Phrase or a Clause?
 - 4. Appendix Y: Subordinating Conjunctions
- C. *Key Vocabulary*
 - 1. **Independent clause** is also called a main clause or a principal clause. An independent clause is a group of words that has a subject and a predicate and can stand alone (complete sentence).
 - 2. **Dependent clause** is also called a **subordinate clause**. They express ideas or information related to the main clause. They cannot stand alone as sentences. They are combined with independent clauses to complete thoughts or give greater meaning to a sentence.
 - 3. **Complex Sentence** is made up of a principal (main-independent) clause and one or more subordinate clauses.
 - 4. **Phrase** is a group of words with no subject and predicate
- D. *Procedures/Activities*
 - 1. Have students look up in their dictionaries the following words: subordinate, independent, and dependent.
 - 2. After the students have had time to look up the three words, discuss their meanings and then relate to this lesson's vocabulary words: independent clause, dependent clause (subordinate clause). Have students copy definitions into their grammar spirals. See Appendix W.
 - 3. Differentiate between clauses and phrases. Have students copy into their grammar spiral. See Appendix X.
 - 4. Introduce the list of subordinating conjunctions that are great complex sentence starters. Have students copy into the grammar spirals. See Appendix Y.
 - 5. Clarify: when the dependent clause begins with the subordinating conjunction and comes at the beginning of the sentence the dependent clause is followed by a comma (before the independent clause). If the dependent clause comes after the independent clause, a comma is not used.
- E. *Assessment/Evaluation*
 - 1. Assess student use of complex sentences in their written work.

Lesson Six: Compound-Complex Sentences

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an understanding of the formal conventions of English such as grammar and usage.
2. Lesson Content
 - a. Identify independent and dependent clauses
 - b. Correct fragment and run-ons
 - c. Identify different sentence types
 - d. Write for variety by using simple sentences, compound sentences, complex sentences, and compound-complex sentences.
3. Skill Objective(s)
 - a. Students will use simple, compound, complex, and compound-complex sentences in speaking and writing.
 - b. Students will recognize and use parts of speech with increasing proficiency.

B. *Materials*

1. Student grammar spiral
2. Appendix Z: Compound-Complex Sentences

C. *Key Vocabulary*

1. **Compound-complex Sentence** is a sentence that contains two or more independent (main) clauses and one or more dependent (subordinate) clauses.

D. *Procedures/Activities*

1. Review the definition of a compound sentence and a complex sentence. Lead into the combination of the two: a **compound–complex sentence** is a sentence that contains two or more main clauses (two complete thoughts combined together by a conjunction) plus one or more subordinate clauses (a group of words that has a subject and a predicate but does not express a complete thought).
2. Have students write the definition in their grammar spiral. See Appendix Z.
3. Introduce the sample sentence on the transparency (board) to identify the compound sentence and complex sentence. See Appendix Z.
4. Practice constructing compound-complex sentences.
5. Have one student start a sentence with a dependent clause, then have another student add an independent clause to the first student's introduction. Finally, have a third student add another independent clause. Continue around the room until everyone has had a chance to contribute.
6. Have the students practice writing their own.

E. *Assessment/Evaluation*

1. Student use of compound-complex sentences.
2. Assess possible language arts text assignment.

Lesson Seven: Four Types of Sentences

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an understanding of the formal conventions of English such as grammar and usage.
2. Lesson Content
 - a. Identify independent and dependent clauses
 - b. Correct fragment and run-ons
 - c. Identify different sentence types
 - d. Write for variety by using simple sentences, compound sentences, complex sentences, and compound-complex sentences.
3. Skill Objective(s)
 - a. Students will use simple, compound, complex, and compound-complex sentences in speaking and writing.
 - b. Students will recognize and use parts of speech with increasing proficiency.

B. *Materials*

1. Student grammar spiral
2. Appendix AA: Purposes of Sentences
3. Appendix BB: Four Types of Sentences
4. Appendix CC: Four Types of Sentences Student Sheet
5. Appendix DD: Four Types of Sentences Student Sheet KEY
6. Appendix EE: Rules to Remember (Finding Subjects)

C. *Key Vocabulary*

1. **Declarative Sentences** make statements. They use a **period** as its ending punctuation.
2. **Imperative Sentences** give commands or request action. They use a **period** as its ending punctuation.
3. **Interrogative Sentences** ask questions. They use a **question mark** as its ending punctuation.
4. **Exclamatory Sentences** expresses strong or sudden feeling. They use an **exclamation point** as its ending punctuation.

