

Write checklist on board:

Review

Where are we on Chart A?

Compound-Complex

S - VI - PA / PN

Adjectives

Verbals: Infinitive

### Review:

Game: clear the board! Write the following terms all over the board. The students can raise their hand, choose a term, and define/list the term. If correct, they get to erase it.

list of Linking Verbs

Noun

Adverb

FANBOYS

Verb

Adjective

list of Helping Verbs

Pronoun

Clause vs. Phrase

### Where are we on Chart A?:

Compound-Complex

S - VI - PA

S - VI - PN

### Structures - S -VI - PA/PN:

**Simple:** Llamas spit.

**Compound:** Llamas spit FOR they have no manners.

**Complex:** Llamas, who appear harmless, spit.

**Compound-Complex:** Llamas, who appear harmless, spit for they have no manners.

### Add an Adjective

(The) \_\_\_\_\_ llama spit.

Ask students to open to Chart L. We are going to add the different types of adjectives to this sentence:

Descriptive: The glorious, rude, smelly llama spit.

Possessive Noun / Possitive Possesive Noun / Possessive Pronoun:

The farmer's / Debi's / their llama spit.

Limiting: the / one / this / some / which llama spit.

## Verbals : Participles

Last week, we learned about **Infinitive Verbals**. What do you remember?

- always in the infinitive form “to + verb”
- can be used as (or “plays the role of”) a noun, adjective, or adverb
- how it's diagrammed (like a prep phrase on stilts)

This week, we will learn about **Participle Verbals**:

- can be used as (or “plays the role of”) an adjective.
- Past (-ed) or present (-ing) form of the verb

**The spitting llama spits.**

**The running llama spits.**

**The sleeping llama dreams about spitting.**

Often, the participle can be part of a larger phrase that includes modifiers:

**Running vigorously, the llama spits.**

**Labeled a jerk, the llama spit on the children.**

## QC

**Llamas, who are animals, are dramatic, and Alpacas are messy.**

Sentence Structure:

Independent: “*Llamas are dramatic*” and “*Alpacas are messy*”

CC: *and*

Dependent: “*who are animals*”

“Llamas are dramatic”

Verb? **are**

Who are? **Llamas**, SN

What is being said about Llamas? **are**, V

Llamas are who or what? **dramatic**

Can “dramatic” replace Llamas? (No, it’s not a noun)

Can “dramatic” describe Llamas? Yes, **PA, VL**

“Alpacas are messy”

Verb? **are**

Who are? **Alpacas**, SN

What is being said about Alpacas? **are**, V

Alpacas are who or what? **messy**

Can “messy” replace Alpacas? (No, it’s not a noun)

Can “messy” describe Alpacas? Yes, **PA, VL**

“and” CC

“who are animals”

Verb? **are**

Who are? **who**, SN

What is being said about who? **are**, V

who are who or what? **animals**

Can “animals” replace Llamas? (Yes, it’s not a noun) **PN, VL**

## Diagram

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(Write way up high on board, leave room under for all kids to diagram their Alpaca part)

**Spitting Llamas live in Peru and \_\_\_\_<ing verb>\_\_\_\_\_ Alpacas like to run.**

Sentence Structure:

Independent: “Spitting *Llamas live in Peru*” and “*Alpacas like to run*”

CC: *and*

“Spitting Llamas live in Peru”

Verb? **live**

Who live? **Llamas**, SN

What is being said about Llamas? **live**, V

Llamas live who or what? **no answer**, Vi

Spitting - describes Llama and answers the question "what kind"  
= Adj + verb -ing = **participle**, diagram on a slope

and: CC

\*\*\*\* Students diagram the 2nd half, then write on board\*\*\*\*