# Sentence Writing

## Primary Edition

Grades 2 - 4

Help students identify types of sentences, recognize common errors, and write stronger sentences.

By David S. Dye M.ED

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*— David S. Dye, M.Ed.*

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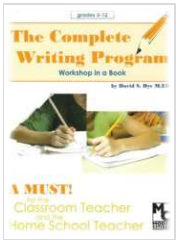
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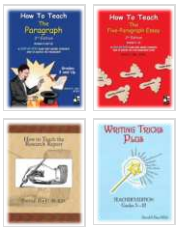

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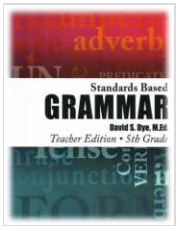
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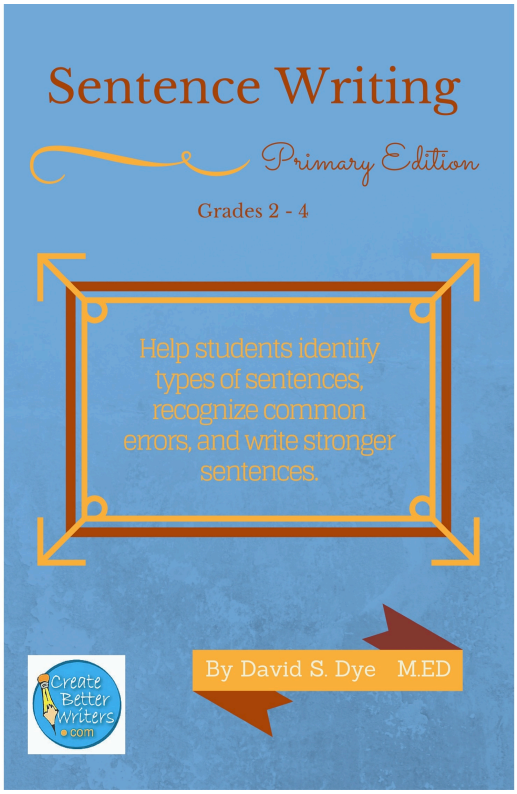
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**Thank you** for purchasing this eBook. These worksheets come from *Standards Based Grammar: Grades 3, 4 and 5* and are organized in a way to maximize learning.




**Objective:** The purpose of this book is to help young students learn to identify the parts of sentences, identify types of sentences, and be able to write strong sentences.

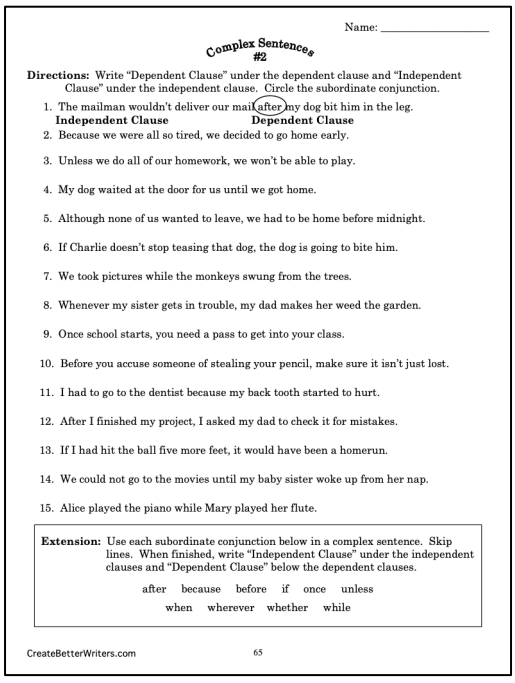
Students will begin to accomplish this objective by learning to identify the parts of a sentence. Next, they will learn to recognize common mistakes made by emerging writers. Finally, they will practice writing strong sentences that follow several sentence structures. For even more practice writing stronger sentences, try *Writing Tricks Plus* a book that shows students sixteen "tricks" for writing stronger sentences.

## Introduction:

Whether you are writing a story, essay, report, or research paper, the quality of your writing begins with the sentence. The ability to write strong sentences as well as the ability to write a variety of sentence types is at the heart of all writing. The purpose of this book is to help young students learn to identify the parts of sentences, identify types of sentences, and be able to write strong sentences themselves. Here is how this book is organized:

The first section begins with an overview of the four basic types of sentences: Declarative, Interrogative, Exclamatory, and Imperative. This is a throwback to the old standards that have young students look at the ways in which sentences are used. Personally, I begin with the second unit since the overview is served while looking at the parts of a sentence. However, there is some value in front loading students with this information. Also, there is some value in modeling the four types of sentences. Thus, for the very young students, this is not a bad way to begin.

