

NO BORING  
PRACTICE,  
PLEASE!

# SENTENCE STRUCTURE

Reproducible Practice Pages PLUS Easy-to-Score Quizzes That Give Kids Review in Kinds of Sentences, Subject–Verb Agreement, Active and Passive Voice, and More

by **Harold Jarnicki**



New York • Toronto • London • Auckland • Sydney  
New Delhi • Mexico City • Hong Kong • Buenos Aires

**Teaching  
Resources**

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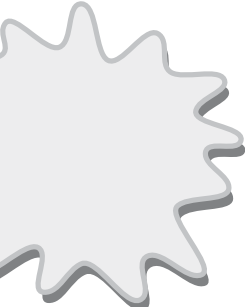
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# Introduction

 Imagine a classroom where students do not slump in their seats every time you announce it's time for grammar; where grammar lessons and practice bring exciting opportunities along with a couple of laughs and a little competition; where students get emotionally involved in grammar fundamentals, and improvement is proudly displayed by students and recognized by teachers and parents.

 You might think such a classroom is merely a figment of my imagination or a fantasy of some ambitiously naive first-year education grad. I can boldly claim that such is not the case. I have been teaching for about 20 years and, with the help of some games, a few jokes, and other gimmicks, have witnessed students get excited about grammar, vocabulary, spelling, and more.

The *No Boring Practice, Please!* series is an extension of my classroom and one humble step toward helping kids do what comes naturally—learn. If you're ready to add spice to your grammar lessons, then this book is for you.

Carefully structured as a good basic course of study, the recipe for each lesson is simple. *No Boring Practice, Please! Sentence Structure* dishes up straight grammar practice with a dash (or splash) of fun. Inside you'll find a concoction of reproducible pages that cover sentence structure, subject-verb agreement, compound and complex sentences, dangling modifiers, and more. Flavored with engaging illustrations and an edgy design, each practice page is easy for kids to swallow. Best of all, you can serve these pages with only a minimal amount of teacher instruction.



Each unit opens with a brief, simple explanation of a key concept in easy-to-understand language. Students are then challenged to apply what they are learning through practice pages. Next comes a review, followed by a quick and easy-to-score quiz. Occasionally, you may want to add an extra exercise or practice test depending on students' progress, but the units are designed to stand on their own.

You may wonder what inspired me to write this book—and the rest of the No Boring Practice, Please! series. Let me start at the beginning. As a baby boomer's hyperactive kid, I wasn't a huge fan of school. Sitting at a desk most of the day was tough enough. Add a generous helping of dry grammar practice and my eyes would glaze over, roll back in my head, and send me into a near comatose state where hands on clocks ceased to move.

Years passed. After a less-than-stellar career in rock 'n' roll, I decided the teaching profession was a more lucrative gig. I had two specific goals: (1) to become the teacher I never had; and (2) to add a little rock 'n' roll to the school system.

Like it or not, we are teaching a new breed of children — one that watches more than four hours of values-distorting TV each day, plays mindless video games on a regular basis, and gobbles up entertainment far more than nutriment. We welcome these media-savvy kids into our classrooms and expect them to get excited about independent and dependent clauses, dangling modifiers, and antecedents. Let's get real!

This is what drives the No Boring Practice, Please! series. The series is academically sound and rich in language-skill development, but all this learning is disguised by a hip design and comical illustrations that have lots of kid appeal. Think of the series as whole-grain oats packaged in a box of tutti-frutti breakfast cereal.

I know that students can get excited about doing well in grammar, and I feel gratified to be part of the process. I hope the No Boring Practice, Please! series helps teach and inspire.

May the force be with you.

Sincerely,  
Harold Jarnicki



# What Is a Sentence?

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

The structure of a simple sentence looks like this.

The *subject* always has a **noun** in it. The *predicate* always has a **verb** in it.

<b>SUBJECT</b> It names something	<b>PREDICATE</b> describes something about <b>it</b>
The banana	called me.
The big yellow banana	called me over to play.
The big yellow banana in the playground	called me over to play baseball today.



Break up each of sentence by dividing it between the subject and predicate.

**Example:** Ricky's dog can fly.    Ricky's dog / can fly.

1. My friends and I will sing funny songs.
2. The purple paint might peel.
3. Cyrus is going to run across America.
4. Uncle Bill can juggle while blindfolded.
5. Jack and Jill went up the hill.
6. We fished in frigid arctic waters.
7. Fred, Cindy, Arthur, Sally, Sharma, Nicky, and Dugan danced.
8. My computer froze.
9. The cartoon in yesterday's paper wasn't that funny.
10. I forgot to tell you about the box.
11. The books on the shelf need to be sorted by size.
12. Tony and his fellow skateboarders are trying out some new moves at the skate park.







# Wall of Sentence Structure

Check out the Wall of Sentence Structure. Decide which blocks are subjects and which are predicates. Combine the blocks to build sentences and write them below.

enjoy funny movies	finally finished the project	is still wet	this newly painted fence	snores like a monster	our group
make silly noises in the shower	is groovy	that	dad	I	pink toads and yellow horses
					my parents
					were in my dreams

- ① \_\_\_\_\_
- ② \_\_\_\_\_
- ③ \_\_\_\_\_
- ④ \_\_\_\_\_
- ⑤ \_\_\_\_\_
- ⑥ \_\_\_\_\_
- ⑦ \_\_\_\_\_

Make sure the sentences make sense!



## Super Kid Challenge!

Find the subject in each of these sentences and circle it.  
Hint: The subject is not at the beginning of the sentence.

- ① Are you going to the pie-eating contest?
- ② What is Bill doing on the roof?
- ③ When did it turn into a frog?
- ④ Will the mushroom attack Uncle Fern?
- ⑤ How much wood would a woodchuck chuck?

# Sentence Harmony: Subject and Verb Agreement

Subjects and verbs must agree!

**1<sup>st</sup> Basic Idea:** Singular subjects need singular verbs. Plural subjects need plural verbs.

The ogre ~~is~~ grunting.

The ogres ~~are~~ grunting.

**2<sup>nd</sup> Basic Idea:** Subjects must agree *in person* with the verb.

I ~~is~~ grunting. I am grunting.

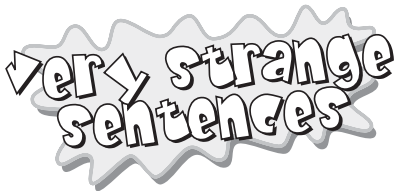


Make the subject and verb agree. Cross out the disagreeing verb. Write the correct form of the verb above it.

**are**

**Example:** They ~~is~~ ready to play.

- 1 The money are gone.
- 2 I is ready.
- 3 We puts our stuff away.
- 4 My teacher am dancing yesterday.
- 5 Two times two are four.
- 6 Here is Franklin and Chuckie.
- 7 This are what you wanted.
- 8 You steps on my toe.



Complete these strange sentences using the Peculiar Predicates at right. Make sure the subjects and verbs agree!

- 1 This \_\_\_\_\_.
- 2 Cars \_\_\_\_\_.
- 3 A tree \_\_\_\_\_.
- 4 Cows \_\_\_\_\_.
- 5 A chicken \_\_\_\_\_.
- 6 Children \_\_\_\_\_.
- 7 I \_\_\_\_\_.

## Peculiar Predicates

flies among the clouds	eat all their vegetables
sways in the wind	are running backward
am confused	is unbelievable
hold hands and suck on lollipops	



Name \_\_\_\_\_

A **sentence fragment** is a part of a sentence and does not express a complete thought.

Sometimes we talk in fragments.

The dinosaur coming this way!



To the cave!

The dinosaur is coming this way!

If these two dudes had spoken in complete sentences, they would have said this:



Let's go to the cave!

A sentence needs a complete subject and complete predicate.

### Four Common Fouls

❶ The sentence is **ALL SUBJECT**.  
**The big grizzly bear!**  
 Repaired: **The big grizzly bear came at us.**

❷ The sentence is **ALL PREDICATE**.  
**Talking to Melvyn.**  
 Repaired: **We were talking to Melvyn.**

❸ The sentence has **AN INCOMPLETE PREDICATE**.  
**She carried.**  
 Repaired: **She carried the books.**

❹ The sentence is a **BECAUSE THING**.  
**Because I fell in the mud.**  
 Repaired: **I'm dirty because I fell in the mud.**



Repair each fragment by writing a complete sentence.  
 Decide which of the Four Fouls was made.

**Foul Number**

<b>EX:</b> Because of my homework.		
<b>Repair</b>	I had to stay home because of my homework.	<b>4</b>
1. Three oranges, a banana, and a monkey.		
<b>Repair</b>		
2. Waiting in the living room.		
<b>Repair</b>		
3. Because it was too cold.		
<b>Repair</b>		
4. I hold.		
<b>Repair</b>		

Name \_\_\_\_\_



# Fragmented Speech

Here is a conversation between two friends. It seems natural, but they are talking in fragments. Rewrite their conversation using complete sentences.



**Pat:** Want some?

**Jackie:** Not now.

**Pat:** Have some.

**Jackie:** No, thanks.

**Pat:** Try.

**Jackie:** Later.

**Pat:** Something wrong?

**Jackie:** Tired. Need sleep. Been up all night.

**Pat:** Right. See you later, then.

**Jackie:** Sure, later.



A large rectangular box with a thick black border, containing ten horizontal lines for writing the rewritten conversation.



# Kinds of Sentences



There are four different kinds of sentences:

**Declarative:** Makes a statement and ends with a period.  
 I like to smell flowers. That is a black hole. Mary had a little lamb.

**Interrogative:** Asks a question and ends with a question mark.  
 What is your name? Do you like it? Where is Tasmania?

