

Weekly Planning Sheet

WEEK 6

Grammar Focus

STRUCTURE:

Compound

PURPOSE: Declarative, Exclamatory

PATTERN: Overview

PARTS OF SPEECH: Conjunctions

Charts

(G) 112 Model Sentences

(H) Conjunctions

IEW Assignment

TWSS

Unit 4: Summarizing a Reference

USHW

Lesson 9: Benjamin Franklin

Stylistic Technique
topic-clincher sentences
(p. 82)
*dec: quotation
(*p. 15)

Chart Tracker

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DAILY ASSIGNMENTS

DAY 1	DAY 2	DAY 3	DAY 4
<input type="checkbox"/> Weekly Sentences	<input type="checkbox"/> Weekly Sentences	<input type="checkbox"/> Weekly Sentences	<input type="checkbox"/> Weekly Sentences
<input type="checkbox"/> Editing	<input type="checkbox"/> Editing	<input type="checkbox"/> Editing	<input type="checkbox"/> Editing
<input type="checkbox"/> Spelling Rule	<input type="checkbox"/> Spelling Rule	<input type="checkbox"/> Spelling Rule	<input type="checkbox"/> Spelling Rule
<input type="checkbox"/> Spelling	<input type="checkbox"/> Spelling	<input type="checkbox"/> Spelling	<input type="checkbox"/> Spelling
<input type="checkbox"/> Charts	<input type="checkbox"/> Charts	<input type="checkbox"/> Charts	<input type="checkbox"/> Charts
<input type="checkbox"/> IEW - Read Lesson & KWO	<input type="checkbox"/> IEW - KWO Rough Draft	<input type="checkbox"/> IEW - Edit Rough Draft	<input type="checkbox"/> IEW - Final Draft & Check-list
<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Vocabulary

ENGLISH LANGUAGE VOCABULARY

CONJUNCTION - A conjunction is a word used to connect words, phrases, or clauses together.

COMPOUND SENTENCE STRUCTURE - A compound sentence consists of at least two independent clauses joined by a coordinating conjunction.

IEW VOCABULARY

DRAFT - to write the first form of something (v.); a drawing, sketch, or design (n.)

DILIGENTLY - with much care and effort

ACKNOWLEDGE - to admit to be real or true

RESOLVE - to make a firm decision; to settle or find a solution

SPELLING

Week 6



Spelling Rule

f, l, and s are usually doubled after a short vowel at the end of a one-syllable word (puff, bell, toss).

Punctuation & Capitalization

Abbreviations end with a period, except for abbreviated state names and abbreviated metric units of measurement.

SPELLING LISTS			
	LEVEL A	LEVEL B	LEVEL C
1	all	own	sentence
2	call	know	often
3	small	known	fasten
4	well	show	listen
5	tell	shown	listened
6	fill	blow	doubt
7	will	slow	climb
8	still	grow	climbed
9	full	throw	climbing
10	have	low	answer
11	gave	below	half
12	give	follow	blood
13	live	yellow	poor
14	five	window	central
15	move	tomorrow	medicine

HOMOPHONES			
	LEVEL A	LEVEL B	LEVEL C
1	choose/chews	sew/so/sow	cent/scent/sent
2		no/know	

Copy each spelling word three times.

1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

Copy each homophone pair three times.

1			
2			
3			
4			

Write this week's spelling words from dictation.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	



NUMBER KNOCKOUT



1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

Variations for Number Knockout:

3. Hold ‘Em in Your Head: Roll three dice and challenge yourself to knock out the board without writing your numbers down. Can you “hold them in your head?”

4. More Than Six: Roll two dice. Choose one number that is more than six as well as your two numbers rolled in order to knock out the board.



G 112 Model Sentences: Compound Structure

A compound sentence consists of at least two independent clauses joined by a coordinating conjunction; a semicolon may be used in some cases.

KEY: Structure: SI = Simple, CD = Compound, CX = Complex, CD-CX = Compound-Complex

