



CD-404008

WORKTEXT

ALL AGES

Diagramming Sentences

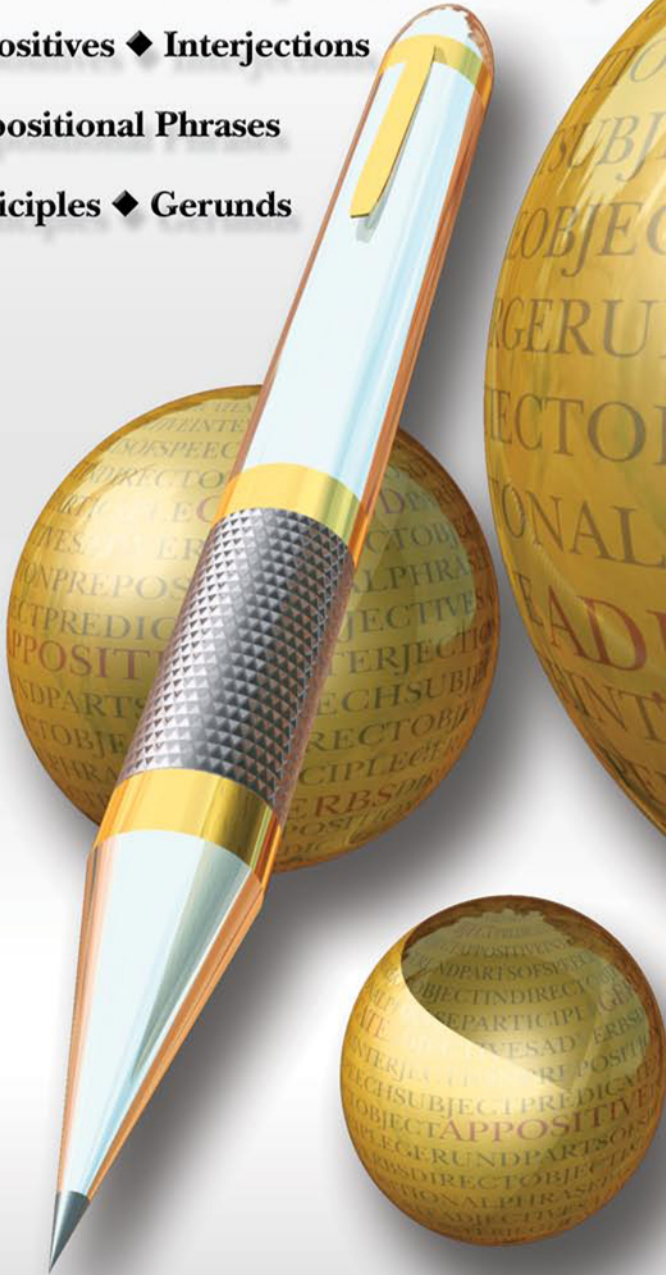
Subjects ♦ Predicates ♦ Adjectives

Adverbs ♦ Direct Objects ♦ Indirect Objects

Appositives ♦ Interjections

Prepositional Phrases

Participles ♦ Gerunds



BY DEBORAH WHITE BROADWATER

MARK TWAIN MEDIA/CARSON-DELLOSA PUBLISHING COMPANY, INC.

About the Author

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Diagraming Sentences

BY
DEBORAH WHITE BROADWATER

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Introduction

Students have not had the opportunity to diagram sentences in classrooms for several years. Diagraming sentences is a process that helps students to see how the parts of speech go together to make a complete sentence and to see what might be missing from the sentence. This is extremely helpful to those who are visual learners.

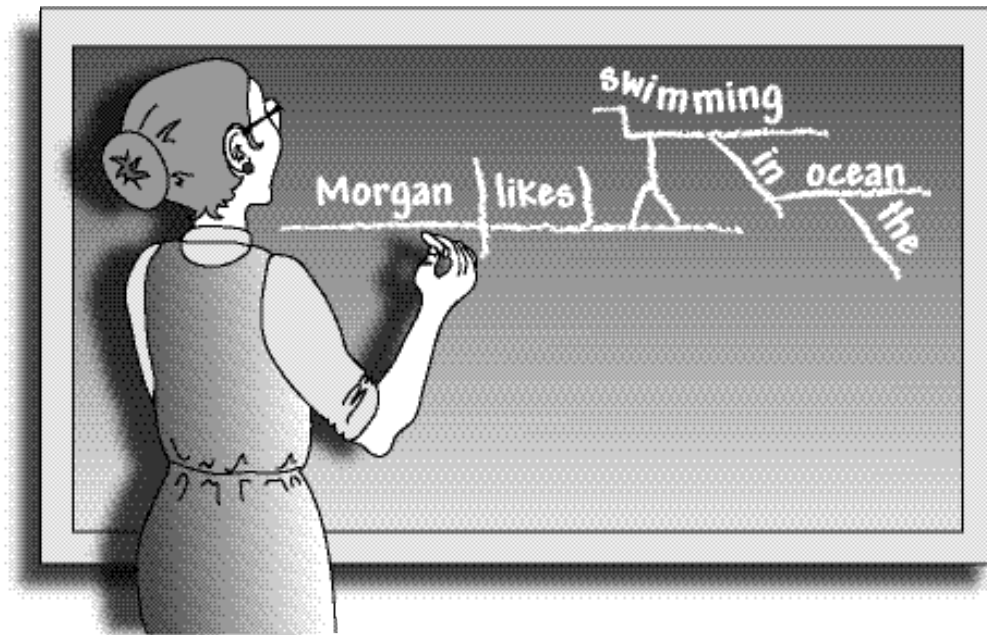
Diagraming sentences helps students work through a sentence when something doesn't sound right or look right. By creating a diagram, students are able to picture how the sentence is written.

This book starts from the beginning of sentence diagraming and shows the student how to diagram simple sentences with just a subject and a verb. It then progresses through adjectives and adverbs, all the way to compound sentences. There are explanations of how to draw the diagram for each part of speech and sentences to practice the skills. There are reviews after several lessons, which may be used as quizzes or tests.

This book is intended to offer both teachers and parents the opportunity to help the student improve his or her ability to diagram sentences. The pages may be copied so the student can keep them in a binder to use as a resource.

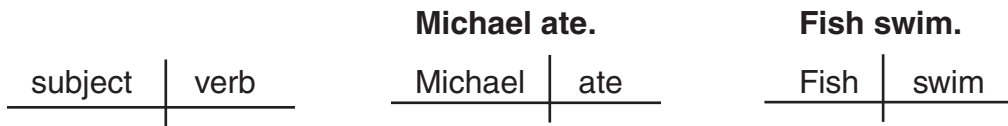
Teachers may use these activities when teaching vocabulary to the whole class as part of a writing workshop. They may also use these activities with students as remedial exercises.

Each unit can be used in order, or the units can be used in isolation.



Diagraming Subjects and Predicates

When diagraming sentences, the horizontal line under the subject and predicate is called the base line. The subject is written on the left side of the base line, and the predicate is on the right side of the base line. A vertical dividing line that crosses the base line is drawn between the subject and verb. Punctuation is not used in a sentence diagram.



Compound subjects are both written on the left side of the base line. The conjunction that connects the two subjects is written on a dotted line between the two subject lines.



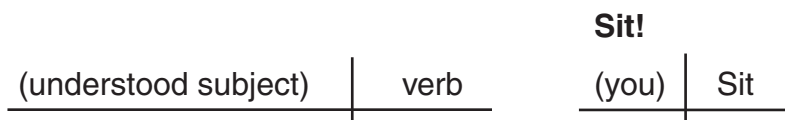
Compound verbs are both written on the right side of the base line. The conjunction that connects the two verbs is written on a dotted line between the two verb lines.



Sentences with compound subjects and compound verbs have the subjects written on two lines on the left side of the base line, and the verbs are written on two lines on the right side of the base line. The conjunction that connects the two subjects is written on a dotted line between the two subjects, and the conjunction that connects the two verbs is written on a dotted line between the two verbs.



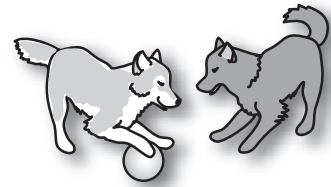
When the subject is understood, as in commands, it is written on the left side of the base line in parentheses.



Name: _____ Date: _____

Diagraming Subjects and Predicates: Practice Activity 1

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.



<p>1. Grass grows.</p>	<p>5. Jeff laughed and chuckled.</p> <div style="text-align: center; margin-top: 20px;"> </div>
<p>2. Dogs play.</p>	<p>6. Caroline wrote and drew.</p>
<p>3. Cats and kittens purr.</p>	<p>7. Jeff and Marie sing and dance.</p>
<p>4. John and I raced.</p>	<p>8. Connor and Kelsey tried but lost.</p>

Name: _____ Date: _____

Diagraming Subjects and Predicates: Practice Activity 2

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.



1. Emily and Erica dance and sing.

5. She and I draw and paint.

2. Jamal skates.

6. Mother washes and dries.

3. Alexis, Pam, and Li sang.

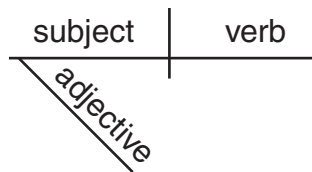
7. Elena will dance.

4. Charles and William will work.

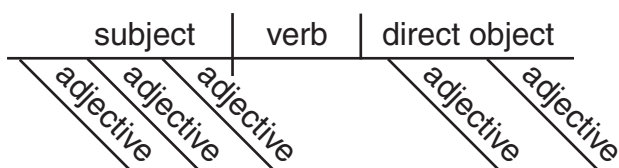
8. Tigger jumped and slid.

Diagraming Adjectives, Adverbs, Direct Objects, Indirect Objects

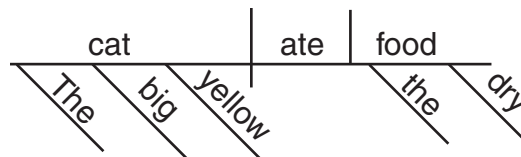
When diagraming sentences, the adjective is written on a line under the word the adjective modifies. Articles are written on a line under the word to which they refer.



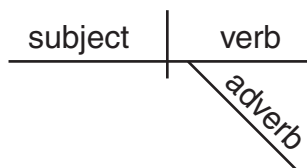
Tall Benjamin ran.



