

# Chapter 3: Materials

5th Grade  
DGP

## A. Help Pages

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

### Monday Notes

#### NOUN

- person, place, thing, idea
- common (n): names a general noun; begins with lower case letter (city)
- proper (N): names a specific noun; begins with capital letter (Detroit)
- possessive (pos n, pos N): shows ownership (girl's, Roger's)

#### PRONOUN (pro)

- takes the place of a noun
- types
  - personal (1<sup>st</sup> person: pronouns having to do with "me"; 2<sup>nd</sup> person: pronouns having to do with "you"; 3<sup>rd</sup> person: pronouns having to do with everyone else)
    - singular nominative (nom): I, you, he, she, it
    - plural nominative (nom): we, you, they
    - singular objective (obj): me, you, him, her, it
    - plural objective (obj): us, you, them
    - singular possessive (pos): my, your, his, her, its, mine, yours
    - plural possessive (pos): our, your, their, ours, yours, theirs
  - indefinite (ind): doesn't refer to a definite person or thing
    - each, either, neither, few, some, all, most, several, few, many, none, one, someone, no one, everyone, anyone, somebody, nobody, everybody, anybody, more, much, another, both, any, other, etc.
  - reflexive (ref): reflects back to "self"
    - myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
    - not words: hisself, ourself, theirselves
  - relative (rp): starts adj. dependent clauses
    - that, which, who, whom, whose

#### ADVERB (adv)

- modifies adjectives (really cute), verbs (run quickly), and other adverbs (very easily)
- tells How? When? Where? To what extent?
- Not and never are always adverbs.

#### ADJECTIVE (adj)

- modifies nouns (I have a green pen.) and pronouns (They are happy.)
- tells Which one? How many? What kind?
- articles (art): a, an, the
- proper adjective (Adj): proper noun used as an adjective (American flag)

#### INTERJECTION (int)

- expresses emotion but has no real connection with the rest of the sentence
- set apart from sentence by comma or exclamation point
- No, I'm not finished with my homework. Wow! What a great new car!

## PREPOSITION (prep)

- shows relationship between a noun or pronoun and some other word in the sentence
- across, after, against, around, at, before, below, between, by, during, except, for, from, in, of, off, on, over, since, through, to, under, until, with, according to, because of, instead of, etc.
- We went to school. We went up the stairs.

## CONJUNCTION

- joins words, phrases, and clauses
- types
  - coordinating (cc)
    - FANBOYS (for, and, nor, but, or, yet, so)
  - subordinating (sc)
    - starts adv. dependent clauses (and therefore must be followed by subject and verb)
    - after, since, before, while, because, although, so that, if, when, whenever, as, even though, until, unless, as if, etc.
  - correlative (cor conj)
    - not only/but also, neither/nor, either/or, both/and

## VERB

- shows action or state of being
- types
  - action (av)
    - shows action
    - She wrote a note.
  - linking (lv)
    - links two words together
    - can be linking: is, be, am, are, was, were, been, being, appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, etc.
    - English is fun. (English = fun)
    - The flower smells pretty. (flower = pretty) The dog smells the flower. (action)
  - helping (hv)
    - “helps” an action verb or linking verb
    - If a verb phrase has four verbs, the first three are helping. If it has three verbs, the first two are helping. And so on.
    - can be helping: is, be, am, are, was, were, been, being, will, would, can, could, shall, should, may, might, must, have, has, had, do, does, did
    - We have been taking notes all day. (Taking is action.)
    - She will be cold without a jacket. (Be is linking.)
- tenses
  - present (pres)
    - happening now (jump, talk, eat)
  - past (past)
    - happened previously (jumped, talked, ate, fell)
  - future (f)
    - will happen in the future (will jump, shall talk)

- present perfect (pres per)
  - *have* or *has* plus past participle (have jumped, has talked)
- past perfect (past per)
  - *had* plus past participle (had jumped, had talked)
- future perfect (f per)
  - *will have* or *shall have* plus past participle (will have jumped, shall have talked)
- present progressive (pres prog)
  - *is*, *are*, or *am* plus present participle (am jumping, is jumping, are jumping)
- past progressive (past prog)
  - *was* or *were* plus present participle (was jumping, were jumping)
- future progressive (f prog)
  - *will be* or *shall be* plus present participle (will be jumping, shall be jumping)

## Tuesday Notes

### SIMPLE SUBJECT (S)

- the "who" or "what" of the verb
- ex: The dog with spots likes to bark loudly.
- must be noun or pronoun
- can never be in a prepositional phrase
- There and here are never the subject of a sentence.
- The subject can be an "understood you": Bring me the remote control, please. (You bring it.)

### COMPLETE SUBJECT (underlined once)

- simple subject plus its modifiers
- ex: The dog with spots likes to bark loudly.
- Dependent clauses modifying the subject are part of the complete subject of the independent clause. (The dog that has spots likes to bark.)