Structure/ Purpose	Pattern	Sample Sentence	Structure/ Purpose	Pattern	Sample Sentence
DECLARATIVE (.)	CD	SI-Vi	CD	SI-Vi	Jesus forgives, and He loves!
	CD	SI-Vt-DO	CD	SI-Vt-DO	Jesus saves us, and He forgives us!
	CD	SI-Vi-PN	CD	SI-Vi-PN	Jesus is my Savior, and He is God!
	CD	SI-Vi-PA	CD	SI-Vi-PA	Jesus is humble, and He is patient!
	CD	SI-Vt-IO-DO	CD	SI-Vt-IO-DO	Jesus gives me strength, and He gives me hope!
	CD	SI-Vt-DO-OCN	CD	SI-Vt-DO-OCN	Jesus calls me His child, and He calls me His friend!
	CD	SI-Vt-DO-OCA	CD	SI-Vt-DO-OCA	Jesus made me holy, and He called me beloved!
	CD	SI-Vi	CD	SI-Vi	Forgive, and love.
INTERROGATIVE (?)	CD	SI-Vt-DO	CD	SI-Vt-DO	Save us, and forgive us.
	CD	SI-Vi-PN	CD	SI-Vi-PN	Jesus, be my Savior, and be my God.
	CD	SI-Vi-PA	CD	SI-Vi-PA	Be humble, and be patient.
	CD	SI-Vt-IO-DO	CD	SI-Vt-IO-DO	Give me strength, and give me hope.
	CD	SI-Vt-DO-OCN	CD	SI-Vt-DO-OCN	Jesus, call me your child, and call me your friend.
	CD	SI-Vt-DO-OCA	CD	SI-Vt-DO-OCA	Make me holy, and call me beloved.
	CD	SI-Vi	CD	SI-Vi	Does Jesus forgive, and does He love?
	CD	SI-Vt-DO	CD	SI-Vt-DO	Does Jesus save us, and does He forgive us?
EXCLAMATORY (!)	CD	SI-Vi-PN	CD	SI-Vi-PN	Jesus is my Savior, and He is God.
	CD	SI-Vi-PA	CD	SI-Vi-PA	Jesus is humble, and He is patient.
	CD	SI-Vt-IO-DO	CD	SI-Vt-IO-DO	Jesus gives me strength, and He gives me hope.
	CD	SI-Vt-DO-OCN	CD	SI-Vt-DO-OCN	Jesus calls me His child, and He calls me His friend.
	CD	SI-Vt-DO-OCA	CD	SI-Vt-DO-OCA	Jesus made me holy, and He called me beloved.
	CD	SI-Vi	CD	SI-Vi	Does Jesus forgive, and does He love?
	CD	SI-Vt-DO	CD	SI-Vt-DO	Does Jesus save us, and does He forgive us?
	CD	SI-Vi-PN	CD	SI-Vi-PN	Is Jesus my Savior, and is He God?
IMPERATIVE (.)	CD	SI-Vi-PA	CD	SI-Vi-PA	Be humble, and be patient.
	CD	SI-Vt-IO-DO	CD	SI-Vt-IO-DO	Give me strength, and give me hope.
	CD	SI-Vt-DO-OCN	CD	SI-Vt-DO-OCN	Jesus, call me your child, and call me your friend.
	CD	SI-Vt-DO-OCA	CD	SI-Vt-DO-OCA	Make me holy, and call me beloved.
	CD	SI-Vi	CD	SI-Vi	Does Jesus forgive, and does He love?
	CD	SI-Vt-DO	CD	SI-Vt-DO	Does Jesus save us, and does He forgive us?
	CD	SI-Vi-PN	CD	SI-Vi-PN	Is Jesus my Savior, and is He God?
	CD	SI-Vi-PA	CD	SI-Vi-PA	Be humble, and be patient.



Conjunctions (C)

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[illegible]

[illegible][illegible]

NOTE: Some of these words can also be used as prepositions.

More subordinating conjunctions:

Editing Exercise (to be corrected by student)

Esther 2:21–23 (NIV)

²¹during the time mordecai was sitting at the king's gate, bigthana and teresh, two of the king's officers who guarded the doorway, became angry and conspired to assassinate king xerxes. ²²But mordecai found out about the plot and told queen Esther, who in turn reported it to the king, giving credit to mordecai. ²³And when the report was investigated and found to be true, the two officials were impaled on poles. All this was recorded in the book of the annals in the presence of the king.

Esther 3:1–2 (NIV)

After these events, king xerxes honored Haman son of Hammedatha, the Agagite, elevating him and giving him a seat of honor higher than that of all the other nobles. ²All the royal officials at the king's gate knelt down and paid honor to Haman, for the king had commanded this concerning him. But mordecai would not kneel down or pay him honor.

CHECK MECHANICS:

Does this sentence...

- ☐ have a subject?
- ☐ have a predicate?
- ☐ have a beginning capital letter?
- ☐ have an end mark?
- ☐ make complete sense?
- ☐ have correct punctuation and other capitalization?
- ☐ have correct spelling?

