About the Author

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Introduction

Students have not had the opportunity to diagram sentences in classrooms for several years. Diagraming sentences is a process that helps students to see how the parts of speech go together to make a complete sentence and to see what might be missing from the sentence. This is extremely helpful to those who are visual learners.

Diagraming sentences helps students work through a sentence when something doesn’t sound right or look right. By creating a diagram, students are able to picture how the sentence is written.

This book starts from the beginning of sentence diagraming and shows the student how to diagram simple sentences with just a subject and a verb. It then progresses through adjectives and adverbs, all the way to compound sentences. There are explanations of how to draw the diagram for each part of speech and sentences to practice the skills. There are reviews after several lessons, which may be used as quizzes or tests.

This book is intended to offer both teachers and parents the opportunity to help the student improve his or her ability to diagram sentences. The pages may be copied so the student can keep them in a binder to use as a resource.

Teachers may use these activities when teaching vocabulary to the whole class as part of a writing workshop. They may also use these activities with students as remedial exercises. Each unit can be used in order, or the units can be used in isolation.
Diagraming Subjects and Predicates

When diagraming sentences, the horizontal line under the subject and predicate is called the base line. The subject is written on the left side of the base line, and the predicate is on the right side of the base line. A vertical dividing line that crosses the base line is drawn between the subject and verb. Punctuation is not used in a sentence diagram.

Michael ate. Fish swim.

subject | verb
---|---
Michael | ate
Fish | swim

Compound subjects are both written on the left side of the base line. The conjunction that connects the two subjects is written on a dotted line between the two subject lines.

Paul and Bill play.

subject | verb
---|---
Paul | play
Bill | play

Compound verbs are both written on the right side of the base line. The conjunction that connects the two verbs is written on a dotted line between the two verb lines.

Beth reads and writes.

subject | verb
---|---
Beth | reads
Beth | writes

Sentences with compound subjects and compound verbs have the subjects written on two lines on the left side of the base line, and the verbs are written on two lines on the right side of the base line. The conjunction that connects the two subjects is written on a dotted line between the two subjects, and the conjunction that connects the two verbs is written on a dotted line between the two verbs.

Andrew and Troy worked and played.

subject | verb
---|---
Andrew | worked
Troy | played

When the subject is understood, as in commands, it is written on the left side of the base line in parentheses.

Sit!

(understood subject) | verb
---|---
(you) | Sit
Diagraming Subjects and Predicates: Practice Activity 1

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.

1. Grass grows.

5. Jeff laughed and chuckled.

2. Dogs play.

6. Caroline wrote and drew.

3. Cats and kittens purr.

7. Jeff and Marie sing and dance.


8. Connor and Kelsey tried but lost.
Diagraming Subjects and Predicates: Practice Activity 2

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.

1. Emily and Erica dance and sing.
2. Jamal skates.
3. Alexis, Pam, and Li sang.
4. Charles and William will work.
5. She and I draw and paint.
6. Mother washes and dries.
7. Elena will dance.
8. Tigger jumped and slid.
Diagraming Adjectives, Adverbs, Direct Objects, Indirect Objects

When diagraming sentences, the adjective is written on a line under the word the adjective modifies. Articles are written on a line under the word to which they refer.

subject | verb
---|---
Tall | Benjamin | ran.
Benjamin | ran
Tall

The big yellow cat ate the dry food.

subject | verb | direct object
cat | ate | food
The | big | yellow | the | dry

When diagraming sentences, the adverb is written on a line under the word the adverb modifies.

subject | verb
---|---
Phillip | runs quickly.
Phillip | runs
quickly

Phillip runs very quickly.

subject | verb
---|---
Phillip | runs
quickly
very

Compound adverbs are written under the word they modify, and the conjunction is written on a dotted line connecting them.

Caroline walked quickly but quietly.

Caroline | walked
quickly
but
quietly

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Diagraming Adjectives, Adverbs, Direct Objects, Indirect Objects (cont.)

When diagraming sentences, the direct object is written on the base line to the right of the verb. The dividing line does not cross the base line.

Brandon ate the brownies.

Brandon ate brownies

Compound direct objects are written on the base line to the right of the verb. Each direct object is written on its own line connected to each other by the conjunction, which is written on a dotted line.

Brandon ate the brownies and the cookies.

Brandon ate brownies and cookies

When diagraming sentences, the indirect object is written on a line under the verb.

Ronnie handed the dog the treat.

Ronnie handed treat

Compound indirect objects are written under the verb on two lines connected by the conjunction on a dotted line.

Mrs. Walsh gave Carol and Bill a chocolate cookie.