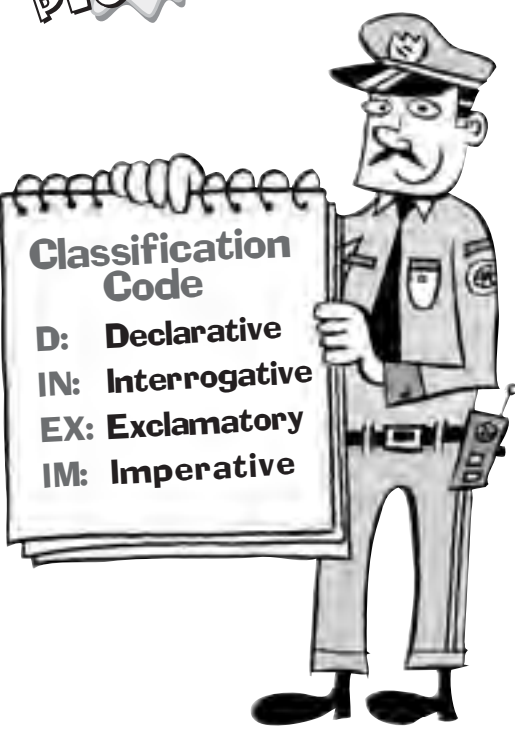
**Exclamatory:** Expresses strong feelings and ends with an exclamation point.  
 I won the big game! That song is so awesome! We will rock you!

**Imperative:** Gives an order or asks you to do something. It usually ends with a period, but could end with an exclamation point.  
 Close the door. Please help me. Don't do that!

In an imperative sentence the subject is always **you** and it is usually left out.

**NO, PLEASE!**

Add punctuation to each sentence. Use the Classification Code to identify what type each sentence is.



Punctuate each sentence.	Classification
1. Put that down	
2. Where are the petunias	
3. Please run through the sprinkler	
4. I loved that movie	
5. Roses are red	
6. My mother is coming now	
7. Chickens do not have lips	
8. Wilma, eat your supper	
9. Why are we hurrying	
10. The Martians are coming	

Name \_\_\_\_\_

# TURN IT AROUND



**A** Turn each of these declarative sentences into an interrogative sentence. Simply move the verb to the front of the sentence.

**Example:**  The ball is red. Is the ball red?

- 1 Elephants can tap dance. \_\_\_\_\_
- 2 The weeds are getting big. \_\_\_\_\_
- 3 Jiminy will sing. \_\_\_\_\_

**B** Now make each of these imperatives into an interrogative by using the words “will you.”

- 1 Please jump in the lake. \_\_\_\_\_
- 2 Find out what time it is. \_\_\_\_\_
- 3 Sit down. \_\_\_\_\_

**C** Turn these interrogatives into imperatives.

- 1 Will you have a happy birthday? \_\_\_\_\_
- 2 Won't you stay until Friday? \_\_\_\_\_
- 3 Who will get the petunias? \_\_\_\_\_

**D** Turn these declaratives into exclamatory sentences by changing or adding words to express more feeling.

- 1 The sky is pink. \_\_\_\_\_
- 2 Tomorrow is my birthday. \_\_\_\_\_
- 3 Those are good cookies. \_\_\_\_\_

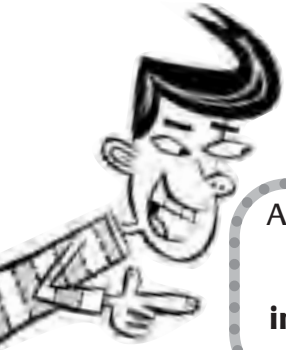
Name \_\_\_\_\_

Wow, so that's how two sentences become one sentence! Wait till I tell my mom!



# Compound Sentences

A **compound sentence** is made up of **two** (or more) simple sentences connected by a **coordinating conjunction**.



Another name for simple sentence is **independent clause**.

A **coordinating conjunction** connects words, phrases, and clauses. Here's a list of these important words: **and, or, nor, but, yet, for, so**.

My friend is a great musician. She loves to practice.

**becomes**

My friend is a great musician, **and** she loves to practice.

**Building Compound Sentences**

Build your sentences using the Coordinating Conjunctions and Independent Clauses below. Add or change punctuation as necessary.

1st Independent Clause	Coordinating Conjunction	2nd Independent Clause
1. I made some spaghetti		
2. We can swim across the Atlantic		
3. It wasn't moving		
4. Finish your homework		
5. Shelly is fun to be around		
6. I put my tongue on the frozen pole		
7. He huffed and he puffed		
8. I won't bark like a dog		

## Coordinating Conjunctions

and	or
for	or
but	so
yet	so

## Independent Clauses

Homer ate it.	he blew the house down.
it got stuck there.	it glowed in the dark.
you can stay in your room all night.	we can climb Mount Everest.
I'll cluck like a chicken.	she tells good jokes.

Name \_\_\_\_\_

## Let's Make A Smoothie!

Smooth out your writing skills when you blend two or three sentences into one. Here's how!

**Throw these two sentences into the blender!**

It began to rain. Some kids ran for cover.

**Blended, they are one. . .**

When it began to rain, some kids ran for cover.

**Throw these three sentences into the blender!**

Winnfield is my brother. He is older than me.

He is the strongest dude I know.

**Blended, they are one. . .**

Winnfield, my older brother, is the strongest dude I know.

**Below are sets of two or three sentences before they are blended. Create the Smoothie version for each set. Just fill in the blanks.**

- ❶ Penguins can't fly. They can swim.

**Smoothie Version:** Penguins \_\_\_\_\_ but \_\_\_\_\_  
\_\_\_\_\_.

- ❷ Julia can blow bubbles. She can sing at the same time.

**Smoothie Version:** \_\_\_\_\_ can \_\_\_\_\_ and sing  
\_\_\_\_\_.

- ❸ Jody soared over the waves. She soared gracefully. She soared effortlessly.

**Smoothie Version:** Gracefully and \_\_\_\_\_, Jody \_\_\_\_\_  
\_\_\_\_\_.

- ❹ Patti is a great performer. She sang on top of Mount Everest.

**Smoothie Version:** \_\_\_\_\_, a \_\_\_\_\_, sang on  
\_\_\_\_\_.

- ❺ Antonio painted pictures all night. Music inspired him.

**Smoothie Version:** While \_\_\_\_\_ him, \_\_\_\_\_  
\_\_\_\_\_ all \_\_\_\_\_.

- ❻ Biff is only nine. He rode the Wild Vortex. He screamed and yelled all the way.

**Smoothie Version:** \_\_\_\_\_, Biff \_\_\_\_\_  
\_\_\_\_\_, screaming \_\_\_\_\_  
\_\_\_\_\_.

**NOW YOU TRY IT!**



A **complex sentence** is made up of one independent clause and one or more **dependent clauses**.

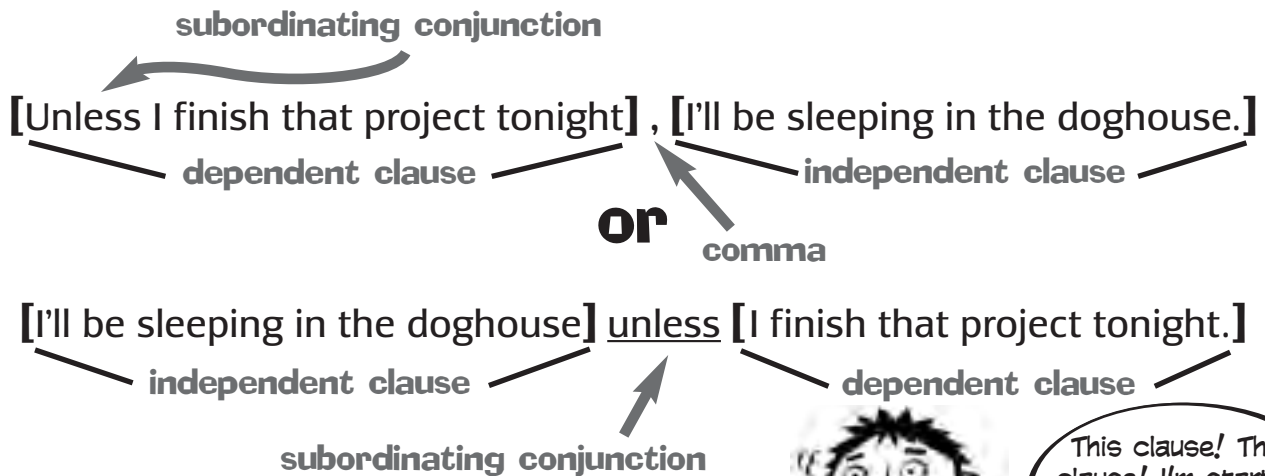
# Complex Sentences

## It's not really that complicated!

Just like a compound sentence, a **complex sentence** is made up of two or more clauses. BUT in a **complex sentence**, one of the clauses begins with a **subordinating conjunction**.

A **subordinating conjunction** links an **independent clause** (can stand alone) with a **dependent clause** (cannot stand alone). It can appear at the beginning or middle of a sentence.

If the first clause in the sentence is dependent, a comma usually separates the two clauses.



## Some Subordinating Conjunctions

after	since	whenever	before	when
because	until	although	unless	while



Complete the sentences.

- Compound and complex sentences are made up of two or more \_\_\_\_\_.
- A compound sentence uses \_\_\_\_\_ conjunctions.
- A complex sentence uses \_\_\_\_\_ conjunctions.
- An \_\_\_\_\_ clause can be a sentence.
- A \_\_\_\_\_ clause cannot be a sentence.
- Use a \_\_\_\_\_ to connect a dependent clause and an independent clause.





Name \_\_\_\_\_

Create complex sentences below using an independent clause and a dependent clause. Underline the subordinating conjunction. And don't forget the punctuation!

### Subordinating Conjunction Bank

after	since	whenever	before	when
because	until	although	unless	while

### Independent and Dependent Clauses

no one fell asleep	he jumped out of a giant cake
you won't start coming down	it is dangerous
before you go to Antarctica	she hides in her basement
after three weeks of camping	whenever we get together
we have a great time	since Melba won the lottery
until you jump up	I will sing songs of love
you should get an extra pair of socks	I looked like Bigfoot
because you spoke so loudly	unless you like exotic fruit
while I skip through the tulips	please return the papaya sticks
when Churchill had his party	although biking without a helmet may look cool

### Complex Sentence Grandstand

① Although biking without a helmet may look cool, it is dangerous.

