

Classical Subjects *Creatively* Taught™

# Well- Ordered Language

**TEACHER'S EDITION**

Level 1B

The Curious Child's Guide to Grammar

Tammy Peters and Daniel Coupland, PhD





*Well-Ordered Language:*  
*The Curious Child's Guide to Grammar*  
*Level 1B Teacher's Edition*  
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# At a Glance

## Book A

Chapter	Main Topic	Supplemental Topics
1	Four Kinds of Sentences	
2	Principal Elements, Part 1—Subject and Predicate	
3	Principal Elements, Part 2—Subject and Predicate Verb	Singular and plural subjects with the helping verbs <i>is</i> and <i>are</i>
4	Adverbs	<i>Not</i> and <i>never</i> as adverbs; placement of adverbs in sentence order
5	Adjectives	Correct usage of articles <i>a</i> and <i>an</i>
6	Direct Objects	Word order in sentences
7	Subject Pronouns	Agreement in number: subject pronouns and antecedents; subject pronouns and verbs
8	Interrogative Sentences—Subject Pronouns and Helping Verbs	Contractions: subject pronouns and helping verbs

## Book B

Chapter	Main Topic	Supplemental Topics
1	Object Pronouns	Contractions with <i>not</i>
2	Pronoun Review	Subject/verb agreement in number and person
3	Prepositional Phrases—Adverbial	Abbreviations for months; capitalization and periods; proper and common nouns
4	Introductory Prepositional Phrases	Revising fragments
5	Compound Subjects	Subject/verb agreement with conjunctions <i>and</i> , <i>or</i>
6	Compound Verbs	Synonyms; conjunctions <i>and</i> , <i>or</i>
7	Compound Direct Objects	Word order in sentences; proper and common nouns

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# Well-Ordered Language

## A Classical Approach to English Grammar Instruction

### *Why Study Grammar?*

We study grammar because we wish to master language, and language cannot be easily mastered without grammar. Grammar is the study of what makes language work—the way letters form words, the way words form sentences, the way sentences express human thought.

An educated person wants to understand the rich variety of human thought enshrined in language of all sorts—books from yesterday and the last millennium, books in English and books in other languages as well. An educated person also yearns to express himself clearly, accurately, and completely. It is the study of grammar that yields the capacity to do this, and the student who sees the connection between the study of grammar and the mastery of language will study grammar with zeal.

### *Learning Grammar, Teaching Grammar*

We have designed Well-Ordered Language (WOL) with the understanding that many teachers who will use this book don't know grammar as well as they would like. As a result, we have created a rich teacher's edition that will enable teachers to review and deepen their own understanding of grammar even as they teach students.

We have also worked to provide a clear, incremental presentation of grammar in this series that includes plenty of illustrations, practice, and review. For example, in each chapter, students will memorize through song clear definitions of relevant grammatical concepts. Helpful analogies and attractive graphical illustrations at the beginning of each chapter introduce and complement the concepts in the chapter. Students also will discover emerging from the sentence exercises a story that features characters who appear throughout the text and in the graphical illustrations.

### *Effective Teaching Methods*

The series employs an innovative choral analysis method that makes learning enjoyable and permanent. With clear guidance from the teacher's edition, instructors will easily be able to lead students through the choral analysis of grammar, and through this analysis,

students will see grammar embodied in the sentences they study. The program has been layered concept on concept, an approach that aids students in seeing and experiencing how a well-ordered language works and how it increases their understanding and enjoyment of literature, stories, and poetry.

### *Learning with Delight*

We think that the right study of grammar should lead to delight. The traditional study of grammar should be more than mere rote memorization of rules; it must also include opportunities for students to engage language in works of literature and human expression. As students acquire a greater capacity to understand language and use it effectively themselves, they will experience joy and delight. This is one reason we have included for grammatical study beautiful poetry and excerpts from great literature. Students will see that their ongoing study of grammar will open up a deeper understanding of beautiful literature that both instructs and delights.

### *Compelling Need*

In this cultural moment, there is a desperate need for language that is well ordered. Today's discourse is often filled with ambiguity, equivocation, and crudeness. Those who have mastered a well-ordered language not only will stand out as eloquent and clear but also will be able to say well what they mean and to say what others will heed. It will be those with a command of language who will be able to mine the wisdom of the past and to produce eloquence in the future.

### *Ongoing Support*

We have created not only a series of texts but a constellation of products that will help teachers to use WOL effectively. Visit our website at [ClassicalAcademicPress.com](http://ClassicalAcademicPress.com) for additional support for using WOL, including video training (featuring author Tammy Peters), downloadable PDF documents, and other resources.

Thank you for joining us in this most important work of restoring a well-ordered language for the next generation!

# Lesson–Planning Options

The Well-Ordered Language series is designed to be flexible, adaptable, and practical. Depending on her needs, the teacher can modify lessons to meet particular classroom expectations. The following options for teaching each chapter assume a 30–40 minute period.

	<b>Option A</b> (4 times per week)	<b>Option B</b> (3 times per week)	<b>Option C</b> (5 times, one week)
<b>Week One</b>	<b>Day One</b> ◇ Chapter Introduction ◇ Introductory Lesson ◇ Introductory Practice	<b>Day One</b> ◇ Chapter Introduction ◇ Introductory Lesson ◇ Introductory Practice	<b>Day One</b> ◇ Chapter Introduction ◇ Introductory Lesson ◇ Introductory Practice
	<b>Day Two</b> ◇ Lessons to Learn A ◇ Lessons to Practice A	<b>Day Two</b> ◇ Lessons to Learn A ◇ Lessons to Practice A	<b>Day Two</b> ◇ Lessons to Learn A ◇ Lessons to Practice A
	<b>Day Three</b> ◇ Lessons to Learn B ◇ Lessons to Practice B	<b>Day Three</b> ◇ Lessons to Learn B ◇ Lessons to Practice B	<b>Day Three</b> ◇ Lessons to Learn B ◇ Lessons to Practice B
	<b>Day Four</b> ◇ Fable* ◇ Fable Sentences (PDF)		<b>Day Four</b> ◇ Lessons to Learn C ◇ Lessons to Practice C
			<b>Day Five</b> ◇ Quiz (PDF)
<b>Week Two</b>	<b>Day Five</b> ◇ Lessons to Learn C ◇ Lessons to Practice C	<b>Day Four</b> ◇ Lessons to Learn C ◇ Lessons to Practice C <i>or</i> ◇ Lessons to Learn—Review ◇ Lessons to Practice— Review	<div style="border: 1px solid black; padding: 5px;"> <p><b>From the Sideline:</b> Option C is an accelerated plan for teachers who want to finish both <i>WOL1A</i> and <i>WOL1B</i> in one semester. A teacher using Option A or B might find it useful to switch to Option C for a single chapter that is mastered quickly.</p> <p>*The fables for chapters 1, 3, 5, 6, 7, and 8 can be found in the downloadable PDF. The poems for chapters 2 and 4 can be found in the PDF.</p> </div>
	<b>Day Six</b> ◇ Lessons to Learn— Review ◇ Lessons to Practice— Review	<b>Day Five</b> ◇ Lessons to Learn—Review ◇ Lessons to Practice— Review <i>or</i> ◇ Fable*/Fable Sentences (PDF)	
	<b>Day Seven</b> ◇ Poem*/Poem Activity <i>or</i> ◇ Practice Sheet (PDF)	<b>Day Six</b> ◇ Quiz (PDF)	
	<b>Day Eight</b> ◇ Quiz (PDF)		



# Introduction to Students

Do you have a favorite word? Most people have favorite words just as they have favorite numbers or colors. So, what is yours?

Maybe it is an exceedingly (very) long word that your friends don't know. Maybe you just like the way its sound rolls off your tongue. Maybe you use it as often as you can, or maybe you save it for special occasions.

We want to share one of our favorite words with you. You probably know what it means already, but you may not have thought of it as an exceptional word. Probably few people would name it as a favorite because it seems so ordinary. It is far from ordinary though. The word is . . . *analyze*.

One reason we love the word *analyze* is because it has interesting grandparents. Its roots are Greek: *ana* meaning “up, throughout” and *lisis* meaning “unloose, release, set free.” When you *analyze* something, you break it up into its parts and set them free!

Great thinkers are great analyzers.

Scientists who study bugs are called entomologists. They analyze insects by dissecting them. Sports analysts watch freeze frames of each motion of a single play in football to make sure the referee applied the rules correctly. Detectives analyze every inch of a crime scene, inspecting it for clues. These great thinkers are curious about what is inside an insect, a play, or even a crime.

Great thinkers are always curious. For them, analysis is an adventure.

You are a curious child, and your adventure in this book will be learning how to *analyze* sentences. You will take them apart, unloose their knots, and dissect them. Step by step you will learn the special function of each part of language.

Understanding the parts of something—whether you are a student, scientist, sports analyst, or detective—leads to appreciating the whole thing even more. Once you break something apart, it is natural and right that you should put it back together again. If you take apart a clock to see how it works, you will want to reassemble it so you don't miss dinnertime. Learning how to *analyze* sentences makes you more skilled at *constructing* them too, both in your writing and in your speaking.

The parts of language are words, and words are wonderful.



# Introduction to Teachers

In the Well-Ordered Language (WOL) series, grammar instruction is focused, practical, and lively. The curriculum is designed so that teachers and students actively engage with each other and with the grammatical concepts in each lesson, using language skills—reading, writing, speaking, and listening—along with physical movement and song. You and your students will find that the thirty to forty minutes devoted to grammar instruction are among the most dynamic of the school day.

## The WOL Marking System—Analyze, Analyze, Analyze

Analysis is the heart and soul of the WOL method. Each chapter includes multiple sentences for students to analyze aloud and on paper, as a class and individually. Students are encouraged from the beginning, as the student introduction illustrates, to consider analysis as the stimulating activity of a curious mind. Just as children naturally enjoy taking things apart and putting them back together, your students will learn that understanding how words in a sentence work together to convey meaning is intriguing and enjoyable.

The unique WOL marking system will help students identify the function of words and the relationship between words in a sentence. In Level 2 and above, WOL teaches classical diagramming alongside this analysis, but the analytic approach in all the levels is extraordinary:

- ◇ The teacher explains the concept to students through active engagement with specific, carefully selected sentences.
- ◇ The teacher models the structural analysis on the board while the students participate by speaking the analysis in chorus. Scripts are provided for you in the teachers' pages that follow each chapter.
- ◇ The structural analysis uses an innovative marking system that builds incrementally, chapter by chapter, preparing the students for sentence diagramming.



- ◇ **Ideas to Understand:** The opening paragraphs introduce the chapter’s main focus, using as an example an excerpt from poetry or fiction. (For enrichment beyond the scope of the grammar lessons, a literary appendix containing the complete poems and longer passages from the fiction has been provided as well as appendices containing brief biographical sketches of the authors and bibliographic information for the sources.)
- ◇ **Terms to Remember:** After learning the basic ideas, students are ready to begin memorizing grammatical definitions. Students learn important terms by singing or chanting short, inviting songs or chants that keep this portion of the lesson light-hearted and captivating. Adding movement and hand gestures helps. Each chapter introduces new terms and reviews pertinent terms that students have encountered previously. The book’s glossary includes the lyrics for all the songs as well as other pertinent terms and definitions. The songs and chants are available as a recorded CD or downloadable audio files at [ClassicalAcademicPress.com](http://ClassicalAcademicPress.com).
- ◇ **Sentences to Analyze:** This section is written for teachers to guide the students through an initial sentence analysis and to explain what happens in each step. At this point in the lesson, students recite together the analysis as the teacher models it on the board, marking the sentence with WOL’s unique marking system.

### *Lessons to Learn (daily, fifteen minutes)*

This section includes daily lessons, labeled as Introductory, A, B, C, and Review. They are supported in the teacher’s edition by extra pages called Well-Ordered Notes. These fifteen-minute lessons are made up of four parts, representing a variety of methods and often including interactive games:

- ◇ **Review It:** The lesson starts with time for singing or chanting key terms along with the CD/audio files. Students absorb the definitions in an enjoyable and memorable way as they stand while singing, do hand motions, and move their bodies.
- ◇ **Practice It:** Next, the teacher warms up the class for the main task—sentence analysis—with a short activity. This section is provided in the teacher’s edition only to give the students the opportunity to use the new concept in an oral exercise. The exercises are designed to be lighthearted and quick.
- ◇ **Learn It:** During this portion, the pace is kept lively while further focusing attention. A five-minute lesson reinforces the concept introduced in the chapter or, in some chapters, explains a correlated grammatical concept that will be presented in the Lessons to Practice worksheet. The lesson could be oral, completed on the board together while students mark their books individually, or it could be written and reviewed orally when completed.

- ◇ **Analyze It:** Finally, the lesson climaxes with the students demonstrating the analysis of the grammatical concept, using WOL’s unique marking system. You model the analysis using the two example sentences, for which the markings and an analytic script are provided in the teacher’s pages. You should expect full participation from the students during choral analysis. The class should complete the analysis vigorously, and you should never allow the analysis to become monotone or dull.