Mrs. Walsh gave cookie

Teacher Note: Prepositional phrases, predicate nominatives, and predicate adjectives are used in some of the following exercises. You may want students to review the material on prepositional phrases on page 16 before beginning this section. Predicate nominatives and predicate adjectives are on page 26.
# Diagraming Adjectives: Practice Activity

**Directions:** Diagram the following sentences in the space provided. Use the correct form. An example is given.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Joseph ate an apple.</td>
<td>5. The beautiful white swans floated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Kelsey rode the blue merry-go-round horse.</td>
<td>6. Randy owns a blue and white skateboard.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Sonja held my orange cat.</td>
<td>7. Did you eat the chocolate cake?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Hold the green water pitcher.</td>
<td>8. Dirty water filled the swimming pool.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Diagraming Adverbs: Practice Activity

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.

1. Every student read quietly.
2. The sailboat glided very slowly.
3. We drank the milkshake noisily.
5. Josh and Ben worked quickly.
6. Be very careful.
7. Susan very quietly left the room.
8. Did you open the box carefully?
## Diagraming Subjects, Predicates, Adjectives, Adverbs: Review Activity 1

**Directions:** Diagram the following sentences in the space provided. Use the correct form. An example is given.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Randy and Paul ate a huge dinner.</td>
<td>5. I quickly finished the essay question.</td>
</tr>
<tr>
<td>2. The big brown dog ran and jumped.</td>
<td>6. Did you open the door cautiously?</td>
</tr>
<tr>
<td>3. Karen really likes Lisa’s sweater.</td>
<td>7. Yesterday we won our baseball game.</td>
</tr>
<tr>
<td>4. Todd and Curt painted the race car purple.</td>
<td>8. I happily ate the last chocolate chip cookie.</td>
</tr>
</tbody>
</table>
Diagraming Subjects, Predicates, Adjectives, Adverbs: Review Activity 2

**Directions:** Diagram the following sentences in the space provided. Use the correct form. An example is given.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The angry cat howled at the back door.</td>
<td>5. Louis won the speaking contest last year.</td>
</tr>
<tr>
<td>2. Jennifer and Katie sorted and tied the recycled newspapers.</td>
<td>6. Andrew and Carlos were absent yesterday and today.</td>
</tr>
<tr>
<td>3. Beth talks loudly.</td>
<td>7. Would you ask for help?</td>
</tr>
<tr>
<td>4. Please turn the pages carefully.</td>
<td>8. My sister and I share a small room.</td>
</tr>
</tbody>
</table>
### Diagramming Direct Objects: Practice Activity 1

**Directions:** Diagram the following sentences in the space provided. Use the correct form. An example is given.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mom made dinner.</td>
<td>5. Grandmother grows beautiful flowers.</td>
</tr>
<tr>
<td>2. The state has many parks.</td>
<td>6. Alex and Clair are making a map.</td>
</tr>
<tr>
<td>3. Annie eats peanut butter and jelly.</td>
<td>7. Mrs. Evans collected the tests.</td>
</tr>
<tr>
<td>4. The snow covered the yards.</td>
<td>8. Rusty chased a rabbit.</td>
</tr>
</tbody>
</table>
Diagramming Direct Objects: Practice Activity 2

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.

1. After the game, the pep club held a victory dance.
2. Harold drew a picture of the school.
3. The cafeteria workers cleaned the kitchen.
4. Laura read a book on the bus.
5. Ellen told David the story.
6. During the hurricane, we lighted candles.
7. William ate chips and cookies after school.
8. Brandon asked Amy the question.
## Diagraming Indirect Objects: Practice Activity

**Directions:** Diagram the following sentences in the space provided. Use the correct form. An example is given.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I wrote Lindsay a note.</td>
<td>5. Mrs. Manassah read the students a story in Spanish.</td>
<td></td>
</tr>
<tr>
<td>2. Ryan gave Paul a ride.</td>
<td>6. Aunt Betsy gave me a sweater for Christmas.</td>
<td></td>
</tr>
<tr>
<td>3. I bought Sarah a cookie at lunch.</td>
<td>7. Lavonne mailed Amber an invitation.</td>
<td></td>
</tr>
<tr>
<td>4. Jessica wrote our principal a note.</td>
<td>8. Wong prepared each of the baby birds food to eat.</td>
<td></td>
</tr>
</tbody>
</table>
Diagraming Subjects, Predicates, Adjectives, Adverbs, Direct Objects, Indirect Objects: Review Activity 1