D. *Procedures/Activities*

1. Ask the students to tell you the four purposes of sentences. See Appendix AA.
2. Review the four different types of sentences. See Appendix BB. Have students copy the definitions in their grammar spirals. Discuss.
3. Using their chapter books, have the students find each type of sentences. Read to each other. Evaluate their selections.
4. Have students complete Appendix CC labeling the different types of sentences. Appendix DD for the KEY.
5. Go over “Rules to Remember” Appendix Z.

E. *Assessment/Evaluation*

1. Divide the class into two teams. Have a good reader volunteer to be an official sentence reader on each team. The readers take turns reading sentences from any class text to members of the other team. Each team member must correctly identify the type of sentence read or drop out. When all the members of one team are out, the other team is declared the

winner. Variation: The team members may also be asked to change the sentences read to them into different types of sentences as directed.

Lesson Eight: (You) Understood—Imperative Sentences

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an understanding of the formal conventions of English such as grammar and usage.
2. Lesson Content
 - a. Identify independent and dependent clauses
 - b. Correct fragment and run-ons
 - c. Identify different sentence types
 - d. Write for variety by using simple sentences, compound sentences, complex sentences, and compound-complex sentences.
3. Skill Objective(s)
 - a. Students will use simple, compound, complex, and compound-complex sentences in speaking and writing.
 - b. Students will recognize and use parts of speech with increasing proficiency.

B. *Materials*

1. Student grammar spiral
2. Appendix FF: You Understood (YOU)
3. Appendix GG: You Understood (YOU) KEY

C. *Key Vocabulary*

1. **Understood** means “taken for granted” or “already known” and so it does not have to be said directly.

D. *Procedures/Activities*

1. The subject in an imperative sentence is not often stated. The speaker or writer means that the subject is *you*, the person to whom the command or request is given. This kind of subject is called an *understood* subject because the subject’s name is understood in the speaker’s mind. Most imperative sentences have *you (understood)* as their subject. Go over sample sentences. Ask: What’s missing? Not really missing -- **(You) understood**. Find the simple subject of each of the sentences. Ask: “Who in each of the sentences is supposed to follow those directions.
Example: Ask the science teacher. **You** ask the science teacher.
Hand me that pencil, please. **You** hand me that pencil, please.
Tell me about your vacation. **You** tell me about your vacation.
Copy these sentences. **You** copy these sentences.
2. Interrogative and imperative sentences often make subject identification more difficult than in declarative sentences. To find the subject in an interrogative sentence the students need to make a declarative sentence out of a question.
Example: Is that brownie good? That brownie is good.
Are you happy? You are happy.
When does the game start? The game does start when.

Brownie, you and *game* are the simple subjects.

3. Have students write two declarative sentences. Exchange papers with a partner who is to rewrite each sentence into an imperative and an interrogative sentence.
4. Review how to change the word order of questions into statements.
5. Model finding the subject and predicates of imperative sentences and questions. Write #2, 3, 6, and 7 of Appendix CC on the board.
Remember, take the dog for a walk. (YOU)/**take**
Did you check Casper's food and water bowls? You / **did check**
Casper's food and water bowl.
Please check the gate so the dog doesn't get out. (YOU) / **check**
the gate so the dog doesn't get out.
Can Casper "sit"? Casper/ **can** "sit".
6. Have students write their own imperative and interrogative sentences. Label each and find the simple subject and simple predicate of each.

E. *Assessment/Evaluation*

1. Play Word Football. Divide the class into two teams. Appoint a scorekeeper. Then read an interrogative or an imperative sentence (could be the directions and questions from a workbook). A member of one of the teams must name the subject of the sentence. If the answer is correct, that team gains ten yards and the next player on the same team answers the next question. As soon as a student gives a wrong answer, the opposite team gets a chance to "carry the ball." The team with the most yardage wins the game.

Lesson Nine: Natural Word Order / Inverted Word Order

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an understanding of the formal conventions of English such as grammar and usage.
2. Lesson Content
 - a. Identify independent and dependent clauses
 - b. Correct fragment and run-ons
 - c. Identify different sentence types
 - d. Write for variety by using simple sentences, compound sentences, complex sentence, and compound-complex sentences.
3. Skill Objective(s)
 - a. Students will use simple, compound, complex, and compound-complex sentences in speaking and writing.
 - b. Students will recognize and use parts of speech with increasing proficiency.

B. *Materials*

1. Student grammar spiral
2. Appendix HH Inverted Order
3. Appendix II Inverted Order KEY

C. *Key Vocabulary*

1. **Natural order** is the order of a sentence when the subject comes before all or part of the predicate.