### *Lessons to Practice (daily, fifteen minutes)*

This section corresponds to Lessons to Learn, and the pages are interwoven. Fifteen minutes of the lesson should be allotted daily to Lessons to Practice, which include worksheets for *guided* practice to be done primarily as a class. Choral analysis is to be done in unison. The teacher guides the class through the first part of each worksheet while the second part is to be done independently.

Lessons to Practice should not be considered as merely supplemental. They are an important part of the daily lessons immediately following the Analyze It section. If you find that the abundance of material and exercises provided are more than necessary in a particular chapter, you would do better to omit an entire section—for example, both Lessons to Learn C and Lessons to Practice C—than to skip the Lessons to Practice that correspond to a given Lessons to Learn.

**The Extra Practice and Assessments PDF (referred to throughout the book as “downloadable PDF” or “PDF”), available at [ClassicalAcademicPress.com](http://ClassicalAcademicPress.com), contains extra fables, poems, and practice sheets for additional classroom lessons or for homework when needed. Please note that quizzes are also provided in the PDF in the same format.**

### *Lessons to Enjoy (weekly option, thirty minutes plus)*

This section provides a poem and a fable to read and to discuss as enrichment activities in addition to the daily lessons. It usually requires thirty minutes or a whole class period to complete. For each chapter, either the poem or the fable is found in the students’ text and the other is included in the downloadable PDF (and in the teacher’s edition). The material that accompanies the literary excerpt not only draws attention to grammar in action, but also provides you with a range of discussion and activity suggestions to help foster the students’ love of language. In addition, a page of sentences for analysis, found in the PDF, accompanies the fables. The characters and situations in the sentences match those of the fable. Students will see that well-ordered language plays an important role in creating passages of great beauty and meaning. In this way, as they master the particular grammatical concepts, students can balance detailed language analysis with time spent delighting in language.

# Pedagogical Principles and Guidance

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The classical tradition has passed down a rich collection of teaching methods that have been successfully used for generations to teach children well. We encourage teachers of WOL to become familiar with and employ these methods while teaching grammar. Below is a list of some key pedagogical principles that come to us from the classical tradition of education. You can view training videos on each of these principles by going to <https://classicalacademicpress.com/consulting/dr-christopher-perrin/>.

- ◇ *Festina Lente* (Make Haste Slowly)
- ◇ *Multum Non Multa* (Much Not Many)
- ◇ *Repetitio Mater Memoriae* (Repetition Is the Mother of Memory)
- ◇ Embodied Learning
- ◇ Songs, Chants, and Jingles
- ◇ Wonder and Curiosity
- ◇ Educational Virtues
- ◇ *Scholé*, Contemplation, Leisure
- ◇ *Docendo Discimus* (By Teaching We Learn)

## A Side Note about the Side Panels

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The *side panels* furnish both the student and the teacher with additional information that stimulates discussion and further learning. There are four types of panels: two for the student (To the Source and Off the Shelf) and two for the teacher that do not appear in the student edition (From the Sidelines and Fewer than Five).

- ◇ **To the Source** helps the students understand the etymology of various grammar terms.
- ◇ **Off the Shelf** provides more information to the students about books mentioned in the chapters and is there to pique the interest of the reader.
- ◇ **From the Sidelines** provides general pedagogical tips from teachers to teacher. It also gives helpful tips about specific content in each chapter.
- ◇ **Fewer than Five** provides alternative activities for class sizes smaller than five students, such as homeschool classrooms, tutoring situations, and co-op learning environments.



# Notes

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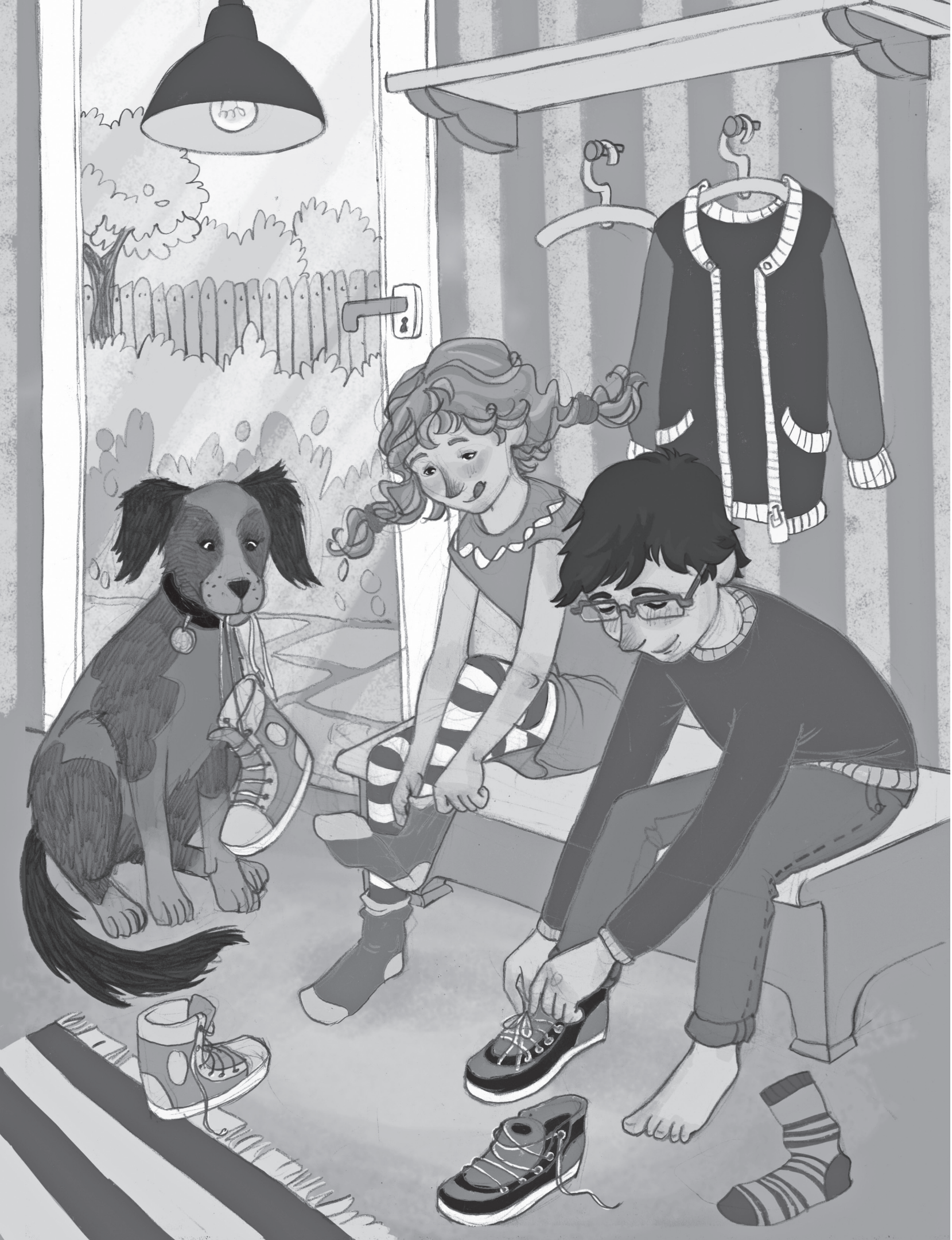
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**From the Sideline: Regulate time.** Use a timer to help students complete a task in a timely fashion. Sometimes a timer can be used for individual students to complete a task during independent work time. Don't let the slowest student dictate the pace of a class.

## Chapter

# 4

# Introductory Prepositional Phrases<sup>A</sup>

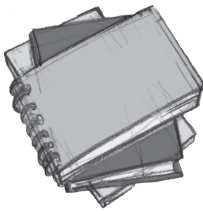
In the morning when you put on your shoes, do you put on one sock and one shoe and then put on the second sock and second shoe? Or do you put both socks on first before putting on your shoes? While it's obviously important that you not put a sock on over a shoe, the order in which you put on your socks and then your shoes isn't really all that important. It's up to you what order you do it in. Prepositional phrases are kind of like socks and shoes: When they behave like adverbs, as they often do, they can be put in a different order in a sentence. For instance, an author might put the prepositional phrase at the beginning of the sentence or at the end or even in the middle. *In this chapter*, we will continue our study of adverbial prepositional phrases. We might even say that we will continue *in this chapter* our study of adverbial prepositional phrases. We could also say that we will continue our study of adverbial prepositional phrases *in this chapter*. Do you get the idea?

<sup>A</sup>Ask two students to come to the front of the room and put on a pair of shoes. Have one student put on one sock first and then one shoe while the other student puts on both socks first and then both shoes. Connect this analogy to the placement of prepositional phrases, noting that a writer can place prepositional phrases in a number of positions within a sentence for emphasis without altering the basic meaning of the sentence.

## Ideas to Understand<sup>B</sup>

An adverbial prepositional phrase behaves like an adverb even though the phrase is made up of several words. Most of the sentences we studied in the previous chapter included such phrases placed *after* the verb, a common position for the phrase because it functions as an adverb telling *where*, *when*, or *how* the verb does its action. In this chapter, you will learn that sometimes, for emphasis, a writer places a prepositional phrase at the beginning of the sentence. When it is in that position it is called an **introductory prepositional phrase** because it introduces the subject and the verb. A comma is often used after the introductory prep-

<sup>B</sup>Write on the board the passage from "The Wild Wood," chapter 3 in *The Wind in the Willows* by Kenneth Grahame (see p. 92). There is a more complete version of the chapter in The Curious Child's Literary Appendix.



## Off the Shelf:

The animals' adventures in *The Wind in the Willows* started out as bedtime stories that Kenneth Grahame told his young son. After Grahame put them together as a novel in 1908, one of its biggest fans was Theodore Roosevelt, who was the president of the United States at the time. A children's novel that a president can love—give it a try! You may fall in love with Mole, Rat, Toad, and Badger too.

### From the

**Sideline:** In this chapter, you will always use commas after introductory prepositional phrases to help students master the rules. You may want to point out that in this excerpt Grahame doesn't use commas after the phrases. You can use this to explain how experienced writers often make choices about the placement of punctuation. In this case, the phrases are so short that Grahame chooses to skip the commas.

ositional phrase to separate it from the principal elements. That way it receives more attention than it would if placed after the verb.

In the following excerpt from his book *The Wind in the Willows*, Kenneth Grahame uses two introductory adverbial prepositional phrases, “In the winter time” and “During the short day,” to describe Rat’s day in winter.

In the winter time the Rat slept a great deal, retiring early and rising late. During his short day he sometimes scribbled poetry or did other small domestic jobs about the house; and, of course, there were always animals dropping in for a chat, and consequently there was a good deal of storytelling and comparing notes on the past summer and all its doings.<sup>1</sup>

By using prepositional phrases at the beginning of two of his sentences, Grahame emphasizes that these particular activities happened on Rat’s winter days and not during the summer. When an adverbial prepositional phrase is placed at the beginning of a sentence, more attention is drawn to it than when it is placed after the verb. If an author wants to emphasize the *how*, *when*, or *where* of a verb, she may choose to use an introductory prepositional phrase. Whether placed at the start of the sentence or after the verb, neither position is more correct than the other for an adverbial prepositional phrase; the writer gets to choose.

©Play the appropriate CD tracks/audio files and have students sing/chant along. Remind students to commit the songs to memory by listening to these tracks/files at other times as well.

## Terms to Remember<sup>C</sup>

Do you have the most common prepositions all memorized yet? When you have mastered the preposition list, identifying a prepositional phrase in a sentence will be as easy as . . . well, as putting on your socks and shoes!

### Preposition (1–16)

A preposition (*a preposition*)  
is a part of speech (*is a part of speech*)  
used to show the relationship  
between certain words in a sentence (*in a sentence*). (*Repeat.*)

1. Kenneth Grahame “The Wild Wood,” *The Wind in the Willows* (New York: The New American Library, Inc., 1969), pp. 56–57.

## List of Prepositions (1–17)

Aboard, about, above, across, after, against, along, among, around

Preposition Words

Before, behind, below, beneath, beside, between, beyond, at, by

Preposition Words

Down, during, except, for, from, inside, in, into, near

Preposition Words

Of, off, on, out, outside, over, past, since, through

Preposition Words

Throughout, to, toward,

Under, up, until,

Upon, with, within,

Without, underneath

Preposition Words

Preposition Words

Preposition Words!

## Object of the Preposition (1–19)

The object of the preposition

The object of the preposition

is the noun or pronoun

after the preposition. (*Repeat.*)


## Sentences to Analyze<sup>D</sup>

Make sure that you review the order of analysis chant: “The order of analysis is phrases, clauses, principal elements, modifiers.” Remember that when you analyze sentences you need to complete the steps in the following order:

Part 1: Identify Phrases (Clauses will be included later.)