② \_\_\_\_\_

③ \_\_\_\_\_

④ \_\_\_\_\_

⑤ \_\_\_\_\_

⑥ \_\_\_\_\_

⑦ \_\_\_\_\_

⑧ \_\_\_\_\_

⑨ \_\_\_\_\_

⑩ \_\_\_\_\_

Name \_\_\_\_\_



Let's save these sentences!

## Sentence Rescue

Sometimes two sentences are improperly joined together with nothing between them. The sentence looks like one sentence, but it's not. To rescue a sentence that is in trouble, just add a conjunction!

**Improperly joined sentence:** The class laughed Mr. Jones stuck chalk in his ear.

**Rescued sentence:** The class laughed **when** Mr. Jones stuck chalk in his ear.



Use the bold conjunction to rescue improperly joined sentences and to create one well-structured sentence.

**Example:** **since:** We waited we got there first. We waited **since** we got there first.

① **although:** I laughed hard it really wasn't that funny.

\_\_\_\_\_

② **so:** Orville wanted to make a good impression he kept on smiling.

\_\_\_\_\_

③ **because:** I love my grandma she lets me do whatever I want to do.

\_\_\_\_\_

④ **as:** The Great Linguini juggled hungry lions he rode his unicycle on a tightrope.

\_\_\_\_\_

⑤ **when:** We hugged each other we thought the scary scene was coming.

\_\_\_\_\_

⑥ **until:** Stay there you finish eating your oatmeal.

\_\_\_\_\_

⑦ **if:** Keep working out you want to look like the Rock.

\_\_\_\_\_

**In these two sentences, you have to remove words when you rescue them with a conjunction.**

⑧ Are you going to get up are you going to sleep all day?

\_\_\_\_\_

⑨ Cookie bought tickets for the concert she bought tickets for the basketball game.

\_\_\_\_\_

# Take the Clause Challenge

## Simple, Compound, or Complex?

Think you know all about clauses, conjunctions, and different kinds of sentences?



Classify each sentence by checking off the correct sentence structure type. Circle the conjunction that links the two clauses. (Simple sentences will not have a conjunction.)

Sentence	Simple	Compound	Complex
1. You may be strong, but I am fast.			
2. I do not own a three-legged mongoose.			
3. Pick a peck of pickled peppers before Peter pops past Paul.			
4. Mr. Berry ate jam on his crackers.			
5. Mom wants you to get anchovies, onions, and garlic.			
6. Although it was very cold, we dove into the water.			
7. Winky is baking the pizza and I am making the salad.			
8. Clean your room or else.			
9. We can finish everything now or we can wait until summer.			
10. Whenever I see Grandma, I jump for joy.			
11. After you stop making that silly face, please get serious.			
12. I didn't finish my homework because I was abducted by aliens.			
13. Mary had a little lamb and three man-eating squirrels.			
14. You might think it's funny, but I've got a surprise for you.			
15. I need some privacy, so I'm going under my bed.			
16. We can't sing because it is noisy.			
17. We can't sing because of the noise.			
18. We can't sing for it is noisy.			
19. While we sing, please don't be noisy.			
20. It is so quiet and peaceful.			

# Be Active!

Add power to your sentences: Use the **active voice** not the **passive voice**.



Verbs, like people, can be either **passive** (inactive, quiet, couch potato) or **active** (alive, energetic, moving). Neither way is the absolute right way to be, BUT when you're writing and really want to grab readers' attention, use verbs in the **active voice** as much as possible.

## Check This Out:

**The PASSIVE Voice:** In the **passive voice**, the subject receives the action from the verb. Here, the pizza has the action of being eaten.



**The pizza will be eaten by me.**

Passive sentences are usually longer than their active partners.

**The ACTIVE Voice:**

**I will eat the pizza.**

In the **active voice**, the subject is doing the action.



Draw arrows to show whether the subject receives the action or does the action.



### The PASSIVE Voice

### The ACTIVE Voice

The song will be sung by Mr. Leatherlungs.	Mr. Leatherlungs will sing the song.
The cup was won by the Flippers.	The Flippers won the cup.
My heart was struck by Cupid.	Cupid struck my heart.

Name \_\_\_\_\_

# From Passive to Active!

Rewrite each of these sentences in the active voice.

1. The applesauce was made by Jenna and Dirk.

\_\_\_\_\_

2. Homework is always lost by Bonzo.

\_\_\_\_\_

3. My record was broken by Mrs. Pickleberry.

\_\_\_\_\_

4. Interviews will be conducted by the Sporty Klutz.

\_\_\_\_\_

5. Teeth will be brushed by all children.

\_\_\_\_\_

6. The racecar was driven by Crazy Louise Skywalker.

\_\_\_\_\_

7. Princess Teehee was guided by the magic carpet.

\_\_\_\_\_

8. Our spaceship was landed by Captain Asterock.

\_\_\_\_\_

**Super Kid  
Challenge!**

Add a subject to give each sentence an active voice.

1. The patient was given a needle.

\_\_\_\_\_

2. The bag was left there.

\_\_\_\_\_

3. It is recommended that your nose be blown.

\_\_\_\_\_



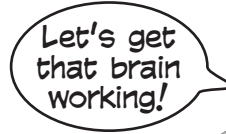


**compound**

# Sentence Skill

## X-WORD

**simple**



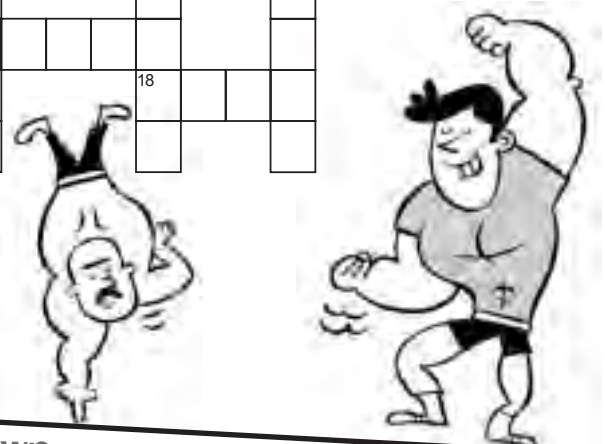
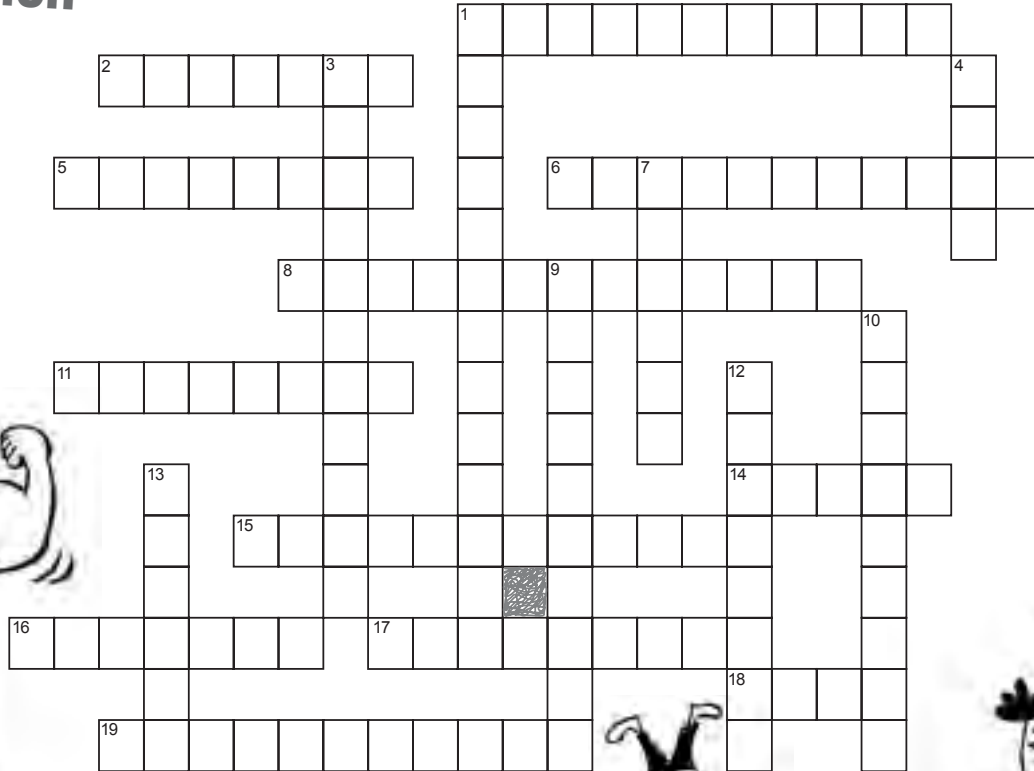
**predicate**

**subject**

**fragment**

**conjunction**

**complex**



**Across**

1. Kind of clause that could be a sentence
2. Part of a sentence about which something is being said
5. Two sentences or independent clauses combined into one sentence
6. Sentence that is full of emotion
8. Kind of conjunction used in a complex sentence
11. A punctuated group of words that expresses a complete thought
14. What the subject and verb in a sentence have to do
15. Kind of conjunction that joins two independent clauses to create a compound sentence
16. Kind of sentence that uses a subordinating conjunction
17. Describes something about the subject
18. One of these is usually found in the subject
19. Type of sentence that is a statement

**Down**

1. Sentence that asks a question
3. Word that joins clauses
4. Required in the predicate
7. A group of words with a subject and predicate
9. Sentence that gives an order
10. Clause that uses a subordinating conjunction
12. An incomplete sentence
13. Sentence with one subject and one predicate

**A Break It!** Break up the sentences by putting a slash between the subject and predicate.

**Example:** Porky, Bugs, and Daffy / played tag.

- |   |   |
|---|---|
| 1. She sells seashells by the seashore. | 6. Little Miss Muffet sat on a tuffet.            |
| 2. My snail raced across the highway.   | 7. Shake your legs.                               |
| 3. Ernie and Freda freaked out.         | 8. Pinky, Stinky, Rinky, and Inky are over there. |
| 4. I hope you have a happy birthday.    | 9. We like seaweed.                               |
| 5. Don't eat the green slime.           | 10. The chicken chased the melon.                 |







**B Let's Get Along!**

Make the subject and verb agree. Cross out the disagreeing verb and write the correct verb above it.

