

Level B

Overview

Objective #1: Students will learn to identify all the subjects, finite verbs, complements, adjectives and adverbs in any sentence and will mark them correctly. Of course, they will continue to identify prepositional phrases learned in Level A.

Objective #2: Students will understand the concept of "ellipsis." This is most often where the subject of a sentence appears to be missing, because it is simply understood that the reader knows to whom the author is speaking. For instance,

Do the dishes.

In this sentence, "do" is the verb, the action in the sentence. What is the subject? In this case, "you" is the understood (but missing) subject. For instance,

(You) Do the dishes.

Objective #3: Students will learn to diagram sentences.

Procedure

As we explained in our introduction to the K.I.S.S. Approach, it is urgent that your children learn to follow a specific sequence as they begin to identify various parts of speech and sentence functions. Following is the proper sequence:

1. Find all the prepositional phrases and mark them with parentheses.
2. Find the verb, and underline it twice.
3. Find the subject, and underline it once.
4. Find and label any complements.
5. Label adjectives and adverbs, and draw arrows to the words they modify.

Let's be sure Mom knows what to do, so she'll be confident as she teaches her children. Here is a sample sentence:

The dog buried his bone under a tree.

1. Find all the prepositional phrases and mark them with parentheses.

The dog buried his bone (**under a tree**).

2. Find the verb, and underline it twice. Need a definition of a verb? While grammarians argue over an effective definition of verbs, this one should serve you well: *A verb is a word*

that names an action or state of being. In this sentence, *buried* is the action being described. Don't worry - kids usually have no trouble finding the verb!

The dog buried his bone under a tree.

3. Find the subject, and underline it once. You can find the subject by asking who or what before the verb. Who or what buried the bone? The dog.

The dog buried his bone under a tree.

Before we can continue to find the complements, we must first know, "What is a complement?" Well, my dictionary says it is anything that completes a sentence pattern. This isn't too helpful until we talk about what sentence patterns are. There are many sentence patterns, but the most common patterns are:

S V - Kelly giggled.

S stands for "Subject." V stands for "Verb." The verb (giggled) needs nothing to complete it in order for us to understand the meaning of the sentence. The sentence is complete with just a subject and a verb. Some sentences may have other words (such as modifiers or prepositional phrases), but if all these words were deleted, the sentence would still make sense. For instance,

Kelly giggled (at the silly puppy).

S V PN - Spot is Kelly's dog.

PN stands for "predicate noun," which is just a fancy way of saying that this is a noun that renames the subject. You can substitute the word "equals" in place of the verb. So in this sentence, "dog" simply renames "Spot."

Spot equals Kelly's dog.

S V PA - Spot is fun.

This sentence pattern is very similar to S V PN, only this time PA stands for "predicate adjective." An adjective is a word that describes something. In our sentence, "fun" describes the dog Spot.

S V DO - Spot caught a butterfly.

The verb in this sentence needs something to complete it so that the sentence can make sense. DO stands for "direct object." The direct object is the word that completes the sentence. You can easily find a direct object by asking the question "who" or "what" after the verb, like this:

Spot caught... who or what? A butterfly.

S V IO DO - Spot gave Kelly a lick.

IO stands for "indirect object." An indirect object comes before the direct object and always answers the question "to whom" or "for whom."

Spot gave... who or what? A lick. (the direct object)

to whom or for whom? to Kelly (the indirect object)

To summarize, complements can be nouns or adjectives, or they can be direct or indirect objects. So let's continue discussing the sequence of identifying the words in a sentence.

4. Find and label any complement. Use this sequence:
 - A. No complement? The sentence pattern is S V.
 - B. Does the complement describe the subject? The sentence pattern is S V PA. Label the complement "PA".
 - C. Could you substitute the word "equals" for the verb? The sentence pattern is S V PN. Label the complement "PN".
 - D. Can you ask "to whom" or "for whom" before the complement? The sentence pattern is S V IO DO. Label the first complement "IO".
 - E. Any remaining complement must be a direct object. Label it "DO".
5. Label adjectives and adverbs, and draw arrows to the words they modify. Adjectives are simply words that describe (modify) a noun or pronoun. Adverbs describe a verb. Draw arrows from the adjectives and adverbs to the words that they modify.

Before we discuss the specifics of teaching Level B grammar, you first need to know about two rules of grammar.

1. The object of a preposition can NEVER be the subject of a sentence. (If you *always* find your prepositional phrases first, you'll never break this rule.)
2. The complement of a verb can NEVER be the subject of another verb. (You'll have no trouble if you remember that each word can have only one label.)