Part 2: Identify Principal Elements and Modifiers

Keep in mind that wherever prepositional phrases are located in a sentence, parentheses should be placed around them before you analyze the sentence. That way it is easier to identify



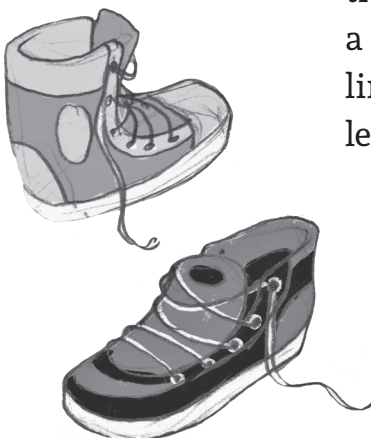
<sup>D</sup>The most important part of analyzing prepositional phrases (wherever they are placed in the sentence) is to identify them first before doing the formal analysis. The students need to determine the part of speech of each word within the phrase before they identify how the entire phrase functions in the sentence as a single part of speech, such as an adverb. Teach the order of analysis chant and review it every time you analyze a sentence.

what the sentence is about (subject) and what the subject is doing (predicate verb). As you learned in chapter 3, all the markings are first written beneath the phrase; then, you go on to analyze the principal elements of the sentence and the modifiers. As you neatly mark the sentence, say the analysis aloud.

## Part 1: Identify Phrases

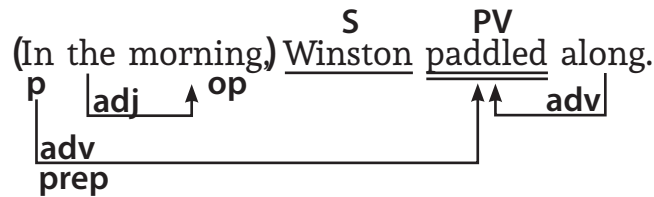
(In the morning) Winston paddled along.  
 p | adj ↑ op

- a. (First, read the sentence aloud.) “In the morning, Winston paddled along.”
- b. “The order of analysis is phrases, clauses, principal elements, modifiers.”
- c. “Are there any prepositional phrases?” (Since there is one in this sentence, you can answer yes.)
- d. “*In the morning* is a prepositional phrase.” (Since *in the morning* is a prepositional phrase, put parentheses around it.)
- e. “*In* is the preposition.” (Since *in* is a preposition, you can place a lowercase letter *p* underneath it.)
- f. “*Morning* is the object of the preposition.” (Since *morning* is connected to the preposition and is therefore the object of the preposition, you can place the lowercase letters *op* underneath it.)
- g. “*The* is an adjective.”<sup>2</sup> (Since *the* tells which morning, it is an adjective. You can draw a straight line down from the adjective, then a horizontal line toward the word it modifies, and then a straight line with an arrow pointing to *morning*. Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)



2. The words *article adjective* can be substituted in place of the word *adjective*.

## Part 2: Identify Principal Elements and Modifiers



- (Read the sentence again aloud.) “In the morning, Winston paddled along.”
- “This is a sentence and it is declarative.”
- “This sentence is about *Winston*. So, *Winston* is the subject because it is what the sentence is about.” (Since *Winston* is the subject, underline the word and place a capital letter *S* above it.)
- “This sentence tells us that *Winston paddled*. So, *paddled* is the predicate because it is what the sentence tells us about *Winston*.” (Since *paddled* tells us something about *Winston*, double underline the predicate and place a capital letter *P* above it.)
- “It is a predicate verb because it shows action. There is no linking verb because predicate verbs do not need linking verbs.” (Since *paddled* shows action, place a capital letter *V* to the right of the letter *P* above the predicate.)
- “*Along* tells us *where* Winston paddled. So, *along* is an adverbial element that modifies a verb. It is an adverb.” (Since *along* is modifying where *Winston* is paddling, draw a straight line down from the adverb, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies. Place a lowercase *adv* in the elbow opposite the line with the arrow.)
- “*In the morning* tells us *when* Winston paddled.” (Since *in the morning* tells when *Winston* paddled, you can draw a straight line down from the letter *p* that’s under the preposition, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to *paddled*.)
- “So, *in the morning* is an adverbial element because it modifies a verb. It is an adverbial prepositional phrase.” (Since the prepositional phrase is behaving like an adverb, write *adv* in lowercase letters in the elbow opposite the line with the arrow. Since the phrase

For additional information about notation variations, please see p. a of the teacher's pages.

is a prepositional phrase, you can write *prep* in lowercase letters directly below the *adv*, underneath the modifier line.)<sup>E</sup>

In the previous chapter, you thought about prepositional phrases as apples and stems: The preposition is the little stem, and the noun or object of the preposition is the fruit. Now you see that the little stem can be attached to the branch in different places. When you are writing, you can choose where to put a prepositional phrase in your sentence for the best effect. *For greater emphasis*, the prepositional phrase comes at the beginning of the sentence. You can also put the prepositional phrase somewhere after the verb *in the more common position*. (Oh, look at those two sentences! What do you see?)



# Notes

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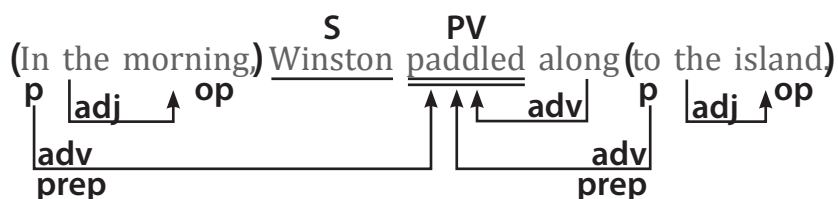
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## Chapter 4: Introductory Prepositional Phrases

<sup>E</sup>From p. 96. Marking notations:

- The flow of saying and writing the analysis:** When “in the morning, Winston paddled along” is said aloud, the modifying arrow is drawn to the verb and the lowercase letters *adv* are written in the opposite elbow of the opposing arrow. When “It is an adverbial prepositional phrase” is said, a lowercase *prep* is written underneath *adv*.
- Modifying line is drawn from the preposition:** Remember, the modifying line always comes from the lowercase *p* (preposition) no matter where the prepositional phrase is in the sentence. This reinforces that it is a prepositional phrase and not an object phrase. Therefore *do not* draw the line from the *op* (object of the preposition).
- Modifier lines are distinct and separate—before and after the verb:** If a sentence has more than one adverbial prepositional phrase before and one after the verb, then the modifier lines are distinct and separate. They are not to be joined under the verb, but they both have modifying lines pointing to the verb. For example, in the sentence “In the morning, Winston paddled along to the island,” the modifier lines are not joined under the verb *paddled*.







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# Well-Ordered Notes Introductory

## Practice It

Play the game To the Board to have students practice using introductory prepositional phrases in sentences. Divide the students into two teams for this relay. Have one representative from each team stand at the board. Say one of the following introductory prepositional phrases (or come up with your own) to the students and then say “write.” Each representative will construct a sentence using the phrase. The winner receives a point for his team for being the first to construct a sentence. Another point is rewarded for a neatly and correctly composed sentence with an introductory prepositional phrase (one or both of the students at the board can receive this). Insist on legible writing, and reinforce the proper usage of punctuation and capital letters. Just because it is a race doesn't mean that sloppy work is acceptable.

**Variation:** Give the students a topic, such as Valentine’s Day or spring break, and ask them to write as many separate sentences about it as they can, using the introductory prepositional phrases provided.

Example:

Teacher: “Against the wall.”

Student #1: “Against the wall, the team waited patiently.”

Student #2: “Against the wall, the girls ate their lunches.”

At a distance

During breakfast

On an island

Throughout the day

With a shovel

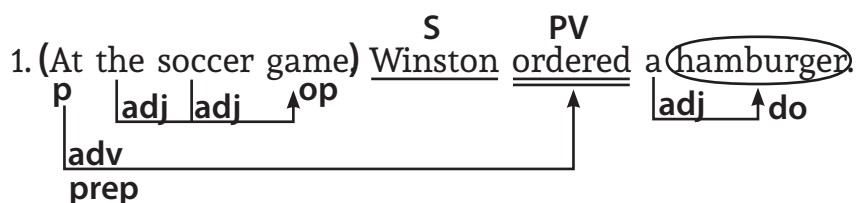
Across the field

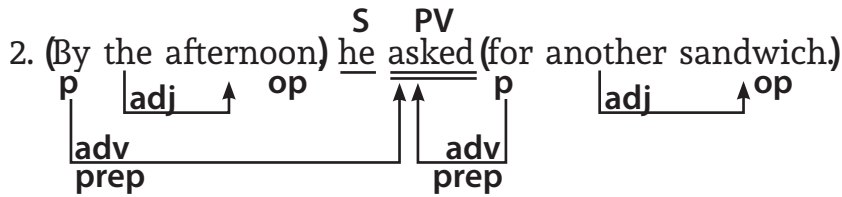
Since yesterday

Between the two doors

## Analyze It

As a class, analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase). Write the sentences on the board. Have the students analyze the sentences, reciting the analysis aloud using the following script. While the students recite, you will mark the sentence on the board.

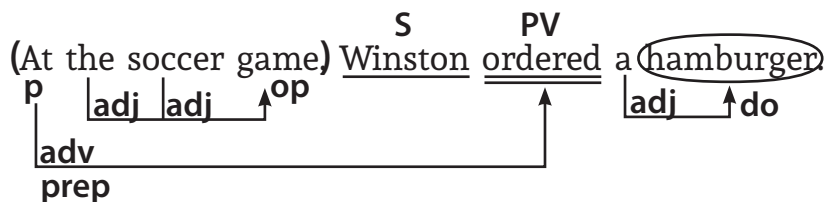




### Part 1: Identify Phrases

- (First, read the sentence aloud.) “At the soccer game, Winston ordered a hamburger.”
- Chant: “The order of analysis is phrases, clauses, principal elements, modifiers.”
- “Are there any prepositional phrases?” (Choral response: “Yes, sir.”)
- “*At the soccer game* is a prepositional phrase.” (Place parentheses around the prepositional phrase.)
- “*At* is the preposition.” (Place a lowercase *p* underneath the preposition.)
- “*Game* is the object of the preposition.” (Place a lowercase *op* underneath the object of the preposition.)
- “*Soccer* tells us *what kind* of game.” (Draw a straight line down from the adjective, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.) “So, *soccer* is an adjective element because it modifies a noun. It is an adjective.” (Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)
- “*The* is an adjective.”<sup>1</sup> (Draw a straight line down from the adjective, then a horizontal line toward the word that it modifies and connect the line to the modifying line of the word *soccer*. The two modifying lines are joined and point, with a straight line, toward the word they modify. Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)

### Part 2: Identify Principal Elements and Modifiers



1. The words *article adjective* can be substituted in place of the word *adjective*.

- a. (Read the sentence aloud again.) “At the soccer game, Winston ordered a hamburger.”
- b. “This is a sentence and it is declarative.”
- c. “This sentence is about *Winston*.” (Underline the subject.) “So, *Winston* is the subject because it is what the sentence is about.” (Place a capital letter *S* above the subject.)
- d. “This sentence tells us that Winston *ordered*.” (Double underline the predicate.) “So, *ordered* is the predicate because it is what the sentence tells us about *Winston*.” (Place a capital letter *P* above the predicate.) “It is a predicate verb because it shows action.” (Place a capital letter *V* to the right of the letter *P* above the predicate.) “There is no linking verb because predicate verbs do not need linking verbs.”
- e. “*Hamburger* tells us what Winston ordered.” (Draw a circle around the word.) “So, *hamburger* is an objective element because it completes the meaning of the action verb. It is a direct object because it tells *what* Winston ordered.” (Write *do* in lowercase letters beneath the direct object.)
- f. “A is an adjective.”<sup>2</sup> (Draw a straight line down from the adjective, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies. Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)
- g. “*At the soccer game* tells us *where* Winston ordered.” (Draw a straight line down from the letter *p* that’s under the preposition, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.) “So, *at the soccer game* is an adverbial element because it modifies a verb. It is an adverbial prepositional phrase.” (Write *adv* in lowercase letters in the elbow opposite the line with the arrow. Write *prep* in lowercase letters directly below the *adv*, underneath the modifier line.)

For the analysis of the second sentence, adjust the script accordingly.

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2. The words *article adjective* can be substituted in place of the word *adjective*.



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# Introductory Lesson

## Introductory Prepositional Phrases

The order of the lesson is: **Review It**, **Practice It**, **Learn It**, and **Analyze It**.

**Review It:** When reciting or singing the grammar definitions, the students should move around the room. The preposition song is a great song to march to as you review.

### Review It

Did you know that in the English language there are more than 100 prepositions? Most of them are not used very often, so for now you have to memorize only the most common ones. Recite all forty-seven of them.

**Practice It:** For this warm-up, see Well-Ordered Notes Introductory.

### Learn It

**Learn It:** After the students complete the lesson in their books individually, review it together orally.

You learned in *WOL1A* that a sentence is a group of words expressing a complete thought. You also know that to be complete, the sentence needs both a subject and a predicate, the principal elements. A group of words that looks like a sentence, starting with a capital letter and ending with a period, is not a sentence if it is missing either a subject or a predicate—or both. Then it is called a **fragment**. You should avoid fragments in your writing.

