

Story Grammar for Elementary School

A Sentence-Composing Approach—
A Student Worktext

DON and JENNY KILLGALLON

HEINEMANN
Portsmouth, NH

Heinemann

361 Hanover Street
Portsmouth, NH 03801-3912
www.heinemann.com

Offices and agents throughout the world

© 2008 Don and Jenny Killgallon

All rights reserved. No part of this book may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without permission in writing from the publisher, except by a reviewer, who may quote brief passages in a review.

ISBN-10: 0-325-01246-6

ISBN-13: 978-0-325-01246-9

Editor: Lisa Luedeke

Production: Elizabeth Valway

Cover design: Shawn Girsberger

Composition: House of Equations, Inc.

Manufacturing: Steve Bernier

Printed in the United States of America on acid-free paper

12 11 10 09 08 ML 1 2 3 4 5

Contents

Acknowledgments	vii
STORY GRAMMAR	1
Grammar and stories—what’s the link? You’ll find out here, and on every page in this worktext.	
IMITATING STORY SENTENCES	2
You probably learned lots of things by watching other people do them, people who are really good at what they do. Well, who do you know who is really good at writing sentences? How about authors of famous stories? Here, you’ll learn how they build their sentences, and you’ll practice ways to imitate what they do, so you can build your sentences like theirs.	
SENTENCE PARTS	
Building good sentences is like building just about anything. You need to know the tools and how to use them. After reviewing subjects and predicates (the basics), you’ll learn and practice how to build better sentences with tools used by authors of stories.	
Subjects and Predicates	10
Tools (<i>Words, Phrases, and Clauses</i>)	18
Reviewing Sentence Parts: Lemony Snicket’s <i>The Bad Beginning</i> (Book the First in <i>A Series of Unfortunate Events</i>)	37
SENTENCE POSITIONS	
If you’re like most people, you like variety—in clothes, hairstyles, room arrangements, food, friends. One way you can vary your sentences is to learn three different places to use sentence-building tools.	
Opener	44
S-V Split	56
Closer	70
Reviewing Sentence Positions: Lemony Snicket’s <i>The End</i> (Book the Thirteenth and Last in <i>A Series of Unfortunate Events</i>)	83
WRITING STORY SENTENCES	91
Put it all together. Here, you’ll review how to build better sentences with the sentence tools and positions you’ve practiced. You’ll study how famous author J. K. Rowling uses them in the <i>Harry Potter</i> stories. Then you’ll use them to build magical sentences for your own <i>Harry Potter</i> episode.	

Contents

MEETING YOUR INVISIBLE TEACHERS

100

Throughout this worktext, your visible teacher team-teaches with hundreds of invisible teachers. You'll find a complete list of the invisible ones at the end of this worktext. They are the authors of the model sentences you will imitate, and they, along with your classroom teacher, are your teachers for building better sentences.

Story Grammar

Without grammar, there would be no sentences, and without sentences, there would be no stories. To have sentences, we need grammar, and to have stories, we need sentences. Both the story in the sentence, and the sentence in the story are taught in *Story Grammar* through sentences from hundreds of stories. Here are a few. Which do you recognize?

Harry Potter, A Series of Unfortunate Events, The Chronicles of Narnia, The Hardy Boys, Nancy Drew, Bannicula, Charlotte's Web, Holes, There's a Boy in the Girls' Bathroom, Bridge to Terabithia, Little House on the Prairie, Jacob Have I Loved, Because of Winn-Dixie, Hoot, The Higher Power of Lucky, Harry the Dirty Dog, Charlie and the Chocolate Factory, Matilda, A Wrinkle in Time, How to Eat Fried Worms, Tales of a Fourth Grade Nothing, The Phantom Tollbooth, The High King, The Velveteen Rabbit, The Book of Three, The Secret Garden, The Wizard of Oz, The White Giraffe, The BFG, The Hobbit

When you finish *Story Grammar for Elementary School*, you'll know the same grammar used in sentences from those and other favorite stories to use in your own writing.

Subjects and Predicates

Some things just go together: burgers and fries, school and, well, homework. You almost can't have one without the other. *Story Grammar* is all about writing better sentences, and, yes, two things just go together in sentences: subjects and predicates.

A sentence tells people something about a topic. The topic is called the *subject* of the sentence. Your comment about the topic is called the *predicate*.

These are just topics (subjects), not sentences.