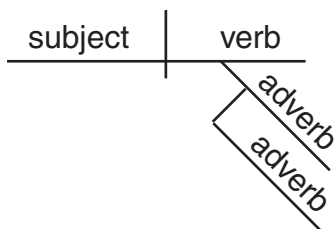
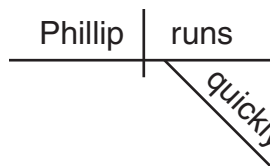
The big yellow cat ate the dry food.



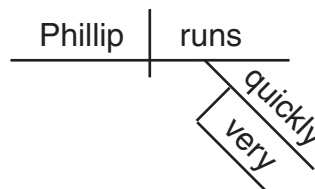
When diagraming sentences, the adverb is written on a line under the word the adverb modifies.



Phillip runs quickly.

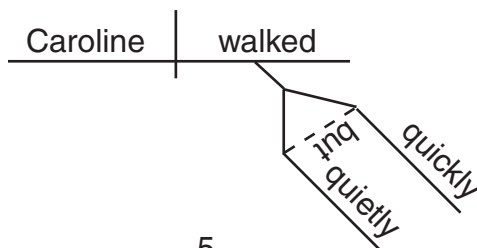


Phillip runs very quickly.



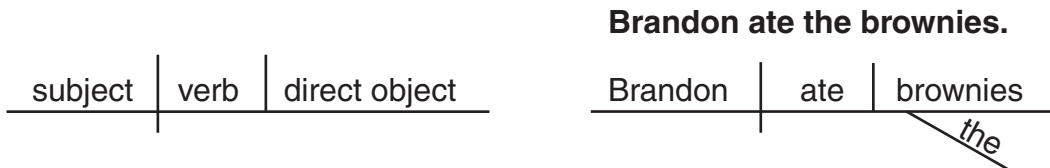
Compound adverbs are written under the word they modify, and the conjunction is written on a dotted line connecting them.

Caroline walked quickly but quietly.

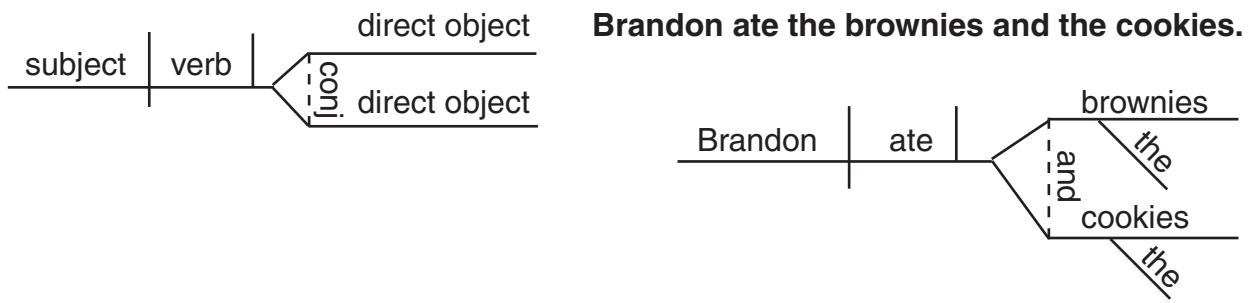


Diagraming Adjectives, Adverbs, Direct Objects, Indirect Objects (cont.)

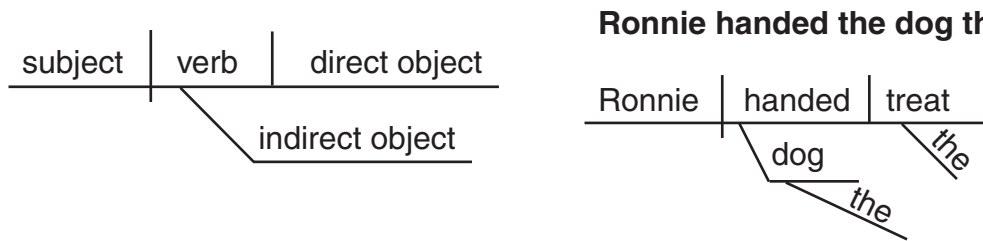
When diagraming sentences, the direct object is written on the base line to the right of the verb. The dividing line does not cross the base line.



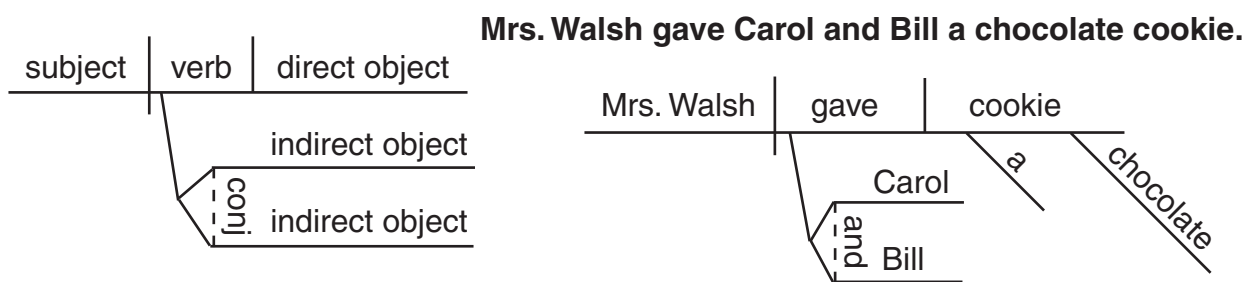
Compound direct objects are written on the base line to the right of the verb. Each direct object is written on its own line connected to each other by the conjunction, which is written on a dotted line.



When diagraming sentences, the indirect object is written on a line under the verb.



Compound indirect objects are written under the verb on two lines connected by the conjunction on a dotted line.

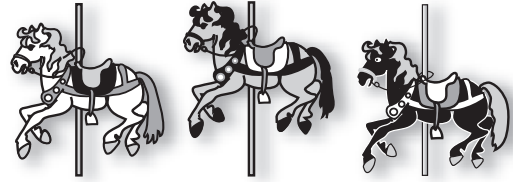


Teacher Note: Prepositional phrases, predicate nominatives, and predicate adjectives are used in some of the following exercises. You may want students to review the material on prepositional phrases on page 16 before beginning this section. Predicate nominatives and predicate adjectives are on page 26.

Name: _____ Date: _____

Diagraming Adjectives: Practice Activity

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.



<p>1. Joseph ate an apple.</p> <div style="text-align: center; margin-top: 20px;"> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;">Joseph</td> <td style="padding: 5px 10px;">ate</td> <td style="border-right: 1px solid black; padding: 5px 10px;">apple</td> </tr> <tr> <td style="border-right: 1px solid black; border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black; border-right: 1px solid black; text-align: center;">an</td> </tr> </table> </div>	Joseph	ate	apple			an	<p>5. The beautiful white swans floated.</p>
Joseph	ate	apple					
		an					
<p>2. Kelsey rode the blue merry-go-round horse.</p>	<p>6. Randy owns a blue and white skateboard.</p>						
<p>3. Sonja held my orange cat.</p>	<p>7. Did you eat the chocolate cake?</p>						
<p>4. Hold the green water pitcher.</p>	<p>8. Dirty water filled the swimming pool.</p>						

Name: _____ Date: _____

Diagraming Adverbs: Practice Activity

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.



<p>1. Every student read quietly.</p>	<p>5. Josh and Ben worked quickly.</p>						
<p>2. The sailboat glided very slowly.</p> <div style="margin-left: 40px; margin-top: 20px;"> <table style="border-collapse: collapse; text-align: center;"> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;">sailboat</td> <td style="padding: 5px 10px;">glided</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;">The</td> <td style="padding: 5px 10px;">slowly</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;"></td> <td style="padding: 5px 10px;">very</td> </tr> </table> </div>	sailboat	glided	The	slowly		very	<p>6. Be very careful.</p>
sailboat	glided						
The	slowly						
	very						
<p>3. We drank the milkshake noisily.</p>	<p>7. Susan very quietly left the room.</p>						
<p>4. Jan and Karen ran outside.</p>	<p>8. Did you open the box carefully?</p>						

Name: _____ Date: _____

Diagraming Subjects, Predicates, Adjectives, Adverbs: Review Activity 1

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.



<p>1. Randy and Paul ate a huge dinner.</p>	<p>5. I quickly finished the essay question.</p> <div style="text-align: center; margin-top: 20px;"> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;">I</td> <td style="padding: 5px 10px;">finished</td> <td style="border-right: 1px solid black; padding: 5px 10px;">question</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;"></td> <td style="padding: 5px 10px; text-align: center;"><i>quickly</i></td> <td style="border-right: 1px solid black; padding: 5px 10px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;"></td> <td style="padding: 5px 10px;"></td> <td style="border-right: 1px solid black; padding: 5px 10px; text-align: center;"><i>the</i></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;"></td> <td style="padding: 5px 10px;"></td> <td style="padding: 5px 10px; text-align: center;"><i>essay</i></td> </tr> </table> </div>	I	finished	question		<i>quickly</i>				<i>the</i>			<i>essay</i>
I	finished	question											
	<i>quickly</i>												
		<i>the</i>											
		<i>essay</i>											
<p>2. The big brown dog ran and jumped.</p>	<p>6. Did you open the door cautiously?</p>												
<p>3. Karen really likes Lisa's sweater.</p>	<p>7. Yesterday we won our baseball game.</p>												
<p>4. Todd and Curt painted the race car purple.</p>	<p>8. I happily ate the last chocolate chip cookie.</p>												

Name: _____ Date: _____

Diagraming Subjects, Predicates, Adjectives, Adverbs: Review Activity 2

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.

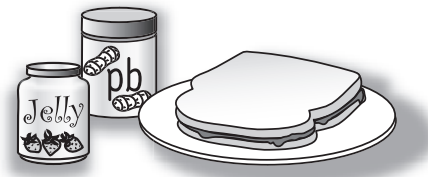


<p>1. The angry cat howled at the back door.</p>	<p>5. Louis won the speaking contest last year.</p>				
<p>2. Jennifer and Katie sorted and tied the recycled newspapers.</p>	<p>6. Andrew and Carlos were absent yesterday and today.</p>				
<p>3. Beth talks loudly.</p>	<p>7. Would you ask for help?</p> <div style="text-align: center; margin-top: 20px;"> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;">you</td> <td style="padding: 5px 10px;">Would ask</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;"></td> <td style="padding: 5px 10px;">for help</td> </tr> </table> </div>	you	Would ask		for help
you	Would ask				
	for help				
<p>4. Please turn the pages carefully.</p>	<p>8. My sister and I share a small room.</p>				

Name: _____ Date: _____

Diagraming Direct Objects: Practice Activity 1

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.

