

Important Concepts . . .

Preview Review



Language Arts Grade 5 TEACHER KEY

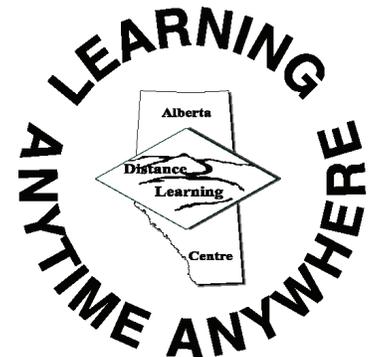
W1 - Lesson 5: Review

Important Concepts of Grade 5 Language Arts	Materials Required
W1 - Lesson 1 Sentence Structure W1 - Lesson 2 Sentence Types W1 - Lesson 3 Paragraphs W1 - Lesson 4 Narrative Paragraphs W1 - Lesson 5 Review W1 - Quiz	Textbooks <i>Collections: Tales– Clever, Foolish, and Brave</i>
W2 - Lesson 1 Poetry 1 W2 - Lesson 2 Poetry 2 W2 - Lesson 3 Narrative Elements 1 W2 - Lesson 4 Narrative Elements 2 W2 - Lesson 5 Review W2 - Quiz	
W3 - Lesson 1 The Writing Process 1 W3 - Lesson 2 The Writing Process 2 W3 - Lesson 3 The Writing Process 3 W3 - Lesson 4 Spelling W3 - Lesson 5 Review W3 - Quiz	

Language Arts Grade 5
 Version 5
 Preview/Review W1 - Lesson 5 Teacher Key

Publisher: Alberta Distance Learning Centre
 Author: Pam Wenger
 In-House Teacher: Bill Peterson

Project Coordinator: Dennis McCarthy
 Preview/Review Publishing Coordinating Team: Nina Johnson,
 Laura Renkema, and Donna Silgard



The Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

ALL RIGHTS RESERVED

Copyright © 2007, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from the Alberta Distance Learning Centre.

No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.

Preview/Review Concepts for Grade Five Language Arts

TEACHER KEY



*W1 - Lesson 5:
Review*

OBJECTIVES

By the end of this lesson, you should

- review
 - sentence structure
 - sentence types
 - paragraph structure
 - narrative paragraphs
- test your knowledge of the above ideas

W1 - Lesson 5: Review

What is sentence structure?

In W1 - Lesson 1, you learned that a sentence is a group of words that forms a complete thought. To make a complete thought, a sentence must contain both a **subject** and a **predicate**.

In a sentence the **subject** tells who or what does the action.

Example: *Maria dreamed about a skunk.* **Maria** is the subject.

In a sentence the **predicate** tells the action.

Example: *The skunk slept under a log.* The predicate is **slept under a log**.

A **sentence fragment** is an incomplete sentence that is usually missing a subject or predicate.

Example: *Raided a garbage can.*

The above sentence needs a subject to be complete.

Example: *The skunk raided a garbage can.*

Two common kinds of complete sentences are **simple sentences** and **compound sentences**.

A simple sentence expresses only one complete thought.

Example: *A skunk entered our backyard.*

A compound sentence contains two or more simple sentences connected by a joining word such as *and*, *but*, and *or*. Use a comma before the joining word.

Example: *A skunk entered our backyard, and I ran into the house.*

What are sentence types?

In W1 - Lesson 2, you learned about four types of sentences:

- **telling** sentences
- **asking** sentences
- **commanding** sentences
- **exclaiming** sentences

A **telling** sentence makes a statement and always ends with a period.

Example: *Melissa has red hair.*

An **asking** sentence asks a question and always ends with a question mark.

Example: *Did you get your hair cut?*

An **exclaiming** sentence expresses strong emotion and always ends in an exclamation mark.

Example: *What a great hairdo!*

A **commanding** sentence gives an order or request and usually ends with a period.

Example: *Please don't dye your hair.*

A **commanding** sentence may end in an exclamation mark if it expresses strong feeling.

Example: *For the last time, get your hair cut!*

What are paragraphs?

In W1 - Lesson 3, you learned that a **paragraph** is a group of sentences that work together to explain one main idea.

A paragraph has three parts:

- the **topic sentence** introduces the main idea (or topic) of the paragraph
- the **body** contains the details that support the main idea
- the **concluding sentence** ends and summarizes the paragraph

Good paragraphs have **unity** and **coherence**. A paragraph has unity if all the sentences in the paragraph relate closely to the topic sentence. A paragraph has coherence if all the ideas are arranged in a logical order.

What are narrative paragraphs?

In W1 - Lesson 4, you learned that a **narrative paragraph** tells part of a story. Like all paragraphs, a narrative paragraph has a topic sentence, a body, and a concluding sentence. A narrative paragraph must have the correct **time sequence**; that is, the events are in correct order.