Determine if the following groups of words are sentences or fragments and on the lines provided write *sentence* or *fragment* as appropriate.

Example: fragment "Around the grayish-blue, rusty bike carrier."  
(This is a fragment since it does not have a subject and predicate.)

1. fragment On the old, yellow bicycle.
2. sentence Near the tall tower, the birds nested.
3. fragment Later after the girls' bike ride.
4. sentence Outside she cried.
5. fragment Throughout the ten miles of trails.
6. sentence Suddenly Lucy hiccuped.

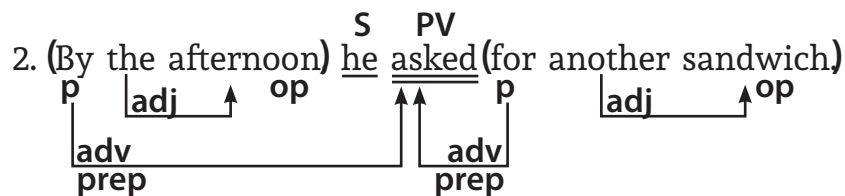
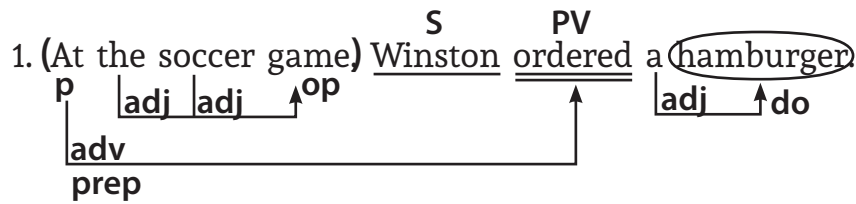
# Introductory Lesson

## Introductory Prepositional Phrases

### Analyze It

Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).

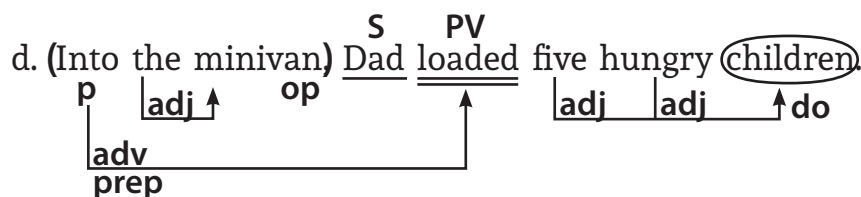
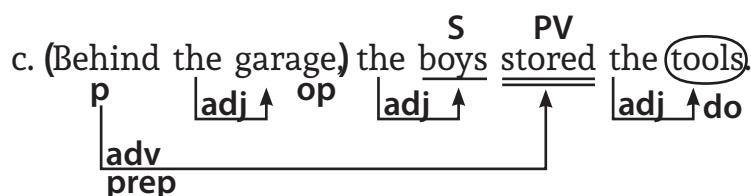
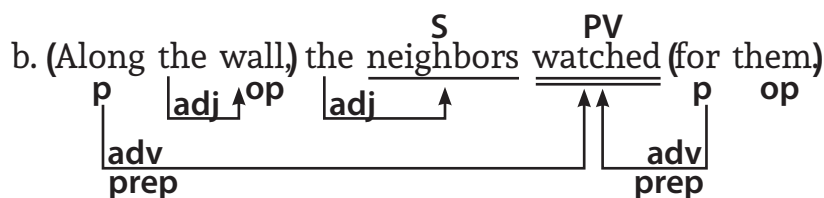
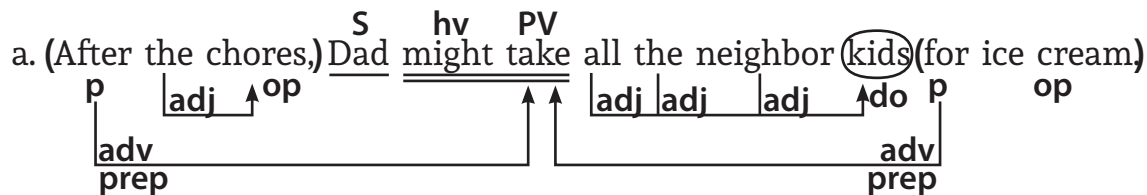
**Analyze It:** This is the essential part of the lesson. See Well-Ordered Notes Introductory.



# Introductory Practice

## Introductory Prepositional Phrases

1. Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).



2. What is a *preposition*?

A preposition is a part of speech used to show the relationship between certain words in a  
sentence.



# Introductory Practice

## Introductory Prepositional Phrases

3. Imagine that you are going for ice cream with your friends after doing chores. With that in mind, complete the phrase for each preposition listed, and then write a sentence that includes an introductory prepositional phrase.

**Example:** over the railroad tracks

**Sentence:** *Over the railroad tracks, the van wheels rumbled.*

a. at \_\_\_\_\_ **the ice cream parlor** \_\_\_\_\_

Sentence: At the ice cream parlor, the kids ordered chocolate chip cookie dough ice cream  
in cones.

b. between \_\_\_\_\_ **bites** \_\_\_\_\_

Sentence: Between bites, they chattered about the hard work.

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# Well-Ordered Notes A

## Practice It

Play Around the Class. Write the following prepositions on five index cards: *at*, *after*, *before*, *during*, *throughout*. Have the students stand beside their desks. Have each student draw one card with a preposition written on it and use it to begin a sentence with an introductory prepositional phrase. (Have the student immediately return the card to you so that other students will have the same selection from which to choose.)

If a student is having a hard time thinking of an object of the preposition, provide her with one of the options listed below. When the student completes a sentence, she may be seated; if she cannot come up with a sentence in five seconds, she remains standing until you ask for her sentence.

**From the Sideline:** This is a lively activity that should be quick. Remember to select students in a random popcorn fashion to encourage students to be ready.

Example:

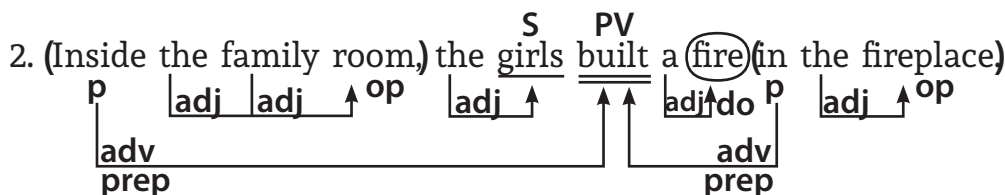
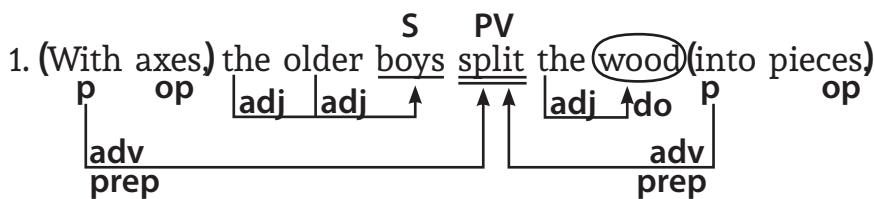
A student selects the card labeled *during*.

Student: *"During the tennis match, I lost my program."*

tennis match	track meet	snowstorm
holiday parade	lunch	piano recital
basketball game	church potluck	flag ceremony
musical	band concert	school program

## Analyze It

As a class, analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase). Write the sentences on the board. Have the students analyze the sentences, reciting the analysis aloud using the following script. While the students recite, you will mark the sentence on the board.



(With axes,) the older boys split the wood (into pieces)  
 p op p op

### Part 1: Identify Phrases

- (First, read the sentence aloud.) “With axes, the older boys split the wood into pieces.”
- Chant: “The order of analysis is phrases, clauses, principal elements, modifiers.”
- “Are there any prepositional phrases?” (Choral response: “Yes, sir.”)
- “*Into pieces* is a prepositional phrase.” (Put parentheses around the prepositional phrase.)
- “*Into* is the preposition.” (Place a lowercase *p* underneath the preposition.)
- “*Pieces* is the object of the preposition.” (Place a lowercase *op* underneath the object of the preposition.)
- “*With axes* is a prepositional phrase.” (Put parentheses around the prepositional phrase.)
- “*With* is the preposition.” (Place a lowercase *p* underneath the preposition.)
- “*Axes* is the object of the preposition.” (Place a lowercase *op* underneath the object of the preposition.)

### Part 2: Identify Principal Elements and Modifiers

(With axes,) the older boys split the wood (into pieces)  
 p op adj adj S PV adj do p op  
 adv prep adv prep

- (Read the sentence aloud again.) “With axes, the older boys split the wood into pieces.”
- “This is a sentence and it is declarative.”
- “This sentence is about *boys*.” (Underline the subject.) “So, *boys* is the subject because it is what the sentence is about.” (Place a capital letter *S* above the subject.)
- “This sentence tells us that boys *split*.” (Double underline the predicate.) “So, *split* is the predicate because it is what the sentence tells us about *boys*.” (Place a capital letter *P* above the predicate.) “It is a predicate verb because it shows action.” (Place a capital letter *V* to the right of the letter *P* above the predicate.) “There is no linking verb because predicate verbs do not need linking verbs.”
- “*Wood* tells us what the boys split.” (Draw a circle around the word.) “So, *wood* is an objective element because it completes the meaning of the action verb. It is a direct object because it tells *what* the boys split.” (Write *do* in lowercase letters beneath the direct object.)
- “*Into pieces* tells us *how* the boys split.” (Draw a straight line down from the letter *p* that’s under the preposition, then a horizontal line toward the word that it modifies, and then a straight line with an

arrow pointing to the word it modifies.) “So, *into pieces* is an adverbial element because it modifies a verb. It is an adverbial prepositional phrase.” (Write *adv* in lowercase letters in the elbow opposite the line with the arrow. Write *prep* in lowercase letters directly below the *adv*, underneath the modifier line.)

- g. “*The* is an adjective.”<sup>1</sup> (Draw a straight line down from the adjective, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies. Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)
- h. “*Older* tells us *what kind* of boys.” (Draw a straight line down from the adjective, then a horizontal line toward the word that it modifies. Write *adj* in lowercase letters in the elbow opposite the line with the arrow.) “So, *older* is an adjective element because it modifies a noun. It is an adjective.” (Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)
- i. “*The* is an adjective.”<sup>2</sup> (Draw a straight line down from the adjective, then a horizontal line toward the word that it modifies and connect the line to the modifying line of the word *older*. The two modifying lines are joined and point, with a straight line, toward the word they modify. Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)
- j. “*With axes* tells us *how* the boys split.” (Draw a straight line down from the letter *p* that’s under the preposition, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies. This line connects to the other adverbial modifying line.) “So, *with axes* is an adverbial element because it modifies a verb. It is an adverbial prepositional phrase.” (Write *adv* in lowercase letters in the elbow opposite the line with the arrow. Write *prep* in lowercase letters directly below the *adv*, underneath the modifier line.)

For the analysis of the second sentence, adjust the script accordingly.

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1. The words *article adjective* can be substituted in place of the word *adjective*.  
2. The words *article adjective* can be substituted in place of the word *adjective*.

 **Notes**

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# Lessons to Learn

## Introductory Prepositional Phrases



The order of the lesson is: **Review It**, **Practice It**, **Learn It**, and **Analyze It**.

**Review It:** Sing/chant and review definitions as a class.

### Review It

Prepositions are little words, but they are very important words in our English language. Without them, sentences would fall apart.

What is a preposition? Name twenty prepositions.

What is an object of the preposition?

Give an example of a sentence with a prepositional phrase placed after the verb.

Give an example of a sentence with an introductory prepositional phrase.

**Practice It:** For this warm-up, see Well-Ordered Notes A.

**Learn It:** This lesson can be an oral or written exercise.

### Learn It

Remember that a sentence is a group of words expressing a complete thought. It is a complete sentence only if it contains both a subject and a verb. Make the following fragments into complete sentences. As the writer, you get to choose whether the sentences have introductory prepositional phrases or not.

**Example:** "During lunch."

*During lunch, the cousins planned the afternoon.*

1. underneath the clothes pile in the laundry room

Underneath the clothes pile in the laundry room, two silly cousins hid.

2. throughout the long afternoon

Throughout the long afternoon, the kids played games.



# Lessons to Learn Introductory Prepositional Phrases

3. in the sunlight near the window

In the sunlight near the window, Stripes stretched out for a nap.

