

*Important Concepts . . .*

# **Preview Review**



***Language Arts Grade 6 TEACHER KEY***

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

## Important Concepts of Grade 6 Language Arts

|                     |                      |
|---------------------|----------------------|
| W1 - Lesson 1 ..... | Sentence Structure 1 |
| W1 - Lesson 2 ..... | Sentence Structure 2 |
| W1 - Lesson 3 ..... | Parts of Speech      |
| W1 - Lesson 4 ..... | Sentence Agreements  |
| W1 - Lesson 5 ..... | Review               |

### W1 - Quiz

|                     |                   |
|---------------------|-------------------|
| W2 - Lesson 1 ..... | Prewriting 1      |
| W2 - Lesson 2 ..... | Prewriting 2      |
| W2 - Lesson 3 ..... | Literary Genres 1 |
| W2 - Lesson 4 ..... | Literary Genres 2 |
| W2 - Lesson 5 ..... | Review            |

### W2 - Quiz

|                     |                                    |
|---------------------|------------------------------------|
| W3 - Lesson 1 ..... | Figurative Language 1              |
| W3 - Lesson 2 ..... | Figurative Language 2              |
| W3 - Lesson 3 ..... | Writing Dialogue                   |
| W3 - Lesson 4 ..... | Enhancing Content and Presentation |
| W3 - Lesson 5 ..... | Review                             |

### W3 - Quiz

## Materials Required

### Textbooks

*Cornerstones Anthologies  
6A and 6B*

Language Arts Grade 6

Version 5

Preview/Review W1 - Lesson 1 Teacher Key

Publisher: Alberta Distance Learning Centre

Author: Gary Miller

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 Six Language Arts

## *TEACHER KEY*



*W1 - Lesson 1:  
Sentence Structure 1*

# OBJECTIVES

By the end of this lesson, you should

- tell the difference between complete sentences and sentence fragments
- recognize subjects and predicates, and use them to construct complete and interesting sentences

## GLOSSARY

**compound predicate** - a predicate that contains two or more predicates joined together

**compound subject** - a subject that contains two or more subjects joined together

**noun** - a word that names a person, place, or thing

**predicate** - the part of a sentence that contains the action words, or verbs

**pronoun** - a word that replaces a noun

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

**sentence fragment** - an incomplete sentence

**subject** - the part of a sentence that tells who or what does the action

**verb** - a word that expresses physical or mental action

## **TO THE TEACHER:**

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

*This lesson contains instruction and activities designed to help students understand the concept of sentence structure – specifically, sentence fragments, and subjects and predicates.*

*This lesson provides students with examples of appropriate sentence structure. The students have the opportunity to practice recognizing and writing sentences that make sense.*

*The content focuses on the concept of sentence sense.*

#### **Lesson Procedures:**

##### **1. Individual**

*The lesson format is such that students can work through the material on their own with teacher intervention and/or instruction as requested or required. Generally, the activities are self-directed. Of course, this depends upon the skill levels of the individual students and general class composition.*

**OR**

##### **2. Teacher-Led**

###### **Introduction:**

- *Introduce the topic of sentence sense and the importance of students learning to recognize and construct acceptable and well-written sentences.*

###### **Instruction:**

- *Lead students through the instruction and activities – explaining, discussing, and correcting the student activities. In this manner, you can control the pace, reinforce the concepts, and assure that students have understanding.*

*Proceed in this manner through Types of Sentences, Subjects and Predicates, Compound Subjects, and Predicates.*

#### **Extending Yourself Assignment:**

*Discuss with students and modify according to needs.*



## W1 - Lesson 1: Sentence Structure 1

Language is a. With others out loud or in writing. How words go together. This lesson explores.

HUH? The sentences above are totally incomplete. They are only fragments of thoughts. They do not express complete thoughts.

How can a person understand sentences that are incomplete?

**Answer:** No one can understand them.

The **complete** sentence version of the above paragraph follows:

Language is a wonderful tool. It allows you to communicate with others out loud or in writing. If you understand how words go together, you will become a better writer and reader. This lesson explores **sentence sense**.

*How are good sentences built and what parts go into good sentences?*



## Recognizing Sentences

A sentence is a group of words that expresses a complete thought.

### Sentence Sense

Your job as a writer is to understand and write complete sentences. This is called **sentence sense**.

First, look at what makes a sentence.

Example: Bubble gum helps me think.

In this example, there is an action (*helps*) and something doing the action (*Bubble gum*). This is a complete thought.

### Sentence Fragments

A sentence that does not have a complete thought is called a **sentence fragment**.

A sentence fragment is a piece of a sentence that does not make sense by itself. It is an incomplete thought.

Example: Flipped open the book.

In this example, there is an action (*Flipped*), but we do not know who did the action. The thought is incomplete.

If you are not sure if you have written a sentence fragment, try reading it out loud to someone else. If the person says, “There’s something missing,” you have probably written a sentence fragment.

You can easily correct fragments by adding more words to make a complete sentence.



## Examples:

**Caffeine, an ingredient in cola.** (no verb, or action words)

To correct it, add an action: Caffeine, an ingredient in cola, *can cause sleeplessness*.

**Collects hockey cards.** (no subject, or doer of the action)

To correct it, add a subject: *My friend* collects hockey cards.

A. You try it! See if you recognize **complete sentences** and **sentence fragments**.

Some of the following groups of words are complete sentences. Some are sentence fragments. Place a **C** in front of the complete sentences. Place an **F** in front of the sentence fragments.

