

*Important Concepts . . .*

# **Preview Review**



***Language Arts Grade 5 TEACHER KEY***

***W1 - Lesson 1: Sentence Structure***

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 <b>W1 - Quiz</b> 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 <b>W2 - Quiz</b> 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 <b>W3 - Quiz</b>	<b>Textbooks</b>  <i>Collections: Tales– Clever, Foolish, and Brave</i>

Language Arts Grade 5

Version 5

Preview/Review W1 - Lesson 1 Teacher Key

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# Preview/Review Concepts for Grade Five Language Arts

## ***TEACHER KEY***



### ***W1 - Lesson 1: Sentence Structure***

# OBJECTIVES

By the end of this lesson, you should

- recognize the parts of a complete sentence
- recognize and correct incomplete sentences
- write both simple and compound sentences

## GLOSSARY

**compound sentence** - a sentence that contains two or more simple sentences connected by a joining word

**predicate** - the part of a sentence that expresses the action of the sentence

**sentence** - a group of words that expresses a complete thought

**sentence fragment** - an incomplete sentence

**simple sentence** - a sentence that expresses only one complete thought

**subject** - the part of a sentence that tells who or what the sentence is about

## ***TO THE TEACHER:***

### ***Lesson 1: Sentence Structure***

***This lesson deals with recognizing and writing complete sentences.***

***Discuss the importance of writing complete sentences. Then, have students turn to page 1 of their student booklets.***

***Give students two to three minutes to try to decipher the message. Have them tell how easy or hard it was for them to read this. Inform them that at one time, sentences were written without spacing between words. Kids probably really hated reading then! (10 minutes)***

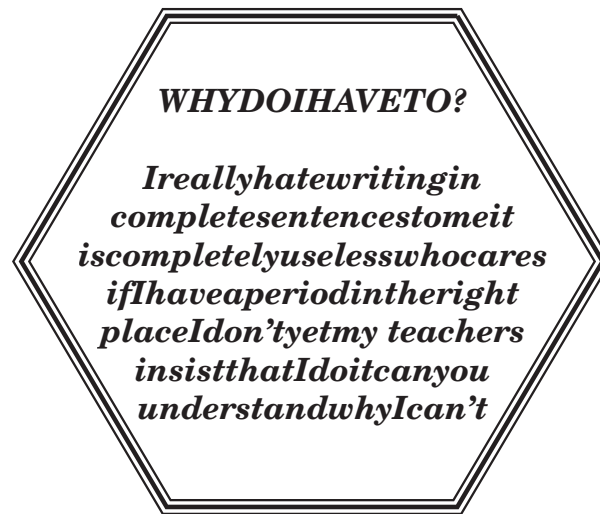
***Review the notes on pages 1 and 2 of the student booklet, which cover the following:***

- ***What is a sentence?***
- ***What are the two main parts of a sentence?***
- ***What is a simple sentence?***
- ***What is a sentence fragment?***

***(15 minutes)***



## W1 - Lesson 1: Sentence Structure



What is wrong with the above text? Read it and see if you can figure out what the writer has forgotten. The text is missing capitals and punctuation throughout. Text without capitals and punctuation is difficult to read and understand because you cannot recognize the sentences.

### What is a sentence?

A **sentence** is a group of words that forms a complete thought. It starts with a capital and ends with a period, a question mark, or an exclamation mark.

### What are the two main parts of a sentence?

Sentences have **two main parts**:

1. **SUBJECT**: The subject tells **who** or **what** the sentence is about. For example, in the sentence, *Joey stuck his tongue out at me*, **Joey** is the subject.

2. **PREDICATE:** The predicate tells the **action** of the sentence. It is what is being done. For example, you can look at the sentence about Joey and ask yourself, *What did Joey do?* The answer is **stuck his tongue out at me**. This is the predicate.

Some predicates tell what the subject **is** instead of what it is doing. For example: *Roger is a boy*. The subject is Roger and the predicate tells what Roger is. He **is a boy**.

## What is a simple sentence?

A **simple sentence** expresses only **one** complete thought. For example, *My dog ate a stale biscuit*.

A simple sentence can have more than one subject. For example: ***My dog and I** are in the camper*.

A simple sentence can also have more than one predicate. For example, *My dog **ate a stale biscuit and threw up***.

## What is a sentence fragment?

A **sentence fragment** is only part of a sentence. It does not make sense on its own. It leaves the reader asking questions.

Fragments often contain only a subject or a predicate. They do not have both. For example, *Ran to the store* is a sentence fragment. Why? It does not tell you **who** ran to the store. It is missing the subject. Another example, *Fred, who is my friend* is a fragment. Why? It has no predicate—it does not tell you **what** Fred did. To correct these fragments, you can just add the missing part. For example: *I ran to the store. Fred, who is my friend, ran to the store with me*.

Some fragments do have both a subject and a predicate, but they do not express a complete thought. For example, *After they went to the store*. This fragment has a subject **they** and a predicate **went to the store**, but it leaves the reader wondering, **What did they do after they went to the store?**



The thought is not finished. To correct this type of fragment, you simply have to finish the thought. **After they went to the store, they ate their candy.**

### Let's Try it!

*Give students 20 to 30 minutes to answer the questions on pages 3-4.*

A. In each sentence, **underline** the part of the sentence that contains the **subject** and **double underline** the part of the sentence that contains the **predicate**. The first one has been done for you.

1. The cat stalked the mouse.
2. Circus performers are very agile.
3. Grasshoppers and aphids can be harmful to plants.
4. Pete's dog ran around the children and scared them.
5. Roger yelped.
6. Car exhaust pollutes the air.
7. Summer school is fun.
8. Paula seems nice.
9. Bob and Angie went to the supermarket.
10. The two friends giggled and gave each other high fives.