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4. between two huge sock piles

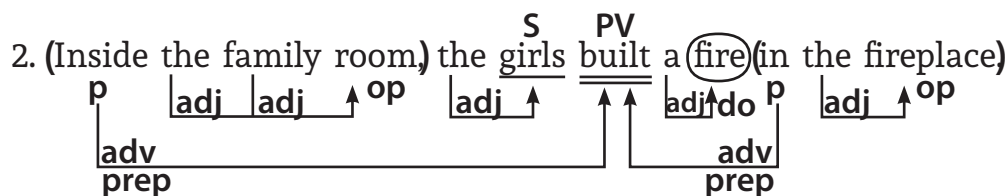
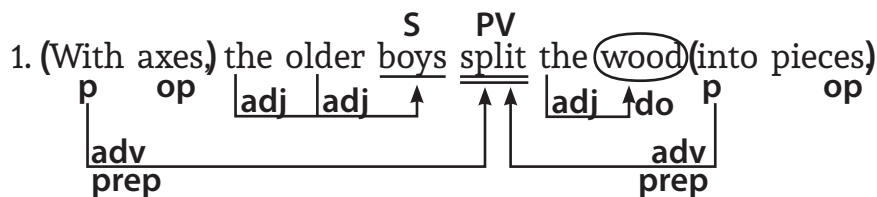
Between two huge sock piles, Rex waited for another game.

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## Analyze It

Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).

**Analyze It:** This is the essential part of the lesson. See Well-Ordered Notes A.

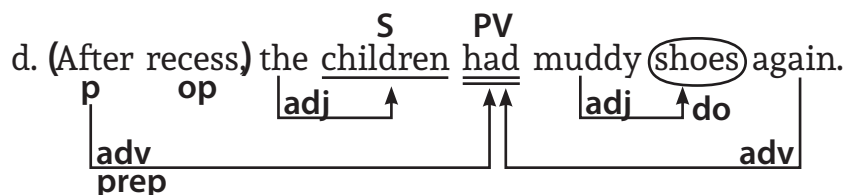
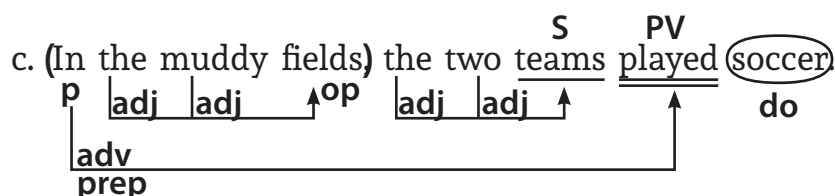
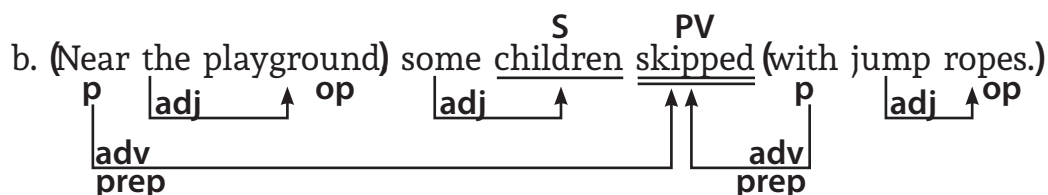
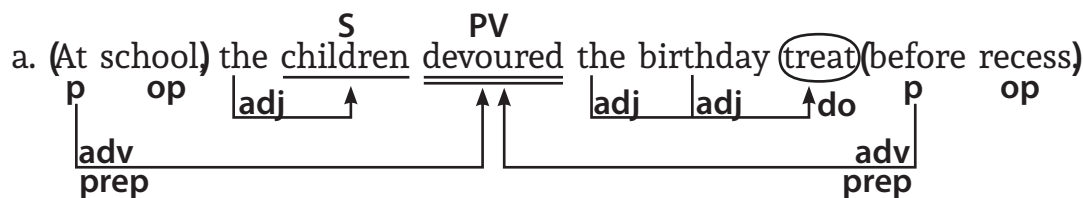


# Lessons to Practice

## Introductory Prepositional Phrases



1. Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).



2. What is an object of the *preposition*?

An object of the preposition is the noun or pronoun after the preposition.





# Lessons to Practice Introductory Prepositional Phrases

3. Imagine that you are at a basketball game at school. With that in mind, complete the phrase for each preposition listed, and then write a sentence that includes the phrase.

a. above \_\_\_\_\_ **the basketball game** \_\_\_\_\_

Sentence: Above the basketball game, Fritz's balloon floated upward.

\_\_\_\_\_

b. under \_\_\_\_\_ **the bleachers** \_\_\_\_\_

Sentence: Under the bleachers, the boys searched for the lost mitten.

\_\_\_\_\_



# Well-Ordered Notes B

## Practice It

Play the game What Did You Do? Have the students stand in a circle or stand beside their desks. Ask the first student, "What did you do \_\_\_\_\_?" (insert a prepositional phrase in the blank). The student will respond by beginning his answer with an introductory prepositional phrase and then finish the sentence. Next he will turn to a fellow student and ask, "What did you do \_\_\_\_\_?" (insert a prepositional phrase in the blank) and so forth until every student answers a question. Write the following prepositional phrases on the board as options for the students to use. You should also encourage your students to think of their own phrases.

Example:

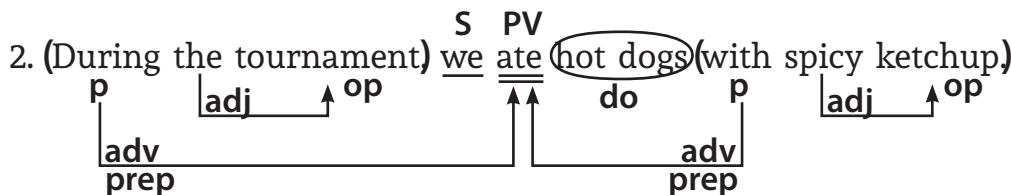
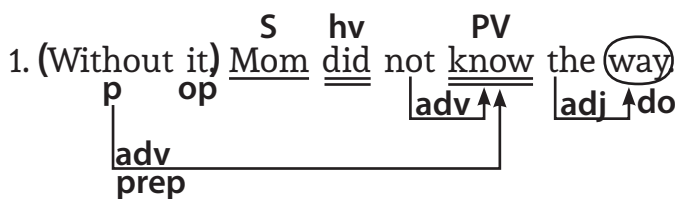
Teacher: "What did you do *aboard the train*?"

Student 1: "*Aboard the train*, I read the newspaper."

- |                  |                  |                      |
|------------------|------------------|----------------------|
| aboard the train | near the gym     | beyond the fence     |
| after the rain   | down the tunnel  | on Sunday            |
| around the court | inside the rink  | under the roof       |
| in spring        | during the movie | throughout the party |

## Analyze It

As a class, analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase). Write the sentences on the board. Have the students analyze the sentences, reciting the analysis aloud using the following script. While the students recite, you will mark the sentence on the board.



(Without it) Mom did not know the way.  
 p op

### Part 1: Identify Phrases

- (First, read the sentence aloud.) “Without it, Mom did not know the way.”
- Chant: “The order of analysis is phrases, clauses, principal elements, modifiers.”
- “Are there any prepositional phrases?” (Choral response: “Yes, sir.”)
- “*Without it* is a prepositional phrase.” (Place parentheses around the prepositional phrase.)
- “*Without* is the preposition.” (Place a lowercase *p* underneath the preposition.)
- “*It* is the object of the preposition.” (Place a lowercase *op* underneath the object of the preposition.)

### Part 2: Identify Principal Elements and Modifiers

(Without it) Mom did not know the way  
 p op S hv PV  
 adv prep adv ↑ adj ↑ do

- (Read the sentence aloud again.) “Without it, Mom did not know the way.”
- “This is a sentence and it is declarative.”
- “This sentence is about *Mom*.” (Underline the subject.) “So, *Mom* is the subject because it is what the sentence is about.” (Place a capital letter *S* above the subject.)
- “This sentence tells us that *Mom did know*.” (Double underline the helping verb and the predicate verb.) “So, *did know* is the predicate because it is what the sentence tells us about *Mom*.” (Place a capital letter *P* above the action verb.) “It is a predicate verb because it shows action.” (Place a capital letter *V* to the right of the letter *P*.) “There is no linking verb because predicate verbs do not need linking verbs. *Did* is the helping verb because it helps the verb.” (Place a lowercase *hv* above the helping verb.)
- “*Way* tells us what *Mom* did know.” (Draw a circle around the word.) “So, *way* is an objective element because it completes the meaning of the action verb. It is a direct object because it tells *what* *Mom* did know.” (Write *do* in lowercase letters beneath the direct object.)
- “*The* is an adjective.”<sup>1</sup> (Draw a straight line down from the adjective, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies. Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)

1. The words *article adjective* can be substituted in place of the word *adjective*.

- g. “*Not* tells us *how* Mom did know.” (Draw a straight line down from the adverb, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.) “So, *not* is an adverbial element because it modifies a verb. It is an adverb.” (Write *adv* in lowercase letters in the elbow opposite the line with the arrow.)
- h. “*Without it* tells us *how* Mom did know.” (Draw a straight line down from the letter *p* that’s under the preposition, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies.) “So, *without it* is an adverbial element because it modifies a verb. It is an adverbial prepositional phrase.” (Write *adv* in lowercase letters in the elbow opposite the line with the arrow. Write *prep* in lowercase letters directly below the *adv*, underneath the modifier line.)

For the analysis of the second sentence, adjust the script accordingly.



# Notes

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# Lessons to Learn

## Introductory Prepositional Phrases

# B

The order of the lesson is: **Review It**, **Practice It**, **Learn It**, and **Analyze It**.

**Review It:** Sing/chant and review definitions as a class.

### Review It

Practice makes perfect. Can you answer the following questions?

What is a preposition?

What is an object of the preposition?

What is a phrase?

List all of the forty-seven prepositions you have learned.

**Practice It:** For this warm-up, see Well-Ordered Notes B.

### Learn It

In the following sentences, use the words supplied in the word bank to fill in the missing subject or verb.

**Example:** In the breeze, the American flag waved softly.

**Word Bank:** scouts, collected, leader, pillow, unfolded, scolded

1. Before the campout, the scouts collected firewood.
2. During dinner, the leader assigned tents.
3. Near the fire, Theo neatly unfolded campstools.
4. Under the trees, five scouts roasted marshmallows.
5. Inside one tent, a pillow exploded into a cloud of feathers.

**Learn It:** This lesson can be an oral or written exercise. Ask the students to identify which introductory prepositional phrases answer *when* and which answer *where*.

# B

## Lessons to Learn Introductory Prepositional Phrases

6. Outside that tent, the leader \_\_\_\_\_ scolded \_\_\_\_\_ the boys.  
scolded

### Analyze It

Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).

**Analyze It:** This is the essential part of the lesson. See Well-Ordered Notes B.

1. (Without it) Mom did not know the way  
p op hv PV adv adj do  
adv prep

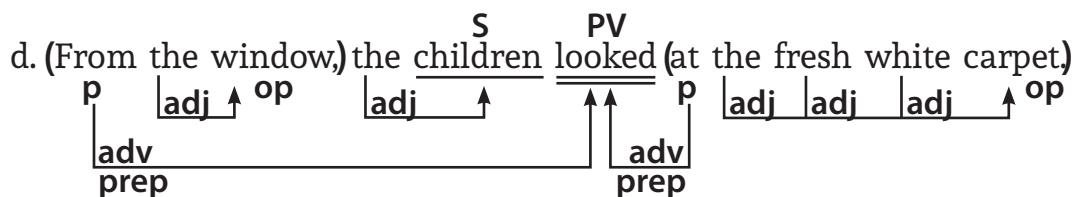
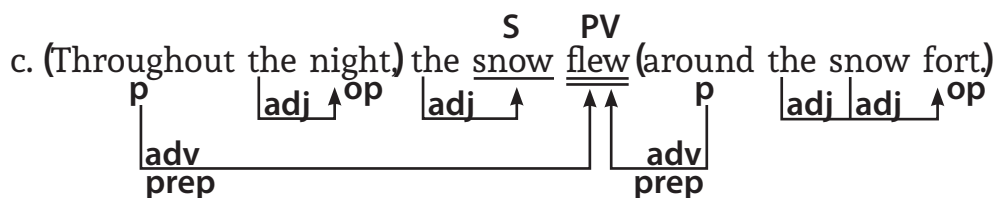
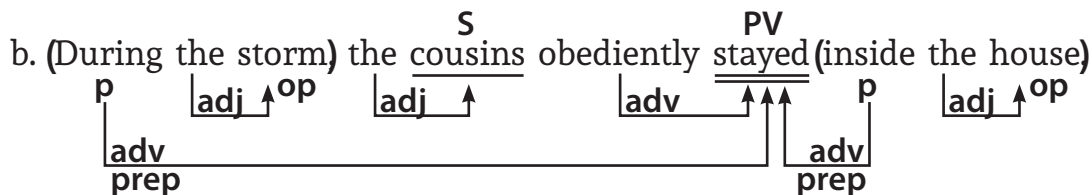
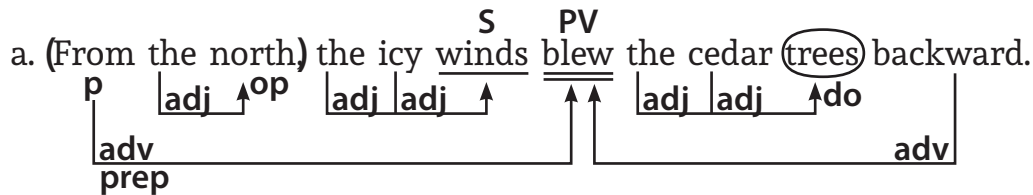
2. (During the tournament) we ate hot dogs (with spicy ketchup)  
p adj op S PV do p adv prep

# Lessons to Practice

## Introductory Prepositional Phrases

# B

1. Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).