**Directions:** Diagram the following sentences in the space provided. Use the correct form. An example is given.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Diagram</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are you wearing to school tomorrow?</td>
<td></td>
</tr>
<tr>
<td>2. Jake and I watched football yesterday.</td>
<td></td>
</tr>
<tr>
<td>3. Pepper caught the ball in the air.</td>
<td></td>
</tr>
<tr>
<td>4. Who ate all of the cake?</td>
<td></td>
</tr>
<tr>
<td>5. The pilot flew the plane to Hawaii.</td>
<td>![Diagram]</td>
</tr>
<tr>
<td>6. Juan and Carol cleaned the band room.</td>
<td></td>
</tr>
<tr>
<td>7. The roofers nailed the shingles to the roof.</td>
<td></td>
</tr>
<tr>
<td>8. All of the students took the history test.</td>
<td></td>
</tr>
</tbody>
</table>

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Diagraming Subjects, Predicates, Adjectives, Adverbs, Direct Objects, Indirect Objects: Review Activity 2

**Directions:** Diagram the following sentences in the space provided. Use the correct form. An example is given.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Diagram</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Our neighbor gave me some flowers.</td>
<td></td>
</tr>
<tr>
<td>2. Mrs. Chen read the class a story about John Henry.</td>
<td></td>
</tr>
<tr>
<td>3. Aunt Pat baked chocolate chip cookies for me.</td>
<td></td>
</tr>
<tr>
<td>4. Dr. Adams filled my brother’s tooth.</td>
<td></td>
</tr>
<tr>
<td>5. Alec wrote the governor a letter.</td>
<td></td>
</tr>
<tr>
<td>6. Dad and Ben cut and raked the yard.</td>
<td></td>
</tr>
<tr>
<td>7. Make the bed!</td>
<td>(you)</td>
</tr>
<tr>
<td></td>
<td>Make</td>
</tr>
<tr>
<td></td>
<td>bed</td>
</tr>
<tr>
<td></td>
<td>the</td>
</tr>
<tr>
<td>8. Blake played on the school baseball team.</td>
<td></td>
</tr>
</tbody>
</table>
Diagraming Prepositional Phrases

When diagraming sentences, the prepositional phrase is written below the word it modifies on a line with an extra extension. The object of the preposition is written on a horizontal line, and the adjectives used in the prepositional phrase are written on lines that come off the object's line.

The farmer worked in the fields.

Robin feeds the dog by the door in the kitchen.

When diagraming a prepositional phrase that modifies another prepositional phrase, the first phrase is written off the word it modifies, and the second phrase is written off the word it modifies.
When diagraming sentences with prepositional phrases that have compound objects of a preposition, the compound objects are written on two lines coming off the preposition. A dotted line connects the two lines, and the conjunction is written on it.

**Diagram:**

```
subject          verb
  \           / o
   \       /  adj
     \   /  adj
      \/
        object of prep

Astronomers look at the moon and stars.
```

**Diagram:**

```
Astronomers  look
   \       / at
     \   /  the
      \/
        moon

and

\                     /
  \       / the
    \   / stars
```

**Diagram:**

Astronomers looking at the moon and stars.
## Diagraming Prepositional Phrases: Practice Activity 1

**Directions:** Diagram the following sentences in the space provided. Use the correct form. An example is given.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Diagram</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The dog ran across the backyard.</td>
<td><img src="dog-ran-across-backyard" alt="Diagram" /></td>
</tr>
<tr>
<td>2. Was that sandwich for me?</td>
<td></td>
</tr>
<tr>
<td>3. The picnic basket was under the tree.</td>
<td></td>
</tr>
<tr>
<td>4. Connor dove into the swimming pool.</td>
<td></td>
</tr>
<tr>
<td>5. The train arrived at 7:00 P.M. from St. Louis.</td>
<td></td>
</tr>
<tr>
<td>6. The cat on the chair is owned by Mrs. Sanchez.</td>
<td></td>
</tr>
<tr>
<td>7. After a basket, the cheerleaders yell from the sidelines.</td>
<td></td>
</tr>
<tr>
<td>8. Whisper the secret in my ear.</td>
<td></td>
</tr>
</tbody>
</table>
Diagramming Prepositional Phrases: Practice Activity 2

**Directions:** Diagram the following sentences in the space provided. Use the correct form. An example is given.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The height of the bed frightened Sven.</td>
<td>5. The Masons went on their vacation without their dog.</td>
</tr>
<tr>
<td>2. The yards and trees were covered with snow after the blizzard.</td>
<td>6. After school, Mike raked the leaves in the yard.</td>
</tr>
<tr>
<td>3. Down in the basement behind the boxes hides the cat.</td>
<td>7. Six of my friends came to the party.</td>
</tr>
<tr>
<td>4. Lewis and Clark explored up the Missouri River.</td>
<td>8. Mrs. Eitel’s class won first prize in the contest.</td>
</tr>
</tbody>
</table>
Diagraming Participles, Gerunds, Infinitives

When diagraming sentences, the participle is written under the word it modifies. The participle is written in a curve, starting on the angled part of the line and continuing on the horizontal part of the line.

```
subject | verb
--------|-------
woman   | waited
        | The
        | aging
        | for
        | bus
```

The aging woman waited for the bus.