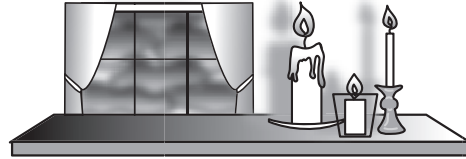


<p>1. Mom made dinner.</p>	<p>5. Grandmother grows beautiful flowers.</p>						
<p>2. The state has many parks.</p> <div style="text-align: center; margin-top: 20px;"> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;">state</td> <td style="padding: 5px 10px;">has</td> <td style="padding: 5px 10px;">parks</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px 10px; text-align: center;">The</td> <td></td> <td style="padding: 5px 10px; text-align: center;">many</td> </tr> </table> </div>	state	has	parks	The		many	<p>6. Alex and Clair are making a map.</p>
state	has	parks					
The		many					
<p>3. Annie eats peanut butter and jelly.</p>	<p>7. Mrs. Evans collected the tests.</p>						
<p>4. The snow covered the yards.</p>	<p>8. Rusty chased a rabbit.</p>						

Name: _____ Date: _____

Diagraming Direct Objects: Practice Activity 2

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.

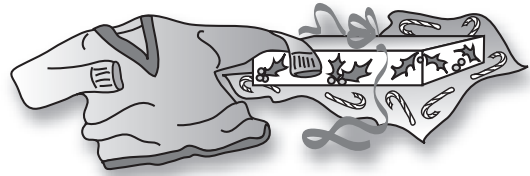


<p>1. After the game, the pep club held a victory dance.</p>	<p>5. Ellen told David the story.</p>
<p>2. Harold drew a picture of the school.</p>	<p>6. During the hurricane, we lighted candles.</p>
<p>3. The cafeteria workers cleaned the kitchen.</p>	<p>7. William ate chips and cookies after school.</p>
<p>4. Laura read a book on the bus.</p> <div style="margin-top: 20px;"> </div>	<p>8. Brandon asked Amy the question.</p>

Name: _____ Date: _____

Diagraming Indirect Objects: Practice Activity

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.



<p>1. I wrote Lindsay a note.</p>	<p>5. Mrs. Manassah read the students a story in Spanish.</p>									
<p>2. Ryan gave Paul a ride.</p> <div style="text-align: center; margin-top: 20px;"> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;">Ryan</td> <td style="padding: 5px 10px;">gave</td> <td style="border-right: 1px solid black; padding: 5px 10px;">ride</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;"></td> <td style="padding: 5px 10px;"></td> <td style="border-right: 1px solid black; padding: 5px 10px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;"></td> <td style="padding: 5px 10px; text-align: center;">Paul</td> <td style="border-right: 1px solid black; padding: 5px 10px;"></td> </tr> </table> </div>	Ryan	gave	ride					Paul		<p>6. Aunt Betsy gave me a sweater for Christmas.</p>
Ryan	gave	ride								
	Paul									
<p>3. I bought Sarah a cookie at lunch.</p>	<p>7. Lavonne mailed Amber an invitation.</p>									
<p>4. Jessica wrote our principal a note.</p>	<p>8. Wong prepared each of the baby birds food to eat.</p>									

Name: _____ Date: _____

Diagraming Subjects, Predicates, Adjectives, Adverbs, Direct Objects, Indirect Objects: Review Activity 1

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.



<p>1. What are you wearing to school tomorrow?</p>	<p>5. The pilot flew the plane to Hawaii.</p> <div style="text-align: center; margin-top: 10px;"> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 0 5px;">pilot</td> <td style="padding: 0 5px;">flew</td> <td style="padding: 0 5px;">plane</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 0 5px; text-align: center;">The</td> <td style="padding: 0 5px; text-align: center;">to Hawaii</td> <td style="padding: 0 5px; text-align: center;">the</td> </tr> </table> </div>	pilot	flew	plane	The	to Hawaii	the
pilot	flew	plane					
The	to Hawaii	the					
<p>2. Jake and I watched football yesterday.</p>	<p>6. Juan and Carol cleaned the band room.</p>						
<p>3. Pepper caught the ball in the air.</p>	<p>7. The roofers nailed the shingles to the roof.</p>						
<p>4. Who ate all of the cake?</p>	<p>8. All of the students took the history test.</p>						

Name: _____ Date: _____

Diagraming Subjects, Predicates, Adjectives, Adverbs, Direct Objects, Indirect Objects: Review Activity 2

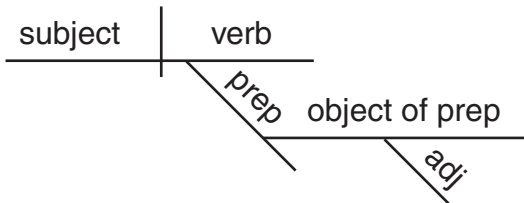
Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.



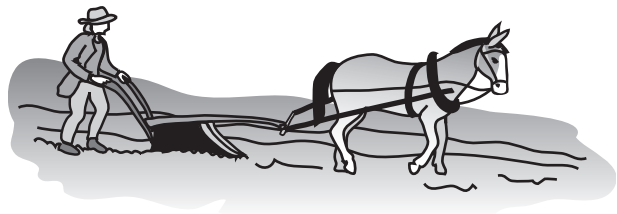
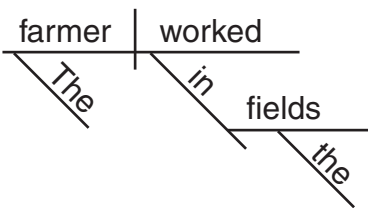
<p>1. Our neighbor gave me some flowers.</p>	<p>5. Alec wrote the governor a letter.</p>						
<p>2. Mrs. Chen read the class a story about John Henry.</p>	<p>6. Dad and Ben cut and raked the yard.</p>						
<p>3. Aunt Pat baked chocolate chip cookies for me.</p>	<p>7. Make the bed!</p> <div style="text-align: center; margin-top: 20px;"> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;">(you)</td> <td style="padding: 5px 10px;">Make</td> <td style="border-right: 1px solid black; padding: 5px 10px;">bed</td> </tr> <tr> <td style="border-top: 1px solid black;"></td> <td style="border-top: 1px solid black;"></td> <td style="border-top: 1px solid black; border-right: 1px solid black; padding-right: 5px;">the</td> </tr> </table> </div>	(you)	Make	bed			the
(you)	Make	bed					
		the					
<p>4. Dr. Adams filled my brother's tooth.</p>	<p>8. Blake played on the school baseball team.</p>						

Diagraming Prepositional Phrases

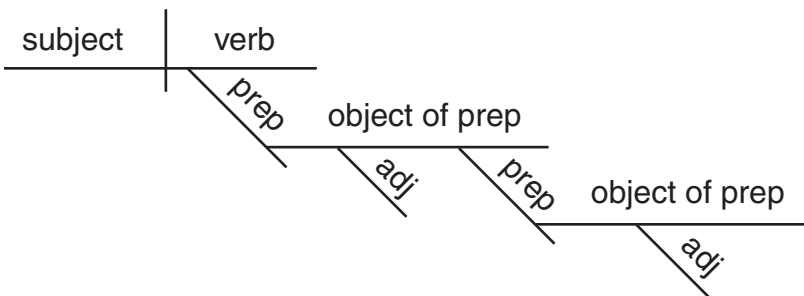
When diagramming sentences, the prepositional phrase is written below the word it modifies on a line with an extra extension. The object of the preposition is written on a horizontal line, and the adjectives used in the prepositional phrase are written on lines that come off the object's line.



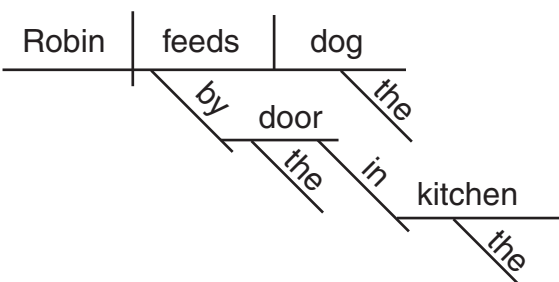
The farmer worked in the fields.



When diagramming a prepositional phrase that modifies another prepositional phrase, the first phrase is written off the word it modifies, and the second phrase is written off the word it modifies.

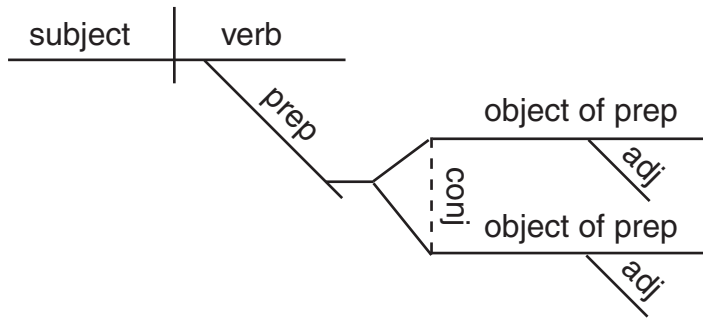


Robin feeds the dog by the door in the kitchen.

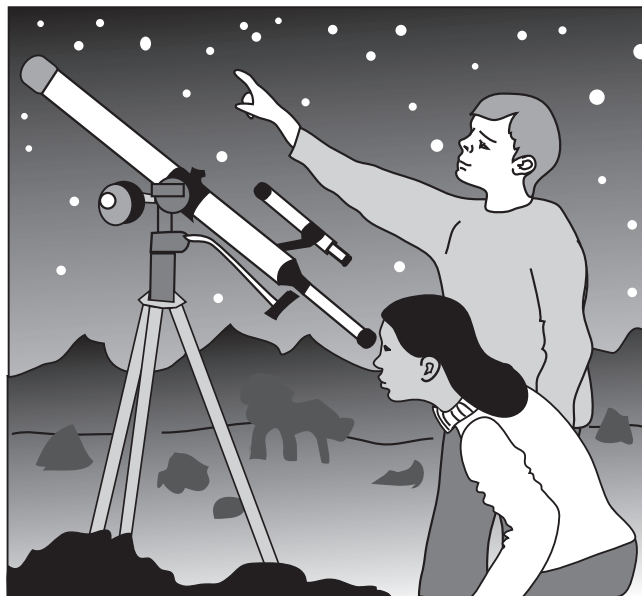
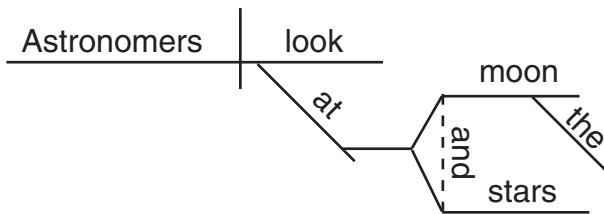


Diagraming Prepositional Phrases (cont.)