The second section is actually the mini-book *Sentence Fragments and Run-ons* offered at Teachers Pay Teachers. It shows students how to identify the parts of a sentence. The students will look at what makes up a sentence and learn to identify common mistakes made by emerging writers. By the time students finish this section, they should have a solid grasp of sentence writing.



Name: _____

**Complex Sentences #2**

**Directions:** Write "Dependent Clause" under the dependent clause and "Independent Clause" under the independent clause. Circle the subordinate conjunction.

1. The mailman wouldn't deliver our mail (after) my dog bit him in the leg.
   **Independent Clause** **Dependent Clause**
2. Because we were all so tired, we decided to go home early.
3. Unless we do all of our homework, we won't be able to play.
4. My dog waited at the door for us until we got home.
5. Although none of us wanted to leave, we had to be home before midnight.
6. If Charlie doesn't stop teasing that dog, the dog is going to bite him.
7. We took pictures while the monkeys swung from the trees.
8. Whenever my sister gets in trouble, my dad makes her weed the garden.
9. Once school starts, you need a pass to get into your class.
10. Before you accuse someone of stealing your pencil, make sure it isn't just lost.
11. I had to go to the dentist because my back tooth started to hurt.
12. After I finished my project, I asked my dad to check it for mistakes.
13. If I had hit the ball five more feet, it would have been a homerun.
14. We could not go to the movies until my baby sister woke up from her nap.
15. Alice played the piano while Mary played her flute.

**Extension:** Use each subordinate conjunction below in a complex sentence. Skip lines. When finished, write "Independent Clause" under the independent clauses and "Dependent Clause" below the dependent clauses.

after because before if once unless
when wherever whether while

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The final section helps students learn to write stronger sentences. Here, students learn that it is possible to write longer sentences as long as all the parts of the sentence are used properly. The students begin by reviewing the simple sentence. Next, students are shown how to put two simple sentences together to make a compound sentence. Finally, the students learn to add a dependent clause to a sentence to make complex sentences. This is a great way to end the students' study of sentence writing.

## Extensions

Obviously, the goal of these worksheets is to have students write strong sentences. These worksheets will help give the students confidence to write good sentences and give them the ability to self-correct when they make mistakes. With this in mind many of the worksheets require that the students practice the skills taught within an actual writing situation. The extensions will give them immediate practice and help them see the practical application of what they've learned.

> **Extension:** Use each subordinate conjunction below in a complex sentence. Skip lines. When finished, write "Independent Clause" under the independent clauses and "Dependent Clause" below the dependent clauses.
>
> after  because  before  if  once  unless
>
> when  wherever  whether  while

Enjoy!



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# Unit 1

## Four Types of Sentences

Declarative

Interrogative

Exclamatory

Imperative

# Four Types of Sentences #2

Name: _____

What is a declarative sentence? _____

What is an interrogative sentence? _____

I. If the sentence is declarative, write "Declarative". If the sentence is interrogative, write "Interrogative". Put a period or question mark at the end.



_____ 1. The male emperor penguin sits on the egg____

_____ 2. How long does it take for the egg to hatch____

_____ 3. The egg rests on the penguin's toes for sixty-five days____

_____ 4. The mother leaves to feed in the ocean____

_____ 5. Will the mother penguin return____

_____ 6. Suzie asked, "When will the father penguin eat____"

_____ 7. Many penguins bunch together to stay warm____

_____ 8. Warm penguins on the inside let the outside penguins come to the center____



_____ 9. Can the emperor penguin fly____

_____ 10. These penguins can't fly, but they are great swimmers ____

II. Pretend that there was an argument at school. The teacher is trying to figure out what happened. Write interrogative sentences a teacher might ask. Next, write declarative statements a student might say in response.

1. Interrogative: _____

   Declarative: _____

2. Interrogative: _____

   Declarative: _____

3. Interrogative: _____

   Declarative: _____

4. Interrogative: _____

   Declarative: _____

## Four Types of Sentences #5

Name: _____

What is an interrogative sentence? _____

What is an imperative sentence? _____

I. Directions: Write Declarative, Interrogative, Exclamatory, or Imperative next to each sentence. Put a period, exclamation point, or question mark at the end.



_____ 1. Don't killer whales hunt together in packs____

_____ 2. Killer whales will eat walruses, seals, and sea turtles____

_____ 3. "I see a killer whale____" shouted the ship's captain.

_____ 4. Listen to the sound the whale makes____

_____ 5. Jenny yelled excitedly, "The whale just caught a fish____"

_____ 6. How do killer whales trap and eat land animals____

Thank you for previewing
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# Unit 2

## Fragment and Run-on Sentences

Phrases

Subjects and Predicates

Simple Sentences

Fragment and Run-On Sentences

Titles or Topic Sentences

Name: _____

# Phrases
## #3

I. If the phrase below is a prepositional phrase, write "Prep" on the line. If the phrase is a verb phrase, write "Verb."