Score: \_\_\_\_\_/10

**Example:** Gordo and Peanut ~~dances~~<sup>dance</sup> tonight.

- Everyone are coming with us.
- My hamster like the stroller. 
- Mr. Snort's CD doesn't works.
- Twenty-five minus twenty are five. 
- Mike eat his oatmeal faster than me.
- Eighteen divided by six are three.
- I runs faster than you. 
- We has been there before.
- The lions is roaring.
- We puts our stuff away. 

**C Find the Fragments**

Next to each line, write **S** for sentence or **F** for fragment.

- \_\_\_\_\_ 1. If you want to!
- \_\_\_\_\_ 2. Jump over it.
- \_\_\_\_\_ 3. Frank, Luigi, and George.
- \_\_\_\_\_ 4. Losing his hair.
- \_\_\_\_\_ 5. The noodles are missing.
- \_\_\_\_\_ 6. Meet you there!
- \_\_\_\_\_ 7. Clap your hands.
- \_\_\_\_\_ 8. Pizza, nachos, and salsa.
- \_\_\_\_\_ 9. We can do it.
- \_\_\_\_\_ 10. Horses are missing.

Score: \_\_\_\_\_/10

Score: \_\_\_\_\_ /20

**D ID, Please!** Identify and punctuate the sentences.

**ID Code:** D= Declarative IN=Interrogative EX=Exclamatory IM=Imperative

	ID
1. Please catch that little whippersnapper	
2. Who took my cupcakes	
3. Watch out for that tree	
4. Your head is spinning around	
5. Yikes, the aliens have landed	
6. I'm a rock star	
7. This is an aardvark	
8. The Earth spins	
9. Can I have your peach	
10. Wake me up at six, please	



**E Conjunction Junction**

Place each **conjunction** in its appropriate place.  
**Beware:** Not all the words are conjunctions.

**Conjunction Joint**

Coordinate	Subordinate
<p>.....</p>	<p>.....</p>

or	the
and	of
since	for
what	can
is	although

Score: \_\_\_\_\_ /10

**F ID and Circle:** Identify and check each sentence type. Circle the conjunction that links the two clauses. (Simple sentences will not have conjunction.)



Score:        /20

**Sentence**

	Simple	Compound	Complex
1. Cover everything because soon it will rain.			
2. Mrs. Smith can train porpoises.			
3. Simon met the pieman before he met the gingerbread man.			
4. Let's have sardines and onions on crackers.			
5. You have sardines and I'll have onions.			
6. Wait for me or else.			
7. While I tell the joke, you laugh a lot.			
8. Take it with you or leave it here.			
9. Bobo did it because he likes you.			
10. Guido wasn't looking and he ended up in Mom's thornbush.			

**G Be Active** Rewrite each passive sentence in the active voice.

Score:        /14

1. The symphony was conducted by Wolfgang Von Hummer.

\_\_\_\_\_

2. This repair will be made by Mrs. Fixawitz.

\_\_\_\_\_

3. Ice was slipped on by everyone.

\_\_\_\_\_

4. The bed was slept in by Goldilocks.

\_\_\_\_\_

5. The ball was hit by Micky.

\_\_\_\_\_

6. The king was crowned by the queen.

\_\_\_\_\_

7. The moon was jumped over by the cow.

\_\_\_\_\_

**BONUS**  
(6 points)  
What part of a sentence always has a verb?  
\_\_\_\_\_



Name \_\_\_\_\_

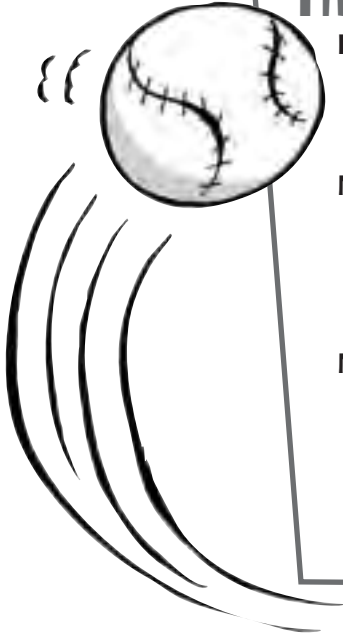
Hey kid, are you ready for the Big Leagues?



# Run-on Sentences

A **run-on sentence** is a long, confusing sentence that usually uses way too many conjunctions such as **but**, **and**, **so**, or the adverb **then** to hold it together.

## This is how you hit a curveball!



**Run-on:**

**I got home from school and then I was supposed to do my homework so my mom was angry when I didn't do it.**

**Minor League Solution:**

- Make separate sentences, although you might consider joining two together.
- I got home from school and I was supposed to do my homework. My mom was angry when I didn't do it.**

**Major League Solution:**

- Use a conjunction to help blend the clauses into one sentence.
- Consider changing the order of the clauses. Remove any unnecessary words.
- Use commas if needed.

**My mom was angry because I didn't finish my homework when I got home from school.**



For each Minor League solution, separate the run-on sentence into two or three sentences. For each Major League solution, fill in the blanks to make one blended sentence.

1. Tyco fell in the mud so then he got up but then he fell back into the mud.

**Minor League Solution:** Write three sentences.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Major League Solution:**

After \_\_\_\_\_, Tyco \_\_\_\_\_  
\_\_\_\_\_ but \_\_\_\_\_.

2. Winky didn't get his bike fixed and he had to walk to school and it was raining.

**Minor League Solution:** Write three sentences.

---

---

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**Major League Solution:**

Since \_\_\_\_\_  
\_\_\_\_\_, he \_\_\_\_\_  
\_\_\_\_\_ rain.

3. It was pouring rain but Spice didn't have an umbrella but she didn't care.

**Minor League Solution:** Write two sentences. Use *but* in the second sentence.

---

---

---

**Major League Solution:**

Although \_\_\_\_\_ an \_\_\_\_\_, she  
\_\_\_\_\_ that \_\_\_\_\_  
\_\_\_\_\_.

4. I like peanut butter and pickle sandwiches and then I add mayonnaise too so most of my friends think I'm crazy because I like these sandwiches.

**Minor League Solution:** Write three sentences.

---

---

---

**Major League Solution:**

Most \_\_\_\_\_  
\_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_ with \_\_\_\_\_.







5. That car tore around the corner then it skidded across the road then it crashed into the bushes.

**Minor League Solution:** Write two sentences. Use *and* in the second sentence.

---

---

---

**Major League Solution:**

When \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_ bushes.

6. Juan ran down the hall and then he tripped over his shoelaces and then he knocked over the principal.

**Minor League Solution:** Write two sentences. Use *and* in the second sentence.

---

---

---

**Major League Solution:**

\_\_\_\_\_ Juan \_\_\_\_\_, he  
\_\_\_\_\_ knocked  
\_\_\_\_\_.

7. I ate dinner and I did my math and I watched *Angelina Eats New York*.

**Minor League Solution:** Write three sentences.

---

---

---

**Major League Solution:**

While \_\_\_\_\_,  
\_\_\_\_\_ math \_\_\_\_\_  
\_\_\_\_\_.

# Dangling Modifiers



Where did I put those gosh dangling modifiers now?

A **dangling modifier** can make the meaning of a sentence confusing!

The ball was red.

No problem, **red** modifies **ball**.

**Check this out!**

Grandpa repaired the pipes that were badly leaking.

Still no problem, **badly leaking** modifies **pipes**.

**BUT...** if we misplace the modifier or dangle it, Grandpa might be in trouble!

Badly leaking, Grandpa repaired the pipes.

What is badly leaking now? Is it the pipes or Grandpa?

What is a modifier?

A modifier is a word, phrase, or clause that describes or gives more detail about a noun or verb.

## Pay Attention, Please!

- A dangling modifier appears when the modifier and the word it modifies are not easily connected in a sentence.
- A dangling modifier is usually a phrase or clause found at the beginning of a sentence—but not always.
- A dangling modifier can confuse the meaning of a sentence.
- To repair a dangling modifier, place it beside the word or phrase it is modifying.



Name \_\_\_\_\_

# Untangle the Dangle!

Circle the dangling modifier in each sentence. Explain what is wrong with the sentence, then repair it.

1. In plastic wrap, Mom handed out brownies to everyone.

What's wrong? It sounds like Mom is wrapped in plastic, but it is the brownies.

Repaired Sentence: Mom handed out brownies in plastic wrap to everyone.

2. Walt took a hot shower after running with his favorite soap.

What's wrong? \_\_\_\_\_

Repaired Sentence: \_\_\_\_\_

3. Auntie Sylvia makes donuts for her nieces and nephews with chocolate sprinkles.

What's wrong? \_\_\_\_\_

Repaired Sentence: \_\_\_\_\_

4. With the coolest handlebars, Uncle Jimbo bought me a bike.

What's wrong? \_\_\_\_\_

Repaired Sentence: \_\_\_\_\_

5. With sparks flying everywhere, I realized something was wrong.

What's wrong? \_\_\_\_\_

Repaired Sentence: \_\_\_\_\_

6. Drinking too much lemonade, the washroom had a long line.

What's wrong? \_\_\_\_\_

Repaired Sentence: \_\_\_\_\_

7. Grandma put the cereal in Junior's mouth from the pot on the stove.

What's wrong? \_\_\_\_\_

Repaired Sentence: \_\_\_\_\_



# Untangle the Dangle! Continued

8. I smelled dinner coming in the house.

What's wrong? \_\_\_\_\_

Repaired Sentence: \_\_\_\_\_

9. Bouncing off the wall, Melanie caught the ball.

What's wrong? \_\_\_\_\_

Repaired Sentence: \_\_\_\_\_

10. With his tail between his legs, Dad sent Rover to the doghouse.

What's wrong? \_\_\_\_\_

Repaired Sentence: \_\_\_\_\_

Can you **un-tangle** this cryptic message?



Fill in the rest of the code. Then write the correct letter above each number.