When diagraming sentences with prepositional phrases that have compound objects of a preposition, the compound objects are written on two lines coming off the preposition. A dotted line connects the two lines, and the conjunction is written on it.



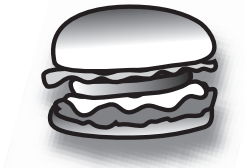
Astronomers look at the moon and stars.



Name: _____ Date: _____

Diagraming Prepositional Phrases: Practice Activity 1

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.



<p>1. The dog ran across the backyard.</p> <div style="margin-left: 40px;"> <table style="border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 0 10px;">dog</td> <td style="padding: 0 10px;"> </td> <td style="padding: 0 10px;">ran</td> </tr> <tr> <td style="border-top: 1px solid black; border-right: 1px solid black; padding: 5px 10px 0 10px;">The</td> <td style="border-top: 1px solid black; padding: 5px 10px 0 10px;"></td> <td style="border-top: 1px solid black; padding: 5px 10px 0 10px;">across</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px 10px 10px 10px;"></td> <td style="border-right: 1px solid black; padding: 5px 10px 10px 10px;"></td> <td style="border-top: 1px solid black; padding: 5px 10px 10px 10px;">backyard</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px 10px 10px 10px;"></td> <td style="border-right: 1px solid black; padding: 5px 10px 10px 10px;"></td> <td style="border-top: 1px solid black; padding: 5px 10px 10px 10px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px 10px 10px 10px;"></td> <td style="border-right: 1px solid black; padding: 5px 10px 10px 10px;"></td> <td style="border-top: 1px solid black; padding: 5px 10px 10px 10px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px 10px 10px 10px;"></td> <td style="border-right: 1px solid black; padding: 5px 10px 10px 10px;"></td> <td style="border-top: 1px solid black; padding: 5px 10px 10px 10px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px 10px 10px 10px;"></td> <td style="border-right: 1px solid black; padding: 5px 10px 10px 10px;"></td> <td style="border-top: 1px solid black; padding: 5px 10px 10px 10px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px 10px 10px 10px;"></td> <td style="border-right: 1px solid black; padding: 5px 10px 10px 10px;"></td> <td style="border-top: 1px solid black; padding: 5px 10px 10px 10px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px 10px 10px 10px;"></td> <td style="border-right: 1px solid black; padding: 5px 10px 10px 10px;"></td> <td style="border-top: 1px solid black; padding: 5px 10px 10px 10px;"></td> </tr> </table> </div> <td style="width: 50%; padding: 10px; vertical-align: top;"> <p>5. The train arrived at 7:00 P.M. from St. Louis.</p> </td>	dog		ran	The		across			backyard																			<p>5. The train arrived at 7:00 P.M. from St. Louis.</p>
dog		ran																										
The		across																										
		backyard																										
<p>2. Was that sandwich for me?</p>	<p>6. The cat on the chair is owned by Mrs. Sanchez.</p>																											
<p>3. The picnic basket was under the tree.</p>	<p>7. After a basket, the cheerleaders yell from the sidelines.</p>																											
<p>4. Connor dove into the swimming pool.</p>	<p>8. Whisper the secret in my ear.</p>																											

Name: _____ Date: _____

Diagraming Prepositional Phrases: Practice Activity 2

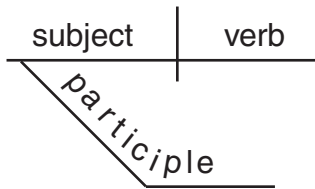
Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.



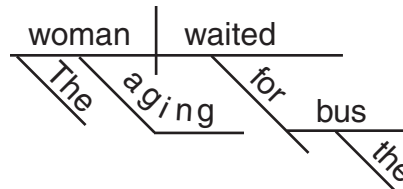
<p>1. The height of the bed frightened Sven.</p>	<p>5. The Masons went on their vacation without their dog.</p>
<p>2. The yards and trees were covered with snow after the blizzard.</p>	<p>6. After school, Mike raked the leaves in the yard.</p> <div style="text-align: center; margin-top: 20px;"> </div>
<p>3. Down in the basement behind the boxes hides the cat.</p>	<p>7. Six of my friends came to the party.</p>
<p>4. Lewis and Clark explored up the Missouri River.</p>	<p>8. Mrs. Eitel's class won first prize in the contest.</p>

Diagraming Participles, Gerunds, Infinitives

When diagraming sentences, the participle is written under the word it modifies. The participle is written in a curve, starting on the angled part of the line and continuing on the horizontal part of the line.

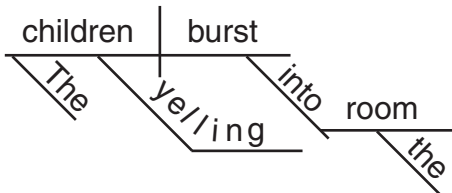


The aging woman waited for the bus.

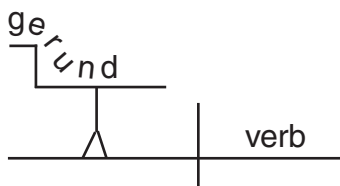


When diagraming a participle phrase, the phrase is written under the word it modifies.

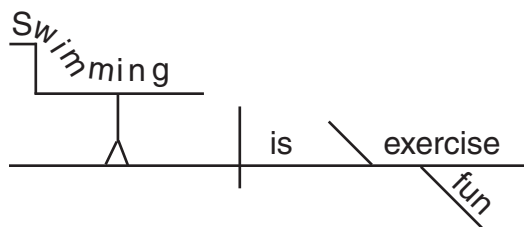
The yelling children burst into the room.



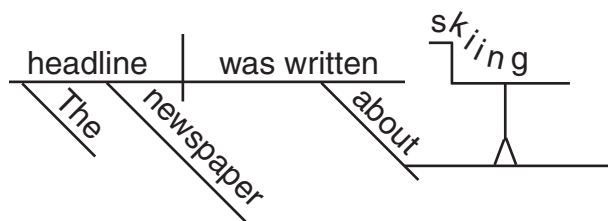
When diagraming sentences with gerunds, the gerund is written on a line and the object of the gerund (if there is one) is written after it, divided by a line like that of the direct object. The gerund is written in a curve around the right angle of the line. Since gerunds can be many parts of speech, this diagraming is placed in the part of speech.



Swimming is fun exercise.

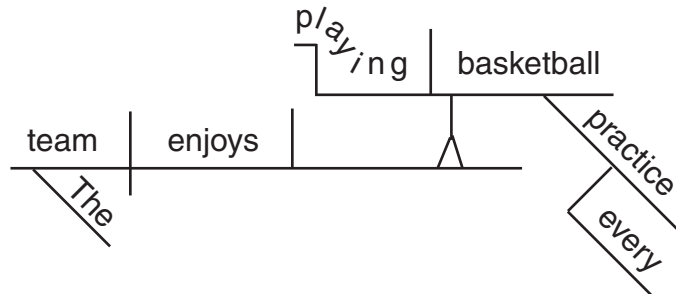


The newspaper headline was written about skiing.



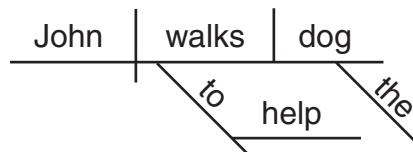
Diagraming Participles, Gerunds, Infinitives (cont.)

The team enjoys playing basketball every practice.



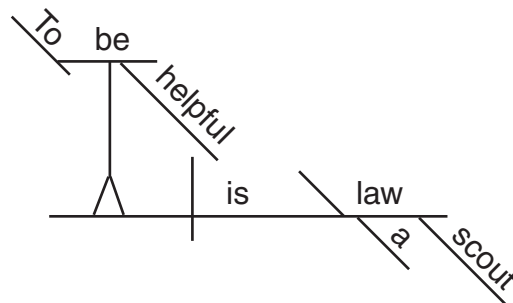
When diagraming infinitives that are used as modifiers, write the diagram as you would for a prepositional phrase.

John walks the dog to help.



When diagraming infinitives that are used as nouns, the diagram goes in the same place as the noun would.

To be helpful is a scout law.



Name: _____ Date: _____

Diagraming Gerunds: Practice Activity



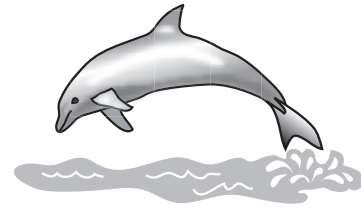
Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.

<p>1. Shala and Kevin like golfing.</p>	<p>5. Learning the violin requires practice.</p>										
<p>2. A good report requires planning.</p>	<p>6. Eating vegetables helps your body.</p> <div style="margin-left: 40px;"> <table style="border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 2px 5px;">Eating</td> <td style="padding: 2px 5px;">vegetables</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px 5px;"> </td> <td style="padding: 2px 5px;">helps</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px 5px;"> </td> <td style="padding: 2px 5px;">body</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px 5px;"> </td> <td style="padding: 2px 5px;">your</td> </tr> </table> </div>	Eating	vegetables		helps		body				your
Eating	vegetables										
	helps										
	body										
	your										
<p>3. Playing the piano has kept Grandma's fingers limber.</p>	<p>7. Sleeping is not allowed at slumber parties.</p>										
<p>4. My chore in the morning is making my bed.</p>	<p>8. Raising the fees decreased attendance at the park.</p>										

Name: _____ Date: _____

Diagraming Participles: Practice Activity

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.

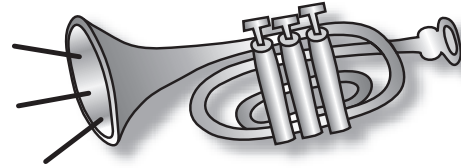


<p>1. The sleeping baby is in the crib.</p> <div style="text-align: center; margin-top: 20px;"> </div>	<p>5. A limping Paulo was sent to the sidelines.</p>
<p>2. Washing the dishes, Dan was very cautious.</p>	<p>6. Ashley, waiting for the bus, dropped her mitten.</p>
<p>3. Eric and Ted will practice at the batting cage.</p>	<p>7. Jamal loaded the washing machine.</p>
<p>4. The leaping dolphin entertained the crowd.</p>	<p>8. Waving goodbye, Kenneth stepped on the plane.</p>

Name: _____ Date: _____

Diagraming Gerunds, Participles: Review Activity

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.