When diagraming a participle phrase, the phrase is written under the word it modifies.

```
children | burst
        | into
        | The
        | yelling
        | room
```

The yelling children burst into the room.

When diagraming sentences with gerunds, the gerund is written on a line and the object of the gerund (if there is one) is written after it, divided by a line like that of the direct object. The gerund is written in a curve around the right angle of the line. Since gerunds can be many parts of speech, this diagraming is placed in the part of speech.

```
verb | is
-----|-----
Swimming | exercise
```

Swimming is fun exercise.

```
headline | was written
        | about
        | skiing
```

The newspaper headline was written about skiing.
Diagraming Participles, Gerunds, Infinitives (cont.)

The team enjoys playing basketball every practice.

When diagraming infinitives that are used as modifiers, write the diagram as you would for a prepositional phrase.

John walks the dog to help.

When diagraming infinitives that are used as nouns, the diagram goes in the same place as the noun would.

To be helpful is a scout law.
# Diagraming Gerunds: Practice Activity

**Directions:** Diagram the following sentences in the space provided. Use the correct form. An example is given.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shala and Kevin like golfing.</td>
<td>5. Learning the violin requires practice.</td>
</tr>
<tr>
<td>3. Playing the piano has kept Grandma’s fingers limber.</td>
<td>7. Sleeping is not allowed at slumber parties.</td>
</tr>
<tr>
<td>4. My chore in the morning is making my bed.</td>
<td>8. Raising the fees decreased attendance at the park.</td>
</tr>
</tbody>
</table>

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Diagramming Participles: Practice Activity

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.

1. The sleeping baby is in the crib.

2. Washing the dishes, Dan was very cautious.

3. Eric and Ted will practice at the batting cage.

4. The leaping dolphin entertained the crowd.

5. A limping Paulo was sent to the sidelines.

6. Ashley, waiting for the bus, dropped her mitten.

7. Jamal loaded the washing machine.

8. Waving goodbye, Kenneth stepped on the plane.
### Diagraming Gerunds, Participles: Review Activity

**Directions:** Diagram the following sentences in the space provided. Use the correct form. An example is given.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The baking cookies smelled delicious.</td>
<td>5. The blaring concert hurt Consuela’s ears.</td>
</tr>
<tr>
<td><img src="example.png" alt="" /></td>
<td></td>
</tr>
<tr>
<td>2. Exercising is a healthy way to start the day.</td>
<td>6. Jing Mei enjoys walking.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3. By getting home first, Juan had extra chores.</td>
<td>7. Standing on a ladder helps you with washing windows.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Joan and Dick dislike washing the car.</td>
<td>8. Holding her bat, Sally swung with all her might.</td>
</tr>
</tbody>
</table>
### Diagramming Infinitives: Practice Activity

**Directions:** Diagram the following sentences in the space provided. Use the correct form. An example is given.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Diagram</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jennifer has many ways to fix her hair.</td>
<td></td>
</tr>
<tr>
<td>2. Abbie wants to know the capital of Laos.</td>
<td></td>
</tr>
<tr>
<td>3. Ling and Mario plan to audition for the musical.</td>
<td></td>
</tr>
<tr>
<td>4. Do you want to go to the movies?</td>
<td></td>
</tr>
<tr>
<td>5. Mrs. Jackson asked to hear from the yearbook staff.</td>
<td></td>
</tr>
<tr>
<td>6. My family hopes to fly to Orlando.</td>
<td></td>
</tr>
<tr>
<td>7. My group has to finish a mural.</td>
<td></td>
</tr>
<tr>
<td>8. Ryan finally learned to dive.</td>
<td></td>
</tr>
</tbody>
</table>

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Diagraming Predicate Nominatives, Predicate Adjectives

When diagraming predicate nominatives or predicate adjectives, you write the word on the same line as the simple subject and the verb. It is written after the verb. The line dividing the verb from the predicate nominative or predicate adjective does not cross the base line and slants back toward the subject to show the connection.