2. **Inverted order** is the order of a sentence when all or part of the predicate comes before the subject.
- D. *Procedures/Activities*
1. Ask what **natural order** might mean and then what **inverted** might mean.
 2. Discuss *inverted triangle* and other terms that the students might know that includes the word inverted.
 3. Go over the sample sentences:
 - a. A flood of water gushed from a hole in the bucket.
 - b. From a hole in the bucket gushed a flood of water.
 4. Ask: Which creates more suspense? *From a hole in the bucket gushed a flood of water.* How are the two sentences different? *Order of words*
Name the complete subject (*a flood of water*)/ complete predicate (*gushed from a hole in the bucket*).
 5. Read sentences in Appendix HH and label each as natural order or inverted order. See Appendix II Key. Practice finding simple subjects and simple predicates.
 6. Have students write their own and switch copies. Identify as natural order and inverted order.
- E. *Assessment/Evaluation*
1. Assess student use of inverted order sentences.
 2. Possible language arts text assignment.

VI. HANDOUTS/WORKSHEETS

- A. Appendix A: The Parts of a Sentence, Lesson One
- B. Appendix B: Simple Sentences, Lesson One
- C. Appendix C: Simple Sentences KEY, Lesson One
- D. Appendix D: Key Word, Lesson One
- E. Appendix E: Simple Sentence Simple Subject and Simple Predicate, Lesson One
- F. Appendix F: Subjects and Predicates, Lesson One
- G. Appendix G: Subjects and Predicates KEY, Lesson One
- H. Appendix H: Simple Sentences with Compound Subjects, Lesson Two
- I. Appendix I: Simple Sentences with Compound Subjects KEY, Lesson Two
- J. Appendix J: Simple Sentences with Compound Subjects Student Sheet, Lesson Two
- K. Appendix K: Simple Sentences with Compound Subjects Student Sheet KEY, Lesson Two
- L. Appendix L: Simple Sentences with Compound Predicates, Lesson Two
- M. Appendix M: Simple Sentences with Compound Predicates KEY, Lesson Two
- N. Appendix N: Rules (NOT, NEVER, EVER, INFINITIVES), Lesson Two
- O. Appendix O: Sentence Fragments, Lesson Three
- P. Appendix P: Sentence Fragments KEY, Lesson Three
- Q. Appendix Q: How to Fix Fragments, Lesson Three
- R. Appendix R: How to Fix Fragments KEY, Lesson Three
- S. Appendix S: Run-on Sentences, Lesson Four
- T. Appendix T: Three Ways to Fix a Run-on Sentence, Lesson Four
- U. Appendix U: Coordinating Conjunctions, Lesson Four
- V. Appendix V: I Am poem, Lesson Four

- W. Appendix W: Complex Sentences, Lesson Five
- X. Appendix X: Is It a Phrase or a Clause? Lesson Five
- Y. Appendix Y: Subordinating Conjunctions, Lesson Five
- Z. Appendix Z: Compound-Complex Sentences, Lesson Six
- AA. Appendix AA: Purposes of Sentences, Lesson Seven
- BB. Appendix BB: Four Types of Sentences, Lesson Seven
- CC. Appendix CC: Four Types of Sentences Student Sheet, Lesson Seven
- DD. Appendix DD: Four Types of Sentences Student Sheet KEY, Lesson Seven
- EE. Appendix EE: Rules to Remember (SUBJECTS), Lesson Seven
- FF. Appendix FF: You Understood (YOU)
- GG. Appendix GG: You Understood (YOU) KEY
- HH. Appendix HH: Inverted Order
- II. Appendix II: Inverted Order KEY