	B				F				J	K		
26	25	24	23	22	21	20	19	18	17	16	15	14
	O	P			S				W		Y	
13	12	11	10	9	8	7	6	5	4	3	2	1

7 12 9 22 11 26 18 9 26

23 26 13 20 15 18 13 20 14 12 23 18 21 18 22 9

11 15 26 24 22 18 7 25 22 8 18 23 22

7 19 22 4 12 9 23 12 9 11 19 9 26 8 22

18 7 18 8 14 12 23 18 21 2 18 13 20

# Parallel Structure



Go with the flow, man!

**Parallel** can mean "match." When your writing is not parallel, one phrase may not match the next. So the sentence loses its flow and the reader gets confused.

## RULES OF PARALLELISM

**Four Rules with one thing in common: consistency.**

**Rule 1: The "ing" thing – *-ing* verbs are consistent**

**Wrong:** I love swimming, running, and to play baseball.

**Right:** I love swimming, running, and playing baseball.

**Rule 2: True to "to" – *to* verbs are consistent**

**Wrong:** When I grow up I want to be strong, to get a job I love, and having a great family.

**Right:** When I grow up I want to be strong, to get a job I love, and to have a great family.

**Rule 3: Give me an "s" – *s* verbs are consistent**

**Wrong:** Every morning Dad gets out of bed, makes coffee, and the radio is turned on.

**Right:** Every morning Dad gets out of bed, makes coffee, and turns on the radio.

**Rule 4: It's "tense" – verb tenses are consistent**

**Wrong:** He sat in the stands, cheered loudly, and is waving his team's banner.

**Right:** He sat in the stands, cheered loudly, and waved his team's banner.

Parallelism? Is it contagious?



Name \_\_\_\_\_

Are you brave enough to take the challenge?

# Parallelism Challenge

Circle each verb that's not parallel. Identify the rule being broken. Rewrite each sentence correctly.



## Example:

**RULE 4** : The fire-breathing dragon growled, snorted, and then jumps at me.

The fire-breathing dragon growled, snorted, and then jumped at me.

## Try these:

**Rule** \_\_\_\_ 1. Jess is driving here and Rachelle flies here by plane.

\_\_\_\_\_

**Rule** \_\_\_\_ 2. Exercising and to eat right are important for good health.

\_\_\_\_\_

**Rule** \_\_\_\_ 3. Baby laughs, sings, and is gurgling when we diaper him.

\_\_\_\_\_

**Rule** \_\_\_\_ 4. We went to the park, had a picnic, and hike to the end of the trail.

\_\_\_\_\_

**Rule** \_\_\_\_ 5. You have to put your right foot in, to take your right foot out, and shake it all about.

\_\_\_\_\_

**Rule** \_\_\_\_ 6. He never looks where he is going and he fell all the time.

\_\_\_\_\_

**Rule** \_\_\_\_ 7. Shooting, passing, and to dribble are three basic skills of basketball.

\_\_\_\_\_

**Rule** \_\_\_\_ 8. I want you to stop moving, to close your eyes, and hold out your hands.

\_\_\_\_\_

**Rule** \_\_\_\_ 9. The old table is ready for cleaning, sanding, and to be polished.

\_\_\_\_\_

**Rule** \_\_\_\_ 10. My computer froze, crashed, and stop working.

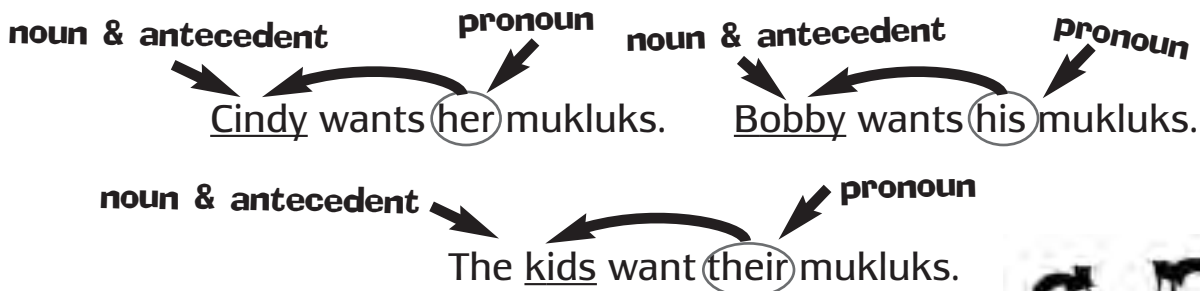
\_\_\_\_\_



# Pronouns and Antecedents

A **pronoun** is a word that replaces a noun. An **antecedent** is the noun that is being replaced by the pronoun. A pronoun has to **agree** with its antecedent.

These sentences are correct:



So what's the problem?

Each teacher stood on ~~their~~ heads.

The problem is that the pronoun *their* is plural and its antecedent *teacher* is singular.



## AGREEMENT SOLUTIONS

**Solution 1: The Both Method:** Each teacher stood on **his or her** head.

Write **his or her** because **teacher**, the antecedent, is singular. You need a singular pronoun to match the noun. But if you don't know whether the noun is male or female, use **both** pronouns. It may sound clumsy, but it's grammatically correct.

**Solution 2: The Choose One Method:** Each teacher stood on **his** head.

**OR** Each teacher stood on **her** head.

Choose a gender of the pronoun to match with the singular antecedent **teacher**. If you don't know what gender the noun is, choose the most likely gender. For example, if more teachers are women, choose **her**.

**Solution 3: The Plural Method:** The **teachers** stood on **their** heads.

Make the singular antecedent, **teacher**, into plural, **teachers**. Then you use a plural pronoun, **their**, to match the plural antecedent, **teachers**.

Do not use a plural when a singular is needed just because you don't know the gender of the antecedent.



Name \_\_\_\_\_



In each sentence, circle the pronoun and underline its antecedent. Draw an arrow from the pronoun to its antecedent. Identify the AGREEMENT SOLUTION used in each sentence.

Example: 1 Each munchkin ate his or her muffin.

\_\_\_\_\_ ① The monsters slipped on their bananas.

\_\_\_\_\_ ⑤ The doctors lost their rubber duckies.

\_\_\_\_\_ ② Each monster ate his or her banana.

\_\_\_\_\_ ⑥ Each doctor lost his or her rubber ducky.

\_\_\_\_\_ ③ Everyone pulled out his thumb.

\_\_\_\_\_ ⑦ The bikers didn't slow their speed.

\_\_\_\_\_ ④ They all pulled out their thumbs.

\_\_\_\_\_ ⑧ Neither biker slowed her speed.

## Correction Connection

Make the corrections for each pronoun-antecedent problem using each solution.

Example: Each munchkin ate their muffin.

Solution 1: Each munchkin ate his or her muffin.

Solution 2: Each munchkin ate his muffin.

Solution 3: The munchkins ate their muffins.

1. Each hiker chased their partner.

Solution 1: \_\_\_\_\_

Solution 2: \_\_\_\_\_

Solution 3: \_\_\_\_\_

2. Team members need to practice her drills.

Solution 1: \_\_\_\_\_

Solution 2: \_\_\_\_\_

Solution 3: \_\_\_\_\_

3. Each warrior shaved their legs before battle.

Solution 1: \_\_\_\_\_

Solution 2: \_\_\_\_\_

Solution 3: \_\_\_\_\_

4. Neither student left their notebook in class.

Solution 1: \_\_\_\_\_

Solution 2: \_\_\_\_\_

Solution 3: \_\_\_\_\_

One cause of confusion in writing is the use of pronouns that do not have clear antecedents.

# Clear Reference



The Clear Reference Game!



Are you confused, baffled, or bewildered? Well, have I got a game for you!

## Let's Play!

Read each sentence carefully and determine what the italicized pronoun represents. Circle the correct antecedent for each italicized pronoun.

1 Although he loves singing, he has never written *one*.

\* What is the antecedent of *one*? Ask yourself: What is *one* supposed to be?

- a. a letter
- b. a poem
- c. a song
- d. a story

2 Surprisingly, when the vase fell on the glass table, *it* didn't break.

\* What is the antecedent of *it*? Ask yourself: What is *it* supposed to be?

- a. the vase
- b. the glass table
- c. the vase or glass table
- d. my heart

3 After the Easter bunnies hid their chocolate eggs, Mr. Foxly ate *them*.

\* What is the antecedent of *them*? Ask yourself: Who is *them* supposed to be?

- a. the bunnies
- b. the eggs
- c. Mr. Foxly's family
- d. pizzas

4 Jimbo told Jocko that *his* brother would be late.

\* What is the antecedent of *his*? Ask yourself: Who is *his* supposed to be?

- a. Jimbo's
- b. Jocko's
- c. Jimbo's brother's
- d. Jocko's brother's

5 When the fireworks exploded, *it* was magnificent.

\* What is the antecedent of *it*? Ask yourself: What is *it* supposed to be?

- a. the explosion
- b. the stars
- c. the fireworks
- d. the sky

6 Buffalo Bill told Roy Rogers that *his* horse was hoarse.

\* What is the antecedent of *his*? Ask yourself: Who is *his* supposed to be?

- a. Buffalo Bill's
- b. Roy Roger's
- c. the horse's
- d. Jesse James's

7 Horton whirled around so many times, *it* made him nauseous.

\* What is the antecedent of *it*? Ask yourself: What is *it* supposed to be?

- a. Horton
- b. time
- c. a tornado
- d. whirling around



8 Princess Butternut was saved by Sir Notalot *who* was in the Tower of Vermin.

\* What is the antecedent of *who*? Ask yourself: Who is *who* supposed to be?

- a. Sir Notalot
- b. Princess Butternut
- c. a wicked witch
- d. Vermin



9 When the usher greets Henry, *he* should hand him his ticket.

\* What is the antecedent of *he*? Ask yourself: Who is *he* supposed to be?

- a. the usher
- b. the ticket seller
- c. Henry
- d. the police

10 I love Harry Potter movies because *it* has amazing special effects.

\* What is the antecedent of *it*? Ask yourself: What is *it* supposed to be?