<table>
<thead>
<tr>
<th>subject</th>
<th>verb  \ pred. nom.</th>
<th>Nick is an athlete. (predicate nominative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nick</td>
<td>is \ athlete</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>subject</th>
<th>verb  \ pred. adj.</th>
<th>Carol is tall. (predicate adjective)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol</td>
<td>is \ tall</td>
<td></td>
</tr>
</tbody>
</table>
Diagraming Predicate Nominatives, Predicate Adjectives: Practice Activity 1

**Directions:** Diagram the following sentences in the space provided. Use the correct form. An example is given.

<table>
<thead>
<tr>
<th>1. I am a member of the tennis team.</th>
<th>5. The swimming pool looked cool and refreshing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The day seemed sticky after the rain.</td>
<td>6. Kayla will be the representative at the meeting.</td>
</tr>
<tr>
<td>3. The dogs are excited at the sight of our cat.</td>
<td>7. The leftovers were dinner on Tuesday.</td>
</tr>
<tr>
<td>4. That lady is my mother.</td>
<td>8. Did the class seem quiet in the afternoon?</td>
</tr>
</tbody>
</table>
**Diagraming Predicate Nominatives, Predicate Adjectives: Practice Activity 2**

**Directions:** Diagram the following sentences in the space provided. Use the correct form. An example is given.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Diagram</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My sister is a cheerleader.</td>
<td>![Diagram]</td>
</tr>
<tr>
<td>2. Children should be quiet in the library.</td>
<td></td>
</tr>
<tr>
<td>3. Does this book seem boring?</td>
<td></td>
</tr>
<tr>
<td>4. Chemistry is my hardest class.</td>
<td></td>
</tr>
<tr>
<td>5. The best singers in Chorus are Tom and Alexis.</td>
<td></td>
</tr>
<tr>
<td>6. We were tired today.</td>
<td></td>
</tr>
<tr>
<td>7. Jenny is a good gymnast.</td>
<td></td>
</tr>
<tr>
<td>8. The brownies tasted delicious.</td>
<td></td>
</tr>
</tbody>
</table>

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Diagraming Compound Sentences

When diagraming compound sentences, each independent clause is diagramed as a sentence. The diagrams are connected by a dotted line with the connecting conjunction written on the horizontal part of the line. The diagrams are connected at the verbs.

subject  verb

| conj |

subject  verb

Evan ran in the race, but he lost.

Evan    ran      in race
  but   the
he      lost

My puppy is the runt, but she is cute, and she eats her food.

puppy  is  runt
My         the
  but
she  is  cute
  and
she    eats  her food
### Diagraming Compound Sentences: Practice Activity

**Directions:** Diagram the following sentences in the space provided. Use the correct form. An example is given.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The students reviewed the chapter, because they have a test tomorrow.</td>
<td>5. Annie didn’t go to ballet class, because she sprained her ankle.</td>
</tr>
<tr>
<td>2. Michael joined the track team, but he didn’t expect to win.</td>
<td>6. Hal’s speech ran overtime, so he received a lower grade.</td>
</tr>
<tr>
<td>3. Ron and Alec traveled to France, and they sent me a postcard.</td>
<td>7. My dad hung the bird feeder, and he filled it with birdseed.</td>
</tr>
<tr>
<td>4. The rain left big puddles, and the children floated twigs in them.</td>
<td>8. Did you feed the cat, or did you ask John to feed it?</td>
</tr>
</tbody>
</table>
Diagraming Appositives; There, Where, Here

When diagraming sentences, the appositive is written after the word to which it refers. The appositive is written inside parentheses.

```
subject (appositive)   verb
Juanita, the new girl, sits here.
Juanita (girl)  sits
the  new  here
```

When diagraming sentences with *There, Where, or Here* at the beginning of the sentence, those words modify the verb.

```
subject   verb
Here comes the bus.
bus  comes
the  Here

Where is your lunch?
lunch  is
your  Where
```

When *there* is not used to modify the verb, it is written on a line above the sentence.

```
There
subject   verb
There are six cats.
cats  are
six
```
Diagraming Appositives: Practice Activity

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.