### VERB (OR SIMPLE PREDICATE) (V)

- the verb or verb phrase in the complete predicate
- The dog with spots likes to bark loudly.

### COMPLETE PREDICATE (underlined twice)

- verb plus its modifiers
- The dog with spots likes to bark loudly.
- Dependent clauses modifying the verb are part of the complete predicate of the independent clause. (The dog likes to bark when I'm asleep.)

### NOUN OF DIRECT ADDRESS (nda)

- person being spoken to in a sentence
- Mom, I'm hungry. Go clean your room, Rebekah.

### COMPLEMENT (com)

- completes the meaning of the subject and verb
- is never in a prepositional phrase
- To find it, say “subject,” “verb,” “what?”
- I like grammar. “I” “like” “what?” grammar (complement)
- He is a nice guy. “He” “is” “what?” guy (complement)
- He is nice. “He” “is” “what?” nice (complement)

### OBJECT OF PREPOSITION (op)

- follows preposition and tells “what?”
- The key is under the rug. “under what?” rug (object of preposition)
- If there’s no object, it’s not a preposition: Please stand up. (Up is an adverb.)

### PREPOSITIONAL PHRASE ( )

- group of words beginning with preposition and ending with noun or pronoun
- I want a room with a view. His house is on the lake.

## Wednesday Notes

### CLAUSES

- Each clause must have a subject and verb.
- types
  - independent (ind cl): also called main clause
    - Every sentence must have at least one independent clause.
    - The independent clause can usually stand alone.
    - An independent clause does not start with a relative pronoun, subordinating conjunction, or noun clause identifier.
  - dependent (dep cl): also called subordinate clause
    - The dependent clause can never stand alone.
    - A dependent clause starts with a relative pronoun, a subordinating conjunction, or a noun clause identifier.
    - We will eat when the bell rings. (modifies eat)

### SENTENCE TYPES

- simple sentence (ss) = one independent clause
- compound sentence (cd) = two or more independent clauses
- complex sentence (cx) = one independent clause + one or more dependent clauses

### SENTENCE PURPOSE

- A declarative sentence makes a statement and ends in a period.
- An interrogative sentence asks a question and ends in a question mark.
- An imperative sentence gives a command and ends in a period.
- An exclamatory sentence expresses strong feelings and ends in an exclamation point.
- A declarative, interrogative, or imperative sentence can be exclamatory if it expresses strong feelings and ends in an exclamation point.

## CAPITALIZATION

Thursday

- Capitalize proper nouns:
  - days of the week, months, holidays, historical events, etc.
  - names of people, companies, organizations, etc.
  - names of states, countries, cities, islands, bodies of water, mountains, streets, parks, stores, etc.
  - nationalities, races, religions
  - brand names of products
  - titles of books, magazines, stories, poems, songs, etc.
  - names of ships, trains, monuments, planets, etc.
- Always capitalize the word **I**.
- Capitalize the first word of each sentence.
- Capitalize the first word of a quotation.

## APOSTROPHES

- Use apostrophes to make words possessive and to make contractions.
- Don't use apostrophes to make words plural.
- Possessive pronouns don't use apostrophes. (hers, its, ours, yours, etc.)
- Be sure you have a real word before your apostrophe: children's toys, not childrens' toys.
- If the word is plural and ends in *s*, add apostrophe only: dogs' owners.
- Treat singular nouns ending in *s* just like any other singular noun: boss's, Brutus's.

## UNDERLINING/ITALICIZING

- Underlining and italicizing mean the same thing.
- Underline or italicize titles of long things: newspapers, magazines, CDs, movies, novels, plays, musical compositions, etc.
- Underline or italicize names of ships, planes, trains, and artwork.
- Underline or italicize foreign expressions.

## QUOTATION MARKS

- Quote titles of short things: short stories, poems, songs, articles, episodes of TV shows, etc.
- Quote dialogue and words copied from other sources.
- Commas, questions marks, exclamation points, and periods that follow quoted words always go inside closing quotation marks. (I said, "Go home.")
- Colons and semicolons that follow quoted words always go outside closing quotation marks. (We're "friends"; we don't date.)
- Use single quotation marks only to enclose quotes within quotes.
- Use double quotations marks in all other situations. (He's a real "team player.")

## COMMAS

(Rule numbers are significant for reference purposes only.)

