

Write checklist on board:

Charts

(Review) - Where are we on Chart A?

Interrogative

Prepositions - Chart J

Diagram

ATS

Review:

Let's look at Chart A, our roadmap, to see where we've been & where we're going.

1) What Parts of Speech have we covered:

- 1) **Noun** - "A noun names a person, place, thing, activity, or idea." (w3)
- 2) **Pronoun** - "A pronoun replaces a noun in order to avoid repetition." (w3) - to the tune of Miss Mary Mack.
- 3) **Verb** - "A verb is a word that asserts an action, shows a state of being, links two words together, or helps another verb." (w2)
- 4) **Adverb** - "An adverb modifies a verb, adjective, or another adverb and tells how, when, where, why, how often, how much, to what extent, or under what condition." (w 7) **OR (Who-What) Where, Why, When, How, How much....**
- 5) **Conjunction** - "A conjunction is a word used to connect words, phrases, or clauses together." (w6)
- 6) **Interjection** - "An interjection is a word or phrase used as a strong expression of feeling or emotion." (w4)
- 7) **Preposition** - this is what we will cover today, and Adjectives will be covered in 2 weeks. (*Circle Preposition in another color - pink?*)

So, today we will be looking at COMPOUND sentences that are INTERROGATIVE in purpose following the S- Vt - DO pattern. (*Circle all 3 again in another color - pink?*)

SONGS:

8 parts of speech

****SKIP Helping Verbs****

Linking Verbs

Preposition (definition = La Cucaracha)

Appositive

Pronoun (definition)

Demonstrative Pronouns

Interrogative Pronouns

Indefinite Pronouns (list - Ode to Joy)

INTERROGATIVE:

What do you recall about the word “interrogative”?

It's related to the word “interrogate.”

We know “interrogative pronouns” from Foundations last year.

So, when you hear “interrogative,” I want you to think of QUESTIONS. Think of the POLICE asking questions. Think of the CIA asking questions. Because we use CIA to change a Declarative sentence into an Interrogative sentence.

Ex: Caroline baked cakes, and Ethan practiced math.

C = Change the punctuation. Check to see if it's still a compound sentence by covering the FANBOY conjunction and confirm that they are still two independent clauses.

Ex: Caroline baked cakes, and Ethan practiced math?

I = Interrogative Pronoun replaces the subject(s). Check to see if it's still a compound sentence.

Ex: Who baked cakes, and Who practiced math?

A= Add a helping verb to the beginning of the sentence. What are the helping verbs? (Sing) Recall that we often need to change the verb a little.... Check to see if it's still a compound sentence.

Ex: Did Caroline bake cakes, and did Ethan practice math?

What if I changed my sentence to this:

Ex: Did Caroline bake cakes and share them?

Is it still compound? *No. Not two independent “stand alone” sentences any more.*

Have kids pick one (C, I, or A) to diagram, then pick one to write on board).

PREPOSITION:

Let's look at Chart J - who can read what the definition of a preposition is? *A preposition relates a noun or pronoun to another word.* (tune: La Cucaracha)

Read the lines under the definition on Chart I - "Prepositions are always...."

So, just like FANBOYS, we memorize most (not all) prepositions, so it makes them easier to spot. Here's what we know about them:

PREPOSITIONS:

- can be found anywhere in a sentence
- are always followed by a noun (OP = object of the preposition)
- the prep, the OP, and the adjectives between them create a "prepositional phrase"
- they function as an adverb or a adjective in a sentence.

Hint: Anywhere a squirrel can go in relation to a tree. See handout.

Ex: The boy hugged his mother in the morning.

What is the preposition? *in*

What is the object of the preposition? *morning*

What is the Prep. phrase? "*in the morning.*"

Ex: The girl rode her bike _____.

What are some prepositional phrases we can fit in here?

DIAGRAMING EXAMPLE 1:

Now that we know what a preposition phrase is, let's diagram two kinds of prep. phrases.... (Perhaps split up class into "students" and "moms.")

Ex: Did Bella read a story before bedtime?

OR (for advanced students)

Did Jessie's squirrel watch him with those eyes.

Who read a story? *Bella, SN*

What is being said about Bella? did *read, V*

Bella read what? *story*

Can story replace or describe Bella? No. story, DO; Verb is transitive

Which story? a = article adjective (AJ)

Do we see any prepositions? *before*

Remember that a preposition ALWAYS has an object. To find the OP, we ask

Preposition who? or Preposition what? *bedtime*

Prepositions will always answer a question - (point to Adverb question & Adjective question anchor charts.) What question does “before bedtime” answer? *When*

That means the proposition modified the VERB because it is used as an ADVERB - that’s the “role it is playing” in this sentence. So, let’s diagram it.

DIAGRAMING EXAMPLE 2:

Ex: Did the student with the awesome CC shirt learn?

OR Was the material squirrel with the diamond necklace desperately seeking Susan?

Who learned? *Student, SN*

What is being said about the student? *learned, V*

The student learned what? *doesn’t say - Verb intransitive*

Which student? The = article adjective (AJ)

Do we see any prepositions? *with*

Remember that a preposition ALWAYS has an object. To find the OP, we ask

Preposition who? or Preposition what? *With what? shirt*

Any words between the Preposition and the OP will be modifiers - in this case, adjectives of the OP shirt. Which shirt? *the*. Article ADJ. What kind of shirt? *awesome*. ADJ

Prepositions will always answer a question - (point to Adverb question & Adjective question anchor charts.) What question does “with the awesome shirt” answer? *Which*.

That means the preposition modified the SUBJECT NOUN because it is used as an ADJECTIVE - that’s the “role it is playing” in this sentence. So, let’s diagram it.

Don’t be fooled! If a sentence has a word from the prepositions list but no OP, it’s not a preposition!

The squirrel went outside the tree.

outside = prep

tree = OP

The squirrel went outside.

outside = adverb, answers “where?”

GAME - Clumsy Clementine:

Introduce this game by telling students that Clumsy Clementine is having a bad day and keeps getting hurt. Write on the board,

She tripped _____.

She slipped _____.

She fell _____.

She ran _____.

Have each student come up with one situation that answer the question: "How did Clumsy Clementine get hurt?" Each clumsy action must include a prepositional phrase such as "ran into the wall," "tripped on her/his shoelaces" or "slipped on a banana peel." USE CHART J for ideas!