1. Mrs. Garcia, the third grade teacher, helps the students with math.

5. Mr. Ichiro’s son Troy is my tennis partner.

2. My dog Rusty played in the open field.

6. Jody’s book, the one with the red cover, is on the table.

3. Kwame, the boy in the blue shirt, is the star of the basketball team.

7. A three-time medal winner, Kyle is entering the marathon.

4. My brother Michael graduated college in May.

8. Paris, a town in Missouri, doesn’t have the Seine River.
### Diagraming There, Where, Here: Practice Activity

**Directions:** Diagram the following sentences in the space provided. Use the correct form. An example is given.

<table>
<thead>
<tr>
<th>1. Here are the books.</th>
<th>5. There they go.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Diagram of: books are the Here" /></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Where are you going?</th>
<th>6. Where can I get a new umbrella?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. There were two newspapers.</th>
<th>7. Here are the names of the finalists.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Here comes the parade!</th>
<th>8. There are the baby bunnies.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Diagraming Subjects, Predicates, Adjectives, Adverbs, Appositives: Review Activity

**Directions:** Diagram the following sentences in the space provided. Use the correct form. An example is given.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The snake slithered quietly.</td>
<td>5. I happily ate the last piece.</td>
</tr>
<tr>
<td>2. A big brown bookbag, my brother’s, rested on a chair.</td>
<td>6. The rain is pouring outside.</td>
</tr>
<tr>
<td>3. The sleepy cat curled up.</td>
<td>7. My sister Carol sings rock music.</td>
</tr>
<tr>
<td>4. Six engines pulled the freight train.</td>
<td>8. I sat there during the school play.</td>
</tr>
</tbody>
</table>
Diagraming Sentences

Overall Review Activity 1

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.

1. Some day Jeff will be a leader.

5. The fall leaves are beautiful, but I need to rake them.

2. LaShonda is a good reader, but she dislikes math.

6. Angel works at the library after school.

3. The tornado blew down buildings.

7. I sometimes ride my bike to the store.

4. Jake hopes to attend scout camp.

8. Matteo has a nearly new skateboard.

<table>
<thead>
<tr>
<th>Jake</th>
<th>hopes</th>
</tr>
</thead>
<tbody>
<tr>
<td>to</td>
<td>attend</td>
</tr>
<tr>
<td></td>
<td>camp</td>
</tr>
</tbody>
</table>
Overall Review Activity 2

**Directions:** Diagram the following sentences in the space provided. Use the correct form. An example is given.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Diagram</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolyn wants to win the tennis tournament.</td>
<td></td>
</tr>
<tr>
<td>2. Elizabeth tried baking bread.</td>
<td></td>
</tr>
<tr>
<td>3. Jim’s aching feet kept him from the hike.</td>
<td></td>
</tr>
<tr>
<td>4. Peter is polite and considerate.</td>
<td></td>
</tr>
<tr>
<td>5. Morgan likes swimming in the ocean.</td>
<td><img src="image" alt="Diagram" /></td>
</tr>
<tr>
<td>6. The science movie was really boring.</td>
<td></td>
</tr>
<tr>
<td>7. Showering in the morning is a good way to start the day.</td>
<td></td>
</tr>
<tr>
<td>8. Ashley is class president, and Adam is class treasurer.</td>
<td></td>
</tr>
</tbody>
</table>
Glossary

**Adjective:** Word that modifies nouns and pronouns. Adjectives tell what kind of, which one, or how many.

**Adverb:** Word that modifies verbs, adjectives, or other adverbs. Adverbs tell how, where, when, and to what extent.

**Appositive:** A noun or pronoun that follows a noun or pronoun to give more information.

**Appositive Phrase:** An appositive in a phrase that explains the noun or pronoun.

**Compound Sentence:** A sentence with two or more independent clauses.

**Direct Object:** Receives the action of the verb. It answers the question whom or what.

**Gerund:** A verb ending in -ing and used as a noun.

**Indirect Object:** Precedes the direct object and tells to whom or to what.

**Noun:** Names a person, place, thing, or idea.

**Participle:** A verb used as an adjective.

**Predicate:** The sentence part that says something about the subject. It contains the verb or verb phrase.

**Predicate Adjective:** An adjective that follows a linking verb and modifies the subject.

**Predicate Noun or Nominative:** A noun that follows a linking verb and modifies the subject.

**Pronoun:** Word that takes the place of a noun.

**Sentence:** A group of words that express a complete thought; has a subject and a predicate.

**Simple Sentence:** A sentence with just a subject and a verb.

**Subject of a Sentence:** A person, place, thing, or idea that the sentence is about.

**Verb:** Word that expresses action or a state of being.
Diagraming Subjects and Predicates: Practice Activity 1 (page 3)

1. Grass grows
2. Dogs play
3. Cats
   kittens purr
4. John raced
   I laughed
5. Jeff
   Jeff chuckled
6. Caroline wrote
   Caroline drew
7. Jeff
   Marie
   and
   sing
   and
   dance
8. Connor
   Kelsey
   and
   tried
   and
   lost