1. **adverb dependent clause\*, independent clause** (If it rains, we'll go inside.)
2. **independent clause (no comma) adverb dependent clause** (We'll go inside if it rains.)
3. **independent clause, cc\*\* independent clause** (Joe likes pizza, but Fred likes tacos.)
4. **subject verb (no comma) cc verb** (Joe likes pizza but does not like vegetables.)
5. **independent clause; independent clause** (Joe likes pizza; Fred likes tacos.)
6. **introductory prepositional phrase,** (After English class, we go to lunch.)
7. **, nonessential adjective clause\*\*\*,** (Jane, who drives a red car, is nice. essential: All students who skip school should be suspended.)
8. **items, in, series** (Please buy apples, oranges, and bananas. I like the warm, fuzzy blanket.)
9. **, noun of direct address,** (Tom, would you hand me the phone? Please don't sit there, Sue.)
10. **day of week, month date, year,** (The baby is expected on Sunday, February 27, 2000, in Georgia.)
11. **city, state,** (We moved to Peachtree City, Georgia, in 1975.)
12. **introductory word,** (Well, I hope these rules come in handy. However, you must use them.)
13. **, interrupter,** (These rules, I think, will help you if you use them.)

\*\*\*\*\*

\*adverb dependent clause = subordinating conjunction + subject + verb

common subordinating conjunctions:

because	after	until
as	though	so that
since	whenever	before
if	even	unless
while	as if	when
although	even though	

\*\*coordinating conjunctions = FANBOYS

for and nor but or yet so

NOT coordinating conjunctions: then, however, therefore

\*\*\*adjective dependent clause = relative pronoun + subject + verb

relative pronouns: that which who whom whose

## ~~Thursday Notes (New Sentence)~~

### WRITING YOUR OWN SENTENCE

- Look back at your sentence for the week.
- Look back at your **Help Pages**.
- Follow the grammar rules when you write your own sentence.

# C: Reproducible Sentence List

## Grade 5

### Weeks 1-15

**Monday:** Write out the sentence and identify each noun (common, proper, possessive), pronoun (type), verb (type and tense), article, adjective, preposition, conjunction (type), adverb, and interjection.

**Tuesday:** Write out the sentence and identify sentence parts including simple and complete subject, simple and complete predicate, any complements, prepositional phrases, objects of prepositions, and nouns of direct address.

**Wednesday:** Write out the sentence with the correct punctuation and capitalization. Then identify the clauses (independent or dependent), sentence type (simple, compound, complex), and purpose (declarative, interrogative, exclamatory or imperative).

**Thursday:** Write a new sentence that meets or exceeds the criteria your teacher gives you.

**Friday:** Fill in the blank spaces in the sentence diagram your teacher gives you.

Week #	Date	Sentence
1.	_____	toms mouth watered for the apple
2.	_____	mark twain and samuel clemens were the same person
3.	_____	everyone will learn about famous authors in english class in march
4.	_____	why were they keeping him in this narrow crate
5.	_____	yes yes its the goblins fault
6.	_____	hans christian andersen was born in odense denmark on april 2 1805
7.	_____	andersens stories became popular in 1835 and suddenly he was famous
8.	_____	did you read a fairy tale by mr andersen before you went to bed
9.	_____	the wizard of oz which is the childrens favorite book was written by l frank baum
10.	_____	both dorothy and tin man are characters in the oz books
11.	_____	why dont you run and jump asked scarecrow
12.	_____	read the cay and write a short review of it
13.	_____	i made an awful mistake on the first day
14.	_____	her hands were nearly frozen but a match would warm them
15.	_____	sara curled up in the window seat opened a book and read quietly

Semester 1

# Reproducible Sentence List

## Grade 5

### Weeks 16-30

**Monday:** Write out the sentence and identify each noun (common, proper, possessive), pronoun (type), verb (type and tense), article, adjective, preposition, conjunction (type), adverb, and interjection.

**Tuesday:** Write out the sentence and identify sentence parts including simple and complete subject, simple and complete predicate, any complements, prepositional phrases, objects of prepositions, and nouns of direct address.

**Wednesday:** Write out the sentence with the correct punctuation and capitalization. Then identify the clauses (independent or dependent), sentence type (simple, compound, complex), and purpose (declarative, interrogative, exclamatory or imperative).

**Thursday:** Write a new sentence that meets or exceeds the criteria your teacher gives you.

**Friday:** Fill in the blank spaces in the sentence diagram your teacher gives you.

	Week #	Date	Sentence
Semester 2	16.	_____	a wolf was seriously hurt in a fight with a bear
	17.	_____	students at garden elementary school had studied bud not buddy
	18.	_____	my mom read a story to my little sister and me and we really liked it
	19.	_____	little red riding hood take these things to grandmother said mother
	20.	_____	where does your grandmother live little girl
	21.	_____	washington irving wrote the legend of sleepy hollow but he was also a lawyer
	22.	_____	my children we must go and live in the cottage
	23.	_____	the country mouse served stalks roots and acorns
	24.	_____	shut your eyes and sleep pinocchio
	25.	_____	when i was in fourth grade i read john gardiners stone fox
	26.	_____	oh no i have lost my brothers homework
	27.	_____	its almost time for math so we will get our books
	28.	_____	the library of congress has the worlds largest collection of books
	29.	_____	its three buildings contain not only books but also other materials that are extremely helpful
	30.	_____	you can tour this library in washington d c for yourself but you cant check out any books