Basic Sentence Diagramming

Grades 5 - 8

By David S. Dye M.ED.



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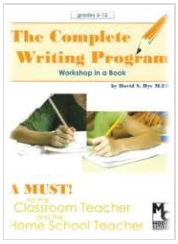
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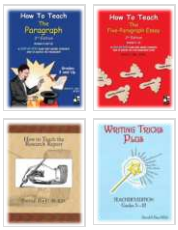
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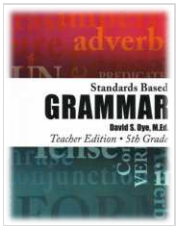
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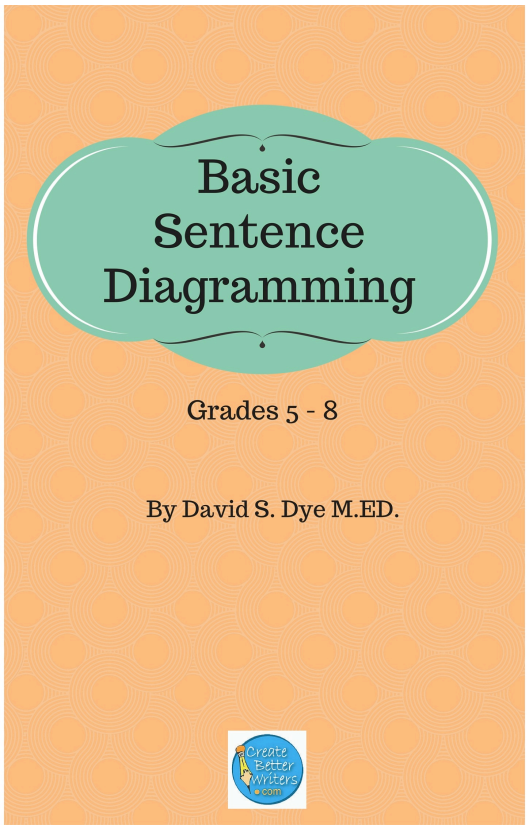
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Thank you for purchasing this eBook. These worksheets come from *Standards Based Grammar: Grade 6* and are organized in a way to maximize learning.



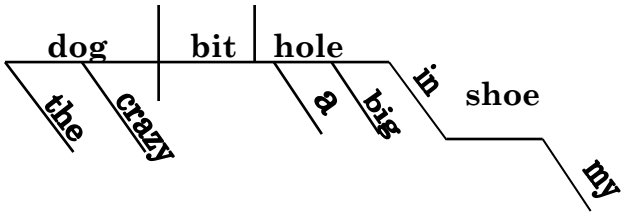
Objective: The purpose of this book is to help students gain a deeper understanding of sentence structure by learning to diagram simple sentences. Through this process students will learn to clarify their thinking and sharpen their writing skills.

Introduction:

A great debate in education is whether or not it is worth it to teach sentence diagramming. I tend to fall on the side that there is value in teaching it, if for no other reason, to give students a chance to tell people when they're older, "Yes, I was taught sentence diagramming." It seems to be a rite of passage that people like to talk about in the same way we reminisce about having the chicken pox.

I like to teach diagramming for other reasons as well. Author Kitty Burns Florey wrote an article in the New York Times (June 18, 2012) titled "Taming Sentences" that explains why she finds value in sentence diagramming. This article lists several good reasons for teaching sentence diagramming:

1. It helps us focus on the "structures and patterns" of language: Sentences are like puzzles. Deconstructing and reconstructing them helps students understand how each piece fits in the bigger picture. However, unlike a jigsaw puzzle, the pieces can be manipulated and moved. Expanding on Ms. Florey's concept, I like to show students how there is a rhythm to writing. A well-written paragraph should have a beat, almost like music. For example, there is a page in the book Hatchet that, each year we read it, the students seem to trip over many of the words. I couldn't figure out why until I realized how choppy the sentences were; they had no rhythm.
2. Diagramming helps focus our thoughts on the "clarity of meaning." Florey points out how "muddy thinking" leads to "muddy writing" which leads to confusion for the reader. By breaking down sentences, students can see connections between words, phrases, and clauses. Poor sentences can often lead to confusion, which may be bad in a story or essay, but can have more serious consequences for lawyers and doctors. A misplaced modifier or vague clause can cost money and lives.

