

Important Concepts . . .

Preview Review



Language Arts

Grade 5

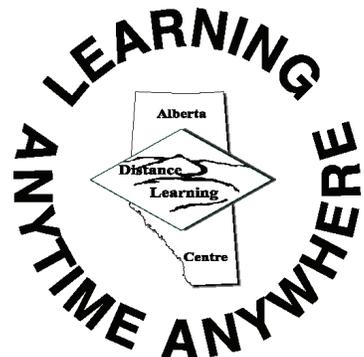
W1 - Lesson 1: Sentence Structure

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 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	
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 Preview/Review W1 - Lesson 1

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Preview/Review Concepts for Grade Five Language Arts



***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

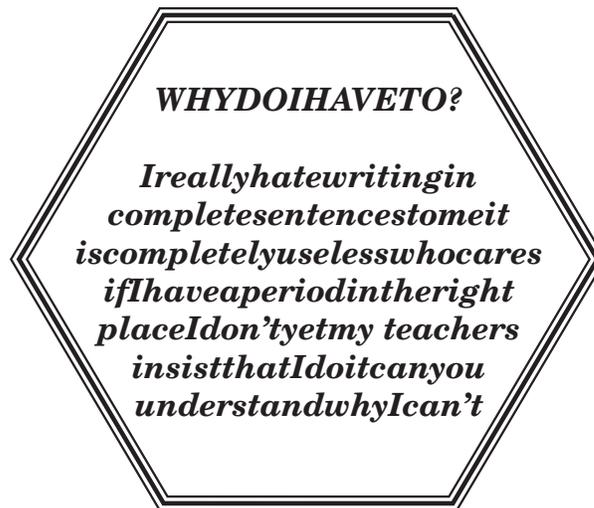
sentence - a group of words that expresses a complete thought

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

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!

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.

- _____ 1. The snarling dog growled at me.
- _____ 2. One huge cat show.
- _____ 3. Ran so fast that he tripped.
- _____ 4. Loyalty is a good quality.
- _____ 5. Argued with her parents.
- _____ 6. Fifi is from France.
- _____ 7. Helped an old lady across the street.
- _____ 8. Bugs squish.
- _____ 9. Benny bought a bunny.



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

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!

Let's Try it!

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

- _____ 1. My friends and I like to listen to music.
- _____ 2. Rock music is interesting, but we prefer rap.
- _____ 3. My favorite musicians play the drums and the guitar.
- _____ 4. My friend, Shane, prefers musicians that play keyboards.
- _____ 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[®], 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.

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

2. They are from Hannah, Alberta. 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.

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

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

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