VII. BIBLIOGRAPHY

- A. Hamilton, F. *Hands-on English*. St. Louis, MO: Comfort-Fiedler Printing, 1998. 0-9664867-0-6.
- B. Hirsch, E.D., Jr. *What Your 4th Grader Needs To Know Fundamentals of a Good Fourth-Grade Education*. New York: Doubleday a division of Bantam Doubleday Dell Publishing Group, Inc., 1992. 0-385-41118-9.
- C. Hirsch, E.D., Jr. *What Your 5th Grader Needs To Know Fundamentals of a Good Fifth-Grade Education*. New York: A Delta Book by Dell Publishing Group, Inc., 1995. 0-385-31464-7.
- D. Hirsch, E.D., Jr. *What Your 6th Grader Needs To Know Fundamentals of a Good Sixth-Grade Education*. New York: A Delta Book by Dell Publishing Group, Inc., 1995. 0-385-31467-1.
- E. *Language Practice, Grade 6* Steck-Vaughn A Harcourt Company, 1997. 0-8172-7162-7.
- F. *The Princeton Review Grammar Smart A Guide to Perfect Usage*. New York: Random House, Inc., 1996. 0-679-74617-X.
- G. Phillips, W. *Easy Grammar A New Approach to Grammar That Works!!!* Scottsdale, AZ: Isha Enterprises, 1990. 0-936981-00-8.
- H. Sebranek, P., Meyer, V. and Kemper, D. *Write Source 2000*. Burlington, WI: Write Source Educational Publishing House, 1995. 1-57185-003-1 (softcover) 1-57185-004-X (hardcover).
- I. Sunflower, C. *Really Writing! Ready-to-Use Writing Process Activities for the Elementary Grades*. West Nyack, New York: The Center for Applied Research in Education, 1994. 0-87628-113-7.
- J. Strickland, D. *Language for Daily Use*. Orlando: Harcourt Brace Jovanovich, Publishers, 1986. 0-15-316747-5.
- K. Terban, M. *Checking Your Grammar*. New York: Scholastic, Inc., 1993. 0-590-49454-6.
- L. Winterowd, W.R. and Murray, P.Y. *English Writing and Skills*. San Diego: Coronado Publishers, 1985. 0-15-717000-4.

Appendix A-Subjects and Predicates, Oh My

The Parts of a Sentence

Vocabulary

A *sentence* expresses a complete thought. It has a subject and a predicate.

***Subjects* are nouns, pronouns, or phrases used as nouns. They tell what the sentence is about (a person, place, thing, or idea).**

The complete subject is the noun plus any descriptive word(s) or phrase(s) that goes with the subject. A word (s) that identifies the person, place, thing, or idea that is being spoken about in the sentence.

A *predicate* tells about the subject, what the subject does or did, is or was.

The complete predicate is the verb plus any descriptive word(s) or phrase(s) that make up the predicate. It is everything in a clause or sentence that is not contained in the complete subject. It is part of the sentence that says something about the subject of the sentence. It states action or the condition of the subject.

Appendix B-Subjects and Predicates, Oh My

Simple Sentences complete subjects and complete predicates

A simple sentence is made up of one complete subject and one complete predicate. A simple sentence can be long or short.

1. We laughed.
2. The entire sixth grade class of Normandy Elementary laughed at the presenter's funny jokes.
3. The puppy jumped.
4. The cute, little puppy jumped for joy.
5. The cat slept.
6. The black and white cat slept on the top bunk of the boy's bed.
7. The dog begged.
8. The small, black dog begged for a treat by prancing around his owner.

Appendix C-Subjects and Predicates, Oh My

Simple Sentences KEY
complete subjects and complete predicates

A simple sentence is made up of one complete subject and one complete predicate. A simple sentence can be long or short.

1. We / ~~laughed~~.
 2. The entire sixth grade class of Normandy Elementary / ~~laughed at the presenter's funny jokes~~.
 3. The puppy / ~~jumped~~.
 4. The cute, little puppy / ~~jumped for joy~~.
 5. The cat / ~~slept~~.
 6. The black and white cat / ~~slept on the top bunk of the boy's bed~~.
 7. The dog / ~~begged~~.
 8. The small, black dog / ~~begged for a treat by prancing around his owner~~.
- **For this key, I underlined the complete subject, and I used the double strikethrough for the ~~complete predicate~~.**

Appendix D-Subjects and Predicates, Oh My

Key Word

The *key word* is the most important word (s) in the complete subject or complete predicate.

The key word in every complete subject is called the *simple subject*.

The **simple subject** (key word in the subject) is a noun or pronoun that tells who or what a clause or sentence is about.

The key word in every complete predicate is called the *simple predicate* (verb or verbs).

The **simple predicate** (key word in the predicate) is a verb that expresses what the subject does.

Appendix F-Subjects and Predicates, Oh My

Find the Simple Subjects and the Simple Predicates

The subject tells who or what did something.

The predicate tells what the subject did.

Copy the following sentences. Put a slash between the complete subject and the complete predicate. Find the verb in the complete predicate. Ask who (or what) to find the subject. Then circle the simple subject and the simple predicate.

1. The school bell rang.

The school bell / rang.

Rang = verb

What rang? *Bell* rang

Bell = subject

2. It was the start of a new school year.

3. The students knew they would have a good year.

4. It was their last year in the elementary school.

Appendix G-Subjects and Predicates, Oh My

Find the Simple Subject and the Simple Predicates KEY

The subject tells who or what did something.

The predicate tells what the subject did.