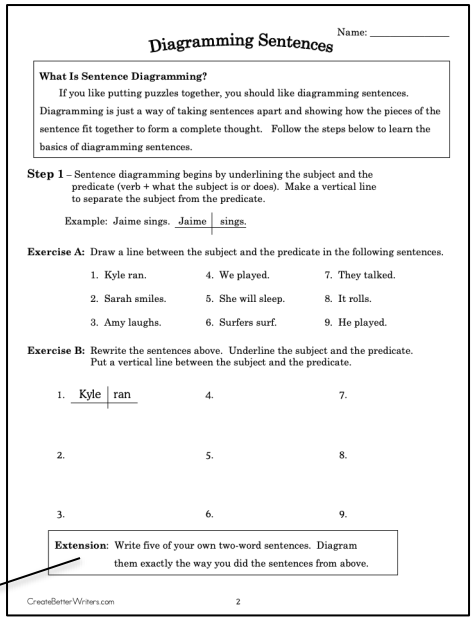


3. Diagramming is great for visual and spatial learners. Florey describes artistic type people who often struggle to understand ideas until sentences are put in pictorial form. They find that diagramming sentences is much like reading a graph. It is a way to find the useful information quickly.

I will add one more benefit to diagramming. Even in 6th grade, many students don't seem to recognize when they are writing run-on or fragment sentences. I will often put samples of student writing under the document camera and ask students to analyze the sentences. After I've taught basic diagramming, we can look for the subject, verb, direct objects, and modifiers. Often, with run-on sentences, we will discover a lot of "leftovers" after we diagram the sentence. For fragment sentences, there will be missing spaces where subjects should be. This is a great way to visually show students the errors in their sentences.

About this book:

As the title suggests, this book is "basic diagramming." The first few years I taught sentence diagramming to my sixth graders, I found that a month of practice, at fifteen minutes a day, was all my students and I could handle. This allowed for subjects, verbs, direct/indirect objects, and several kinds of modifiers. It's enough to give them a good understanding of sentence structure. I also found that if I began the year with sentence diagramming, many other grammar lessons were much easier for the students to learn.



Diagramming Sentences

Name: _____

What Is Sentence Diagramming?

If you like putting puzzles together, you should like diagramming sentences. Diagramming is just a way of taking sentences apart and showing how the pieces of the sentence fit together to form a complete thought. Follow the steps below to learn the basics of diagramming sentences.

Step 1 – Sentence diagramming begins by underlining the subject and the predicate (verb + what the subject is or does). Make a vertical line to separate the subject from the predicate.

Example: Jaime sings. Jaime | sings.

Exercise A: Draw a line between the subject and the predicate in the following sentences.

1. Kyle ran.
2. Sarah smiles.
3. Amy laughs.
4. We played.
5. She will sleep.
6. Surfers surf.
7. They talked.
8. It rolls.
9. He played.

Exercise B: Rewrite the sentences above. Underline the subject and the predicate. Put a vertical line between the subject and the predicate.

1. Kyle | ran
2.
3.
4.
5.
6.
7.
8.
9.

Extension: Write five of your own two-word sentences. Diagram them exactly the way you did the sentences from above.

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This book will baby step the students through diagramming simple sentences. Students will begin by learning to diagram two and three word sentences. Each lesson after that will add a new element until they are breaking apart much longer sentences. Through this process they will understand the English language on a much deeper level.

Extensions:

Many of these worksheets give the students the opportunity to practice diagramming sentences that they have written themselves. With these extensions, students get more practice diagramming using sentences that are familiar to them. This will help reinforce the lessons taught throughout the book.

Extension: Write five of your own two-word sentences. Diagram them exactly the way you did the sentences from above.

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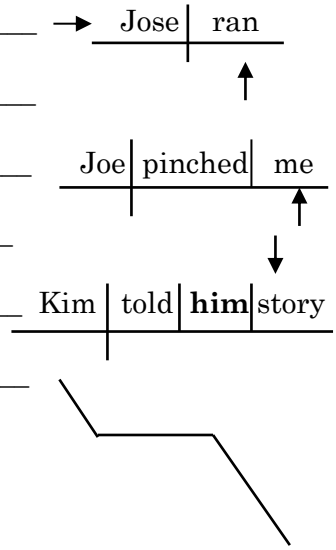
Diagramming Sentences Vocabulary

Directions: Use this worksheet to keep track of the many definitions you will learn during this unit. It can serve as a helpful review.

1. Subject - _____
2. Predicate - _____
3. Object - _____
4. Direct Object - _____
5. Indirect Object - _____
6. Prepositional Phrase - _____

_____

Diagramming Example



Thank you for previewing

Basic Sentence Diagramming

Name: _____

Diagramming Sentences

What Is Sentence Diagramming?

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1. Kyle | ran
2.
3.
4.
5.
6.
7.
8.
9.

Extension: Write five of your own two-word sentences. Diagram them exactly the way you did the sentences from above.