1. the hairy giant
2. a desktop full of computer stuff
3. little Rachel with her adorable eyes
4. playing games
5. typing slowly to make fewer mistakes
6. to save money to buy a bicycle
7. what Teagan enjoys doing after school
8. the interview with the principal by Lamar
9. the newest teenage hairstyle
10. the last round of the spelling bee

These are just comments (predicates), not sentences.

1. slid down the beanstalk
2. cluttered Troy's room
3. is in the family portrait
4. makes the time fly by
5. turned out to be a good idea
6. was why Sammy took the job
7. is snacking on fresh fruit
8. was in the newspaper
9. is weird
10. resulted in a win for our team

Sentence Parts

How do you write a complete sentence? Put the above ten topics and ten comments together to make complete sentences.

These are complete sentences because each has both a subject (topic) and a predicate (comment about that topic). Subjects are underlined once, and predicates are underlined twice.

1. The hairy giant slid down the beanstalk.
2. A desktop full of computer stuff cluttered Troy's room.
3. Little Rachel with her adorable eyes is in the family portrait.
4. Playing games makes the time fly by.
5. Typing slowly to make fewer mistakes turned out to be a good idea.
6. To save money to buy a bicycle was why Sammy took the job.
7. What Teagan enjoys doing after school is snacking on fresh fruit.
8. The interview of the principal by Lamar was in the newspaper.
9. The newest teenage hairstyle is weird.
10. The last round of the spelling bee resulted in a win for our team.

SUBJECT (Topic)

PREDICATE (Comment About the Topic)

The hairy giant	slid down the beanstalk.
A desktop full of computer stuff	cluttered Troy's room.
Little Rachel with her adorable eyes	is in the family portrait.
Playing games	makes the time fly by.
Typing slowly to make fewer mistakes	turned out to be a good idea.
To save money to buy a bicycle	was why Sammy took the job.
What Teagan enjoys doing after school	is snacking on fresh fruit.
The interview of the principal by Lamar	was in the newspaper.
The newest teenage hairstyle	is weird.
The last round of the spelling bee	resulted in a win for our team.

Sentence Parts

PRACTICE 1: MATCHING

Match the subjects and predicates to make a sentence. Write out each sentence, underlining the subject once and the predicate twice.

Subjects:

1. Four dolphins, swimming side by side, ^.

Arthur C. Clarke, *Dolphin Island*

2. To say he was handsome ^.

John Clarke, "The Boy Who Painted Christ Black"

3. The meat, dry-cured for the feeding of the dogs, ^.

Marjorie Kinnan Rawlings, *The Yearling*

4. Over the last few hours, a gusting wind ^.

Larry Weinberg, *Ghost Hotel*

5. Returning with two strips of meat for the small dragon, Eragon ^.

Christopher Paolini, *Eragon*

Predicates:

- a. hung in the smoke-house

- b. would be gross exaggeration

- c. had blown a good deal of loose brush down to the bottom of the hill near the little cemetery

- d. found the dragon sitting on the windowsill, watching the moon

- e. were pushing the raft through the water

PRACTICE 2: IDENTIFYING SUBJECTS

Sometimes sentences have more than one subject. They say something about more than one topic.

1. The fierce black eyes of the man and the laughing blue eyes of the goose girl met across the strip of swamp.

(Two subjects—What are they?)

Elinor Mordaunt, "The Prince and the Goose Girl"

Sentence Parts

2. Driving snow, a wind that cut like a hot knife, and darkness forced them to look for a camping place.

(Three subjects—What are they?)

Jack London, *The Call of the Wild*

3. The wicked eyes, the ancient face, the fierce look, the enormous size of the two-and-a-half-ton hippo required very rapid action.

(Four subjects—What are they?)

Leon Hugo, "My Father and the Hippopotamus"

PRACTICE 3: IDENTIFYING PREDICATES

Sometimes sentences have more than one predicate. They say more than one thing about the subject.

1. The tiny dragon lost interest in Eragon and awkwardly explored the room.

(Two predicates—What are they?)

Christopher Paolini, *Eragon*

2. He felt something cold on his ankles and looked under the tablecloth and saw two more of the huge worms around his ankles.

(Three predicates—What are they?)

Thomas Rockwell, *How to Eat Fried Worms*

3. One of the creatures high above the trees raised its head to listen, then flew off, picked three flowers from a tree growing near the river, and brought them over to the children.

(Four predicates—What are they?)