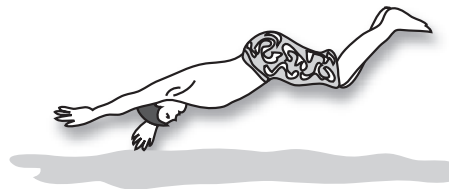


<p>1. The baking cookies smelled delicious.</p> <div style="margin-top: 20px;"> <pre> cookies smelled \ delicious / / \ / \ / \ / \ / \ / \ The \ \ / \ / \ / \ / \ / \ / / / / / / / / / </pre> </div>	<p>5. The blaring concert hurt Consuela's ears.</p>
<p>2. Exercising is a healthy way to start the day.</p>	<p>6. Jing Mei enjoys walking.</p>
<p>3. By getting home first, Juan had extra chores.</p>	<p>7. Standing on a ladder helps you with washing windows.</p>
<p>4. Joan and Dick dislike washing the car.</p>	<p>8. Holding her bat, Sally swung with all her might.</p>

Name: _____ Date: _____

Diagraming Infinitives: Practice Activity

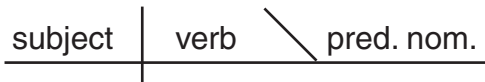
Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.



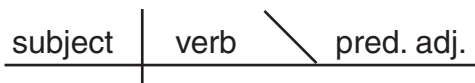
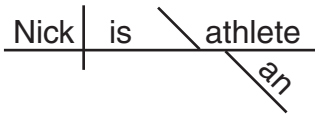
<p>1. Jennifer has many ways to fix her hair.</p>	<p>5. Mrs. Jackson asked to hear from the yearbook staff.</p>
<p>2. Abbie wants to know the capital of Laos.</p>	<p>6. My family hopes to fly to Orlando.</p>
<p>3. Ling and Mario plan to audition for the musical.</p>	<p>7. My group has to finish a mural.</p>
<p>4. Do you want to go to the movies?</p>	<p>8. Ryan finally learned to dive.</p>

Diagraming Predicate Nominatives, Predicate Adjectives

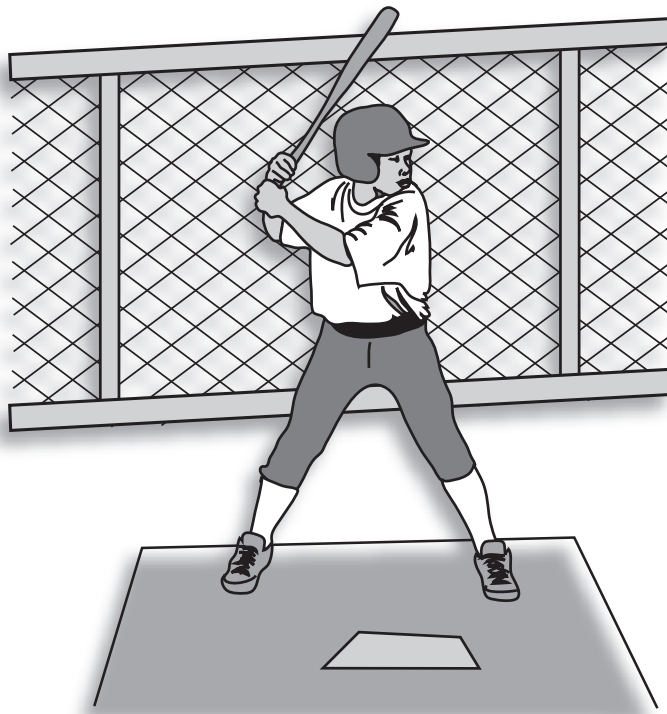
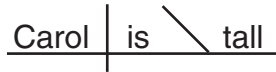
When diagraming predicate nominatives or predicate adjectives, you write the word on the same line as the simple subject and the verb. It is written after the verb. The line dividing the verb from the predicate nominative or predicate adjective does not cross the base line and slants back toward the subject to show the connection.



Nick is an athlete. (predicate nominative)



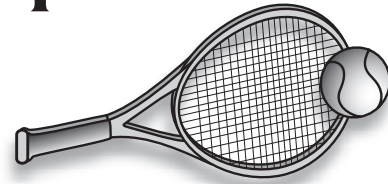
Carol is tall. (predicate adjective)



Name: _____ Date: _____

Diagramming Predicate Nominatives, Predicate Adjectives: Practice Activity 1

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.



<p>1. I am a member of the tennis team.</p>	<p>5. The swimming pool looked cool and refreshing.</p>
<p>2. The day seemed sticky after the rain.</p> <div style="margin-top: 20px;"> <pre> day seemed \ sticky / The /-----\ / \ / \ / \ / \ / \ / \ / \ </pre> </div>	<p>6. Kayla will be the representative at the meeting.</p>
<p>3. The dogs are excited at the sight of our cat.</p>	<p>7. The leftovers were dinner on Tuesday.</p>
<p>4. That lady is my mother.</p>	<p>8. Did the class seem quiet in the afternoon?</p>

Name: _____ Date: _____

Diagraming Predicate Nominatives, Predicate Adjectives: Practice Activity 2

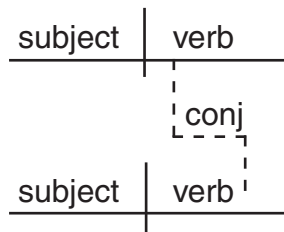
Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.



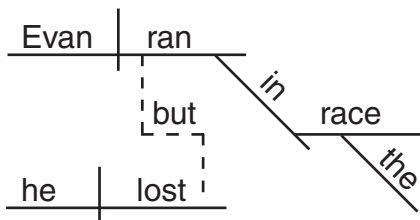
<p>1. My sister is a cheerleader.</p> <div style="text-align: center; margin-top: 20px;"> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;">sister</td> <td style="padding: 5px 10px;">is</td> <td style="padding: 5px 10px;">cheerleader</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px 10px; text-align: center;"> </td> <td style="padding: 5px 10px;"></td> <td style="padding: 5px 10px; text-align: center;"> </td> </tr> </table> </div>	sister	is	cheerleader				<p>5. The best singers in Chorus are Tom and Alexis.</p>
sister	is	cheerleader					
<p>2. Children should be quiet in the library.</p>	<p>6. We were tired today.</p>						
<p>3. Does this book seem boring?</p>	<p>7. Jenny is a good gymnast.</p>						
<p>4. Chemistry is my hardest class.</p>	<p>8. The brownies tasted delicious.</p>						

Diagraming Compound Sentences

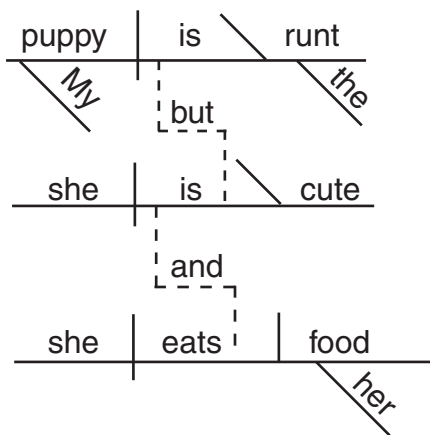
When diagraming compound sentences, each independent clause is diagramed as a sentence. The diagrams are connected by a dotted line with the connecting conjunction written on the horizontal part of the line. The diagrams are connected at the verbs.



Evan ran in the race, but he lost.



My puppy is the runt, but she is cute, and she eats her food.



Name: _____ Date: _____

Diagraming Compound Sentences: Practice Activity

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.



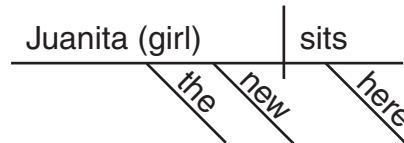
<p>1. The students reviewed the chapter, because they have a test tomorrow.</p>	<p>5. Annie didn't go to ballet class, because she sprained her ankle.</p>
<p>2. Michael joined the track team, but he didn't expect to win.</p>	<p>6. Hal's speech ran overtime, so he received a lower grade.</p> <div style="text-align: center; margin-top: 10px;"> </div>
<p>3. Ron and Alec traveled to France, and they sent me a postcard.</p>	<p>7. My dad hung the bird feeder, and he filled it with birdseed.</p>
<p>4. The rain left big puddles, and the children floated twigs in them.</p>	<p>8. Did you feed the cat, or did you ask John to feed it?</p>

Diagraming Appositives; There, Where, Here

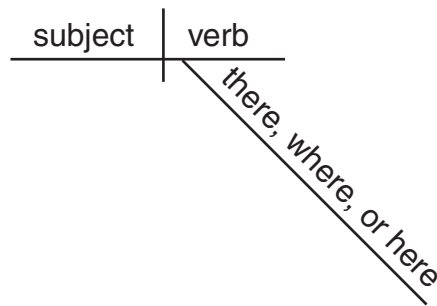
When diagraming sentences, the appositive is written after the word to which it refers. The appositive is written inside parentheses.



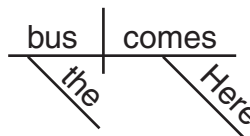
Juanita, the new girl, sits here.



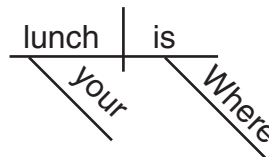
When diagraming sentences with *There*, *Where*, or *Here* at the beginning of the sentence, those words modify the verb.



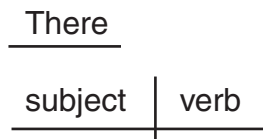
Here comes the bus.



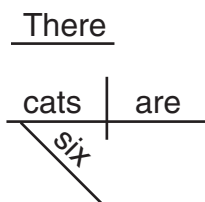
Where is your lunch?



When *there* is not used to modify the verb, it is written on a line above the sentence.



There are six cats.



Name: _____ Date: _____

Diagraming Appositives: Practice Activity

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.



<p>1. Mrs. Garcia, the third grade teacher, helps the students with math.</p>	<p>5. Mr. Ichiro's son Troy is my tennis partner.</p>
<p>2. My dog Rusty played in the open field.</p> <div style="margin-top: 20px;"> <pre> graph TD A[dog (Rusty)] --- B[played] A --- C[My] B --- D[in] B --- E[field] E --- F[the] E --- G[open] </pre> </div>	<p>6. Jody's book, the one with the red cover, is on the table.</p>
<p>3. Kwame, the boy in the blue shirt, is the star of the basketball team.</p>	<p>7. A three-time medal winner, Kyle is entering the marathon.</p>
<p>4. My brother Michael graduated college in May.</p>	<p>8. Paris, a town in Missouri, doesn't have the Seine River.</p>

Name: _____ Date: _____

Diagraming There, Where, Here: Practice Activity

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.



