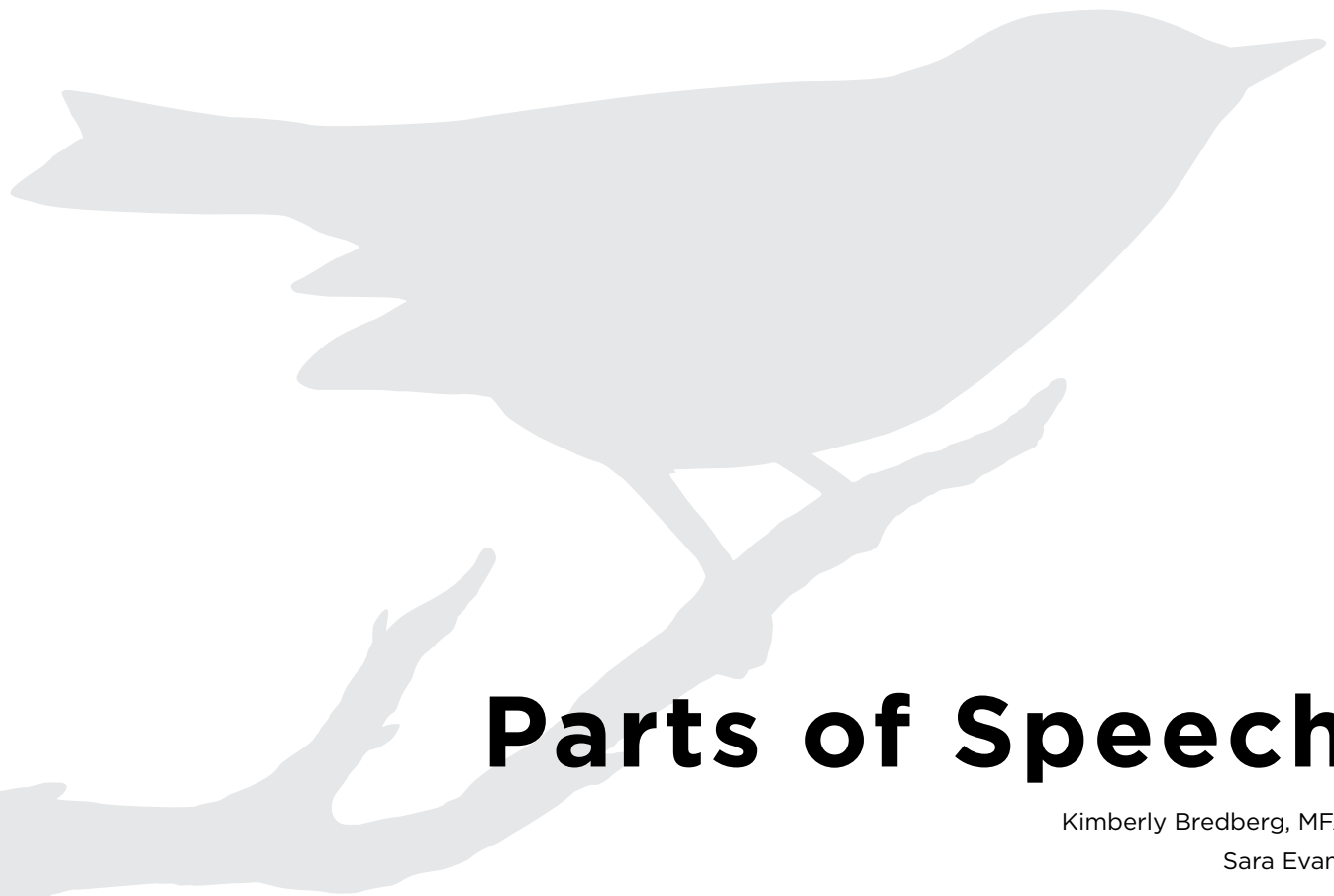


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One True Sentence

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Parts of Speech

Kimberly Bredberg, MFA
Sara Evans



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For the Teacher

Learning to write well requires tools, and those tools are best acquired through the act of discovery. *One True Sentence* is an opportunity for students to experience the wonder of writing and to simultaneously gain tools as they construct ideas. All instructions are embedded in the lessons. Over the course of 25 weeks, students will construct more than 200 sentences as they learn to utilize and appreciate grammar through engaging and delightful activities.

Sentences are the building blocks of writing. Each week, topics are introduced or reviewed through a controlled example that establishes a grammatical pattern. These examples will enable students to actively engage with sentence structure—grammatical patterns, syntax, capitalization, and punctuation. As they construct exceptional sentences, students discover the power of language.

Week 1 of the journey introduces the concept of the sentence—the quintessential unit of all real writing, a singular group of words that communicates a complete idea. During this introduction, students will explore the four types of sentences and participate in collaborative writing.