2. What is a *preposition*?

A preposition is a part of speech used to show the relationship between certain words in a  
sentence.



# B

## Lessons to Practice Introductory Prepositional Phrases

3. Imagine you are spending a snowy day with the cousins (Theo, Peggy, and Lucy) and Stripes. With that in mind, complete the phrase for each preposition listed, and then write a sentence that includes the phrase.

a. beneath \_\_\_\_\_ the kitchen table

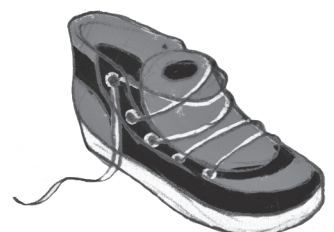
Sentence: Beneath the kitchen table, Stripes quietly napped.

\_\_\_\_\_

b. in \_\_\_\_\_ the basement

Sentence: In the basement, the cousins played games.

\_\_\_\_\_



# Well-Ordered Notes C

## Practice It

Lead the class in the activity Add On. Divide the students into sets of partners and assign one of the following principal elements to each set. Have the groups add an introductory prepositional phrase to their assigned short sentence. Have one representative from each group share the pair's sentence with the class.

**Variation:** Write the following principal elements on index cards. Distribute the cards to each student. Have the students write their sentences on mini whiteboards and then share with a partner or small group. Have them erase their boards and pass their cards to another group.

**Example: Waves dashed.**

Against the rocks, the *waves dashed* relentlessly.

They laughed.

Squirrels chatter.

Gerbils drink.

Coyotes howl.

Balloon expands.

Worms wriggle.

Coach calls.

Rope twists.

He sketches.

Embers burn.

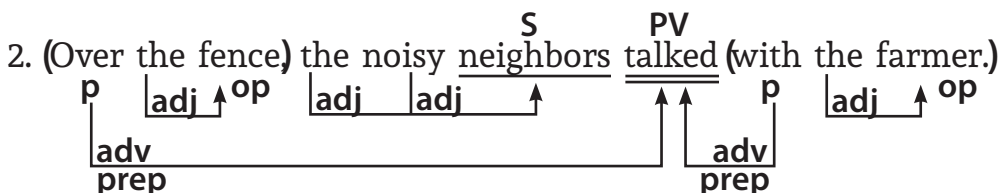
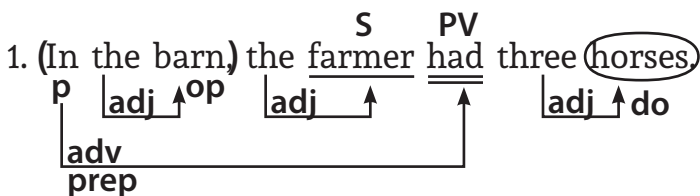
Wasps swarm.

Gardener digs.

## Analyze It

As a class, analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase). Write the sentences on the board. Have the students analyze the sentences, reciting the analysis aloud using the following script. While the students recite, you will mark the sentence on the board.

**From the Sideline:** Please note that these sentences complement the fable for this chapter, which you can find in the teacher's edition and in the PDF material.



(In the barn) the farmer had three horses.  
 p | adj ↑ <sup>op</sup>

### Part 1: Identify Phrases

- (First, read the sentence aloud.) “In the barn, the farmer had three horses.”
- “The order of analysis is phrases, clauses, principal elements, modifiers.”
- “Are there any prepositional phrases?” (Choral response: “Yes, sir.”)
- “*In the barn* is a prepositional phrase.” (Place parentheses around the prepositional phrase.)
- “*In* is the preposition.” (Place a lowercase *p* underneath the preposition.)
- “*Barn* is the object of the preposition.” (Place a lowercase *op* underneath the object of the preposition.)
- “*The* is an adjective.”<sup>1</sup> (Draw a straight line down from the adjective, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies. Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)

### Part 2: Identify Principal Elements and Modifiers

(In the barn) the farmer had three (horses)  
 p | adj ↑ <sup>op</sup> | adj ↑ | PV | adj ↑ <sup>do</sup>  
 adv | prep

- (Read the sentence aloud again.) “In the barn, the farmer had three horses.”
- “This is a sentence and it is declarative.”
- “This sentence is about *farmer*.” (Underline the subject.) “So, *farmer* is the subject because it is what the sentence is about.” (Place a capital letter *S* above the subject.)
- “This sentence tells us that farmer *had*.” (Double underline the predicate.) “So, *had* is the predicate because it is what the sentence tells us about *farmer*.” (Place a capital letter *P* above the predicate.)
- “It is a predicate verb because it shows action.” (Place a capital letter *V* to the right of the letter *P* above the predicate.) “There is no linking verb because predicate verbs do not need linking verbs.”
- “*Horses* tells us what the farmer had.” (Draw a circle around the word.) “So, *horses* is an objective element because it completes the meaning of the action verb. It is a direct object because it tells *what* the farmer had.” (Write *do* in lowercase letters beneath the direct object.)

1. The words *article adjective* can be substituted in place of the word *adjective*.

- g. “*Three* tells us *how many* horses.” (Draw a straight line down from the adjective, then a horizontal line toward the word that it modifies. Write *adj* in lowercase letters in the elbow opposite the line with the arrow.) “So, *three* is an adjective element because it modifies a noun. It is an adjective.” (Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)
- h. “*The* is an adjective.”<sup>2</sup> (Draw a straight line down from the adjective, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies. Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)
- i. “*In the barn* tells us *where* the farmer had the horses.” (Draw a straight line down from the letter *p* that’s under the preposition, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies. This line connects to the other adverbial modifying line.) “So, *in the barn* is an adverbial element because it modifies a verb. It is an adverbial prepositional phrase.” (Write *adv* in lowercase letters in the elbow opposite the line with the arrow. Write *prep* in lowercase letters directly below the *adv*, underneath the modifier line.)

For the analysis of the second sentence, adjust the script accordingly.

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2. The words *article adjective* can be substituted in place of the word *adjective*.

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# Lessons to Learn

## Introductory Prepositional Phrases



The order of the lesson is: **Review It**, **Practice It**, **Learn It**, and **Analyze It**.

**Review It:** Sing/chant and review definitions as a class. Have the students whisper or shout their singing/chanting.

### Review It

Answer the following questions:

What do prepositions do in a sentence?

What are prepositions?

What is a phrase?

What is an object of the preposition?

Can you think of a sentence with a prepositional phrase following the verb?

Can you rearrange that sentence and make the prepositional phrase introductory?

**Practice It:** For this warm-up, see Well-Ordered Notes C.

**Learn It:** Write the sentences on the board and complete them together. Answers may vary. Ask the students how each phrase is related to each verb, either answering the question *where* or *when*.

### Learn It

Keep in mind that introductory prepositional phrases are adverbial, so they tell *where* or *when* (and sometimes *how*) the action in the sentence is happening. Fill in the missing preposition in each of the following sentences.

**Example:** \_\_\_\_\_ **Beside** \_\_\_\_\_ the river, they collect rocks.

1. \_\_\_\_\_ **Near** \_\_\_\_\_ a cave, Dad found an arrowhead.

2. \_\_\_\_\_ **At** \_\_\_\_\_ the little waterfall, Mom took pictures.

3. \_\_\_\_\_ **Under** \_\_\_\_\_ a rock, Peggy found a crayfish.

4. \_\_\_\_\_ **Beneath** \_\_\_\_\_ the red cliffs, Theo saw a bumpy toad.

# C

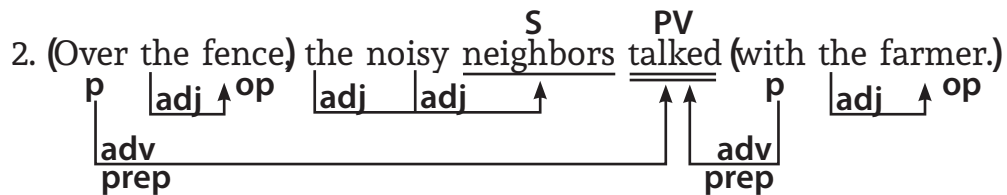
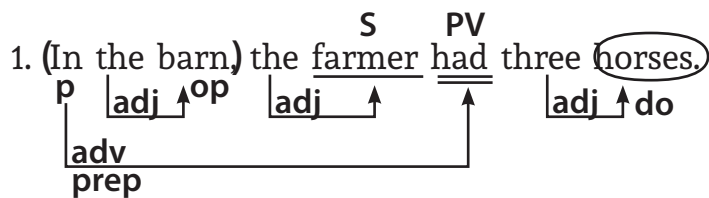
## Lessons to Learn Introductory Prepositional Phrases

5. Within several pools, the tadpoles swam.
6. After lunch, the family drove to the beach.

### Analyze It

Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).

**Analyze It:** This is the essential part of the lesson. See Well-Ordered Notes C.

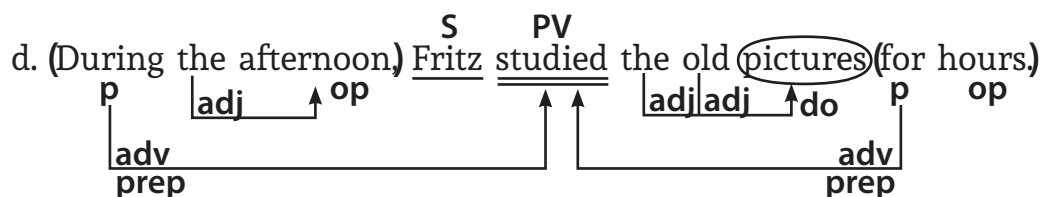
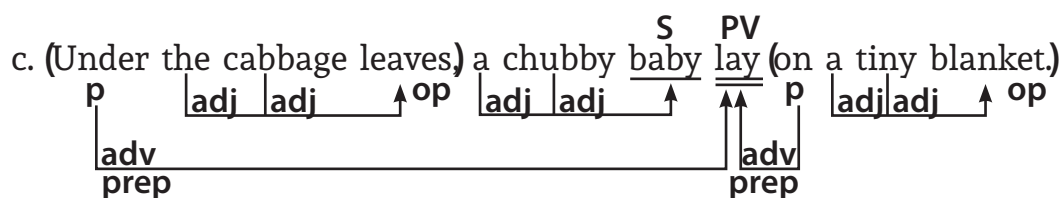
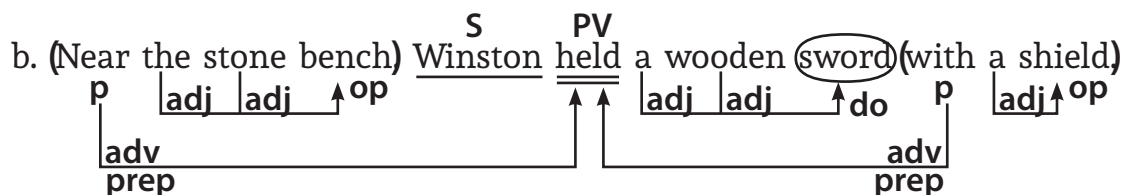
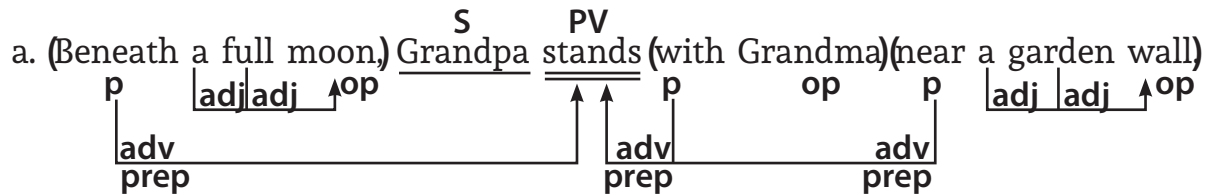


# Lessons to Practice

## Introductory Prepositional Phrases



1. Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).



2. What is an *object of the preposition*?

An object of the preposition is the noun or pronoun after the preposition.



# C

## Lessons to Practice Introductory Prepositional Phrases

3. Imagine Fritz finding a jellybean jar and knocking it over in the kitchen. With that in mind, complete the phrase for each preposition listed, and then write a sentence that includes the phrase.

a. on \_\_\_\_\_ **the kitchen floor** \_\_\_\_\_

Sentence: On the kitchen floor, hundreds of jellybeans rolled.