<p>1. Here are the books.</p> <div style="text-align: center; margin-top: 20px;"> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;">books</td> <td style="padding: 5px 10px;">are</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px 10px; text-align: center;">the</td> <td style="padding: 5px 10px; text-align: center;">Here</td> </tr> </table> </div>	books	are	the	Here	<p>5. There they go.</p>
books	are				
the	Here				
<p>2. Where are you going?</p>	<p>6. Where can I get a new umbrella?</p>				
<p>3. There were two newspapers.</p>	<p>7. Here are the names of the finalists.</p>				
<p>4. Here comes the parade!</p>	<p>8. There are the baby bunnies.</p>				

Name: _____ Date: _____

Diagraming Subjects, Predicates, Adjectives, Adverbs, Appositives: Review Activity

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.



<p>1. The snake slithered quietly.</p>	<p>5. I happily ate the last piece.</p>
<p>2. A big brown bookbag, my brother's, rested on a chair.</p>	<p>6. The rain is pouring outside.</p>
<p>3. The sleepy cat curled up.</p> <div style="margin-top: 20px;"> <p>The diagram shows a horizontal line with 'cat' above it and 'curled' above it. Below the line, 'The' is written vertically, 'sleepy' is written vertically, and 'up' is written vertically. A vertical line separates 'cat' and 'curled'.</p> </div>	<p>7. My sister Carol sings rock music.</p>
<p>4. Six engines pulled the freight train.</p>	<p>8. I sat there during the school play.</p>

Name: _____ Date: _____

Overall Review Activity 1



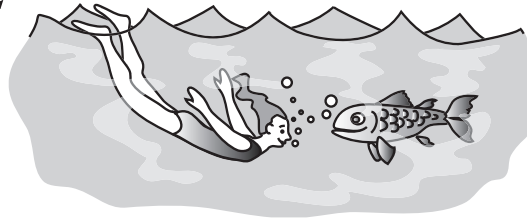
Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.

<p>1. Some day Jeff will be a leader.</p>	<p>5. The fall leaves are beautiful, but I need to rake them.</p>
<p>2. LaShonda is a good reader, but she dislikes math.</p>	<p>6. Angel works at the library after school.</p>
<p>3. The tornado blew down buildings.</p>	<p>7. I sometimes ride my bike to the store.</p>
<p>4. Jake hopes to attend scout camp.</p> <div style="margin-top: 20px;"> <pre> Jake hopes ----- / to attend camp /----- / scout /----- </pre> </div>	<p>8. Matteo has a nearly new skateboard.</p>

Name: _____ Date: _____

Overall Review Activity 2

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.



<p>1. Carolyn wants to win the tennis tournament.</p>	<p>5. Morgan likes swimming in the ocean.</p> <div style="text-align: center; margin-top: 20px;"> </div>
<p>2. Elizabeth tried baking bread.</p>	<p>6. The science movie was really boring.</p>
<p>3. Jim's aching feet kept him from the hike.</p>	<p>7. Showering in the morning is a good way to start the day.</p>
<p>4. Peter is polite and considerate.</p>	<p>8. Ashley is class president, and Adam is class treasurer.</p>

Glossary

Adjective: Word that modifies nouns and pronouns. Adjectives tell what kind of, which one, or how many.

Adverb: Word that modifies verbs, adjectives, or other adverbs. Adverbs tell how, where, when, and to what extent.

Appositive: A noun or pronoun that follows a noun or pronoun to give more information.

Appositive Phrase: An appositive in a phrase that explains the noun or pronoun.

Compound Sentence: A sentence with two or more independent clauses.

Direct Object: Receives the action of the verb. It answers the question whom or what.

Gerund: A verb ending in *-ing* and used as a noun.

Indirect Object: Precedes the direct object and tells to whom or to what.

Noun: Names a person, place, thing, or idea.

Participle: A verb used as an adjective.

Predicate: The sentence part that says something about the subject. It contains the verb or verb phrase.

Predicate Adjective: An adjective that follows a linking verb and modifies the subject.

Predicate Noun or Nominative: A noun that follows a linking verb and modifies the subject.

Pronoun: Word that takes the place of a noun.

Sentence: A group of words that express a complete thought; has a subject and a predicate.

Simple Sentence: A sentence with just a subject and a verb.

Subject of a Sentence: A person, place, thing, or idea that the sentence is about.

Verb: Word that expresses action or a state of being.

Answer Keys

Diagramming Subjects and Predicates: Practice Activity 1 (page 3)

- Grass | grows
- Dogs | play
- Cats
kittens and | purr
- John
I and | raced
- Jeff | laughed
and | chuckled
- Caroline | wrote
and | drew
- Jeff | sing
Marie and | dance
- Connor | tried
Kelsey and | but | lost

Diagramming Subjects and Predicates: Practice Activity 2 (page 4)

- Emily | dance
Erica and | and | sing
- Jamal | skates
- Alexis
Pam and | sang
Li
- Charles | will work
William and
- She | draw
I and | and | paint

- Mother | washes
and | dries
- Elena | will dance
- Tigger | jumped
and | slid

Diagramming Adjectives: Practice Activity (page 7)

- Joseph | ate | apple
an
- Kelsey | rode | horse
the blue merry-go-round
- Sonja | held | cat
my orange
- (you) | Hold | pitcher
the green water
- swans | floated
The beautiful white
- Randy | owns | skateboard
a blue
and | white
- you | Did eat | cake
the chocolate
- water | filled | pool
Dirty the swimming

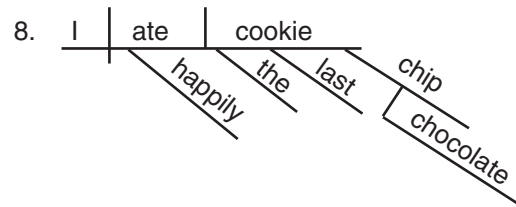
Diagramming Adverbs: Practice Activity (page 8)

- student | read
Every quietly
- sailboat | glided
The slowly
very
- We | drank | milkshake
noisily the

4. Jan and Karen ran outside
5. Josh and Ben worked quickly
6. (you) Be very careful
7. Susan left the room quietly very
8. you Did open the box carefully

Diagraming Subjects, Predicates, Adjectives, Adverbs: Review Activity 1 (page 9)

1. Randy and Paul ate dinner a huge
2. dog ran and jumped
The big brown
3. Karen likes sweater really Lisa's
4. Todd and Curt painted car the race purple
5. I finished question the essay quickly
6. you Did open door the cautiously
7. we won game our baseball yesterday

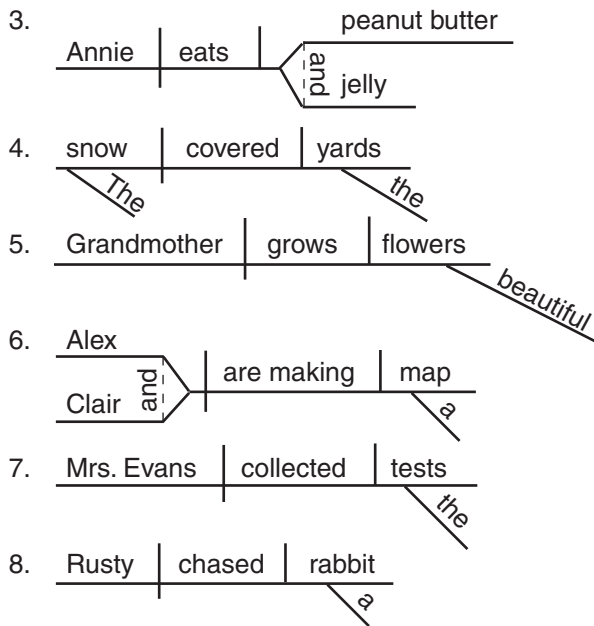


Diagraming Subjects, Predicates, Adjectives, Adverbs: Review Activity 2 (page 10)

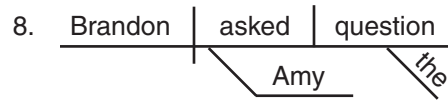
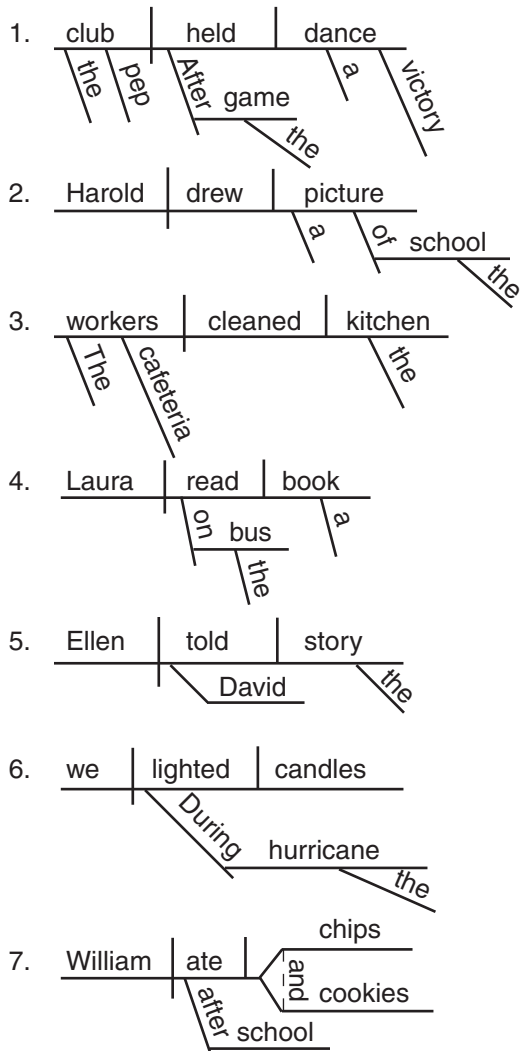
1. cat howled
The angry at door the back
2. Jennifer sorted
Katie and tied newspapers the recycled
3. Beth talks loudly
4. (you) turn pages the
Please carefully
5. Louis won contest the speaking
last year
6. Andrew and Carlos were absent
yesterday and today
7. you Would ask for help
8. sister My and share room a small

Diagraming Direct Objects: Practice Activity 1 (page 11)