During Weeks 2 through 25, students will explore grammar and style as they craft silly and savvy sentences. In addition to further exploring the four types of sentences, students will be introduced to the role each of the parts of speech—noun, article, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection—play in bringing shape to the sentences we read and write everyday. Because parts of speech often do not exist as single words in the sentences we read (a subject or a verb is sometimes made up of several words), learning to construct grammar enables students to move quickly toward being able to communicate their ideas effortlessly.

Each week students will use words from their word deck and ideas of their own to construct different types of sentences. Students will quickly begin to write sentences that, not only, begin with a capital and end with a mark, but that are delightfully entertaining. Each lesson has examples to help you get your students writing. Student sentences may be silly in nature but syntactically savvy as they choose words from their deck of word cards or use their own imagination. Encourage their clever ideas! Remember, the goal here is not just to get students writing, but to encourage delight in writing well.

Week 1: Sentence Types

All sentences communicate an idea through an object and an action. You will know where a sentence begins and where it ends by its initial capital letter and ending punctuation mark depending upon the type of idea being conveyed.

There are four types of sentences:

1. Statement
2. Question
3. Exclamation
4. Command

▷ DAY 1

A **statement** is the most common type of sentence.
The fancy name for a statement is: **declarative sentence**.

Examples

*There are four books on the kitchen table.
The books are sitting in a puddle of soup.
My sister is rushing for a roll of paper towels.*

Add 2 more statements telling what happens next.

1. _____

2. _____

▷ DAY 2

A **question** is a sentence that asks something.
The fancy name for a question is: **interrogative sentence**.

Examples

*I wonder why there is an enormous hole in my backyard lawn?
Was the hole there yesterday?
Who dug that hole?*

Add 2 more questions you want to ask about this mystery.

1. _____

2. _____

Week 1: Sentence Types

▷ DAY 3

An **exclamation** is a sentence that expresses excitement.
The fancy name for an exclamation is: **exclamatory sentence**.

Example

Hey!
Stop thief!
Drop the package now!

Add 2 more exclamations telling what happens next.

1. _____

2. _____

▷ DAY 4

A **command** is a bossy sentence.
The fancy name for a command is: **imperative sentence**.

Example

Bend over and touch your toes.
Stand up and lift your arms.
Squeeze your fists tight.

Add 2 more commands telling what happens next.

1. _____

2. _____

Week 2: Nouns

Nouns are words used to describe a person, place, thing or idea.
Nouns make up the subject of a sentence.

There are two types of nouns:

1. **Concrete** — nouns you can see, hear, taste, smell, and/or touch.
Dog, house, fruit, sky, teacher, book, are examples of **concrete** nouns.
2. **Abstract** — nouns that describe ideas, concepts, or emotions and cannot be understood using the five senses.
Luck, joy, truth, lie, friendship, fear, are examples of **abstract** nouns.

For each of the following:

1. Read the example sentence aloud, taking note of the underlined words.
2. Read the questions and circle the correct answers.
3. Complete the sentences by filling in the blanks.

Use your word cards or imagination and follow the hints given below the blank spaces.

▷ **EXAMPLE #1 »**

The dog and the skillet went up the trail.

What type of nouns are underlined? . . **Abstract Concrete**

What type of sentence is this? **Statement Command Question Exclamation**

YOUR TURN »

a) The _____ and the _____ jumped over the _____ .
Concrete Noun Concrete Noun What did they jump over?

b) The _____ and the _____ ran around the _____ .
Concrete Noun Concrete Noun What did they run around?

▷ **EXAMPLE #2 »**

The gift he gave brought me joy and delight.

What type of nouns are underlined? . . **Abstract Concrete**

What type of sentence is this? **Statement Command Question Exclamation**

YOUR TURN »

a) The _____ from the store made him _____ and _____ .
Concrete Noun Abstract Noun Abstract Noun

b) The _____ she borrowed left her _____ and _____ .
Concrete Noun Abstract Noun Abstract Noun

Week 2: **Nouns** (continued)

Following the format of the previous sentences, create your own sentences using words from your word deck and ideas of your own.

.....
▷ **DAY 1**

Craft a sentence similar to example #1.

1. _____

Craft a sentence similar to example #2.

2. _____

.....
▷ **DAY 2**

Craft a sentence similar to example #1.

3. _____

Craft a sentence similar to example #2.

4. _____

.....
▷ **DAY 3**

Craft a sentence similar to example #1.

5. _____

Craft a sentence similar to example #2.

6. _____

.....
▷ **DAY 4**

Craft a sentence similar to example #1.

7. _____

Craft a sentence similar to example #2.

8. _____
.....