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b. with \_\_\_\_\_ **with a broom** \_\_\_\_\_

Sentence: With a broom, Fritz swept all the jellybeans into a dustpan.

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# Lessons to Learn—Review

## Introductory Prepositional Phrases

**Review It:** Sing/chant and review definitions as a class.

### Review It

Answer the following review questions:

What is a preposition?

What is an object of the preposition?

What is a phrase?

Can you list all forty-seven prepositions that you've learned?

**Learn It:** If, during the game of Lightning, a student can't come up with an answer in five seconds, pass him and circle around later to get his response.

### Learn It

Play Lightning. Your teacher will say a preposition to a student and ask that student to construct a sentence. The sentence must include the preposition in a phrase placed where the teacher says, either at the beginning of the sentence or after the verb. The student has five seconds to supply a complete sentence that includes the correct form. Then the game moves on to the next student.

**Example:**

Teacher: "*Between*—introductory."

Student 1: "*Between* you and me, I think spring will be here soon."

Teacher: "*Since*—after the verb."

Student 2: "I have been here *since* Friday."

aboard	about	above	across	after
against	along	among	around	at
before	behind	below	beneath	beside
between	beyond	by	down	during
except	for	from	inside	in
into	near	of	off	on
out	outside	over	past	since
through	throughout	to	toward	under
up	until	upon	with	within
without	underneath			

# Lessons to Learn—Review

## Introductory Prepositional Phrases

On the lines provided, write your favorite sentence that was created during the game of Lightning.

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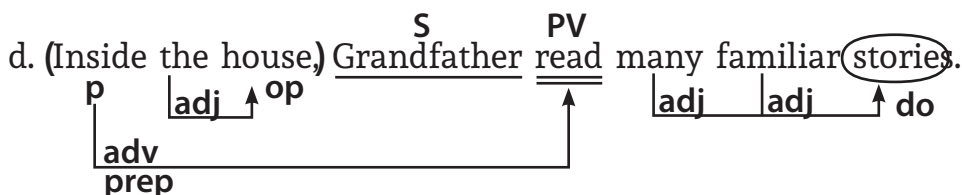
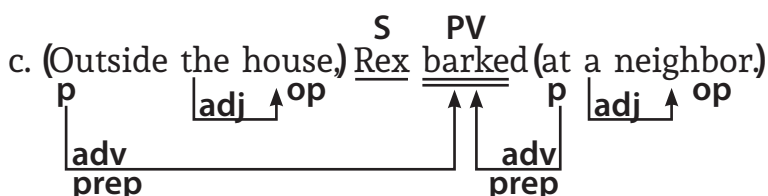
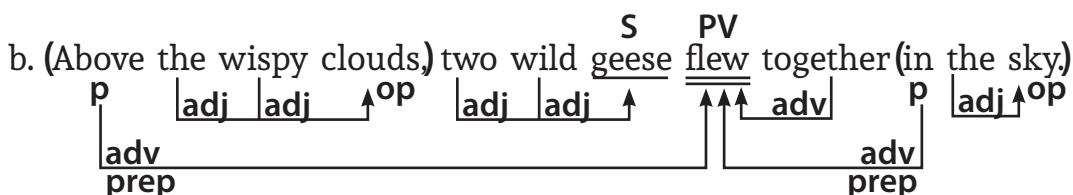
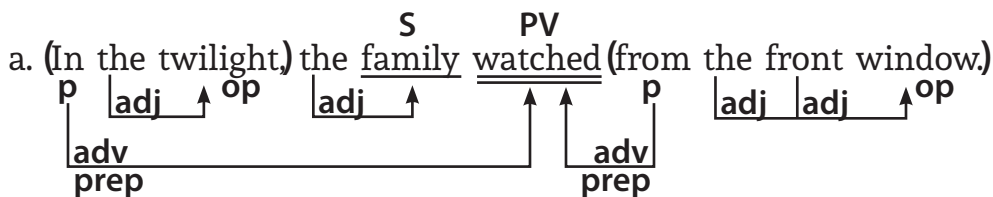
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# Lessons to Practice—Review

## Introductory Prepositional Phrases

1. Analyze the following sentences: (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).



2. What is a *preposition*?

A preposition is a part of speech used to show the relationship between certain words in a sentence.

# Lessons to Practice—Review

## Introductory Prepositional Phrases

3. Imagine Peggy and Lucy are listening to Grandpa read. With that in mind, complete the phrase for each preposition listed, and then write a sentence that includes the phrase.

a. During the stories

Sentence: During the stories, Lucy snuggled on the couch.

b. After the tales

Sentence: After the tales, Grandpa carried Lucy up the stairs.



# Lessons to Enjoy—Poem

## Introductory Prepositional Phrases

Elves, dwarves, and fairies are delightful imaginary creatures of the forest. In the play *A Midsummer Night's Dream*, William Shakespeare writes this song of a fairy. Another character asks the fairy where she is going, and this poem is her answer. Notice how introductory prepositional phrases are used to tell where she must go to serve her fairy queen.

### Over Hill, Over Dale

by William Shakespeare (1564–1616)

**dale:** valley

**brier:** a tangle of prickly plants

**pale:** an area that is enclosed, as with a fence

**sphere:** revolution around the earth

**orbs:** orbits; a poetic name for the mushrooms called “fairy rings” because they grow in circles as if a fairy had danced there

**cowslips:** sweet-smelling yellow wildflowers

**pensioners:** royal attendants, known in Shakespeare's time for being tall and dressed in gold

**favours:** gifts, as in party favours

**savors:** sweet smells

Over hill, over dale,  
Through bush, through brier,  
Over park, over pale,  
Through floor, through fire,  
I do wander everywhere,  
Swifter than the moon's sphere;  
And I serve the fairy queen,  
To dew her orbs upon the green.  
The cowslips tall her pensioners be:  
In their gold coats spots you see;  
Those be rubies, fairy favours,  
In those freckles live their savours:  
I must go seek some dewdrops here  
And hang a pearl in every cowslip's ear.<sup>1</sup>

1. William Shakespeare, Act II, Scene 1, “A Wood near Athens,” from *A Midsummer Night's Dream* in *World Scope Family Library: Works of William Shakespeare*, ed. W.G. Clark and W.A. Wright (New York: The Universal Guide, Inc., 1950), p. 7.

# Lessons to Enjoy—Poem

## Introductory Prepositional Phrases

### Questions to Ponder

1. Where does the fairy wander?
2. In the poem, how many introductory prepositional phrases are placed before the first subject and verb?
3. How fast does the fairy travel?
4. What is the fairy's responsibility in the wood?
5. Who guards the fairy queen?

**From the Sideline:** For possible answers to these discussion questions, see p. a of the teacher's pages. For even more suggestions for discussion and for enrichment activities related to the poem, see p. b.

**Extras:** Please note that the teacher's pages for this chapter include more material for extra practice, a quiz, and another Lessons to Enjoy section with discussion questions and activities. All this material, in reproducible form, is also included in the PDF that accompanies the textbook.



## Lessons to Enjoy—Poem

### Questions to Ponder

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1. Where does the fairy wander?

The fairy wanders all around the fairy queen's territory as described in the first four lines. She travels over or through hills, valleys, the undergrowth, the open spaces, and the enclosed spaces.

2. In the poem, how many introductory prepositional phrases are placed before the first subject and verb?

There are eight such introductory phrases. The first four lines contain two prepositional phrases each. All of these eight phrases come before the subject *I* and the verb *do wander*, so they are introductory. As adverbs, they all answer the question of *where* the fairy does wander. By piling up eight introductory prepositional phrases, Shakespeare emphasizes the vastness of the little fairy's wanderings.

3. How fast does the fairy travel?

The fairy must move more quickly than the moon in order to complete her responsibilities.

4. What is the fairy's responsibility in the wood?

In service to the fairy queen, this fairy has the jobs of spreading dew where the queen will dance and placing a dewdrop like a pearl earring on every cowslip flower. Point out to the student how the fairy seems very devoted to her work, attending to every detail.

5. Who guards the fairy queen?

The queen's bodyguards are the sweet-smelling cowslip flowers, which are dressed in gold coats with ruby spots.



# Well-Ordered Notes—Poem

## Read

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- ◇ Encourage the students' enjoyment of the poem by reading it aloud while they listen to a classical piece of music, such as "The Fairies Are Exquisite Dancers" by Claude Debussy (Debussy, *Préludes*, Book II, No. 4, *Les fées sont d'exquises danseuses*). Discuss the rich imagery in the poem.
- ◇ Ask the students to memorize the poem.

## Retell

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- ◇ Discuss the poem using the provided questions.
- ◇ Have the students orally "translate" the poem into modern prose.

## Record

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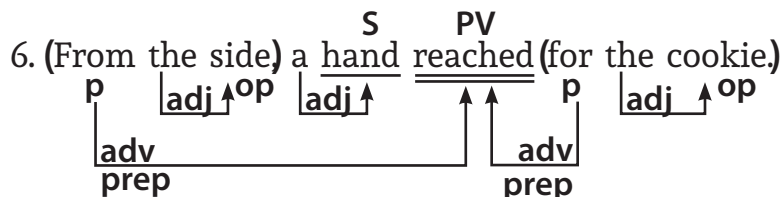
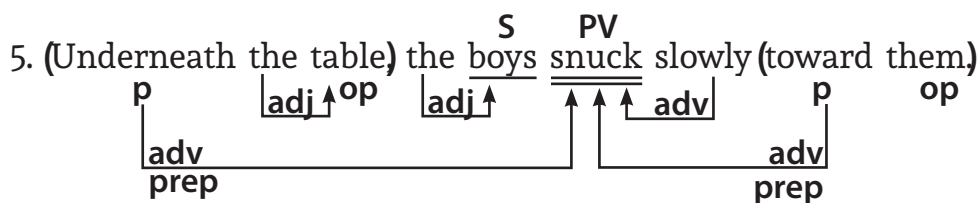
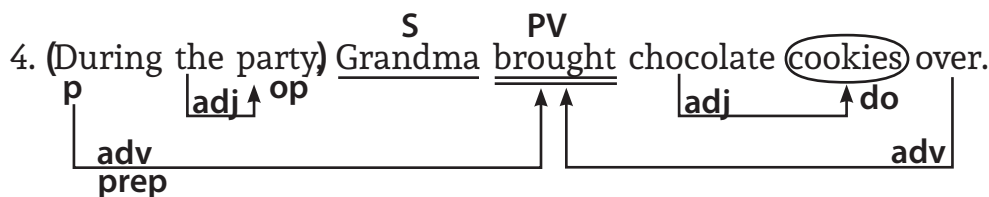
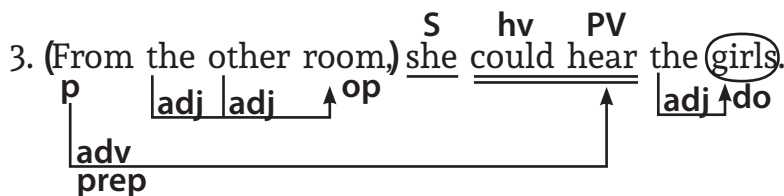
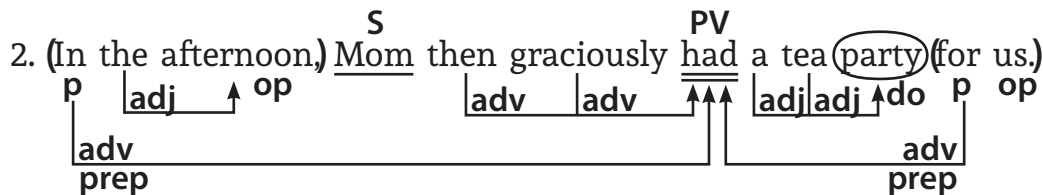
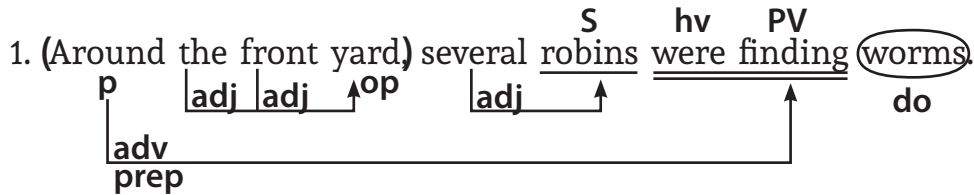
- ◇ Tell the students to write a description of a fairy that is busy over hill and dale.
- ◇ Have the students copy the poem into a copybook and draw a picture beside it of a fairy or a cowslip.