1 DICTATE SENTENCE

SP Vt DO Pr OP SP Vt DO Pr OP
 We had everything before us, we had nothing before us.

(Excerpt from the first sentence of *Tale of Two Cities*, "The Period")

2 CHECK MECHANICS

DOES THIS SENTENCE...

- ☐ have a subject? ☐ have a predicate? ☐ have a beginning capital letter? ☐ have an end mark?
☐ make complete sense? ☐ have correct punctuation and other capitalization? ☐ have correct spelling?

3 QUESTION CONFIRMATION

Identify the independent clauses: *We had everything before us, we had nothing before us*

We had everything before us

Who or what *had everything before us*? *We*. Label *We* subject pronoun (SP) (personal).

What is being said about *We*? *We had*. Label *had* verb (V).

We had whom or what? *everything*.

Does *everything* receive action from *had*? *Yes*. Label *everything* direct object (DO); label *had* transitive (t).

Are any words modifying verbs, adjectives, or other adverbs? *Yes*.

had where? *before us* (adverbial prepositional phrase).

Which word is the preposition? *before*. Label *before* (Pr).

before whom or what? *us*. Label *us* object of the preposition (OP).

we had nothing

Who *had*? *we*. Label *we* subject pronoun (SP) (personal).

What is being said about *we*? *we had*. Label *had* verb (V).

we had whom or what? *nothing*.

Does *nothing* receive action from *had*? *Yes*. Label *nothing* direct object (DO); label *had* transitive (t).

Are any words modifying verbs, adjectives, or other adverbs? *Yes*.

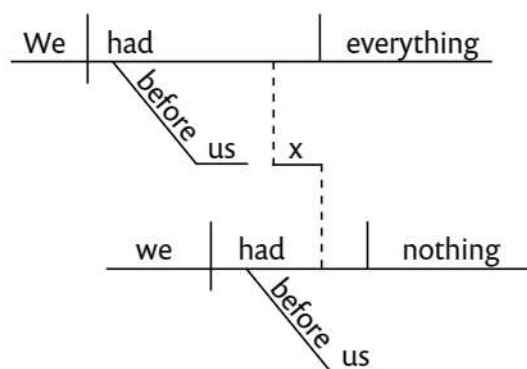
had where? *before us* (adverbial prepositional phrase).

Which word is the preposition? *before*. Label *before* (Pr).

before whom or what? *us*. Label *us* object of the preposition (OP).

SENTENCE CLASSIFICATION: Compound,
 Declarative, S-Vt-DO / S-Vt-DO

4 DIAGRAM CONFIRMATION



5 MODIFICATION CONFIRMATION

Rewrite by purpose using simple structure.

DEC We had everything before us.

EXC We had everything before us!

INT Did we have everything before us?

IMP Have everything before us.

Rewrite by structure using declarative purpose.

SIMP We had everything before us.

CMPD We had everything before us, and we had nothing before us.

CMPX We, who had everything before us, had nothing before us.

CMPD-CMPX We, who had everything before us, had nothing before us, and it was a period of superlative degrees of comparison.

6 QUID ET QUO

		<i>We</i>	<i>everything</i>	<i>us</i>	<i>we</i>	<i>nothing</i>	<i>us</i>	
PRONOUNS	TYPE		personal	indefinite	personal	personal	indefinite	personal
	ATTRIBUTES	USE (CASE)	subject (NOM)	direct object (OBJ)	obj of prep (OBJ)	subject (NOM)	direct object	obj of prep (OBJ)
		PERSON	1st	3rd	1st	1st	3rd	1st
		NUMBER	plural	n/a	plural	plural	n/a	plural
		GENDER	common	neuter	common	common	neuter	common

			had	had
VERB	TYPE		transitive	transitive
	ATTRIBUTES	PERSON	1st	1st
		NUMBER	plural	plural
		VOICE	active	active
		MOOD	indicative	indicative
	TENSE	TIME	past	past
		FORM	simple	simple

		<i>before</i>	<i>before</i>
PREPOSITION (type of phrase)		adverbial	adverbial

1 DICTATE SENTENCE

AA SN Vt DO Pr AA OP Pr OP Pr
 The Kush mined gold along the Nile River from 2000 BC to
OP C AA SN Vt DO DO C DO Pr AA OP
 AD 350, and the Berbers traded gold, iron, and salt in the desert.

(Cycle 1 Week 13 History, combined from two sentences to one)

2 CHECK MECHANICS

DOES THIS SENTENCE...

- ☐ have a subject? ☐ have a predicate? ☐ have a beginning capital letter? ☐ have an end mark?
☐ make complete sense? ☐ have correct punctuation and other capitalization? ☐ have correct spelling?