Copy the following sentences. Put a slash between the complete subject and the complete predicate. Find the verb in the complete predicate. Ask who (or what) to find the subject. Then circle the simple subject and the simple predicate. (On this key the simple subject is underlined once and the simple predicate is in **bold**)

1. The school bell / **rang**.

The school bell / rang.

Rang = verb

What rang? *Bell* rang

Bell = subject

2. It / **was** the start of a new school year.

It / was the start of a new year.

Was = verb

What was? *It* was

It = subject

3. The students / **knew** they would have a good year.

The students / knew they would have a good year.

Knew = verb

Who knew? *Students* knew

Students = subject

4. It / **was** their last year in the elementary school.

It / was their last year in the elementary school.

Was = verb

What was? *It* was

It = subject

Appendix G-Subjects and Predicates, Oh My
Simple Sentences KEY
Simple subjects and simple predicates

A *simple sentence* is made up of one complete subject and one complete predicate. A simple sentence can be long or short.

1. We / ~~laughed~~.
 2. The entire sixth grade class of Normandy Elementary / ~~laughed~~ at the presenter's funny jokes.
 3. The puppy / ~~jumped~~.
 4. The cute, little puppy / ~~jumped~~ for joy.
 5. The cat / ~~slept~~.
 6. The black and white cat / ~~slept~~ on the top bunk of the boy's bed.
 7. The dog / ~~begged~~.
 8. The small, black dog / ~~begged~~ for a treat by prancing around his owner.
- **For this key, I underlined the simple subject, and I used the double strikethrough for the ~~simple predicate~~.**

Appendix H-Subjects and Predicates, Oh My

Simple Sentences
With Compound Subjects

The sentence is still a simple sentence even if it has a compound subject or a compound predicate.

Compound subject means the sentence has two or more subjects joined with a conjunction (**and** or **or**) that have one predicate

Compound predicate means there are two or more different actions described, joined by **or**, **and**, or **but** that have one subject.

Mom and Dad clapped and cheered.

A compound subject is two or more simple subjects joined by a conjunction (and or or).

Underline the two or more subjects in the following sentences.

- 1. My mother and I went shopping yesterday.**
- 2. The horses and cows were in the pasture.**
- 3. Peaches, cherries, and plums are a few of my favorite fruits.**
- 4. English settlers and French settlers came to North America.**
- 5. Dogs and cats _____.**
Fill in a complete predicate.
- 6. Dad and I _____.**
Fill in a complete predicate.
- 7. _____ and _____ went to the amusement park.**
Fill in the compound subject lines.

Appendix I-Subjects and Predicates, Oh My

Simple Sentences KEY With Compound Subjects

The sentence is still a simple sentence even if it has a compound subject or a compound predicate.

Compound subject means the sentence has two or more subjects joined with a conjunction (**and** or **or**) that have one predicate

Compound predicate means there are two or more different actions described, joined by **or**, **and**, or **but** that have one subject.

Mom and Dad / clapped and cheered.

A compound subject is two or more simple subjects joined by a conjunction (and or or).

Underline the two or more subjects in the following sentences.

1. My mother and I went shopping yesterday.
2. The horses and cows were in the pasture.
3. Peaches, cherries, and plums are a few of my favorite fruits.
4. English settlers and French settlers came to North America.
5. Dogs and cats live together _____.
Fill in a complete predicate.
6. Dad and I went to the lake _____.
Fill in a complete predicate.
7. Eric _____ and Kevin _____ went to the amusement park.
Fill in the compound subject lines.

Appendix J-Subjects and Predicates, Oh My

Simple Sentences Student Sheet
With Compound Subjects

Fold your paper in half lengthwise. Copy these complete predicates on the right half of your paper. Write complete subjects to go with them. Use compound subjects (two or more).

1. _____ came to visit us.
2. _____ darted through our yard.
3. _____ rushed home.
4. _____ skipped class.
5. _____ landed on the moon.
6. _____ swam across the lake.

Appendix K-Subjects and Predicates, Oh My

Simple Sentences KEY
With Compound Subjects

Fold your paper in half lengthwise. Copy these complete predicates on the right half of your paper. Write complete subjects to go with them. Use compound subjects (two or more).

Answers will vary.

1. Grandma and Grandpa came to visit us.
2. Duke and Casper darted through our yard.
3. Rachel, Alex, and Jacob rushed home.
4. Charles, Amy, and Molly skipped class.
5. Neil Armstrong and Buzz Aldrin landed on the moon.
6. Nathan and Reggie swam across the lake.