Therefore, we want to stress the importance of teaching the proper sequence of identifying the words in a sentence and *always* following this sequence! Don't try to take shortcuts.

If this is the first time you've encountered this sequence or these sentence patterns, don't despair. You and your children will be gradually learning each of these points over three school years (usually 4th through 6th grades). You will all feel very confident by the end of Level B.

Week	Level B - Year 1 What to Teach
1	Give Worksheet B1. Students should place parentheses around all prepositional phrases and place two lines under each verb.
2	Give Worksheet B2. Students should invent a verb to go in each blank. On Friday, show the students Worksheet B3, which contains the original wording of Worksheet B2's story. Discuss the differences between the original and the student's version.
3	Give Worksheet B4. Students should place parentheses around all prepositional phrases and place two lines under each verb.
4	Give Worksheet B5. Students should invent a subject to go in each blank. On Friday, show the students Worksheet B6, which contains the original wording of Worksheet B5's story. Discuss the differences between the original and the student's version.
5	Give Worksheet B7. Students should place parentheses around all prepositional phrases and place one line under each subject. (Note that a sentence might have "you" as an understood but missing subject. See Objective #2 in the overview to Level B.)
6	Give Worksheet B8. Students should place parentheses around all prepositional phrases, place two lines under each verb, and one line under each subject. (Note that a sentence might have "you" as an understood but missing subject. See Objective #2 in the overview to Level B.)
7	Choose a 5- or 6-sentence paragraph from a book that you're all enjoying. Other sources could include newspapers, letters from Grandma, your Bible or a Bible story book... (anything, really!). Photocopy the selection, or type it (double or triple spaced) on another sheet of paper. Have the students find every prepositional phrase, subject and verb and mark them appropriately. Do just one sentence from the paragraph each day.*
8	See instructions for Week 7.
9	See instructions for Week 7.
10	See instructions for Week 7.
11	See instructions for Week 7.
12	See instructions for Week 7.
13	See instructions for Week 7.
14	See instructions for Week 7.

(Note: If you have students using other levels, you can all be studying the same paragraph.)

15	See instructions for Week 7.
16	See instructions for Week 7.
17	See instructions for Week 7.
18	Choose a paragraph from each student's own writing to evaluate. Photocopy it (or retype it), and label all prepositional phrases, subjects and verbs. Do just one sentence each day.
19	See instructions for Week 18.
20	See instructions for Week 18.
21	See instructions for Week 7.
22	See instructions for Week 7.
23	See instructions for Week 7.
24	See instructions for Week 7.
25	See instructions for Week 7.
26	See instructions for Week 7.
27	See instructions for Week 18. In addition, have the students attempt to rewrite each sentence, making it better by changing the placement or use of prepositional phrases. (It may not always be possible.)
28	See instructions for Week 27.
29	See instructions for Week 27.
30	See instructions for Week 27.
31	See instructions for Week 27.
32	See instructions for Week 27.
33	See instructions for Week 7.
34	See instructions for Week 7.
35	Give Worksheet B9. Using the answer key provided, grade your students' answers.
36	Give Worksheet B10. Using the answer key provided, grade your students' answers. Do not move on to Level B, Year 2 unless 100% of the answers are correct.

Week	Level B - Year 2 What to Teach
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1	Give Worksheet B11. As a review, students should place parentheses around all prepositional phrases, place two lines under each verb, and one line under each subject.
2	Give Worksheet B12. Students will be introduced to the sentence pattern S V.
3	Give Worksheet B13. Students will be introduced to the sentence pattern S V PN.
4	Give Worksheet B14. Students will review the sentence patterns they have already learned.
5	Give Worksheet B15. Students will be introduced to the sentence pattern S V PA.
6	Give Worksheet B16. Students will review the sentence patterns they have already learned.
7	Give Worksheet B15. Students will be introduced to the sentence pattern S V DO.
8	Give Worksheet B17. Students will review the sentence patterns they have already learned.
9	Give Worksheet B18. Students will be introduced to the sentence pattern S V IO DO.
10	Give Worksheet B19. Students will review the sentence patterns they have already learned.
11	Choose a 5- or 6-sentence paragraph from a book that you're all enjoying. Other sources could include newspapers, letters from Grandma, your Bible or a Bible story book... (anything, really!). Photocopy the selection, or type it (double or triple spaced) on another sheet of paper. Have the students find every prepositional phrase AND mark each sentence pattern appropriately. Do just one sentence from the paragraph each day.*
12	See instructions for Week 11.
13	See instructions for Week 11.
14	See instructions for Week 11.
15	See instructions for Week 11.
16	See instructions for Week 11.
17	See instructions for Week 11.
18	Choose a paragraph from each student's own writing to evaluate. Photocopy it (or retype it), and label all prepositional phrases and sentence patterns. Do one sentence each day.
19	See instructions for Week 18.
20	See instructions for Week 18.
21	See instructions for Week 11.