3 QUESTION CONFIRMATION

Identify the independent clauses: *The Kush mined gold along the Nile River from 2000 BC to AD 350, the Berbers traded gold, iron, and salt in the desert*

The Kush mined gold along the Nile River from 2000 BC to AD 350

Who or what *mined gold along the Nile River from 2000 BC to AD 350*? *Kush*. Label *Kush* subject noun (SN).

What is being said about *Kush*? *Kush mined*. Label *mined* verb (V).

Kush mined whom or what? *gold*.

Does *gold* receive action from *mined*? *Yes*. Label *gold* direct object (DO); label *mined* transitive (t).

Are any words modifying nouns or pronouns? *Yes*.
 Which *Kush*? *the*. Label *the* adjective (AJ) (limiting).

Are any words modifying verbs, adjectives, or other adverbs? *Yes*.

mined where? *along the Nile River* (adverbial prepositional phrase).

Which word is the preposition? *along*. Label *along* (Pr).
along whom or what? *Nile River*. Label *Nile River* object of the preposition (OP).

Are any words modifying *Nile River*? *Yes*.

Which *Nile River*? *the*. Label *the* adjective (AJ) (limiting).

mined when? *from 2000 BC* (adverbial prepositional phrase).

Which word is the preposition? *from*. Label *from* (Pr).
from whom or what? *2000 BC*. Label *2000 BC* object of the preposition (OP).

mined when? *to AD 350* (adverbial prepositional phrase).

Which word is the preposition? *to*. Label *to* (Pr).

to whom or what? *AD 350*. Label *AD 350* object of the preposition (OP).

the Berbers traded gold, iron, and salt in the desert

Are any words connecting words, phrases, or clauses? *Yes*, *and*. Label *and* conjunction (C) (coordinating).

Who or what *traded gold, iron, and salt in the desert*? *Berbers*. Label *Berbers* subject noun (SN).

What is being said about *Berbers*? *Berbers traded*. Label *traded* verb (V).

Berbers traded whom or what? *gold, iron, salt*.

Does *gold, iron, salt* receive action from *traded*? *Yes*. Label *gold, iron, salt* direct objects (DO) (compound direct object); label *traded* transitive (t).

Are any words connecting words, phrases, or clauses? *Yes*, *and*. Label *and* conjunction (C) (coordinating).

Are any words modifying nouns or pronouns? *Yes*.
 Which *Berbers*? *the*. Label *the* adjective (AJ) (limiting).

Are any words modifying verbs, adjectives, or other adverbs? *Yes*.

traded where? *in the desert* (adverbial prepositional phrase).

Which word is the preposition? *in*. Label *in* (Pr).

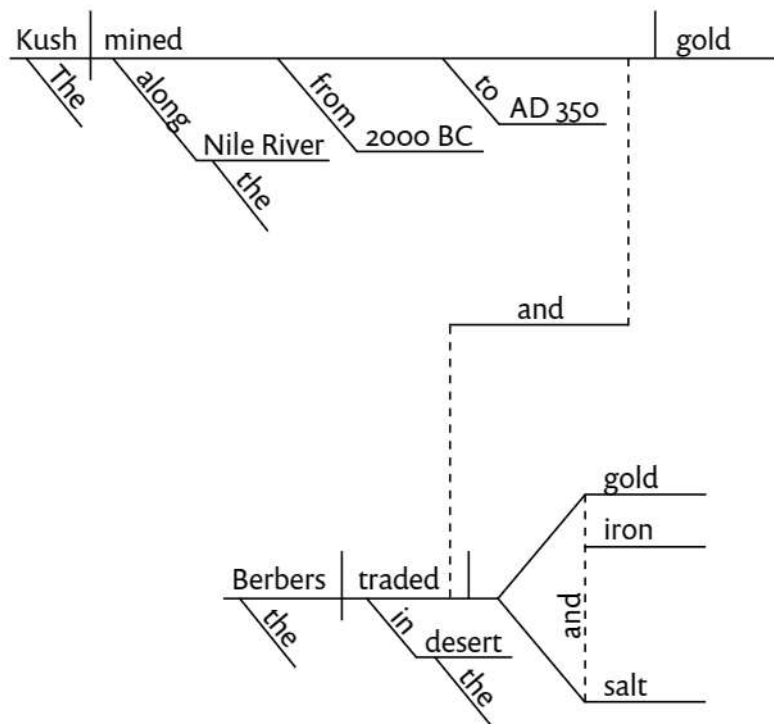
in whom or what? *desert*. Label *desert* object of the preposition (OP).