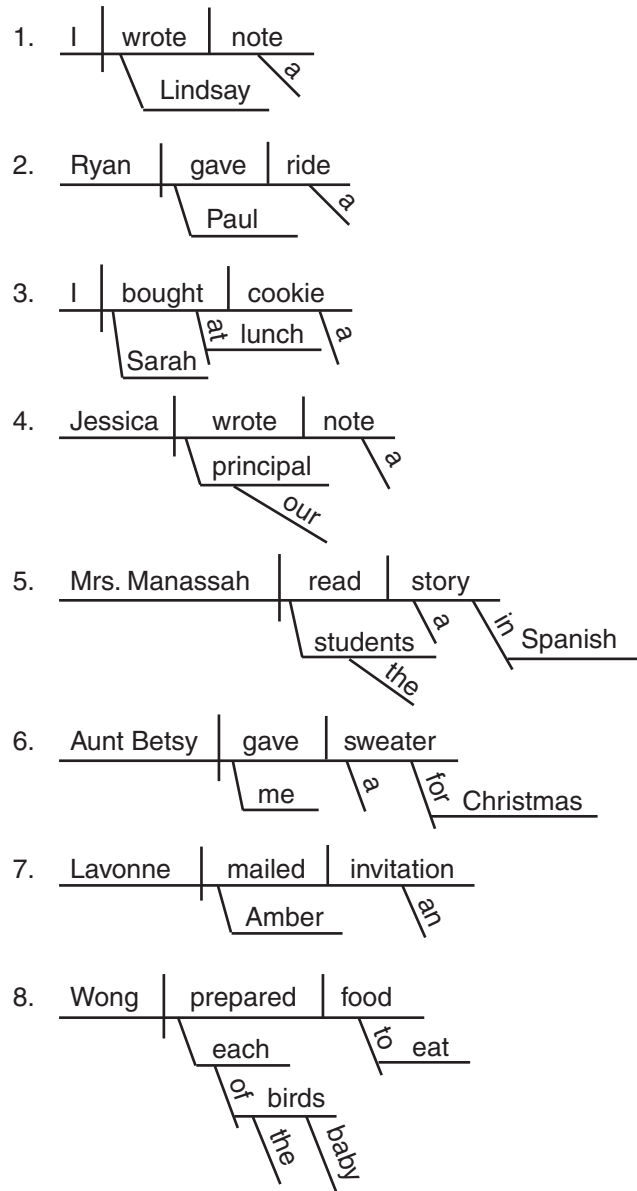
1. Mom made dinner
2. state has parks many
The



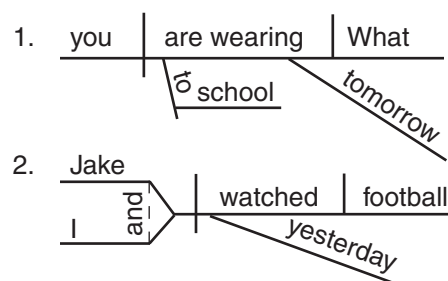
Diagramming Direct Objects: Practice Activity 2 (page 12)



Diagramming Indirect Objects: Practice Activity (page 13)



Diagramming Subjects, Predicates, Adjectives, Adverbs, Direct Objects, Indirect Objects: Review Activity 1 (page 14)



3. Pepper | caught | ball
 | in air | the
4. Who | ate | all
 | of cake | the
5. pilot | flew | plane
 | The | to Hawaii | the
6. Juan
 Carol and | cleaned | room | band
 | the
7. roofers | nailed | shingles
 | The | to roof | the
8. All | took | test
 | or students | the | history

Diagraming Subjects, Predicates, Adjectives, Adverbs, Direct Objects, Indirect Objects: Review Activity 2 (page 15)

1. neighbor | gave | flowers
 | Our | me | some
2. Mrs. Chen | read | story
 | class | a | about John Henry
 | the
3. Aunt Pat | baked | cookies
 | for me | chip
 | chocolate
4. Dr. Adams | filled | tooth
 | brother's
 | my
5. Alec | wrote | letter
 | governor | a
 | the
6. Dad
 Ben and | | cut
 | and | raked | yard
 | the
7. (you) | Make | bed
 | the
8. Blake | played
 | on team | the
 | the | baseball school

Diagraming Prepositional Phrases: Practice Activity 1 (page 18)

1. dog | ran
 | The | across | backyard
 | the
2. sandwich | Was
 | that | for me
3. basket | was
 | The | picnic | under tree | the
4. Connor | dove
 | into | pool | the
 | swimming
5. train | arrived
 | The | at 7:00 P.M. | from St. Louis
6. cat | is owned
 | The | on | chair | by Mrs. Sanchez
 | the
7. cheerleaders | yell
 | the | After basket | from sidelines
 | a | the
8. (you) | Whisper | secret
 | in ear | the
 | my

Diagraming Prepositional Phrases: Practice Activity 2 (page 19)

1. height | frightened | Sven
 | The | of | bed
 | the
2. yards
 The | and | were covered | after blizzard
 | trees | with snow | the
3. cat | hides
 | the | Down | in | behind boxes | the
 | basement | the

4. Lewis Clark and explored up the River Missouri
5. The Masons went on vacation without their dog in their yard
6. Mike raked leaves after school in the yard
7. Six of my friends came to the party
8. Mrs. Eitel's class won first prize in the contest

7. Sleeping is allowed at parties
8. Raising fees decreased attendance at the park

**Diagraming Participles:
Practice Activity (page 23)**

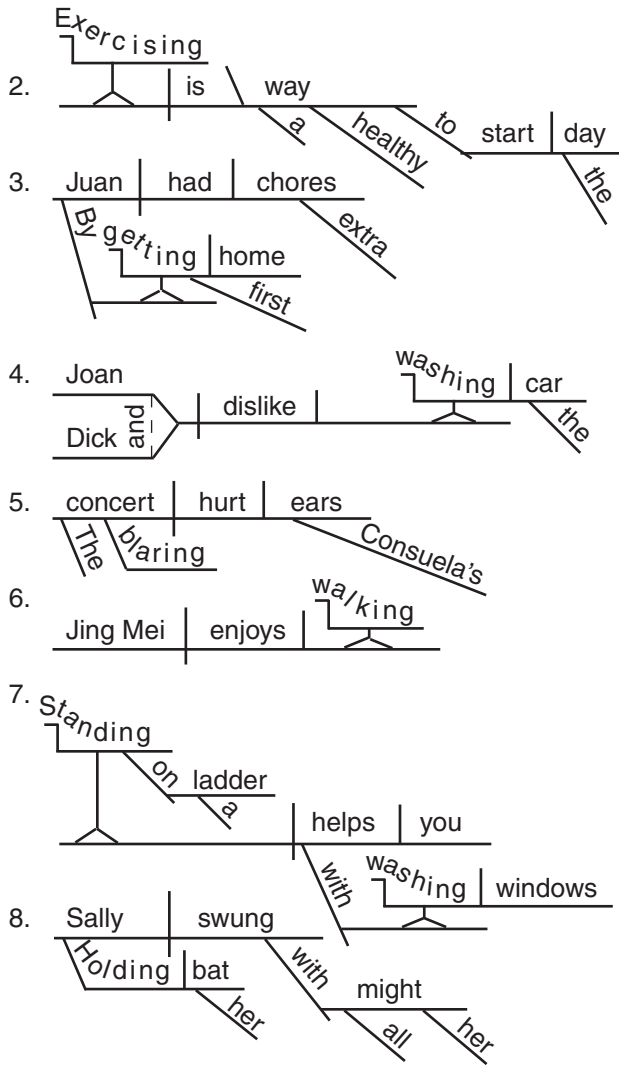
1. The sleeping baby is in the crib
2. Dan was cautious while washing dishes very carefully
3. Eric and Ted will practice batting at the cage
4. The leaping dolphin entertained the crowd
5. Paulo was sent to the sidelines while limping
6. Ashley dropped her mitten while waiting for the bus
7. Jamal loaded the washing machine
8. Kenneth stepped on the plane while waving goodbye

Diagraming Gerunds: Practice Activity (page 22)

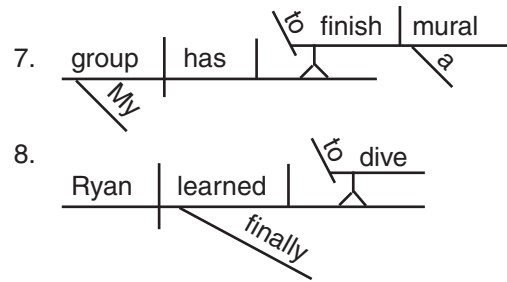
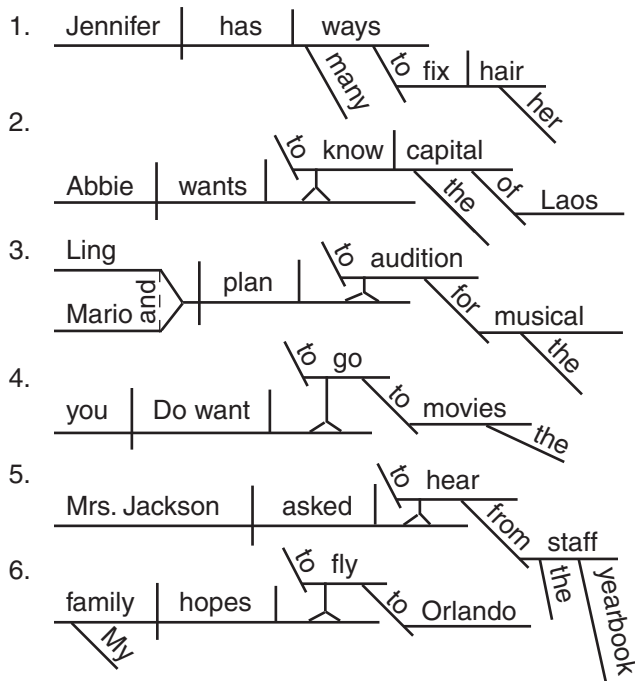
1. Shala and Kevin like golfing
2. A good report requires planning
3. Playing piano has kept Grandma's fingers limber
4. My morning chore is making my bed
5. Learning violin requires practice
6. Eating vegetables helps your body