- a. Harry Potter
- b. I
- c. the book
- d. movies



**Bonus Round:** Rewrite each sentence so that each pronoun has a clear antecedent.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_



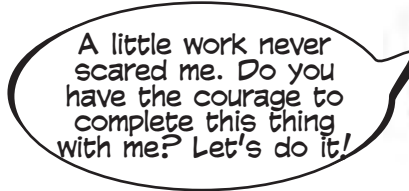
- Three “we are not worthy” bows from the class if you score a perfect 10.
- A 4-second standing ovation from the class if you score 9.
- High fives (a limit of 3 high fives per winner) if you score 8.
- One “hip-hip hooray” from the class if you score 7.
- A hug from a friend if you score 6 or less.

# Ultimate X-WORD

parallel structure

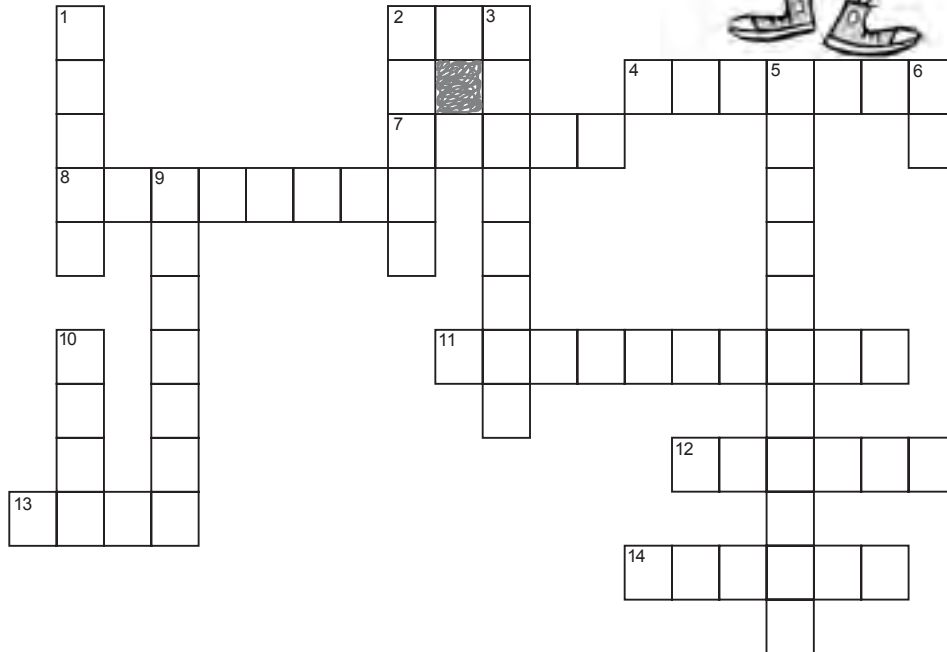
pronoun-antecedent

dangling modifiers



run-ons

subject-verb agreement



## Across

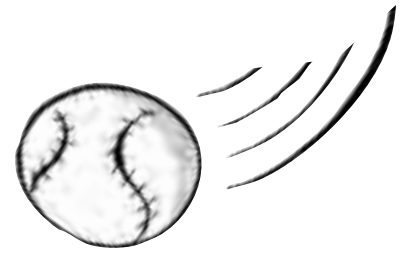
2. The most commonly used conjunction
4. Independent \_\_\_\_\_ can be sentences
7. A long, confusing sentence overly dependent on conjunctions
8. Coordinating conjunctions \_\_\_\_\_ clauses in compound sentences
11. The noun pronouns stand for \_\_\_\_\_
12. A modifier should be \_\_\_\_\_ the word it is modifying
13. Adverb used in many run-ons
14. A plural antecedent should use a \_\_\_\_\_ pronoun

## Down

1. A parallel sentence does not mix past, present, or future \_\_\_\_\_
2. A pronoun should do this with its antecedent, and verbs should do this with each other
3. A modifier that is misplaced is \_\_\_\_\_
5. Clean up your writing. Remove \_\_\_\_\_ words!
6. A conjunction used in many run-ons
9. Word that replaces a noun
10. If you don't know what gender a noun is, you can use his, her, or \_\_\_\_\_ pronouns

Name \_\_\_\_\_

# Let's Get Retro! Sentence Structure



## **A Batter Up!** Repair these run-on sentences!

1. Bongo slipped on a banana peel then he went flying through the air then he landed in a dumpster.

**Minor League Solution:** Write two sentences.

---

---

**Major League Solution:** Fill in the blanks to make one sentence.

Slipping \_\_\_\_\_, Bongo \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_.

2. It was incredibly hot so we went to the beach and then we were swimming for hours.

**Minor League Solution:** Write two sentences.

---

---

**Major League Solution:** Fill in the blanks to make one sentence.

Since \_\_\_\_\_, we \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_.

3. My sister listens to classical music but my dad listens to hip-hop but my mom listens to jazz.

**Minor League Solution:** Write three sentences.

---

---

---

**Major League Solution:** Fill in the blanks to make one sentence.

Although \_\_\_\_\_  
\_\_\_\_\_, my dad \_\_\_\_\_  
\_\_\_\_\_.



**B Untangle the Dangle!** Circle the dangling modifiers. Identify what is wrong with each sentence, then correct the sentence.

1. Penelope made pizza for her friends with lots of cheese.

What's wrong? \_\_\_\_\_

Repaired sentence: \_\_\_\_\_

2. Smelling so awful, my brother threw out his rotten lunch.

What's wrong? \_\_\_\_\_

Repaired sentence: \_\_\_\_\_

3. I lost my bracelet on the roller coaster from Auntie Sylvia.

What's wrong? \_\_\_\_\_

Repaired sentence: \_\_\_\_\_

4. Spanky saw the fallen tree running down the street.

What's wrong? \_\_\_\_\_

Repaired sentence: \_\_\_\_\_



**C Parallel Power**

List the Four Rules of Parallel Structure.

Rule 1:

Rule 3:

Rule 2:

Rule 4:

Circle each verb that doesn't agree. Rewrite each sentence correctly.

1. Mrs. Worthy replaces her oil, checks her spark plugs, and is inflating her tires.

\_\_\_\_\_

2. I throw you the ball but you never caught it.

\_\_\_\_\_

3. In the pool, you have to jump, dive, and floating.

\_\_\_\_\_

4. Biking, swimming, and to run are three legs of a triathlon.

\_\_\_\_\_

## D Pronoun–Antecedent Agreement

Correct each pronoun-antecedent problem using all three methods learned.

1. Each nurse needed their break after that long, hard shift.

Method 1: \_\_\_\_\_

Method 2: \_\_\_\_\_

Method 3: \_\_\_\_\_

2. A principal should not snore in their office.

Method 1: \_\_\_\_\_

Method 2: \_\_\_\_\_

Method 3: \_\_\_\_\_

3. Each player turned over their cards.

Method 1: \_\_\_\_\_

Method 2: \_\_\_\_\_

Method 3: \_\_\_\_\_

Draw an arrow from the italicized pronoun to its antecedent. Then rewrite each sentence so that the pronoun clearly refers to its antecedent.

4. The kids were disappointed with their parents when *they* cancelled the camping trip.

\_\_\_\_\_  
\_\_\_\_\_

5. Tony tried to do an ollie on his skateboard, *which* made him fall.

\_\_\_\_\_  
\_\_\_\_\_

6. Kendra was drawing all the time, but she never showed *it* to anyone.

\_\_\_\_\_  
\_\_\_\_\_



Review your work  
for the TEST, and  
you're going to be a  
**BIG WINNER!**

You're about to become a big winner!



**A True or False:** Decide if each sentence is true (T) or false (F).

- \_\_\_\_\_ 1. A modifier is a word, but it is never a phrase or clause.
- \_\_\_\_\_ 2. Verb tenses do not usually have to be consistent in a sentence.
- \_\_\_\_\_ 3. When correcting run-ons, commas are never needed.
- \_\_\_\_\_ 4. A pronoun may replace an antecedent.
- \_\_\_\_\_ 5. A sentence that is not parallel contains verbs that are not consistent.
- \_\_\_\_\_ 6. To repair a dangling modifier, place it beside the word or phrase it is modifying.
- \_\_\_\_\_ 7. A run-on sentence often depends heavily on conjunctions.
- \_\_\_\_\_ 8. A pronoun has to come after the antecedent it refers to.

**B Fill in the Blanks:** Choose the correct word from the box.

**THE**

confusing	tense	antecedent	beginning	pronoun
agree	consistent	end	modifier	

**BOX**

- 1. A \_\_\_\_\_ is a word that replaces a noun.
- 2. A pronoun has to \_\_\_\_\_ with its antecedent.
- 3. A dangling modifier is usually a phrase or clause found at the \_\_\_\_\_ of a sentence.
- 4. A dangling modifier can make the meaning of a sentence \_\_\_\_\_.
- 5. The \_\_\_\_\_ should come before the referring pronoun.
- 6. To create a parallel sentence, verbs should be \_\_\_\_\_.
- 7. A \_\_\_\_\_ gives more detail about a noun or verb.
- 8. In a parallel sentence, the verbs' \_\_\_\_\_, whether past or present, should be consistent.



Score:      /15

**G Run-ons:** Rewrite each run-on sentence to make a Major League solution.

1. Paul didn't close the door and then the wind blew and and so everything was a mess inside.

---

---

---

2. Dusty cleans her room but then she hides everything under her bed and so she can't find her stuff when she looks for it.

---

---

---

3. Last Halloween I went trick or treating and I collected a lot of candy but then I was really sick after eating so much of it.

---

---

---

**D Dangling Modifiers**

Rewrite each sentence so that the modifier does not dangle.

Score:      /15

1. George almost hit a dog skating too fast.

**Repaired Sentence:** \_\_\_\_\_

2. Shiny and new, Myrtle drove down the street in her car.

**Repaired Sentence:** \_\_\_\_\_

3. Filled with jelly and dripping with chocolate, Mrs. Muffin ate her favorite donut.

**Repaired Sentence:** \_\_\_\_\_

Name \_\_\_\_\_

Score: \_\_\_\_\_ /15

## E Parallel Agreement

Circle the verb that isn't parallel to the others. Rewrite each sentence correctly.