Are any words modifying *desert*? *Yes*.

Which *desert*? *the*. Label *the* adjective (AJ) (limiting).

SENTENCE CLASSIFICATION: Compound,
 Declarative, S-Vt-DO / S-Vt-DO

4 DIAGRAM CONFIRMATION



5 MODIFICATION CONFIRMATION

Rewrite by purpose.

DEC The Kush mined gold along the Nile River.

EXC The Kush mined gold along the Nile River!

INT Did the Kush mine gold along the Nile River?

IMP Mine gold along the Nile River.

Rewrite by structure using declarative purpose.

SIMP The Kush mined gold along the Nile River.

CMPD The Kush mined gold along the Nile River, and the Berbers traded gold, iron, and salt in the desert.

CMPX The Kush, who mined gold, lived near the Nile River.

CMPD-CMPX The Kush, who mined gold, lived near the Nile River, and the Berbers traded gold, iron, and salt in the desert.

6 QUID ET QUO

		<i>Kush</i>	<i>gold</i>	<i>Nile River</i>	<i>2000 BC</i>	<i>AD 350</i>	<i>Berbers</i>
NOUN	USE (CASE)	subject (NOM)	direct object (OBJ)	obj of prep (OBJ)	obj of prep (OBJ)	obj of prep (OBJ)	subject (NOM)
	ATTRIBUTES	common or proper	proper	common	proper	proper	proper
		NUMBER	plural	singular	singular	singular	plural
		GENDER	common	neuter	neuter	neuter	common
		concrete or abstract	concrete	concrete	concrete	abstract	concrete
		collective, compound	collective				collective

		<i>gold</i>	<i>iron</i>	<i>salt</i>	<i>desert</i>
NOUN	USE (CASE)	direct object (OBJ)	direct object (OBJ)	direct object (OBJ)	obj of prep (OBJ)
	ATTRIBUTES	common or proper	common	common	common
		NUMBER	singular	singular	singular
		GENDER	neuter	neuter	neuter
		concrete or abstract	concrete	concrete	concrete
		collective, compound			

VERB	TYPE		<i>transitive</i>	<i>transitive</i>
	ATTRIBUTES	PERSON	3rd	3rd
		NUMBER	plural	plural
		VOICE	active	active
		MOOD	indicative	indicative
	TENSE	TIME	past	past
		FORM	simple	simple

		<i>The</i>	<i>the</i>	<i>the</i>	<i>the</i>
ADJECTIVE	DESCRIPTIVE (degree)				
	POSSESSIVE				
	LIMITING	article	article	article	article
	modifies	<i>Kush</i>	<i>Nile River</i>	<i>Berbers</i>	<i>desert</i>

		<i>along</i>	<i>from</i>	<i>to</i>	<i>and</i>	<i>and</i>	<i>in</i>
PREPOSITION (type of phrase)		adverbial	adverbial	adverbial			adverbial
CONJUNCTION (type)					coordinating	coordinating	

1 DICTATE SENTENCE

SN Vt DO C AA SN Vt
 Iron sharpeneth iron; so a man sharpeneth

AA DO Pr AJ OP
 the countenance of his friend.

(Proverbs 27:17 KJV)

2 CHECK MECHANICS

DOES THIS SENTENCE...

- ☐ have a subject? ☐ have a predicate? ☐ have a beginning capital letter? ☐ have an end mark?
☐ make complete sense? ☐ have correct punctuation and other capitalization? ☐ have correct spelling?

3 QUESTION CONFIRMATION

Identify the independent clauses: *Iron sharpeneth iron, a man sharpeneth the countenance of his friend*

Iron sharpeneth iron

Who or what *sharpeneth iron*? *Iron*. Label *Iron* subject noun (SN).

What is being said about *Iron*? *Iron sharpeneth*. Label *sharpeneth* verb (V).

Iron sharpeneth what? *iron*.

Does *iron* receive action from *sharpeneth*? *Yes*. Label *iron* direct object (DO); label *sharpeneth* transitive (t).

a man sharpeneth the countenance of his friend

Are any words connecting words, phrases, or clauses? *Yes, so*. Label *so* conjunction (C) (coordinating).

What *sharpeneth the countenance of his friend*? *man*. Label *man* subject noun (SN).

What is being said about *man*? *man sharpeneth*. Label *sharpeneth* verb (V).

man sharpeneth whom or what? *countenance*.