Appendix L-Subjects and Predicates, Oh My

**Simple Sentences
with Compound Predicates**

A compound predicate has two or more verbs (simple predicates) joined by a conjunction (and, or or but).

Underline the verbs in the compound predicate.

- 1. The group of sixth graders discussed and planned the party.**
- 2. They wrote and designed the invitations.**
- 3. The students folded and put the invitations in the envelopes.**
- 4. The invitations were mailed and delivered.**
- 5. The students bought and prepared the food.**
- 6. The guests sang and danced for hours.**

Appendix M-Subjects and Predicates, Oh My
Simple Sentences KEY
with Compound Predicates

A compound predicate has two or more verbs (simple predicates) joined by a conjunction (and, or or but).

Underline the verbs in the compound predicate.

- 1. The group of sixth graders discussed and planned the party.**
- 2. They wrote and designed the invitations.**
- 3. The students folded and put the invitations in the envelopes.**
- 4. The invitations were mailed and delivered.**
- 5. The students bought and prepared the food.**
- 6. The guests sang and danced for hours.**

Appendix N-Subjects and Predicates, Oh My

Rules

Adverbs such as *not*, *never*, and *ever* sometimes separate parts of a simple predicate. These negatives *are never part of the simple predicate*.

You shouldn't go out in the rain. Should ~~not~~ go

You must not quit until this afternoon. Must ~~not~~ quit

Infinitives are not prepositional phrases and *are not the simple predicate*. Infinitives are a verb form that functions as a noun and is introduced by the word "to".

to + verb = infinitive

I like *to eat*.

Appendix O-Subjects and Predicates, Oh My

Sentence Fragment

Vocabulary

Sentence fragment is a separated part of a sentence that does not express a complete thought.

Find the sentence fragment. If the following groups of words is a sentence write *sentence* next to its number on your paper. If the group of words is a fragment, add the words and punctuation necessary to make it a complete thought. Write the new sentence on your paper.

1. Puzzled by the third problem on the math test
2. When we got home late last night
3. We climbed the steep mountain
4. Suddenly, after all that time
5. The soccer coach blew the whistle
6. Flying in a jet above the Mile High City
7. The hot sun felt

Appendix P-Subjects and Predicates, Oh My

Sentence Fragment KEY

Vocabulary

Sentence fragment is a separated part of a sentence that does not express a complete thought.

Find the sentence fragment. If the following groups of words is a sentence write *sentence* next to its number on your paper. If the group of words is a fragment, add the words and punctuation necessary to make it a complete thought. Write the new sentence on your paper.

1. **Puzzled by the third problem on the math test**

Puzzled by the third problem on the math test, the students took their time.

2. **When we got home late last night**

When we got home late last night, we let the dogs out.

3. **We climbed the steep mountain**

Sentence

4. **Suddenly, after all that time**

Suddenly, after all that time, we found the treasure.

5. **The soccer coach blew the whistle**

Sentence

6. **The hot sun felt**

The hot sun felt hot on my face.

Appendix Q-Subjects and Predicates, Oh My How to Fix Fragments

A fragment, even if the group of words begins with a capital letter and has an ending punctuation mark, is not a complete sentence if it is missing either a subject or the main verb.

Add the missing subject or predicate so that the sentence makes complete sense, or take out a word that is keeping it from being a complete sentence.

Missing Subject

- 1) T old us there was a detour ahead.
- 2) Dressed in a clown outfit.

Missing Predicates

- 1) T he cat on the fence
- 2) Neither Duke nor Shadow

Take out a word that is keeping it from being a complete sentence

- 1) T he man who looked through the binoculars.
- 2) T he player who hit the home-run.

Appendix R-Subjects and Predicates, Oh My
How to Fix Fragments KEY

A fragment, even if the group of words begins with a capital letter and has an ending punctuation mark, is not a complete sentence if it is missing either a subject or the main verb.

Add the missing subject or predicate so that the sentence makes complete sense, or take out a word that is keeping it from being a complete sentence.

Missing Subject

- 1) Told us there was a detour ahead.
The road sign told us there was a detour ahead.

- 2) Dressed in a clown outfit.
The student was dressed in a clown outfit.

Missing Predicates

- 1) T he cat on the fence **The cat on the fence was howling.**

- 3) Neither Duke nor Shadow **Neither Duke nor Shadow wanted to go outside in the rain**

Take out a word that is keeping it from being a complete sentence

- 1) T he man who looked through the binoculars. **The man looked through the binoculars.**

- 2) T he player who hit the home-run. **The player hit the home-run.**

Appendix S-Subjects and Predicates, Oh My

A run-on sentence is really two or more sentences (independent clauses) that run together without the proper punctuation to join them.