1. We do our cleaning, dusting, and vacuum every Saturday.

\_\_\_\_\_

2. After school, I do my homework, eat dinner, and will read before bedtime.

\_\_\_\_\_

3. I have diapered, fed, and am playing with my baby brother.

\_\_\_\_\_

## F Pronoun-Antecedent Agreement

In each sentence, circle the pronoun and underline its antecedent.  
Draw an arrow from the pronoun to its antecedent.

Score: \_\_\_\_\_ /8

1. Dad lost his keys again.

3. Perdita stood and made her objection to the court.

2. Our car needs its engine tuned.

4. The clowns pulled off their noses.



## G Hammer Away at Noun-Pronoun Agreement!

Repair each sentence so that each pronoun has a clear antecedent.

Score: \_\_\_\_\_ /15

1. I enjoy listening to good speakers even though I have never given one.

\_\_\_\_\_

2. When the bottle hit the rock it shattered.

\_\_\_\_\_

3. In every one of those books, it gets so exciting.

\_\_\_\_\_

4. They gave Miss Oz a ticket for speeding.

\_\_\_\_\_

5. Going up all those stairs made it difficult to walk.

\_\_\_\_\_





## What Is a Sentence? (p. 6)

1. My friends and I / will sing funny songs.
2. The purple paint / might peel.
3. Cyrus / is going to run across America.
4. Uncle Bill / can juggle while blindfolded.
5. Jack and Jill / went up the hill.
6. We / fished in frigid arctic waters.
7. Fred, Cindy, Arthur, Sally, Sharma, Nicky, and Dugan / danced.
8. My computer / froze.
9. The cartoon in yesterday's paper / wasn't that funny.
10. I / forgot to tell you about the box.
11. The books on the shelf / need to be sorted by size.
12. Tony and his fellow skateboarders / are trying out some new moves at the skate park.

## Wall of Sentence Structure (p. 7)

1. My parents enjoy funny movies.
2. Pink toads and yellow horses were in my dreams.
3. Dad snores like a monster.
4. This newly painted fence is still wet.
5. I make silly noises in the shower.
6. Our group finally finished the project.
7. That is groovy.

## Super Kid Challenge

1. you
2. Bill
3. it
4. mushroom
5. woodchuck

## Sentence Harmony: Subject and Verb Agreement (p. 8)

### Let's Get Along!

1. is
2. am
3. put
4. was
5. is
6. are
7. is
8. step or stepped

## Very Strange Sentences

Answers may vary. Possible answers:

1. is unbelievable.
2. are running backward.
3. sways in the wind.
4. eat all their vegetables.
5. flies among the clouds.
6. hold hands and suck on lollipops.
7. am confused.

## Sentence Fragments (p. 9)

Sentences will vary.

1. 1
2. 2
3. 4
4. 3

## Fragmented Speech (p. 10)

Answers will vary.

## Kinds of Sentences (p. 11)

1. ! or . IM
2. ? IN
3. . IM
4. ! EX
5. . D
6. . D
7. . D
8. . IM
9. ? IN
10. ! EX

## Turn It Around (p. 12)

1. Can elephants tap dance?
  2. Are the weeds getting big?
  3. Will Jiminy sing?
1. Will you please jump in the lake?
  2. Will you find out what time it is?
  3. Will you sit down?
1. Have a happy birthday.
  2. Stay until Friday.
  3. Get the petunias.
- Answers will vary.

## Compound Sentences (p. 13)

Answers will vary. Possible answers:

1. I made some spaghetti, so Homer ate it.
2. We can swim across the Atlantic or we can climb Mount Everest.
3. It wasn't moving, yet it glowed in the dark.
4. Finish your homework or you can stay in your room all night.
5. Shelly is fun to be around for she tells good jokes.
6. I put my tongue on the frozen pole, so it got stuck there.
7. He huffed and he puffed and he blew the house down.
8. I won't bark like a dog, but I'll cluck like a chicken.

## Let's Make a Smoothie! (p. 14)

1. Penguins can't fly but they can swim.
2. Julia can blow bubbles and sing at the same time.
3. Gracefully and effortlessly, Jody soared over the waves.
4. Patti, a great performer, sang on top of Mount Everest.
5. While music inspired him, Antonio painted pictures all night.
6. Only nine, Biff rode the Wild Vortex, screaming and yelling all the way.

## Complex Sentences (p. 15)

1. clauses
2. coordinating
3. subordinating
4. independent
5. dependent
6. subordinating conjunction

## Build Complex Sentences (p. 16)

2. No one fell asleep because you spoke so loudly.
3. Since Melba won the lottery, she hides in her basement.
4. Whenever we get together, we have a great time.
5. Please return the papaya sticks unless you like exotic fruit.
6. While I skip through the tulips, I will sing songs of love.
7. Until you jump up, you won't start coming down.
8. Before you go to Antarctica, you should get an extra pair of socks.
9. I looked like Bigfoot after three weeks of camping.
10. When Churchill had his party, he jumped out of a giant cake.

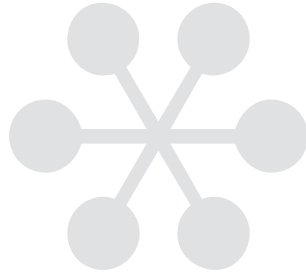
## Sentence Rescue! (p. 17)

1. I laughed hard although it really wasn't that funny.
2. Orville wanted to make a good impression so he kept on smiling.
3. I love my grandma because she lets me do whatever I want to do.
4. The Great Linguini juggled hungry lions as he rode his unicycle on a tightrope.
5. We hugged each other when we thought the scary scene was coming.
6. Stay there until you finish eating your oatmeal.
7. Keep working out if you want to look like the Rock.
8. Are you going to get up or sleep all day?
9. Cookie bought tickets for the concert and the basketball game.



### Take the Clause Challenge (p. 18)

1. compound; but
2. simple
3. complex; before
4. simple
5. simple
6. complex; Although
7. compound, and
8. simple
9. compound; or
10. complex; Whenever
11. complex; After
12. complex; because
13. simple
14. compound; but
15. compound; so
16. complex; because
17. simple
18. compound; for
19. complex; While
20. simple



### Be Active! (p. 19)

The song will be sung by Mr. Leatherlungs.  
 Mr. Leatherlungs will sing the song.  
 The cup was won by the Flippers.  
 The Flippers won the cup.  
 My heart was struck by Cupid.  
 Cupid struck my heart.

### From Passive to Active! (p. 20)

1. Jenna and Dirk made the applesauce.
2. Bonzo always loses his homework.
3. Mrs. Pickleberry broke my record.
4. Sporty Klutz will conduct interviews.
5. All children will brush their teeth.
6. Crazy Louise Skywalker drove the racecar.
7. The magic carpet guided Princess Teehee.
8. Captain Asterock landed our spaceship.

### Super Kid Challenge!

- Answers will vary. Possible answers:
1. The doctor gave the patient a needle.
  2. Someone left the bag there.
  3. I (or We) recommend that you blow your nose.

### Sentence Skill X-Word (p. 21)



### Quickie Quiz: Sentence Skills (pp. 22–24)

#### A. Break It!

1. She / sells seashells by the seashore.
2. My snail / raced across the highway.
3. Ernie and Freda / freaked out.
4. I / hope you have a happy birthday.
5. [You] / Don't eat the green slime.
6. Little Miss Muffet / sat on a tuffet.
7. [You] / Shake your legs.
8. Pinky, Stinky, Rinky, and Inky / are over there.
9. We / like seaweed.
10. The chicken / chased the melon.

#### B. Let's Get Along!

- |          |         |         |               |         |
|----------|---------|---------|---------------|---------|
| 1. is    | 3. work | 5. eats | 7. run or ran | 9. are  |
| 2. likes | 4. is   | 6. is   | 8. have       | 10. put |

#### C. Find the Fragments!

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. F | 3. F | 5. S | 7. S | 9. S  |
| 2. S | 4. F | 6. S | 8. F | 10. S |

#### D. ID, Please!

- |                    |                   |         |          |
|--------------------|-------------------|---------|----------|
| 1. . IM            | 4. . or ! D or EX | 7. . D  | 10. . IM |
| 2. ? IN            | 5. ! EX           | 8. . D  |          |
| 3. ! or . EX or IM | 6. ! EX or D      | 9. ? IN |          |

#### E. Conjunction Junction

Coordinate: or, and, for  
 Subordinate: since, although

#### F. ID and Circle

- |                     |                     |
|---------------------|---------------------|
| 1. complex; because | 6. simple           |
| 2. simple           | 7. complex; While   |
| 3. complex; before  | 8. compound; or     |
| 4. simple           | 9. complex; because |
| 5. compound; and    | 10. compound; and   |

#### G. Be Active

1. Wolfgang Von Hummer conducted the symphony.
2. Mrs. Fixawitz will make the repair.
3. Everyone slipped on the ice.
4. Goldilocks slept on the bed.
5. Micky hit the ball.
6. The queen crowned the king.
7. The cow jumped over the moon.

#### Bonus: predicate

### Run-on Sentences (pp. 25–27)

1. **Minor League Solution:** Tyco fell in the mud. He got up. He fell back into the mud again.  
**Major League Solution:** After falling in the mud, Tyco got up but fell back in again.
2. **Minor League Solution:** Winky didn't get his bike fixed. He walked to school. It was raining.  
**Major League Solution:** Since Winky didn't get his bike fixed, he walked to school in the rain.
3. **Minor League Solution:** It was pouring rain. Spice didn't have an umbrella, but she didn't care.  
**Major League Solution:** Although Spice didn't have an umbrella, she didn't care that it was pouring rain.
4. **Minor League Solution:** I like peanut butter and pickle sandwiches. I add mayonnaise too. Most of my friends think I'm crazy.  
**Major League Solution:** Most of my friends think I'm crazy because I like peanut butter and pickle sandwiches with mayonnaise.
5. **Minor League Solution:** That car tore around the corner. It skidded across the road and crashed into the bushes.  
**Major League Solution:** When that car tore around the corner, it skidded across the road and crashed into the bushes.