Diagraming Subjects and Predicates: Practice Activity 2 (page 4)

1. Emily dance
   Erica
   and
   sing
2. Jamal skates
3. Alexis
   Pam sang
   Li
4. Charles
   William
   and
   will work
5. She
   I
   and
   draw
   and
   paint

Diagraming Adjectives: Practice Activity (page 7)

1. Joseph
   ate
   apple
2. Kelsey rode horse
   blue
3. Sonja
   held
   cat
   merry-go-round
4. (you)
   Hold
   pitcher
   my
5. swans
   floated
   white
6. Randy
   owns
   skateboard
   a
7. you
   Did eat
   cake
   chocolate
8. water
   filled
   pool
   swimming

Diagraming Adverbs: Practice Activity (page 8)

1. student
   read
   Every
   quietly
2. sailboat
   glided
   The
   slowly
3. We
   drank
   milkshake
   Drank
Diagraming Sentences

Diagraming Subjects, Predicates, Adjectives, Adverbs: Review Activity 2 (page 10)

1. cat howled
   door
2. Jennifer and Katie tied newspapers
3. Beth talks
4. (you) turn pages
5. Louis won contest
6. Andrew and Carlos were absent
7. you Would ask help
8. sister share room

Diagraming Direct Objects: Practice Activity 1 (page 11)

1. Mom made dinner
2. state has parks
3. Jan ran Karen
4. Josh and Ben worked quickly
5. (you) Be careful
6. Susan left room quietly
7. you Did open box carefully
8. Randy ate dinner Paul

Diagraming Subjects, Predicates, Adjectives, Adverbs: Review Activity 1 (page 9)

1. Randy ate dinner Paul a huge
2. dog ran big brown plan jumped
3. Karen likes sweater really Lisa's
4. Todd painted car Curt the race purple
5. I finished question the essay
6. you Did open door cautiously
7. we won game yesterday our baseball
8. I ate cookie happily last chip chocolate

Diagraming Direct Objects: Practice Activity 1 (page 11)

1. Mom made dinner
2. state has parks
Diagraming Sentences

Answer Keys

Diagraming Direct Objects: Practice Activity 2 (page 12)

1. club held dance
   the paper after the game the victory

2. Harold drew picture
   a picture of school

3. workers cleaned kitchen
   the cafeteria

4. Laura read book
   on bus

5. Ellen told story
   David

6. we lighted candles
   during hurricane

7. William ate chips and cookies
   after school

8. Brandon asked question
   Amy the

Diagraming Indirect Objects: Practice Activity (page 13)

1. I wrote note
   Lindsay a

2. Ryan gave ride
   Paul a

3. I bought cookie
   Sarah lunch

4. Jessica wrote note
   our principal

5. Mrs. Manassah read story
   students in Spanish

6. Aunt Betsy gave sweater
   me Christmas

7. Lavonne mailed invitation
   Amber an

8. Wong prepared food
   each bird to eat

Diagraming Subjects, Predicates, Adjectives, Adverbs, Direct Objects, Indirect Objects: Review Activity 1 (page 14)

1. you are wearing What
   school tomorrow

2. Jake watched football
   I and yesterday
Diagramming Subjects, Predicates, Adjectives, Adverbs, Direct Objects, Indirect Objects: Review Activity 2 (page 15)

1. neighbor gave flowers
   Out of me some

2. Mrs. Chen read story
   About John Henry

3. Aunt Pat baked cookies
   For me chip chocolate

4. Dr. Adams filled tooth
   Brother’s

5. Alec wrote letter
   Governor

6. Dad cut
   Ben and raked yard

7. (you) Make bed
   In the

8. Blake played
   On the baseball team

Diagramming Prepositional Phrases: Practice Activity 1 (page 18)

1. dog ran
   Across the backyard

2. sandwich was
   That for me

3. basket was
   Picnic under tree

4. Connor dove
   Into pool the swimming

5. train arrived
   At 7:00 P.M. from St. Louis

6. cat is owned
   Chair by Mrs. Sanchez

7. cheerleaders yell
   After basket from sidelines

8. (you) Whisper secret
   In my ear

Diagramming Prepositional Phrases: Practice Activity 2 (page 19)

1. height frightened Sven
   At bed

2. yards
   Were covered trees with snow after blizzard

3. cat hides
   Behind boxes

4. all
   Who ate

5. pilot flew plane
   The to Hawaii

6. Juan cleaned room
   The band

7. rookers nailed shingles
   The to roof

8. All took test
   Some students the history
Diagraming Gerunds: Practice Activity (page 22)

1. Shala and Kevin like going
2. report requires planning
3. Playing piano has kept fingers limber
4. chore is making bed
5. Learning violin requires practice
6. Eating vegetables helps body