Examples of run-on sentences:

The two men went fishing they used worms for bait.

I like looking at stars at night I count as many as I can.

Corrected:

The two men went fishing. They used worms for bait. (.)

The two men went fishing, and they used worms for bait. (, and)

The two men went fishing; they used worms for bait. (;)

I like looking at stars at night. I count as many as I can. (.)

I like looking at stars at night, and I count as many as I can. (, and)

I like looking at stars at night; I count as many as I can. (;)

Run-on Sentences

Three Ways to Fix a Run-on Sentence

First, decide what the separate sentences are.

We are going to the pool today take your swimsuit.

We are going to the pool today take your swimsuit

Then, fix the run-on sentence in one of the three ways:

1. Join the two sentences with a comma and a conjunction.

We are going to the pool today, so take your swimsuit.

2. Join the two sentences with a semicolon.

We are going to the pool today; take your swimsuit.

3. Make two separate sentences.

We are going to the pool today. Take your swimsuit.

Appendix U-Subjects and Predicates, Oh My

Coordinating Conjunctions

Coordinating conjunctions join words, phrases and sentences (independent clauses) together.

and

for

but

for

yet

so

or

Appendix V-Subjects and Predicates, Oh My

I Am...

I am an inventor; I make friendships.

I am an artist; I paint my future.

I am a pole-vaulter; I set my goals high.

I am a student; I am always learning.

I am a football player; I tackle my problems.

I am a snake; I slither my way through life.

I am a dog; I love to play.

I am a judge; I am fair in my decisions.

I am a game player; I participate.

I am an athlete; I shoot for the stars.

I am a movie star; I play the roles of my life.

I am a doctor; I take care of my health.

I am a writer; I write my daily goals.

I am a friend; I care about others.

I am an angel; I am full of love and willing to share.

I am me.

Complex Sentences

Vocabulary

1. An **independent clause** is also called a main clause or a principal clause. An independent clause is a group of words that has a subject and a predicate and can stand alone (complete sentence).
2. A **dependent clause** is also called a **subordinate clause**. They express ideas or information related to the main clause. They cannot stand alone as sentences. They are combined with independent clauses to complete thoughts or give greater meaning to a sentence.
3. A **complex sentence** is made up of a principal (main-independent) clause and one or more subordinate clauses.

A complex sentence contains an independent clause and a dependent clause. The two clauses are joined by a subordinating conjunction.

A lthough the puppy was only eight months old, it was very well behaved.

Since its owner worked with the puppy every day, it knew several tricks on command.

T he puppy felt loved because it received so much attention!

Is It a Phrase or a Clause?

A **clause** is a group of words that *has a subject and a predicate*.

1. A main clause (an independent clause) can stand alone as a sentence.
2. A subordinate clause (a dependent clause) is used with the main clause to express a related idea. It cannot stand alone.

A **phrase** is a group of words that has *no subject or predicate*. It may be used as a noun, verb, adjective, or adverb.

Examples of Phrases:

Prepositional phrases are groups of two or more words that begin with a preposition and end with a noun or pronoun. The noun or pronoun is known as the object of the preposition. A pronoun immediately follows a preposition is always the object of the preposition.

Below the line

Above the shelf

With me

Appositives follow the nouns, pronouns, or phrases in clauses that they describe. Appositives are separated from a main clause or sentence with commas.

Casper, Kevin's dog, barked.

Infinitive phrases are groups of two or more words consisting of an infinitive verb or infinitive verb plus an adverb. Infinitive verbs are easily identified. They begin with the word *to*.

To watch closely

To ride carefully

Appendix Y-Subjects and Predicates, Oh My

Subordinating Conjunctions

A subordinating conjunction joins a dependent clause to an independent clause.

after	than
although	that
as	though
as if	till
because	unless
before	until
for	when
if	whenever
once	where
since	whereas
so	whether
so that	while

Be Careful!

A few of these same words can be used as prepositions in other sentences: since yesterday, for her sake, after the swim meet, before the judge, until graduation, till tomorrow

Appendix Z-Subjects and Predicates, Oh My

Compound-complex Sentences

Compound-complex Sentence is a sentence that contains two or more independent (main) clauses and one or more *dependent (subordinate) clauses*.

Examples:

Since the pizza was all gone, I went for a walk, and I bought a hamburger.

Yesterday I walked three miles, and then I rode a bus downtown when my car didn't start.