# Practice Sheet

## Introductory Prepositional Phrases

## ANSWERS

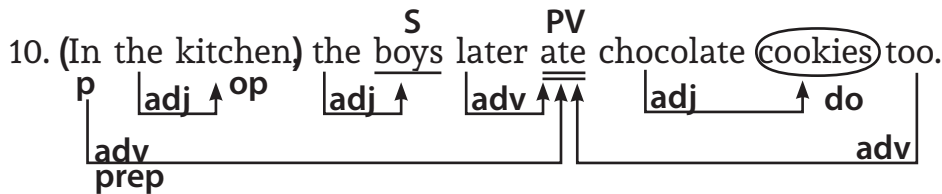
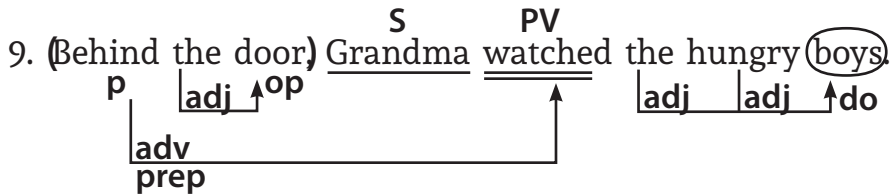
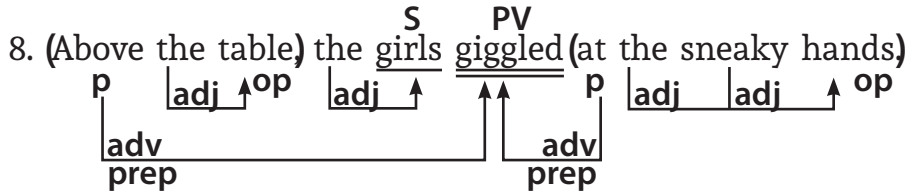
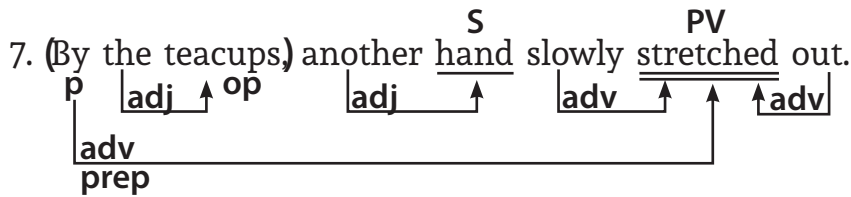
Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).



# Practice Sheet

## ANSWERS

## Introductory Prepositional Phrases

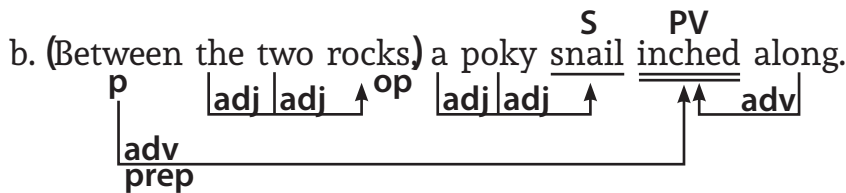
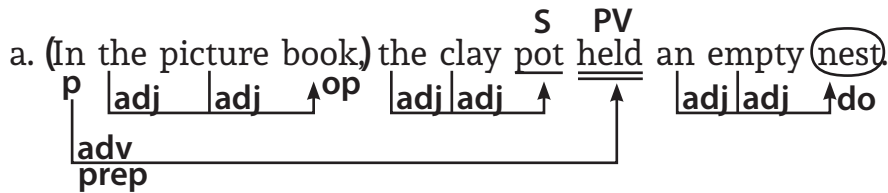


# Quiz

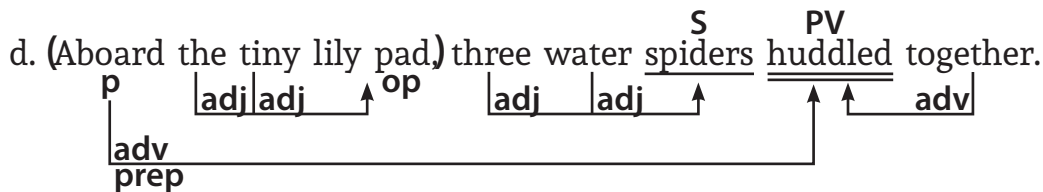
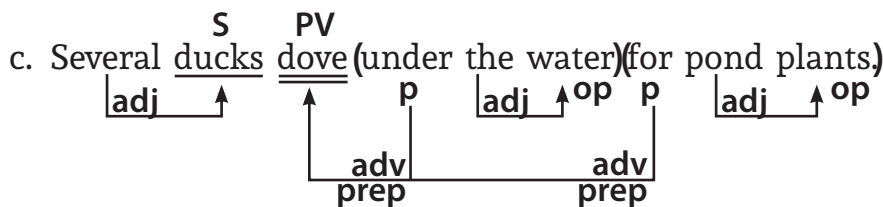
## Introductory Prepositional Phrases

## ANSWERS

1. Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).



**poky:** very slow



2. What is a *preposition*?

A preposition is a part of speech used to show the relationship between certain words in a sentence.

3. Imagine that you are looking at a book about pond life. With that in mind, complete the phrase for each preposition listed, and then write a sentence that includes the phrase.

a. At the pond

Sentence: At the pond, many tadpoles swim around.

b. Near the willow tree

Sentence: Near the willow tree, ducks make nests.

# Lessons to Enjoy—Fable

## Introductory Prepositional Phrases

Have you ever had a really bad day? How about a really good day? Sometimes the main difference between a really good day and a really bad day is simply your own attitude, rather than the bad things or good things that you experienced. This Chinese fable tells of a farmer who has learned how to accept each day as it is, without judging it as either bad or good.

### The Tale of the Chinese Farmer

Chinese Tale

**prosperous:** successful

Once there was a prosperous Farmer in China who owned a tall and strong Work Horse. During a lightning storm one night, the Horse broke out of his barn and ran away. The Farmer's Neighbors stopped by the Farmer's house to look at the broken barn door. "We are sorry for your bad day," the Neighbors said.

"How do you know it is a bad day?" the Farmer asked.

A few weeks later, the Horse returned to the Farmer's fields and it brought with it two beautiful wild horses. The Farmer's Neighbors stopped by the Farmer's house to cheer his good luck. "Three horses from one horse!" the Neighbors said. "This is a very good day."

"How do you know it is a good day?" the Farmer asked.

The next day, the Farmer's Son tried to catch one of the wild horses. The wild horse kicked him and broke the boy's leg. The Farmer's neighbors stopped by the Farmer's house to look at the poor boy's broken leg. "We're sorry for your bad day," the Neighbors said.

"How do you know it is a bad day?" the Farmer asked.



# Lessons to Enjoy—Fable

## Introductory Prepositional Phrases

While the Farmer's Son was sick with pain and fever, a war broke out between two kings. Soldiers came to the Farmer's village and forced many young men and boys to join the army. The soldiers looked at the Farmer's Son, decided he was too sick to fight, and left him in bed. When the soldiers had left the village, the Farmer's Neighbors stopped by the Farmer's house to cheer his good luck. "Your Son is safe!" the Neighbors said. "This is a very good day."

"How do you know it is a good day?" the Farmer asked.

Moral: How you view good and bad events influences the way you deal with them.<sup>1</sup>



## Questions to Ponder

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1. How is this Chinese folktale both similar to and different from one of Aesop's fables?
2. What events do the Neighbors consider bad luck and which ones do they think are good luck?
3. What does "Three horses from one horse" mean?
4. Why does the Farmer keep asking "How do you know . . . ?" when the neighbors call a day either bad or good?

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1. "The Tale of the Chinese Farmer," taken from *Writing & Rhetoric Book 1: Fable*, by Paul Kortepeter (Camp Hill, PA: Classical Academic Press, 2013), pp. 105–106.

## Lessons to Enjoy—Fable

### Questions to Ponder

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1. How is this Chinese folktale both similar to and different from one of Aesop's fables?

Unlike Aesop's fables, it features people, rather than talking animals. The situation it describes is more complex than that in most of Aesop's fables, and the outcome is less predictable. Like Aesop's fables, however, it draws a universal lesson from the specific actions and attitudes of its characters.

2. What events do the Neighbors consider bad luck and which ones do they think are good luck?

The Neighbors think it's bad luck when the horse runs away, but good luck when it returns with two others. They think it's bad luck when one of the wild horses breaks the son's leg, but good luck when the broken leg and resulting fever keep the son from being drafted into the army.

3. What does "Three horses from one horse" mean?

When the lost horse returns, it brings two wild horses with it. The neighbors see this as a mathematical equation: one plus two equals three. It's a net gain in economic terms. But the farmer does not think in such terms. He knows that gain might lead to loss and vice versa.

4. Why does the farmer keep asking "How do you know . . .?" when the neighbors call a day either bad or good?

The farmer wisely knows that one event leads to others. What looks like bad or good luck today may turn into the opposite tomorrow. One really cannot know for sure how a sequence of events will turn out. The farmer accepts each day just as it comes without judgment.



# Well-Ordered Notes—Fable

## Read

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- ◇ To encourage the students to enjoy reading the fable, divide the class into parts (e.g., the Farmer, the Neighbors, even the Horse) and have them act the fable out.
- ◇ Have students sing/chant the definition of a fable (Fable, 1–14).

## Retell

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- ◇ Discuss the fable using the provided questions.
- ◇ Ask the students if they can think of other morals to be drawn from the tale. Examples: “Don’t judge an event until all its consequences are clear”; or “A wise person does not jump to hasty conclusions.” Ask the students to share their own experiences of bad or good events turning into the opposite.

## Record

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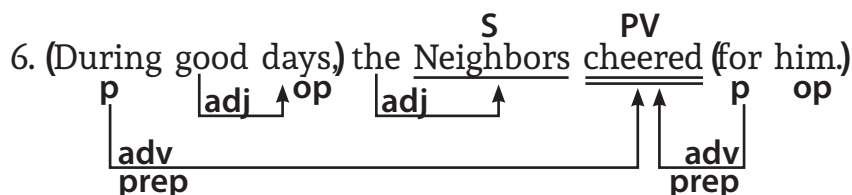
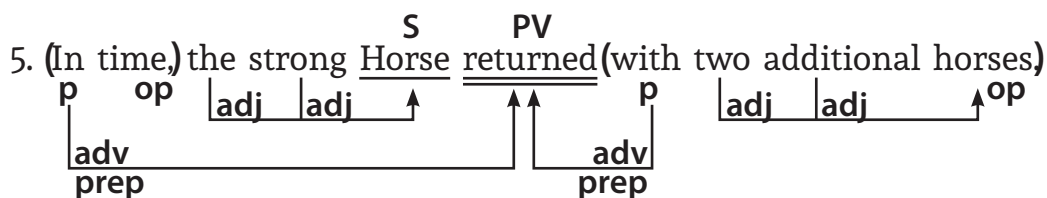
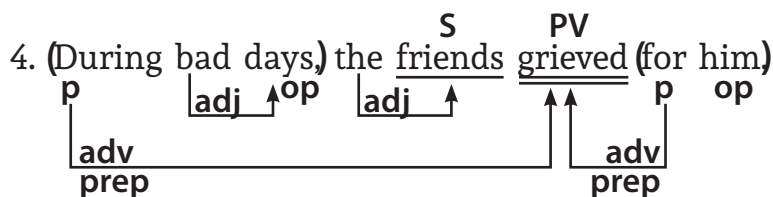
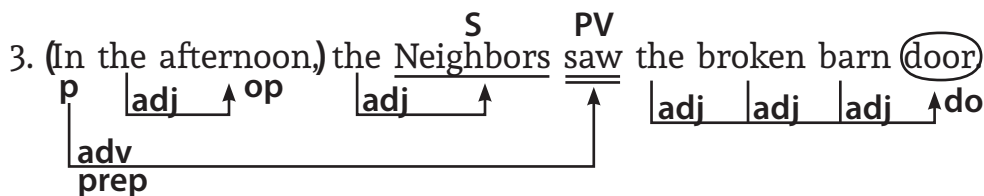
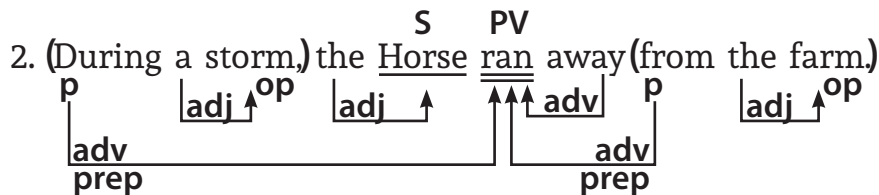
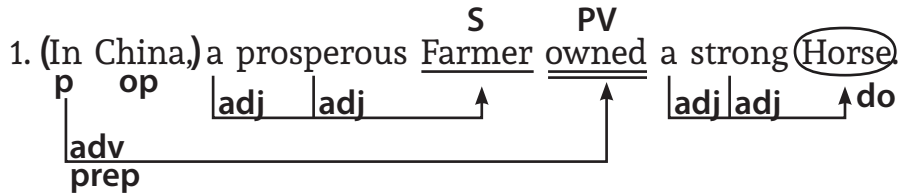
- ◇ Have students make a storyboard of this fable together as a class. Assign each student a sentence or two to illustrate on an index card. Have them write their sentence neatly under the illustration. Display the cards in the correct order blocked out on poster board.

# Fable Sentences

## Introductory Prepositional Phrases

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