Does *countenance* receive action from *sharpeneth*? *Yes*. Label *countenance* direct object (DO); label *sharpeneth* transitive (t).

Are any words modifying nouns or pronouns? *Yes*.

Which *man*? *a*. Label *a* adjective (AJ) (limiting).

Which *countenance*? *the*. Label *the* adjective (AJ) (limiting).

Which *countenance*? *of his friend* (adjectival prepositional phrase)

Which word is the preposition? *of*. Label *of* (Pr).

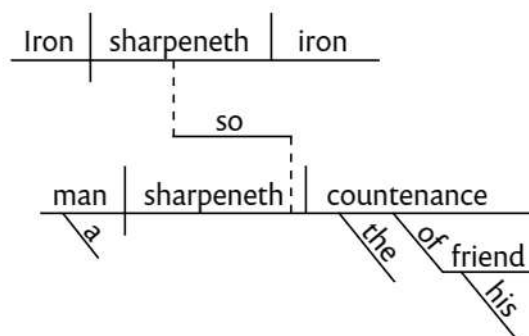
of whom or what? *friend*. Label *friend* object of the preposition (OP).

Are any words modifying *friend*? *Yes*.

Whose *friend*? *his*. Label *his* adjective (AJ) (possessive).

SENTENCE CLASSIFICATION: Compound, Declarative, S-Vt-DO / S-Vt-DO

4 DIAGRAM CONFIRMATION



5 MODIFICATION CONFIRMATION*

* This task will not be completed for Scripture verses.

6 QUID ET QUO

		<i>Iron</i>	<i>iron</i>	<i>man</i>	<i>countenance</i>	<i>friend</i>
NOUN	USE (CASE)	subject (NOM)	direct object (OBJ)	subject (NOM)	direct object (OBJ)	obj of prep (OBJ)
	ATTRIBUTES	common or proper	common	common	common	common
		NUMBER	singular	singular	singular	singular
		GENDER	neuter	neuter	common	common
		concrete or abstract	concrete	concrete	concrete	concrete
		collective, compound				

		<i>his*</i>
PRONOUNS	TYPE	personal
	ATTRIBUTES	USE (CASE)
		PERSON
		NUMBER
		GENDER
		adjective (POS)
		3rd
		singular
		masculine

		<i>sharpeneth</i>	<i>sharpeneth</i>
VERB	TYPE	transitive	transitive
	ATTRIBUTES	PERSON	3rd
		NUMBER	singular
		VOICE	active
		MOOD	indicative
	TENSE	TIME	present
		FORM	simple

		<i>a</i>	<i>the</i>	<i>his*</i>
ADJECTIVE	DESCRIPTIVE (degree)			
	POSSESSIVE			poss. pronoun adj.
	LIMITING	article	article	
	modifies	<i>man</i>	<i>countenance</i>	<i>friend</i>

		<i>so</i>	<i>of</i>
PREPOSITION (type of phrase)			adjectival
CONJUNCTION (type)		coordinating	

* Listed both by role in the sentence and by part of speech

Week
6./

Checklist:

Copy or verbally recite charts: ☐ G ☐ H

Review pages for each day of the week: ☐ 1 ☐ 2 ☐ 3

Task Sheets: ☐ ☐ ☐

Draw a line from each structure to the correct sentence.

- | | |
|--------------------|---|
| Simple • | • My mother loves me, and she cares for me. |
| Compound • | • I mopped all of our floors. |
| Complex • | • My brother, who loves outdoors, rode his bike to the store, and he came home before dark. |
| Compound-Complex • | • While I was outside, a rain cloud opened up. |

A Compound sentence consists of at least two independent clauses joined by a coordinating conjunction.

Circle the sentences that are NOT compound sentences.
Remember compound sentences need to have 2 subjects and 2 verbs.

- A. My mother loves me, but my dad plays with me.
- B. Jenny and Norman love the beach.
- C. Jesus performed miracles, and He taught people.
- D. Katie took out the trash and washed windows.
- E. Elias loves cooking in the kitchen, yet Jenny loves working in the garage.
- F. I love writing and grammar.

Circle all of the transitive verbs.
Underline the intransitive verbs.



1. Jesus loves me.
2. Acaydia sweeps.
3. James mops the floor.
4. Sammy wrote a letter.
5. John baptized many people.
6. Judas perished.
7. Mary cried.
8. Jesus rose.

A conjunction is a word used to connect words, phrases, or clauses together.

List the coordinating
conjunctions:

F
A
N
B
O
Y
S

List the subordinating conjunctions:

W
W
W
.
A
S
I
A
.
W
U
B

List the correlative conjunctions:

/

/

/

/

/

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Chart G Hunt!