Diagraming Gerunds, Particples:
Review Activity (page 24)

1. cookies smelled delicious

Diagraming Participles:
Practice Activity (page 23)

1. baby is sleeping in crib
2. Dan was cautious
3. Eric will practice
4. dolphin entertained crowd
5. Paulo was sent
6. Ashley dropped mitten
7. Jamal loaded machine
8. Kenneth stepped

Diagraming Sentences

4. Lewis explored Clark and up River Missouri
5. Masons went on vacation without dog
6. Mike raked leaves in yard
7. Six came or friends to party
8. class won prize at park the

Diagraming Gerunds: Practice Activity (page 22)

1. Shala and Kevin like going
2. report requires planning
3. Playing piano has kept fingers limber
4. chore is making bed
5. Learning violin requires practice
6. Eating vegetables helps body

Diagraming Gerunds, Particples:
Review Activity (page 24)

1. cookies smelled delicious

Diagraming Participles:
Practice Activity (page 23)

1. baby is sleeping in crib
2. Dan was cautious
3. Eric will practice
4. dolphin entertained crowd
5. Paulo was sent
6. Ashley dropped mitten
7. Jamal loaded machine
8. Kenneth stepped
Diagraming Sentences

Diagraming Infinitives: Practice Activity (page 25)

1. Jennifer has ways
2. Abbie wants to know the capital of Laos
3. Ling and Mario plan to audition for the musical
4. you Do want to go to movies
5. Mrs. Jackson asked to hear from staff
6. family hopes to fly to Orlando

Diagraming Predicate Nominatives, Predicate Adjectives: Practice Activity 1 (page 27)

1. I am member of team
2. day seemed sticky after rain in the
3. dogs are excited at sight of cat our
4. lady is mother of my
5. pool looked cool in the swimming
6. Kayla will be representative at meeting

Diagraming Predicate Nominatives, Predicate Adjectives: Practice Activity 2 (page 28)

1. sister is cheerleader of the
2. Children should be quiet in the library
3. book Does seem boring in this
Diagraming Sentences

4. Chemistry is class
   my hardest

5. singers are and
   The best in Chorus Alexis

6. We were tired
   today

7. Jenny is gymnast a good

8. brownies tasted delicious
   The

Diagraming Compound Sentences: Practice Activity (page 30)

1. students reviewed chapter
   The
   because they have test tomorrow

2. Michael joined team
   but he did expect

3. Ron traveled Alec and 
   to France they sent postcard
   a

4. rain left puddles
   The and big
   children floated twigs
   the in them

5. Annie did go 
   roy because to class ballet
   she sprained ankle
   her

Diagraming Appositives: Practice Activity (page 32)

1. Mrs. Garcia (teacher) helps students
   The grade with math the third grade with math

2. dog (Rusty) played
   My field in the open

3. Kwame (boy) is star
   the s shirt the blue of the team

4. brother (Michael) graduated college
   My in May

5. son (Troy) is partner
   Mr. Ichiro’s my terms

6. book (one) is
   Jody’s with cover on table

7. Kyle (winner) is entering marathon
   A three-time medal on the Seine

8. Paris (town) does have River
   a in Missouri
   not the Seine
Diagraming There, Where, Here: Practice Activity (page 33)

1. books      are
   the     Here

2. you      are going
   Where

3. There
   newspapers were
   two

4. parade comes
   the     Here

5. they go
   There

6. I      can get umbrella
   Where a new

7. names are
   the       of finalists
   Here

8. bunnies are
   the       baby
   There

Diagraming Subjects, Predicates, Adjectives, Adverbs, Appositives: Review Activity (page 34)

1. snake slithered
   The quietly

2. bookbag rested
   A big brown (brother’s) on chair a

3. cat curled
   The sleepy up

4. engines pulled
   Six the freight

5. I ate piece
   happily the last

6. rain is pouring
   The outside

7. sister (Carol) sings music
   My rock

8. I sat
   there during play the school

Overall Review Activity 1 (page 35)

1. Jeff will be leader
   Some day a

2. LaShonda is reader
   but a good
   she dislikes math

3. tornado blew buildings
   The down

4. Jake hopes
   to attend camp
   scout

5. leaves are beautiful
   The but
   I need them
   to rake

6. Angel works
   at library after school

7. I ride bike
   sometimes to store my

8. Matteo has skateboard
   a nearly