Madeleine L'Engle, *A Wrinkle in Time*

PRACTICE 4: IDENTIFYING SUBJECTS AND PREDICATES

Sometimes sentences have more than one subject *and* more than one predicate. Those sentences say more than one thing about more than one topic.

1. She and her father unrolled the paper across the kitchen and knelt with a box of crayons between them.

(Two subjects and two predicates—What are they?)

Beverly Cleary, *Ramona and Her Father*

Sentence Parts

2. The tall skinny Bean and dwarfish pot-bellied Bunce drove their machines like maniacs, raced the motors, and made the shovels dig at a terrific speed.

(Two subjects and three predicates—What are they?)

Roald Dahl, *Fantastic Mr. Fox*

3. The four children and the Dwarf went down to the water's edge, pushed off the boat with some difficulty, and scrambled aboard.

(Two subjects and three predicates—What are they?)

C. S. Lewis, *The Chronicles of Narnia: Prince Caspian*

SUBJECT FACTS

(Examples are from *Charlie and the Chocolate Factory* by Roald Dahl.)

1. Subjects can be at the very beginning of the sentence.	<u>The poor fellow</u> , looking thin and starved, was sitting there trying to eat a bowl full of mashed-up green caterpillars.
2. Subjects can be someplace else in a sentence—even at the end.	<p>In the town, actually within sight of Charlie's house, was <u>an enormous chocolate factory</u>!</p> <p><i>The sentence could have the subject at the beginning, too. <u>An enormous chocolate factory</u> was in the town, actually within sight of Charlie's house.</i></p> <p><i>Either way, the subject is the same—whether it's at the beginning or the end of the sentence—because it's the topic of the sentence.</i></p>
3. Subjects can be long.	<u>The one food that Oompa-Loompas longed for more than any other</u> was the cacao bean.
4. Subjects can be short.	<u>The cacao bean</u> is chocolate.
5. Subjects can do just one thing.	<u>Charlie</u> wolfed down the candy bar.
	<i>(continued)</i>

Sentence Parts

6. Subjects can do more than one thing.	<u>Charlie</u> grabbed the candy bar and quickly tore off the wrapper and took an enormous bite.
7. Sentences can have just one subject.	Twice a day, on his way to and from school, <u>little Charlie Bucket</u> had to walk right past the gates of the chocolate factory.
8. Sentences can have more than one subject.	<u>Lots of children</u> and <u>many grown-ups</u> pushed their ways into The Chocolate Room.
9. Sentences must have subjects—or they won't make sense!	? (no subject) would eat ten Oompa-Loompas for breakfast and come galloping back for a second helping. <i>Without a subject, we don't know who or what would eat ten Oompa-Loompas for breakfast and come galloping back for a second helping.</i>

PREDICATE FACTS

1. Predicates usually come after the subject.	The poor fellow, looking thin and starved, <u>was sitting there trying to eat a bowl full of mashed-up green caterpillars</u> .
2. Predicates can sometimes come before the subject.	<u>In the town, actually within sight of Charlie's house,</u> <u>was</u> an enormous chocolate factory! <i>Rearranged, the sentence could have the predicate after the subject. An enormous chocolate factory <u>was in the town, actually within sight of Charlie's house</u>.</i> <i>Either way, the predicate is the same—whether it's at the beginning or the end of the sentence—because it's the comment about the subject.</i> <i style="text-align: right;">(continued)</i>

Sentence Parts

3. Predicates can be short.	The one food that Oompa-Loompas longed for more than any other <u>was the cacao bean</u> .
4. Predicates can be long.	Charlie <u>climbed onto the bed and tried to calm the three old people who were still petrified with fear</u> .
5. Predicates can tell just one thing.	Charlie <u>wolfed down the candy bar</u> .
6. Predicates can tell more than one thing.	Charlie <u>grabbed the candy bar and quickly tore off the wrapper and took an enormous bite</u> .
7. Sentences must have predicates—or they won't make sense!	Five children and nine grown-ups ? (no predicate) <i>Without a predicate, we don't know what five children and nine grown-ups did.</i>

Review: Every sentence has at least one subject and at least one predicate.

Preview: Tools added to the subject or to the predicate or to both build good sentences. Now you'll learn the tools you need to build better sentences.



DEDICATED TO TEACHERS

Thank you for sampling this
resource.

For more information or to
purchase, please visit
Heinemann by clicking the link
below:

<http://www.heinemann.com/products/E01246.aspx>

Use of this material is solely for
individual, noncommercial use and is
for informational purposes only.