

Level C

Overview

Objective #1: Students will learn to identify every subordinate and main clause in two or three sentence written by a typical student at this grade level. Of course, they will continue to identify prepositional phrases, sentence patterns and modifiers as learned in Levels A and B.

Objective #2: Students will be able to explain the function of all subordinate clauses.

Objective #3: Students will continue diagramming sentences.

Objective #4: Students will begin to learn how the brain processes words and study the style of different kinds of writing.

Procedure

What is a clause? A clause is simply a sentence pattern and all the words that modify it. To analyze clauses, students start by simply counting the sentence patterns that they have identified.

A sentence with just one sentence pattern consists of one main clause. How easy! However, students will frequently find more than one sentence pattern in a sentence. When this happens, the students must decide if all the clauses are main or if some are subordinate. Students will be able to reference a handy wall chart that lists thirty or so words that can function as subordinate conjunctions, but in the end, the real test is that every subordinate clause functions as a noun, adjective, or adverb to another word in the sentence.

As you've come to expect, we'll follow an easy sequence when identifying subordinate clauses.

1. After identifying all prepositional phrases, sentence patterns and modifiers, students will count the number of sentence patterns in the sentence.
2. If there is more than one sentence pattern, they will look for subordinate clauses first.
3. Begin at the last sentence pattern in the sentence and work backwards.
4. Find a subordinate conjunction? Place the entire clause in brackets.
5. Find a word outside the brackets that the clause modifies and draw an arrow to it.

Consider this sentence:

He won the race because his previous coach had taught him a lot.

The sentence has two sentence patterns, including modifiers:

He won the race (S V DO)

and

his previous coach had taught him a lot (S V IO DO)

The last sentence pattern is "his previous coach had taught him a lot" so beginning there, the students should look for a subordinate conjunction: "because". In pencil, the students will place an opening bracket in front of "because" and a closing bracket after "lot".

He won the race [because his previous coach had taught him a lot].

What does the clause modify? The clause modifies "won" because it explains why he won. It is an adverbial clause. So the students would draw an arrow from the clause to the word "won".

We've finished analyzing this subordinate clause. Since there is only one clause remaining in the sentence, we know it is the main clause.

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
------	---------------------------------------

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.

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

15	See instructions for Week 8.
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	See instructions for Week 27.
31	See instructions for Week 27.
32	See instructions for Week 27.
33	See instructions for Week 8.
34	See instructions for Week 8.
35	Give Worksheet B31. Using the answer key provided, grade your students' answers.
36	Give Worksheet B32. Using the answer key provided, grade your students' answers. Do not move on to Level C unless 100% of the answers are correct.