Find each classification on your chart and write the sample sentence. The first one is completed for you.

1. Interrogative, S-VI-PA

Is Jesus holy, and is He alive?

2. Imperative, S-Vt-DO-OCN

3. Declarative, S-VI-PA

4. Interrogative, S-Vt-DO-OCA

5. Declarative, S-VI-PN

6. Imperative, S-Vt-IO-DO

7. Exclamatory, S-Vi

8. Interrogative, S-Vt-DO

6.1

Sentence structures:

My mother loves me, and she cares for me. (Compound)

I mopped all of our floors. (Simple)

My brother, who loves outdoors, rode his bike to the store, and he came home before dark. (Compound-Complex)

While I was outside, a rain cloud opened up. (Complex)

Sentence that are NOT compound sentences: B, D, F



6.2

Transitive Verbs: 1, 3, 4, 5

Intransitive Verbs: 2, 6, 7, 8

Coordinating Conjunctions: for, and, nor, but, or, yet, so

Subordinating Conjunctions: when, while, where, as, since, if, although, whereas, unless, because (this list is not exhaustive)

6.3

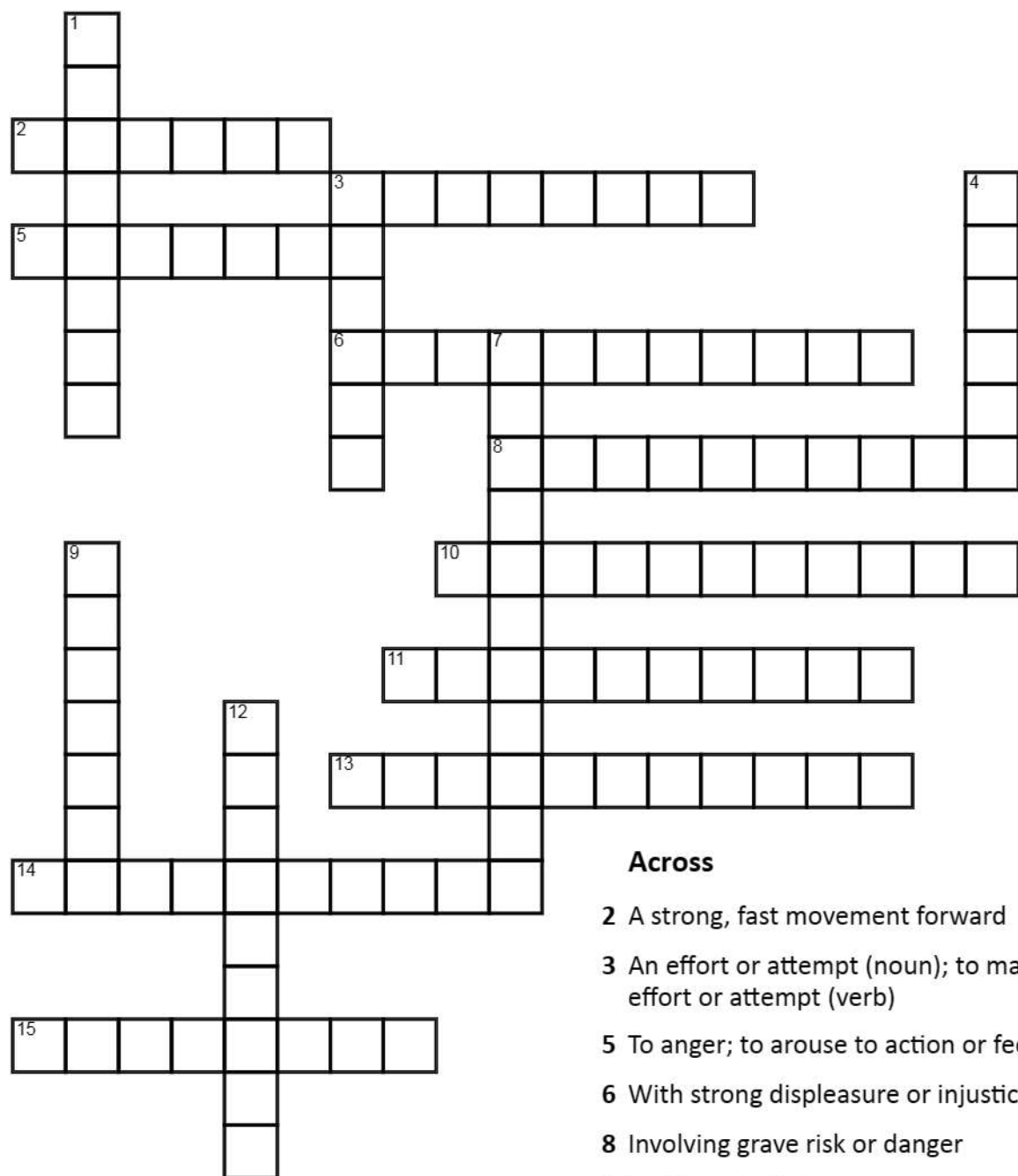
Correlative Conjunctions:

