

Write checklist on board:

Review Game (Flyswatter
Definitions)
Where are we on Chart A?
Imperative Sentence
Interjections
Task 4

	Singular	Plural
1st Person		
2nd		
3rd		

Review Game:

Place the following signs around the room:

Noun	Pronoun	Verb
Common Noun	Demonstrative Pronouns	Intransitive Verb
Proper Noun	Interrogative Pronouns	Transitive Verb
Concrete Noun	Indefinite Pronouns	Linking Verb
Abstract Noun	Relative Pronouns	Helping Verb
Collective Noun		
Compound Noun		

Divide class in half:

Each group gets a flyswatter

Announce the definition of each term. Teams take turns “swatting” the word that was defined.

Declarative sentences - what are they? *Declare a statement, express a fact.*

Example: Debi teaches.

Ask kids to write their own sentence on their board.

Exclamatory sentence - what are they? *same as declarative, but have (!) and more emotion.*

Change your sentence to an Exclamatory Sentence.

Chart A projects - hand out boards

Imperative Sentence purpose:

Today, we will be having Grammar Boot Camp - who knows what boot camp is? Do they ask nicely? "So-and-so, will you please do 20 pushups, if you are able, pretty please with a cherry on top?"

No! They say, "Drop and give me 20!"

Gives a command or makes a request. It's not always as blunt as a drill sergeant, but it's a good way to remember. Example of a request:

EXAMPLE: Bella sings.

changed There are two steps for changing a declarative sentence into an imperative sentence.

- 1) **Subject** changed to an "invisible" or "implied" you. What does "implied" mean? *"Suggested but not directly expressed."* **Changes to: (You) sings.**
- 2) **Verb** is changed. To understand how, we need to conjugate the verb. (Fill out diagram)

	Singular	Plural
1st Person	I sing	We sing
2nd	You sing	You all sing
3rd	he, she, it sings	they sing

So, interjections FORCE us to use 2nd person verbs. **Changes to: (You) Sing.**

Let's diagram:

Bella I sings — —> (You) I Sing

EXAMPLE: Mario jumps over the mushroom and he drives a really cool cart.

- 1) Let's start by circling the subjects. *Mario* and *he*. Cross out, change to (You)
- 2) What are the verbs? *jumps* and *drives*.

Plug these two verbs into the conjugation chart, circle the “2nd person” verbs - we are FORCED to use these.... so the sentence becomes....

Changes to: Jump and drive.

Older kids: what if the sentence looks like this: “Luigi, save the princess.” What is the subject? the implied YOU. Does anyone recall what this is called? *A noun of direct address*. See page 79 for more. Show how to diagram (Luigi is on floating platform above subject.)

* **GAME** * If I say an imperative sentence, DO IT! If not, don’t do it. How can we tell? There’s no stated SUBJECT - there’s an implied or understood YOU.

Stand up. (Imp)

Students who are standing may sit down. (Declarative)

Wave your hands. (Imp)

Would you like to stop waving your hands? (Interrogative)

Everyone is still waving their hands! (exclamatory)

Stop waving. (Imp)

March around the room. (Imp)

Kids who know how to do the robot should do it whenever possible! (exclam)

Freeze. (Imp)

Act like a chicken. (Imp)

Stop and be silent. (Imp)

Ninjas can move around the room without being seen. (Declarative)

Children who can crawl on the floor should do so for the next 2 minutes. (Decl)

Return to your seats. (Imp)

Interjection:

An interjection is a word or phrase used as a strong expression of feeling or emotion, and is grammatically unconnected to the sentence.

The sole purpose is to show emotion.

They are usually one word (Help!), but may be a group of words (Oh my goodness!)

They are followed by an exclamation point, but may be followed by a comma if the emotion is not as strong - "Hi, how have you been?"

They can stand alone - "Ouch!"

They can be a part of a declarative sentence - Oh! I didn't know you were here.

They can be a part of an exclamatory sentence - Wow! What a beautiful day!

Give me some examples on your board. Go around room to hear answers.

Task 4: Diagramming Confirmation for S-Vi Pattern

How did you do with tasks 1-3? We are going to add on a very simple version of Task 4.

We're going to learn the basics of diagramming a sentence this week.

Why do we diagram? It's a visual way of analyzing a sentence. Remember how we talked about "roles" an actor can play? **If you can diagram a sentence, you have shown that you understand the role every word in the sentence is playing.**

Diagramming is very logical and organized - who likes to have things organized? If you are math oriented, you may find diagramming appealing - there is a solid, objective process... and we are learning that process when we use the Analytical Task Sheet!

There is a base line used in *every* sentence (Salt and Pepper):

_____I_____ (vertical line should go all the way through the horizontal line)

No matter how large the sentence that you will be diagramming, it will always start with this structure.

Few things to remember - on pg 79 of EEL guide:

- If a word is capitalized in the sentence, it is capitalized in the diagram
- no punctuation in the diagram

- Subject on left, predicate on right. Subject = who or what the sentence is about, predicate = every thing else; the part of a sentence which says something about the subject (p 27 of EEL guide)
- All modifiers are written under the word they modify and placed on a diagonal line below the horizontal line.
- All Exclamations (interjections), expletives, and nouns of direct address are placed on a platform above the subject. For example: "Yoshi, run."

____Yoshi____

____(You)____I____run____

Let's try diagramming! You can use your AT Sheets....

Let's change into an imperative, then diagram....

(Easy) Mario dances.

(Hard) The adorable baby drools on the bib with the pink flowers.

- 1) Subject —> (You)
- 2) Verb — > 2nd person
- 3) Diagram
1. Question Confirmation:
 1. Who dances? (You) implied subject pronoun
 2. What is being said about You? (You dance)
 3. You dance what? No answer = intransitive verb.