**Diagraming Gerunds, Participles:
Review Activity (page 24)**

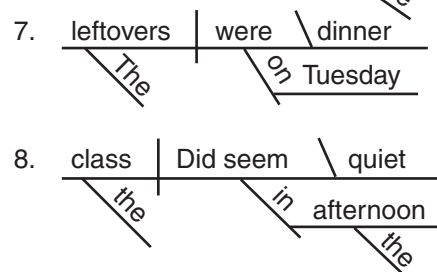
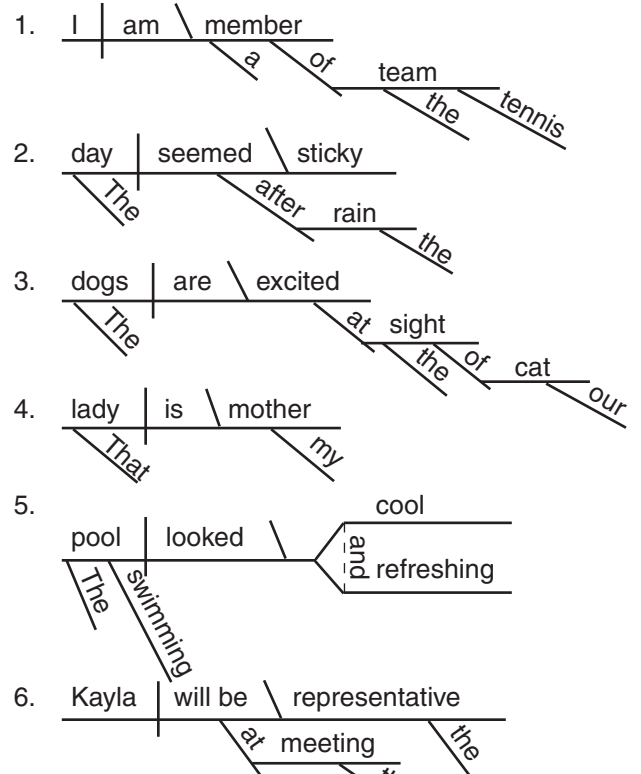
1. The baking cookies smelled delicious



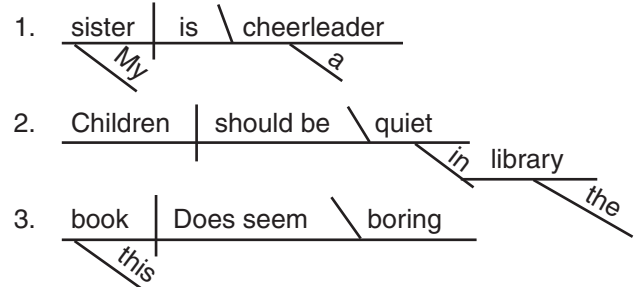
Diagramming Infinitives: Practice Activity (page 25)

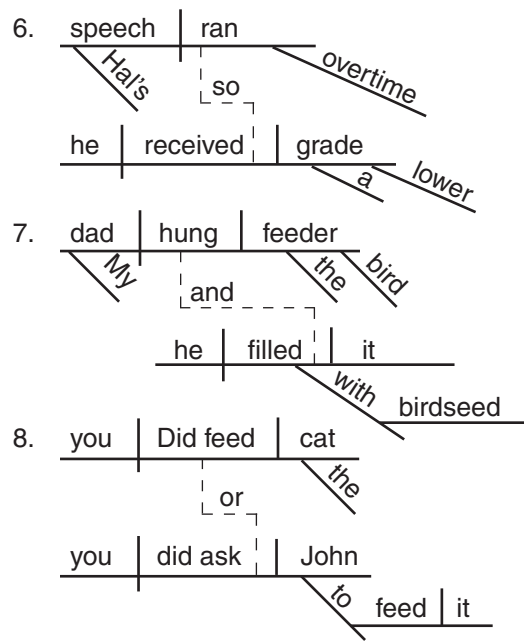
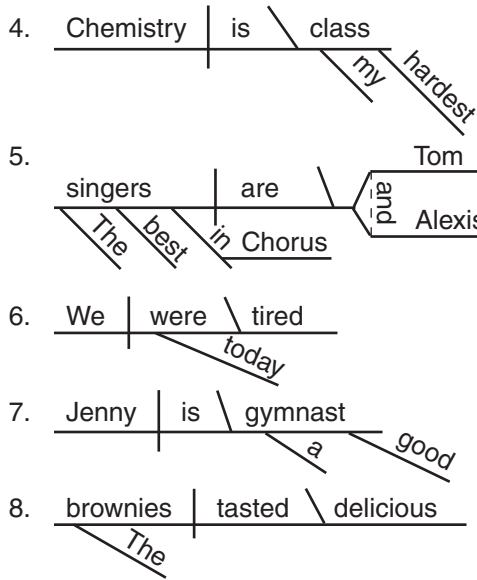


Diagramming Predicate Nominatives, Predicate Adjectives: Practice Activity 1 (page 27)

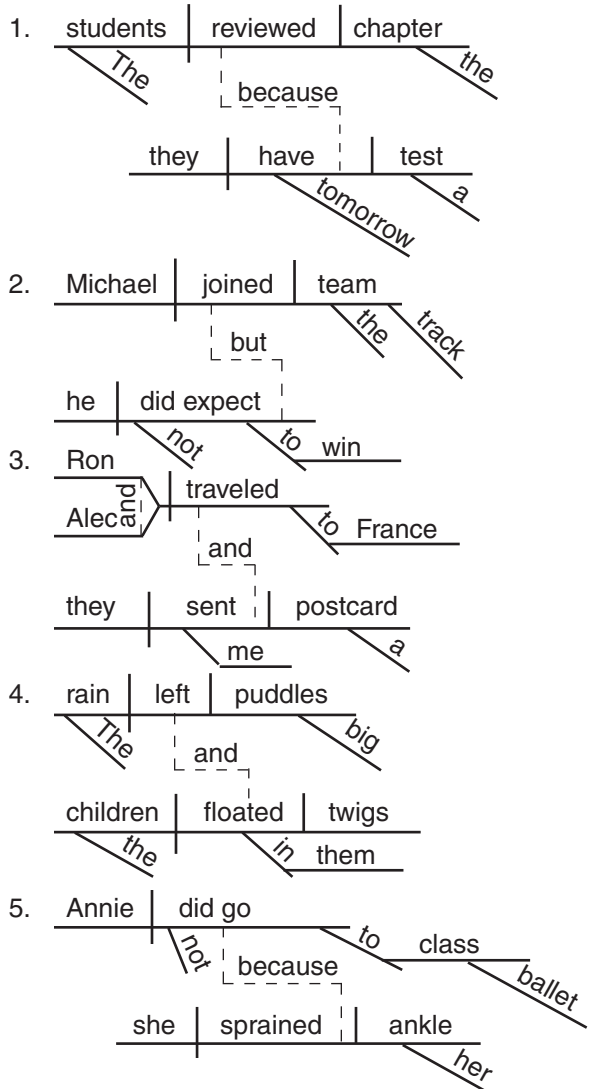


Diagramming Predicate Nominatives, Predicate Adjectives: Practice Activity 2 (page 28)

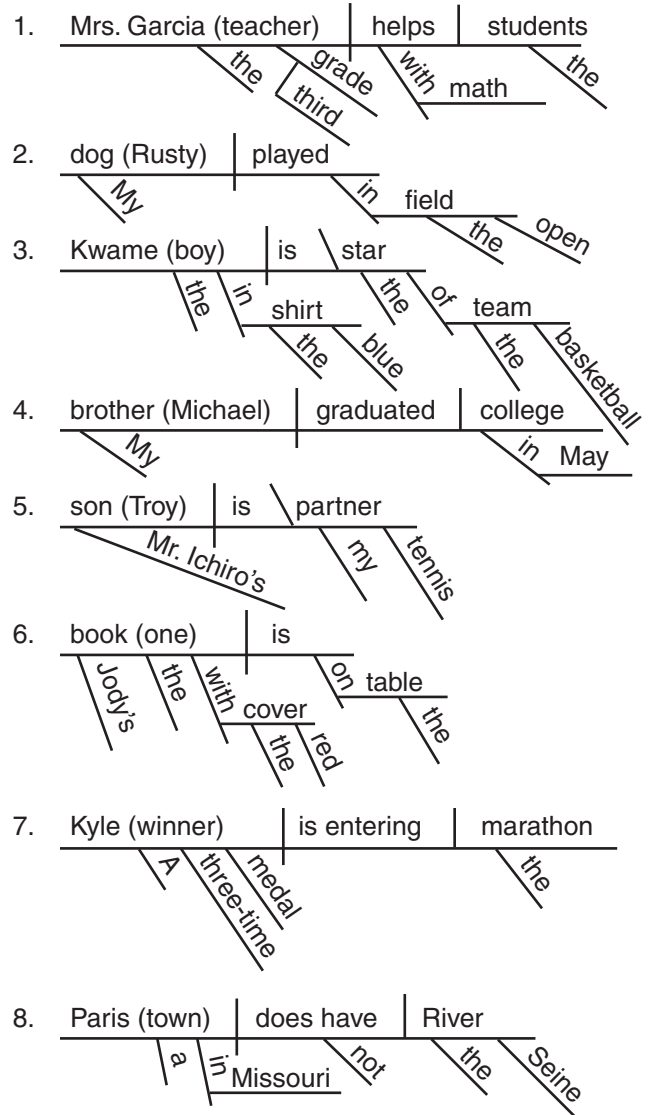




Diagraming Compound Sentences: Practice Activity (page 30)



Diagraming Appositives: Practice Activity (page 32)



Diagraming There, Where, Here: Practice Activity (page 33)

1. books | are
the | Here
2. you | are going
Where
3. There
newspapers | were
two
4. parade | comes
the | Here
5. they | go
There
6. I | can get | umbrella
Where | a | new
7. names | are
the | of | finalists | Here
the
8. bunnies | are
the | baby | There

Diagraming Subjects, Predicates, Adjectives, Adverbs, Appositives: Review Activity (page 34)

1. snake | slithered
The | quietly
2. bookbag | rested
A | big | brown | (brother's) | my | on | chair | a
3. cat | curled
The | sleepy | up
4. engines | pulled | train
Six | the | freight

5. I | ate | piece
happily | the | last
6. rain | is pouring
The | outside
7. sister (Carol) | sings | music
My | rock
8. I | sat
there | during | play | the | school

Overall Review Activity 1 (page 35)

1. Jeff | will be | leader
day | a
Some
2. LaShonda | is | reader
but | a | good
she | dislikes | math
3. tornado | blew | buildings
The | down
4. Jake | hopes
to | attend | camp | scout
5. leaves | are | beautiful
The | fall | but | I | need | them
to | rake
6. Angel | works
at | library | after | school
the
7. I | ride | bike
sometimes | to | store | my
the
8. Matteo | has | skateboard
a | new
nearly