Exercise F: On a separate sheet of paper, diagram the prepositional phrases from Exercise E. Be sure to put the object of the preposition on the flat line and the modifier below it.

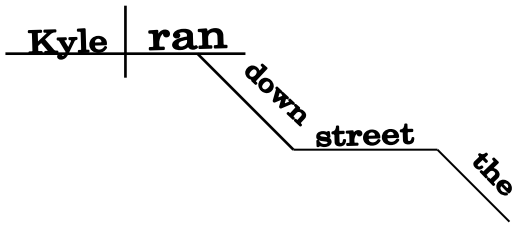
Extension – Make up ten prepositional phrases. Write "Prep" above your prepositions, "OP" above the objects of the preposition, and "M" below your modifiers.

Example:

Prep		**OP**
with	my	cousin
	M	

Exercise G: Let's diagram some sentences with the subjects, verbs, and prepositions put together. Follow the example below. Use a separate sheet of paper.

Example: Kyle ran down the street.

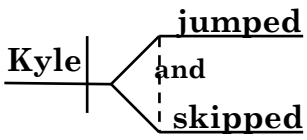


1. Kyle and Jacob ran across the yard.
2. They sailed beyond the horizon.
3. Bill and Ted talked for hours.
4. Sarah and I smile at boys.
16. Babies sleep in cribs.
17. Kim and Alice played with the bunny.
18. He and she slept until 3 o'clock.
19. Asia and I laugh at the clown.

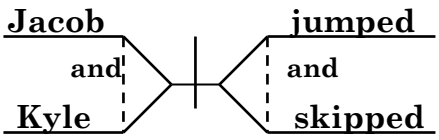
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Step 6 – What if there is more than one verb in a sentence? This can happen in several ways. First, there can be two verbs describing what the subject did. In this case, you diagram the verbs in a similar way as two subjects:

Kyle jumped and skipped.

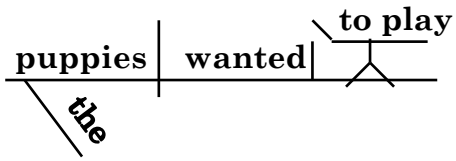


Jacob and Kyle jumped and skipped



Another common way to see several verbs in a sentence is with *infinitives*. An infinitive is a verb that has "to" before it such as "to play" or "to run." These infinitives act like direct objects so we are going to treat them like direct objects. Look at the following example:

The puppies wanted to play.



Exercise J: Diagram the following sentences on a separate sheet of paper.

1. The lions roared and attacked.
2. I love to sing.
11. The batter swung and missed.
12. The girls asked to join.

Thank you for previewing *Basic Sentence Diagramming*

Name: _____

Sentence Diagramming
Mixed Review

Directions: Diagram the following sentences on a separate sheet of paper.

1. Julia sang.
2. Ronald and Sam played.
3. Elizabeth smiled and laughed.
4. Mario drove.
5. Charles sat and waited.
6. Valerie and Charlene worked.
7. Emily waited for the doctor.
8. Sandra and Billy danced.

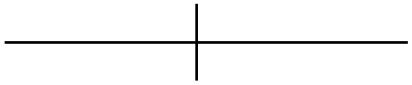
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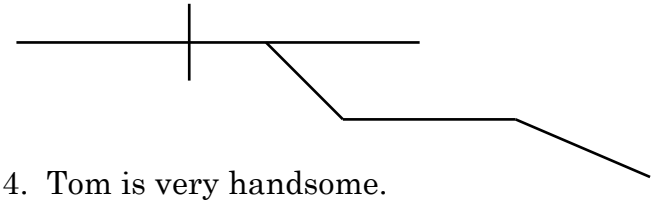
Diagramming Sentences Test Review

Directions: Write the words on the diagram beneath each sentence.

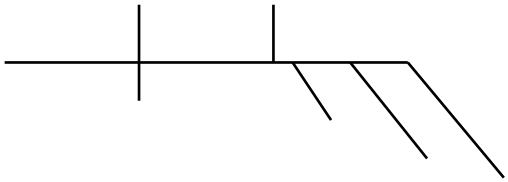
1. George sang.



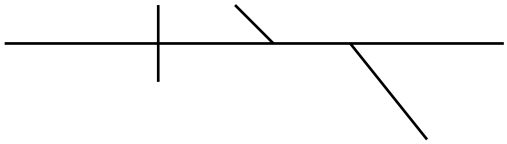
2. George sang at the concert.



3. She bought a big pink balloon.



4. Tom is very handsome.



Thank you for previewing *Basic Sentence Diagramming*