either/or neither/nor both/and whether/or not only/but also not/but

Chart G Hunt:

1. Is Jesus holy, and is He alive?
2. John, consider me a servant, but Paul, call me a saint.
3. Jesus is holy, for He is alive.
4. Did Jesus make me holy, or did He make me merciful?
5. Jesus is God, and He is King.
6. John, give me hope, and Paul, tell me a story.
7. Jesus wept, yet He sang!
8. Does Jesus love me, and does He love you?

Cycle 3–Week 6



Down

- 1 To face in hostility or defiance
- 3 Uncomfortably strange in a fearful way
- 4 Watchfully and cautiously; looking out for danger
- 7 Lacking caution or good judgment
- 9 To become less violent or intense
- 12 Strong dislike that shows in action

Across

- 2 A strong, fast movement forward
- 3 An effort or attempt (noun); to make a major effort or attempt (verb)
- 5 To anger; to arouse to action or feeling
- 6 With strong displeasure or injustice or insult
- 8 Involving grave risk or danger
- 10 Boldly or daringly
- 11 Unavoidably
- 13 Firmly holding a purpose or opinion; stubbornly
- 14 Intensely, strongly, or violently
- 15 Skillfully or cleverly

Draw a picture for each vocabulary word. Then write the word, the meaning, and a sentence using that word.

acknowledge

resolve

diligently

draft

Word: _____

Meaning: _____

Sentence: _____

Word: _____

Meaning: _____

Sentence: _____

Word: _____

Meaning: _____

Sentence: _____

Word: _____

Meaning: _____

Sentence: _____

Jesus loves me, and He loves you!

1 Rewrite Sentence

2 Check Mechanics

- | | | |
|---|--|---|
| <input type="checkbox"/> Is there a subject ? | <input type="checkbox"/> Does it have an end mark ? | <input type="checkbox"/> Words spelled correctly? |
| <input type="checkbox"/> Is there a verb ? | <input type="checkbox"/> Does it make complete sense ? | |
| <input type="checkbox"/> Does it begin with a capital letter ? | <input type="checkbox"/> Other punctuation and capitalization? | |

3 Question Confirmation

STRUCTURE:

- ☐ **Compound** (*FANBOYS connecting clauses*)
- ☐ **Complex** (*www.asia.wub or who/which clause*)
- ☐ **Simple** (*neither*)
- ☐ **Compound-Complex** (*both*)

PATTERN:

- ☐ S-Vi
- ☐ S-Vt-DO
- ☐ S-VI-PN
- ☐ S-VI-PA
- ☐ S-Vt-IO-DO
- ☐ S-Vt-DO-OCN
- ☐ S-Vt-DO-OCA

PURPOSE:

- ☐ **Declarative** (.)
- ☐ **Exclamatory** (!)
- ☐ **Interrogative** (?)
- ☐ **Imperative** (. or !)

4 Diagram Confirmation

- ☐ Diagram the sentence in the space below:

Jackson likes apples, but Sarah prefers oranges.

1 Rewrite Sentence

2 Check Mechanics

- | | | |
|---|--|---|
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4 Diagram Confirmation

- ☐ Diagram the sentence in the space below:

Globes display longitudinal lines, and they show latitudinal lines.

1 Rewrite Sentence

2 Check Mechanics

- | | | |
|---|--|---|
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4 Diagram Confirmation

- ☐ Diagram the sentence in the space below:

Homer composed poems, yet he did not write them in a book!

1 Rewrite Sentence

2 Check Mechanics

- | | | |
|---|--|---|
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4 Diagram Confirmation

- ☐ Diagram the sentence in the space below:

No one can serve two masters, so you cannot serve God and money.

1 Rewrite Sentence

2 Check Mechanics

- | | | |
|---|--|---|
| <input type="checkbox"/> Is there a subject ? | <input type="checkbox"/> Does it have an end mark ? | <input type="checkbox"/> Words spelled correctly? |
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