Purpose of Sentences

Sentences are used for the following four purposes:

- 1) to make a statement**
- 2) to command or request**
- 3) to ask a question**
- 4) to exclaim**

We won the game.

We won the game!

We won the game?

Four Types of Sentences

1. **Declarative Sentences** make statements. They use a **period** as its ending punctuation.
2. **Imperative Sentences** give commands or request action. They use a **period** as its ending punctuation.
3. **Interrogative Sentences** ask questions. They use a **question mark** as its ending punctuation.
4. **Exclamatory Sentences** expresses strong or sudden feeling. They use an **exclamation point** as its ending punctuation.

Four Types of Sentences Student Sheet

Write **D** for a declarative sentence, **IM** for an imperative sentence, **IN** for an interrogative sentence, and **E** for an exclamatory sentence.

Add the correct ending punctuation for each sentence.

_____ 1. Kevin bought a puppy, and he named him Casper__

_____ 2. Remember, take the dog for a walk__

_____ 3. Did you check Casper's food and water bowls__

_____ 4. Casper likes his leash__

_____ 5. What a cute dog__

_____ 6. Please check the gate so the dog doesn't get out__

_____ 7. Can Casper "sit"__

_____ 8. Good job__

Appendix DD-Subjects and Predicates, Oh My

Four Types of Sentences KEY

Write **D** for a declarative sentence, **IM** for an imperative sentence, **IN** for an interrogative sentence, and **E** for an exclamatory sentence.

Add the correct ending punctuation for each sentence.

 D 1. Kevin bought a puppy, and he named him Casper .

 IM 2. Remember, take the dog for a walk .

 IN 3. Did you check Casper's food and water bowls ?

 D 4. Casper likes his leash .

 E 5. What a cute dog !

 IM 6. Please check the gate so the dog doesn't get out .

 IN 7. Can Casper "sit" ?

 E 8. Good job !

Rules to Remember

- **In imperative sentences the subject is always you.**
- **The subject of a sentence is never in a prepositional phrase.**
- **To find the subject in a question, invert the question into a statement form.**
- **The word “There” (or here) is never the subject of a verb.**

 V S
T here is the book.

Appendix FF-Subjects and Predicates, Oh My

You Understood

Understood means “taken for granted” or “already known” and so it does not have to be said directly.

Write IM before each imperative sentence and add a period at the end.

Write E before an exclamatory sentence and add an exclamation point.

_____ 1. Please tell us about your trip_____

_____ 2. What fun you had_____

_____ 3. Pass your paper to the front of the class_____

_____ 4. Please take your seat_____

_____ 5. That’s a fantastic book to read_____

_____ 6. Hang up your coat_____

_____ 7. Write your name on the paper_____

_____ 8. I can’t believe I got a perfect score_____

_____ 9. I really studied hard_____

_____ 10. That movie was so exciting_____

Appendix GG-Subjects and Predicates, Oh My

You Understood KEY

Understood means “taken for granted” or “already known” and so it does not have to be said directly.

Write IM before each imperative sentence (Subject = You Understood) and add a period at the end.

Write E before an exclamatory sentence and add an exclamation point.

_IM__1. Please tell us about your trip_._

__E__2. What fun you had_!_

_IM__3. Pass your paper to the front of the class_._

_IM__4. Please take your seat_._

__E__5. That’s a fantastic book to read_!_

_IM__6. Hang up your coat_._

_IM__7. Write your name on the paper_._

__E__8. I can’t believe I got a perfect score_!_

__E__9. I really studied hard_!_

__E__10. That movie was so exciting_!_

Appendix HH-Subjects and Predicates, Oh My

Inverted Order

Natural order is the order of a sentence when the subject comes before all or part of the predicate.

Inverted order is the order of a sentence when all or part of the predicate comes before the subject.

Tell which sentence has a natural word order or an inverted word order (predicate first then the subject).

1. **Away flew the birds.** _____

2. **The crawdads hid under the rocks.** _____

3. **Fishing for trout is a lot of fun.** _____

4. **Over the hill came the cyclist.** _____

5. **Underneath the couch ran the cat.** _____

Appendix II-Subjects and Predicates, Oh My

Inverted Order KEY

Natural order is the order of a sentence when the subject comes before all or part of the predicate.

Inverted order is the order of a sentence when all or part of the predicate comes before the subject.

Tell which sentence has a natural word order or an inverted word order (predicate first then the subject).

6. **Away flew the birds.** inverted

7. **The crawdads hid under the rocks.** natural

8. **Fishing for trout is a lot of fun.** natural

9. **Over the hill came the cyclist.** inverted

10. **Underneath the couch ran the cat.** inverted