(Note: If you have students using other levels, you can all be studying the same paragraph.)

22	See instructions for Week 11.
23	See instructions for Week 11.
24	See instructions for Week 11.
25	See instructions for Week 11.
26	See instructions for Week 11.
27	See instructions for Week 18. In addition, have the students attempt to rewrite each sentence, making it better by changing the placement or use of prepositional phrases. (It may not always be possible.)
28	See instructions for Week 27.
29	See instructions for Week 27.
30	See instructions for Week 27.
31	See instructions for Week 27.
32	See instructions for Week 27.
33	See instructions for Week 11.
34	See instructions for Week 11.
35	Give Worksheet B20. Using the answer key provided, grade your students' answers.
36	Give Worksheet B21. Using the answer key provided, grade your students' answers. Do not move on to Level B, Year 3 unless 100% of the answers are correct.

Week	Level B - Year 3 What to Teach
1	Give Worksheet B22. As a review, the students should find every prepositional phrase and mark each sentence pattern appropriately.
2	Give Worksheet B23. Students should invent an adjective to go in each blank. On Friday, show the students Worksheet B24, which contains the original wording of Worksheet B23's story. Discuss the differences between the original and the student's version.
3	Give Worksheet B25. Students should draw arrows from each adjective to the noun or pronoun that it modifies (describes).
4	Give Worksheet B26. Students should find every prepositional phrase, mark each sentence pattern appropriately, and draw arrows from each adjective to the noun or pronoun that it modifies (describes).
5	Give Worksheet B27. Students should invent an adverb to go in each blank. On Friday, show the students Worksheet B28, which contains the original wording of Worksheet B27's story. Discuss the differences between the original and the student's version.
6	Give Worksheet B29. Students should draw arrows from each adverb to the verb that it modifies (describes).
7	Give Worksheet B30. Students should find every prepositional phrase, mark each sentence pattern appropriately, and draw arrows from each adjective and/or adverb to the word that it modifies.
8	Choose a 5- or 6-sentence paragraph from a book that you're all enjoying. Other sources could include newspapers, letters from Grandma, your Bible or a Bible story book... (anything, really!). Photocopy the selection, or type it (double or triple spaced) on another sheet of paper. Have the students label every prepositional phrase, sentence pattern, and modifier appropriately. Do just one sentence from the paragraph each day.*
9	See instructions for Week 8.
10	See instructions for Week 8.
11	See instructions for Week 8.
12	See instructions for Week 8.
13	See instructions for Week 8.
14	See instructions for Week 8.
15	See instructions for Week 8.

(Note: If you have students using other levels, you can all be studying the same paragraph.)

16	See instructions for Week 8.
17	See instructions for Week 8.
18	Choose a paragraph from each student's own writing to evaluate. Photocopy it (or retype it), and label all prepositional phrases and sentence patterns. Do one sentence each day.
19	See instructions for Week 18.
20	See instructions for Week 18.
21	See instructions for Week 8.
22	See instructions for Week 8.
23	See instructions for Week 8.
24	See instructions for Week 8.
25	See instructions for Week 8.
26	See instructions for Week 8.
27	See instructions for Week 18. In addition, have the students attempt to rewrite each sentence, making it better by changing the placement or use of prepositional phrases. (It may not always be possible.)
28	See instructions for Week 27.
29	See instructions for Week 27.
30	Give Worksheet B31. Students will learn to diagram subjects, verbs, complements, and prepositional phrases.
31	Give Worksheet B32. Students will diagram subjects, verbs, complements, and prepositional phrases.
32	Give Worksheet B33. Students will diagram subjects, verbs, complements, and prepositional phrases.
33	See instructions for Week 8.
34	See instructions for Week 8.
35	Give Worksheet B34. Using the answer key provided, grade your students' answers.
36	Give Worksheet B35. Using the answer key provided, grade your students' answers. Do not move on to Level C unless 100% of the answers are correct.