_____ 1. in the house

_____ 2. is swimming

_____ 3. without me

_____ 4. are jumping

_____ 5. through the cloud

_____ 6. inside the fence

_____ 7. will be drinking

_____ 8. for me

_____ 9. must play

_____ 10. did walk

II. Underline all of the phrases in each sentence. Below the phrase, write "Prep" if it is a prepositional phrase, "Verb" if it is a verb phrase.

1. A girl is jumping on the trampoline. (2)
   **Verb** **Prep**
2. At the movies the usher was giving toys to the children. (3)
3. After school some students will be playing with their friends. (3)
4. The coach is talking to his players inside the dugout. (3)
5. Alicia has been reading a letter from her mom for an hour. (3)
6. A ball has rolled against the fence. (2)
7. Yolanda must be working really hard on her test. (2)
8. In a month we will be taking a test on the body systems. (3)

**Extension:** Write each preposition below in a phrase.

| | | | | |
|---|---|---|---|---|
| **after** | **behind** | **for** | **of** | **over** |
| **up** | **against** | **below** | **from** | **on** |

# Subjects
# #1

Name: _____

**Subject:** The who or what of the sentence.

To find the subject of any sentence, ask yourself, "What is the who or what of the sentence?"

Example: **The bird flew away.**

Who or what is this sentence about? Bird

**When the cat came around, the bird flew away.**

Is the subject cat or bird? Remember, this sentence is still about the bird. It is about what the bird did when the cat came around. Therefore, the subject is still "bird".

## I. Subjects: Who or What?

Directions: Is each subject below a who or a what? Write "who" or "what" next to each word.

_____ 1. Mrs. Garcia

_____ 2. ice

_____ 3. (it)

_____ 6. they

_____ 7. hammer

_____ 8. button

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Name: _____

# Predicates
## #1

**Predicate:** What the subject is or does.

To find the predicate of any sentence, ask yourself, "What is the subject doing?" or "Is the subject something?"

Example #1: **The bird flew away.**

What did the bird do? It "flew away"

**When the cat came around, the bird flew away.**

What did the bird do? It "flew away when the cat came around"

Example #2: **The children are happy.**

Are the children doing anything? No.

Are the children something? Yes, they "are happy".

**Remember:** If you see the words "is, are, was, were, or am", then the predicate is explaining what the subject IS.

**Directions**: 1. Circle the subject in each sentence. 2. Underline the predicate in each sentence. 3. Write "Is" on the line if the predicate explains what the subject is. Write "does" if the predicate explains what the subject does.

Examples:

___does___ The bird flew away when the cat came around.

___does___ When the cat came around, the bird flew away.

Is or Does? **(Be sure to ask, "What did the subject do?")**

____**Is**____ 1. Mrs. Garcia is my teacher at Elliot School.

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Name: _____

# Finding Subjects and Predicates #1

## I. Finding the Subject and Predicate

Directions: Circle the simple subject. Underline the complete predicate.

Example: The ball (What) rolled down the hill (Does).

1. The frog jumped into the water.



2. The fish is in the pond.

3. Some big, hairy spiders live under that rock.

4. I am tired of washing the dog.



5. A fly buzzed around my ear.

6. A cow was in the field.

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Name: _____

# Simple Sentences
# Finding Subjects and Predicates
# #3

The Predicate in Two Parts

**Sentence:** The students went inside after recess.

**What is the predicate?** "went inside after recess."

What if we move "after recess" to the beginning? Is it still part of the predicate?

YES!!!

After recess the students went inside.

The predicate is now in two parts. Watch for these in the worksheet below.

## I. Finding the Subject and Predicate

**Directions**: Circle the subject. Underline the complete predicate.

Example: When I dropped it, the ball rolled down the hill.

1. After lunch, the class goes to the library.
2. The water is warm in the summer.

Thank you for previewing

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**Extension:** Below is a list of subjects. Add a predicate to each subject by explaining what the subject IS. Use "is, are, was, or were."

Example: The building is tall.

1. The building
2. The workers
3. The stars
4. The lights
5. The cat
6. The cars

Name: _____

## Fragment and Run-on Sentences #5

Directions: For each sentence below write "F" if the sentence is a fragment, "RO" if it is a run-on, and "S" if it is a complete sentence.



_____ 1. The phone rang.

_____ 2. The person on the phone.

_____ 3. We talked for hours it was nice.

_____ 4. Played in the sand.



_____ 5. A wave came it knocked over our castle.

_____ 6. My brother laughed at our wet castle.

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**Extension:** There are four (4) fragment sentences on this worksheet. Rewrite the fragment sentences by adding words to complete the thought.