6. **Minor League Solution:** Juan ran down the hall. He tripped over his shoelaces and knocked over the principal.

**Major League Solution:** When Juan ran down the hall, he tripped over his shoelaces and knocked over the principal.

7. **Minor League Solution:** I ate dinner. I did my math. I watched *Angelina Eats New York*.

**Major League Solution:** While I ate dinner, I did my math and watched *Angelina Eats New York*.

### Untangle the Dangle! (pp. 29–30)

2. **What's wrong?** It sounds like Walt ran with his soap.

**Repaired Sentence:** After running, Walt took a shower with his favorite soap.

3. **What's wrong?** It sounds like the nieces and nephews had chocolate sprinkles on them.

**Repaired Sentence:** Aunt Sylvia made donuts with chocolate sprinkles for her nieces and nephews.

4. **What's wrong?** It sounds like Uncle Jimbo had the coolest handlebars.

**Repaired Sentence:** Uncle Jimbo bought me a bike with the coolest handlebars.

5. **What's wrong?** It sounds like I had sparks flying everywhere.

**Repaired Sentence:** I realized something was wrong when sparks were flying everywhere.

6. **What's wrong?** It sounds like the washroom drank too much lemonade.

**Repaired Sentence:** The washroom had a long line because people drank too much lemonade.

7. **What's wrong?** It sounds like Grandma got Junior's mouth from the pot.

**Repaired Sentence:** Grandma fed Junior the cereal from the pot on the stove.

8. **What's wrong?** It sounds like the dinner was coming in the house.

**Repaired Sentence:** Coming in the house, I smelled dinner.

9. **What's wrong?** It sounds like Melanie was bouncing off the wall.

**Repaired Sentence:** Melanie caught the ball that was bouncing off the wall.

10. **What's wrong?** It sounds like Dad had his tail between his legs.

**Repaired Sentence:** Dad sent Rover to the doghouse with his tail between his legs.

### Cryptic Solution

To repair a dangling modifier, place it beside the word or phrase it is modifying.

### Parallelism Challenge (p. 32)

1. **Rule 1** - Jess is driving here and Rachelle is flying here by plane.

2. **Rule 1** - Exercising and eating right are important for good health.

3. **Rule 3** - Baby laughs, sings, and gurgles when we diaper him.

4. **Rule 4** - We went to the park, had a picnic, and hiked to the end of the trail.

5. **Rule 2** - You have to put your right foot in, (to) take your right foot out, and (to) shake it all about.

6. **Rule 4** - He never looks where he is going and he falls all the time.

7. **Rule 1** - Shooting, passing, and dribbling are three basic skills of basketball.

8. **Rule 2** - I want you to stop moving, (to) close your eyes, and (to) hold out your hands.

9. **Rule 1** - The old table is ready for cleaning, sanding, and polishing.

10. **Rule 4** - My computer froze, crashed, and stopped working.

### Easy as 1, 2, 3 (p. 34)

1. 3; The monsters slipped on their bananas.

2. 1; Each monster ate his or her banana.

3. 2; Everyone pulled out his thumb.

4. 3; They all pulled out their thumbs.

5. 3; The doctors lost their rubber duckies.

6. 1; Each doctor lost his or her rubber ducky.

7. 3; The bikers didn't slow their speed.

8. 2; Neither biker slowed her speed.

### Correction Connection

1. **Method 1:** Each hiker chased his or her partner.

**Method 2:** Each hiker chased his partner.

**Method 3:** The hikers chased their partners.

2. **Method 1:** Each team member needs to practice his or her drills.

**Method 2:** Each team member needs to practice her drills.

**Method 3:** Team members need to practice their drills.

3. **Method 1:** Each warrior shaved his or her legs before battle.

**Method 2:** Each warrior shaved her legs before battle.

**Method 3:** The warriors shaved their legs before battle.

4. **Method 1:** Neither student left his or her notebook in class.

**Method 2:** Neither student left his notebook in class.

**Method 3:** The students didn't leave their notebooks in class.

### Clear Reference (pp. 35–36)

#### Let's Play!

1. c

2. c (technically, it should be "b" because of the pronoun's proximity to the glass table)

3. b

4. a or b

5. c

6. a or b

7. d

8. a or b

9. a or c

10. d (the pronoun should actually be *they*)

### Bonus Round

1. Although he loves singing, he has never written a song.

2. Surprisingly, the vase didn't break when it fell on the glass table.

3. Mr. Foxly ate the chocolate eggs after the Easter bunnies hid them.

4. Speaking to Jocko, Jimbo explained that his brother would be late.

5. The fireworks were magnificent when they exploded.

6. Speaking to Roy Rogers, Buffalo Bill explained that his own horse was hoarse.

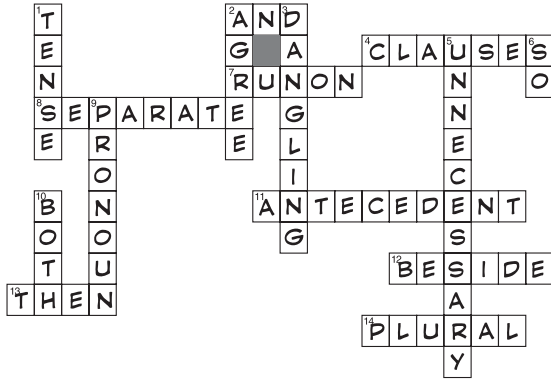
7. Whirling around so many times made Horton nauseous.

8. Sir Notalot saved Princess Butternut, who was in the Tower of Vermin.

9. Henry should hand the usher his ticket.

10. Harry Potter movies show some amazing special effects.

## Ultimate X-word (p. 37)



## Let's Get Retro! Sentence Structure (pp. 38–40)

### A. Batter Up!

- Minor League Solution:** Bongo slipped on a banana peel. He went flying through the air. He landed in a dumpster.  
**Major League Solution:** Slipping on a banana peel, Bongo went flying through the air and landed in a dumpster.
- Minor League Solution:** It was incredibly hot so we went to the beach. We were swimming for hours.  
**Major League Solution:** Since it got incredibly hot, we went to the beach and swam for hours.
- Minor League Solution:** My big sister listens to classical music. My dad listens to hip-hop. My mom listens to jazz.  
**Major League Solution:** Although my sister listens to classical music, my dad listens to hip-hop and my mom listens to jazz.

### B. Untangle the Dangle!

- What's wrong?** It sounds like Penelope's friends had lots of cheese.  
**Repaired sentence:** Penelope made pizza with lots of cheese for her friends.
- What's wrong?** It sounds like my brother smelled awful.  
**Repaired sentence:** My brother threw out his smelly, rotten lunch.
- What's wrong?** It sounds like the roller coaster was from Auntie Sylvia.  
**Repaired sentence:** On the roller coaster, I lost my bracelet from Auntie Sylvia.
- What's wrong?** It sounds like the tree is running down the street.  
**Repaired sentence:** Running down the street, Spanky saw the fallen tree.

### C. Parallel Power

- Rule 1:** The "ing" thing      **Rule 3:** Give me an "s"  
**Rule 2:** True to "to"      **Rule 4:** It's "tense"

- Mrs. Worthy replaces her oil, checks her spark plugs, and inflates her tires.
- I throw you the ball but you never catch it.
- In the pool, you have to jump, (to) dive, and (to) float.
- Biking, swimming, and running are three legs of a triathlon.

### D. Pronoun-Antecedent Agreement

- Method 1:** Each nurse needed his or her break after that long, hard shift.  
**Method 2:** Each nurse needed his break after that long, hard shift.  
**Method 3:** The nurses needed their breaks after that long, hard shift.
- Method 1:** A principal should not snore in his or her office.  
**Method 2:** A principal should not snore in her office.  
**Method 3:** Principals should not snore in their offices.

- Method 1:** Each player turned over his or her cards.

**Method 2:** Each player turned over his cards.

**Method 3:** Players turned over their cards.

- The kids were disappointed with their parents when they cancelled the camping trip.

The kids were disappointed with their parents, who cancelled the camping trip.

- Tony tried to do an ollie on his skateboard, which made him fall.

Tony fell when he tried to do an ollie on his skateboard.

- Kendra was drawing all the time, but she never showed it to anyone.

Kendra was drawing all the time, but she never showed her drawings to anyone.

## Quickie Quiz: Sentence Structure (pp. 41–43)

### A. True or False

- |      |      |      |      |
|------|------|------|------|
| 1. F | 3. F | 5. T | 7. T |
| 2. F | 4. T | 6. T | 8. T |

### B. Fill in the Blank

- |            |              |               |             |
|------------|--------------|---------------|-------------|
| 1. pronoun | 3. beginning | 5. antecedent | 7. modifier |
| 2. agree   | 4. confusing | 6. consistent | 8. tense    |

### C. Run-ons

- Because Paul didn't close the door when the wind blew, everything was a mess inside.
- Dusty can't find her stuff because she hides everything under her bed when she cleans her room.
- I collected a lot of candy trick or treating last Halloween, but I got really sick after eating so much of it.

### D. Dangling Modifiers

- Skating too fast, George almost hit a dog.
- Myrtle drove down the street in her shiny, new car.
- Mrs. Muffin ate her favorite donut that was filled with jelly and dripping with chocolate.

### E. Parallel Structure

- We do our cleaning, dusting, and to vacuum every Saturday.  
We do our cleaning, dusting, and vacuuming every Saturday.
- After school, I do my homework, eat dinner, and will read before bedtime.  
After school, I do my homework, eat dinner, and read before bedtime.
- I have diapered, fed, and am playing with my baby brother.  
I have diapered, fed, and played with my baby brother.

### F. Pronoun-Antecedent Agreement

- Dad lost his keys again.
- Our car needs its engine tuned.
- Perdita stood and made her objection to the court.
- The clowns pulled off their noses.

### G. Pronoun-Antecedent Repair

- Even though I have never given a speech, I enjoy listening to a good speaker.
- The bottle shattered when it hit the rock.
- Every one of those books gets exciting.
- The police gave Miss Oz a ticket for speeding.
- Walking was difficult after going up all those stairs.