  **F**   1. When the football season begins.

  **C**   2. Last summer I visited my friend in Calgary.

  **F**   3. One of the children from the neighbourhood.

  **F**   4. On the way to school this morning.

  **C**   5. I love my new puppy very much.

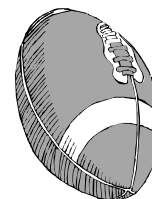
  **F**   6. When you speak in front of people.

  **C**   7. Going to school in the summer can be fun.

  **F**   8. Sometimes the noise in the classroom.

  **F**   9. Was cracked in several places.

  **C**   10. I heard a strange noise coming from the basement.



B. As you read this story, **underline** the sentence fragments.



### Just for Fun!

My entire school looked forward to the spring carnival. Rides, games of chance, cotton candy, and a talent show. As far back as I can remember. My teacher, Ms. Smiley, stood in a booth and let the class throw cream pies at her. Students paid two dollars to see her face smeared with layers of whipped cream. It was for a good cause and it was fun. The school library.

One day Ms. Smiley got her revenge. When she had finished. She took a pie from under her desk and called me to her desk. She plastered the pie on my face as the other kids hooted and hollered. I guess it. Now I knew what it felt like to be a walking, talking banana cream pie. With a cherry on top.

C. More practice! Correct the sentence fragments below by **adding words** to make complete sentences. You can add to the beginning or the end. Use the correct punctuation and capital letters. Make Sentence Sense!

1. after the heavy rain started

*Answers will vary.*

*e.g., After the heavy rain started, we ran indoors.*

2. waving wildly from the carnival ride

---

---

3. Donnie, the tallest boy in the class

---

---

4. smiled at all his fans

---

---

5. in the haunted house across the street

---

---

6. after my birthday party

---

---

7. the best show on television

---

---

8. my plan for summer vacation

---

---

9. because she really wants to become a dolphin trainer

---

---

10. the huge aircraft

---

---

D. Write a paragraph of 5 to 8 sentences about *an important quality people need to succeed in life*. Check for sentence fragments! Only complete sentences allowed! Use good sentence sense.

You might use a graphic organizer (web, outline) to get started. Write the good copy of your paragraph below.

## An Important Quality

*Students complete a paragraph of 5-8 sentences. Check for complete*

*sentences, proper punctuation, and capital letters.*

Now that you understand what makes a complete thought, take a closer look at the parts of a complete sentence.

## Sentence Parts

A simple sentence contains a subject and a predicate.

### Predicate

One main ingredient of a sentence is the **action word**, or **verb**. The verb is called the **simple predicate** of the sentence.

To find the simple predicate in a sentence, look for the word that expresses mental or physical action.

Examples:

Tony walloped the baseball.

Predicate: **walloped** (physical action word)

She thought about her guinea pig.

Predicate: **thought** (mental action word)

The weather is great.

Predicate: **is** (a form of the verb “to be”)



## Subject

The **simple subject** of a sentence is the word or words that tell **who or what is doing the action**, or **who or what the sentence is about**. A simple subject is usually a **noun** or **pronoun**.

When you know the simple predicate in a sentence, you can find the simple subject by asking **who** or **what** before the predicate.

Examples:

Tony walloped the baseball.

Subject: Ask who or what walloped. **Tony** walloped.

The simple subject of the sentence is **Tony**.

She thought about her guinea pig.

Subject: Ask who or what thought. **She** thought.

The simple subject of the sentence is **She**.

The weather is great.

Subject: Ask who or what is great. **Weather** is great.

The simple subject of the sentence is **Weather**.

E. You try it. Underline the **simple subject** of each sentence **once** and underline the **simple predicate** of each sentence **twice**.

1. The student slurped his milkshake noisily.
2. A talented artist drew this picture.
3. Billy asked his dad for more allowance.
4. A cloudless sky is a great help to a pilot.
5. The lightning startled us.
6. The teacher asked us to help with her bulletin board.
7. Each team deserves credit for winning.
8. We taught the other students how to make puppets.
9. I like the city best.
10. Countless stars make up the Milky Way.



## Compound Subjects and Predicates

A sentence may contain **two subjects**. This is called a **compound subject**.

Example: Prakash and Melanie hit home runs in the last game.

Compound subject: *Prakash and Melanie*

A sentence may contain **two predicates**. This is called a **compound predicate**.

Example: Bert cheered and applauded the players on the team.

Compound predicate: *cheered and applauded*

F. In this exercise, if the sentence has a compound subject, write **CS** before the sentence. If the sentence has a compound predicate, write **CP** before the sentence. Underline the compound subject or predicate.

1. CP The students discussed and chose a date for the year-end party.
2. CS The boys and the girls made the plan together.
3. CS Families and friends were invited to attend the party.
4. CP A committee bought the food and made the sandwiches.
5. CP They wrote and designed invitations.

G. Combine the sentences that follow to form either **compound subjects** or **compound predicates**.

1. Lucy rehearsed the music. Lucy played the music.

*Lucy rehearsed and played the music.*

2. Party hats were bought at Safeway. Paper plates were bought at Safeway.

***Party hats and paper plates were bought at Safeway.***

---

3. Larry arranged the transportation to the picnic site. Jerry arranged the transportation to the picnic site.

***Larry and Jerry arranged the transportation to the picnic site.***

---

H. Do the following exercises.      ***Answers will vary.***

1. Write a sentence with a compound subject.

---

---

2. Write a sentence with a compound predicate.

---

---





## Extending Yourself

Find a short article from a newspaper or a favourite magazine or book. Cut out or copy the passage that interests you and that you think will interest your classmates. Read the passage carefully and highlight examples of

- subjects
- predicates
- compound subjects
- compound predicates

Try to find examples of as many of these as you can! Be prepared to share the passage and some of your examples with your classmates.