# Unit 3

## Three Types of Sentences

Simple Sentences

Compound Sentences

Complex Sentences

Name: _____

# Simple Sentences #2

**Directions:** Put an "S" above the subject, "V" above the verb, and "CT" above the key word that finishes the complete thought.

Examples:

S V CT
A. The dog chased the cat.

S V CT
B. The big brown dog chased the cat across the yard.

1. The fish swam under the boat.
2. The giant fish with my hook in its mouth swam under the boat.
3. Several cats fought behind our house.
4. Several big, dirty cats fought behind our house in the alley.
5. An eagle soared over its nest.

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**Extension:** Write a paragraph about a trip to the zoo. When finished, circle all the subjects, and underline all the verbs.

Name: _____

# Compound Sentences #1

**Compound Sentence:** Two simple sentences joined by a coordinate conjunction.

**Coordinate Conjunctions**

and but or

| | |
|---|---|
| He was happy. He started to whistle. | He was happy, and he started to whistle. |
| I was tired. The music kept me awake. | I was tired, but the music kept me awake. |
| You can go now. You can stay with me. | You can go now, or you can stay with me. |

Explain what happens when two simple sentences form a compound sentence:

1. What took the place of the period at the end of the first sentence? _____
2. What happens to the first word of the second sentence? _____
3. Do the two sentences have similar thoughts that fit each other? _____

NOT Compound Sentences

A. He was happy because he got an "A" on the test.

B. He was tired but couldn't fall asleep.

C. You can go now or stay with me.

Thank you for previewing

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Name: _____

# Complex Sentences #1

You've already learned that a clause has a subject and a verb.
There are two kinds of clauses:

1. An independent clause  2. A dependent clause

**Dependent Clause:** A dependent clause has a subject and a verb. However, it has NO complete thought. It needs an independent clause. Therefore, it is dependent on the independent clause.

Example: After Tyler called his friend. . . .  Subject = Tyler  Verb = Called

**Independent Clause:** An independent clause has a subject, verb, and a complete thought. It is a sentence.

Example: He met him at the park.

**Simple Sentence:** A simple sentence only has a subject and a complete predicate.

*Examples: The dog barked. / The big, hairy dog with sharp teeth barked at the mailman.*

**Complex Sentence:** A dependent clause needs an independent clause. When you put the two together, you have a complex sentence.

*Examples:* *When the mailman arrived*, *the dog barked*.
Dependent clause  Independent Clause

**Subordinate Conjunctions:** Subordinate conjunctions connect a dependent clause with an independent clause. Here are some examples:

*after  although  because  before  if  once  unless  until  whenever  while*

---

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Name: _____

## Complex Sentences #3

Directions: Use the dependent clause in parentheses to turn the simple sentences below into complex sentences.

1. Dependent Clause: ( as the students entered the room )

   The teacher passed out their homework.

_____

_____

2. Dependent Clauses: ( while Jennifer painted a picture )

   Amy cut out stars

_____

_____

3. Dependent Clause: ( whenever I get in trouble )

   I have to sit in time-out.

_____

_____

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Name: _____

## Three Types of Sentences #1

Let's review three types of sentences:

1. **Simple Sentence:** A sentence with only a subject and a predicate.

   Examples: *The dog barked.* OR

   *The big, mean dog barked ferociously at the cat in the tree.*

2. **Compound Sentence:** A sentence with two independent clauses joined by a comma and coordinate conjunction.

   Example: *The dog barked, and the cat ran away.*

3. **Complex Sentence:** A sentence with an independent clause and a dependent clause.

   Example: *When the dog barked, the cat ran away.*

Directions: The sentences below are simple, complex, or compound sentences. Read the sentence then circle the letter below that describes the sentence.

Example: *Whenever I'm sick, my mom makes chicken soup.*

A. simple sentence B. compound sentence C. complex sentence

1. Everyone enjoyed listening to the band at the concert.

   A. Simple Sentence B. Complex Sentence C. Compound Sentence

Thank you for previewing

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Name: _____

# Unit 3 – Sentences
# Test Review

## I. Simple SentencesTest Review

**Directions**: Write the subject and the verb of each sentence on the lines below.

Example: The giant fish with my hook in its mouth swam under the boat.

Subject __fish__ Verb __swam__

1. The happy children opened their presents.

   Subject _____ Verb _____

2. A large, hairy spider crawled along the floor.

   Subject _____ Verb _____

3. In the morning a cloud floated over our heads.

   Subject _____ Verb _____

4. After dinner our family played games in the living room.

   Subject _____ Verb _____

5. The flowers under the window grow very well.

   Subject _____ Verb _____

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