B. Some of the groups of words below are complete sentences and some are sentence fragments. Write **S** in front of the sentences and **F** in front of the fragments.

  **S**   1. The snarling dog growled at me.

  **F**   2. One huge cat show.

  **F**   3. Ran so fast that he tripped.

  **S**   4. Loyalty is a good quality.

  **F**   5. Argued with her parents.

  **S**   6. Fifi is from France.

  **F**   7. Helped an old lady across the street.

  **S**   8. Bugs squish.

  **S**   9. Benny bought a bunny.



C. Correct the fragments from Section B. Add words to them to make them complete sentences.

*Corrections to the fragments in B 2, 3, 5, and 7 will vary. Examples:*

*2. One huge cat show was held in Edmonton.*

*3. Jake ran so fast that he tripped.*

*5. Chelsea argued with her parents.*

*7. The young girl helped an old lady across the street.*

**Discuss the notes on page 5: “What is a compound sentence?” and “Why do writers use compound sentences?” (5 min.)**

## What is a compound sentence?

A **compound sentence** contains two or more simple sentences joined. The two sentences are connected with a joining word. Words such as *and*, *but*, and *or* are joining words. There are many other joining words, but these are used most often.

Here are some examples of compound sentences.

- |                                |              |                         |
|--------------------------------|--------------|-------------------------|
| <i>My mom went to a movie,</i> | <i>and</i>   | <i>I went shopping.</i> |
| simple sentence 1              | joining word | simple sentence 2       |
- |                           |              |                           |
|---------------------------|--------------|---------------------------|
| <i>Lola bought a pop,</i> | <i>but</i>   | <i>I didn’t want one.</i> |
| simple sentence 1         | joining word | simple sentence 2         |

Note that when a joining word is used, you must put a **comma** in front of it.

## Why do writers use compound sentences?

Writers use compound sentences to make their writing more **exciting!** If you ate spaghetti every day, it would soon be boring. Writing is the same. If you use simple sentences all the way through your story, your readers will get bored.

Here’s an example: *Gidget likes pizza. She likes steak. Bob likes pizza. Bob likes steak. I like milkshakes.* Boring! Boring! Boring! This type of writing is for grade one! Doesn’t the following sound more like grade five writing?  
*Gidget and Bob like pizza and steak, but I like milkshakes.*

You have the power to be a great writer if you use compound sentences!

**Have students complete the exercises on pages 6-8. Discuss or have students hand in. (20 - 30 min.) Discuss why there is no comma before the “and” in sentences 1 and 3. (The “and” connects only words, not simple sentences.)**

**Let's Try it!**

A. Identify the following sentences as either simple sentences (**S**) or compound sentences (**C**).

- S   1. My friends and I like to listen to music.
- C   2. Rock music is interesting, but we prefer rap.
- S   3. My favorite musicians play the drums and the guitar.
- S   4. My friend, Shane, prefers musicians that play keyboards.
- C   5. Kristal, another one of my friends, likes jazz music, or she likes to listen to opera.

B. **Underline** all the simple sentences in each of the compound sentences below. **Circle** the joining word in each sentence. The first one has been done for you.

1. We took the train to Ottawa, (and) we were met by our grandparents.
2. Yesterday Justin was well, (but) today he is sick.
3. The class considered the options, (and) then they voted.
4. You could buy a hockey card, (or) you could buy a baseball card.
5. Snow falls, (and) then it melts.
6. Homer and Bart Simpson are silly, (but) Lisa is smart.
7. Mrs. Carson is sick, (and) we bought her some flowers.
8. We can play X-Box<sup>®</sup>, (or) we can read.
9. Fred called, (but) nobody was home.
10. Worms wiggle, (and) snakes slither.



C. Combine each group of simple sentences into a compound sentence.

***Answers will vary. Some possibilities are shown.***

1. *Nickelback* is my favorite band. I like their singing.

***Nickelback is my favorite band, and I like their singing.***

2. They are from Hannah, Alberta. They now live in Vancouver, British Columbia.

***They are from Hannah, Alberta, but they now live in Vancouver, British Columbia.***

3. Chad Kroeger is the lead singer. He is very talented. He taught himself to play the guitar at age thirteen.

***Chad Kroeger, the lead singer, is very talented; he taught himself to play the guitar at age thirteen.***

4. I like the song “Hero”. I also like “Too Bad”. “How You Remind Me” is good. My friend likes the song “Hangnail”.

***I like the songs “Hero”, “Too Bad”, and “How You Remind Me”, but my friend likes the song “Hangnail”.***

5. My dad thinks I am crazy. He knows nothing about music.

***My dad thinks I am crazy, but he knows nothing about music.***

6. I wish I could sing. I want to sing like Chad Kroeger. He has a good voice.

*I wish I could sing like Chad Kroeger because he has a good voice.*



*Optional: Assign “Extra Practice” on the following page for review.*

## Extra Practice

Rewrite the following paragraph, correcting any sentence fragments and combining simple sentences to make the paragraph more interesting.

**Shrek** was a great movie. I really liked it. It was funny. It was about a princess. Her name was Fiona. She was locked in a tower. Needed to be rescued. All the men were afraid. Of the dragon. It guarded the tower. It was scary. It was huge. It breathed fire. Shrek was an ogre. He went to rescue her. The donkey went with him. They met the dragon. It chased them. They escaped.

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*Answers will vary. Examples:*

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*Shrek was a great movie. I really liked it because it was funny. It was*

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*about a princess named Fiona. She was locked in a tower and needed*

---

*to be rescued. All the men were afraid of the dragon that guarded the*

---

*tower. It was scary, huge, and breathed fire. Shrek, who was an ogre,*

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*and the donkey went to rescue her. When they met the dragon, it chased*

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*them away, but they escaped.*

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