

# INTERACTIVE NOTEBOOK

## ADDITIONAL INFORMATION

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Thank you for your purchase!

If I can help you with anything concerning this purchase, please email me at [lauralee@languageartsclassroom.com](mailto:lauralee@languageartsclassroom.com).

Complete directions and pictures are in a Google Slide presentation. Click on this link, and you will be asked to make a copy. Make a copy, and you will see everything that is in the interactive notebook. Page numbers are listed, ideas for use, and additional folding directions.

[https://docs.google.com/presentation/d/16EHjdiMmF\\_Q4QnpNGy6d\\_TdQr\\_YrtDN8McwB9hy9alk/copy](https://docs.google.com/presentation/d/16EHjdiMmF_Q4QnpNGy6d_TdQr_YrtDN8McwB9hy9alk/copy)

If you ever have any questions, please contact me via email, and I will get back to you.

### *Additional Help*

Looking for more grammar activities? Check out these talking points, free resources, and ideas for teaching grammar:

Parts of a Sentence

Parts of Speech

Verbals

Clauses

Sentence Structure

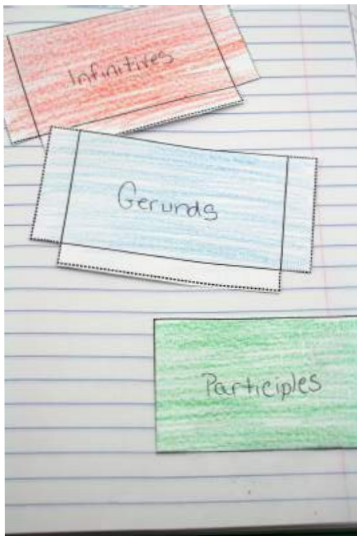
Punctuation

Thanks for inviting me into your classroom,

*Lauralee*

# SEVENTH AND EIGHTH GRADE INTERACTIVE NOTEBOOK

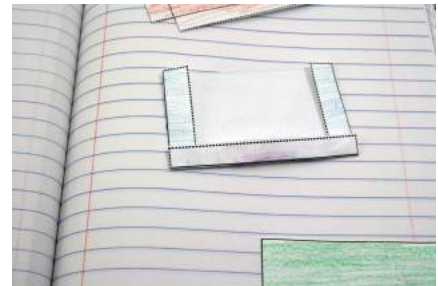
Folder pieces and directions:  
(These may be used with any of the practice sentences).



1. Color and label your folders. Cut around the edge, on the dotted lines.



2. Fold on the non-dotted lines. Fold the bottom last; this creates a 'shelf' for the pieces.

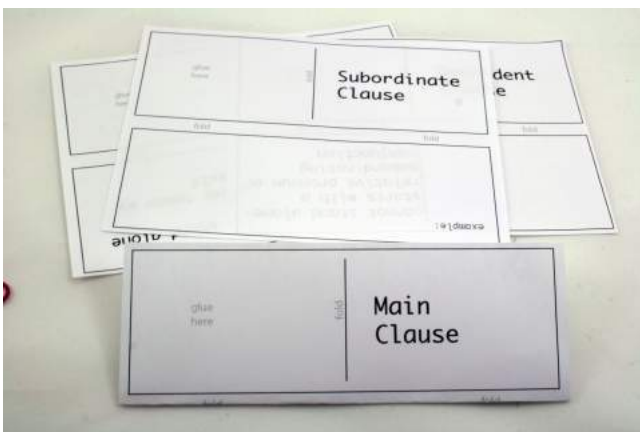


3. Add glue to the folded pieces.



4. Glue in your notebook. Place practice sentences in the appropriate folder.

Folding pieces and directions:



1. Cut around the edges on the dotted lines. Color if desired.
2. Fold in half, on the 'fold' line.

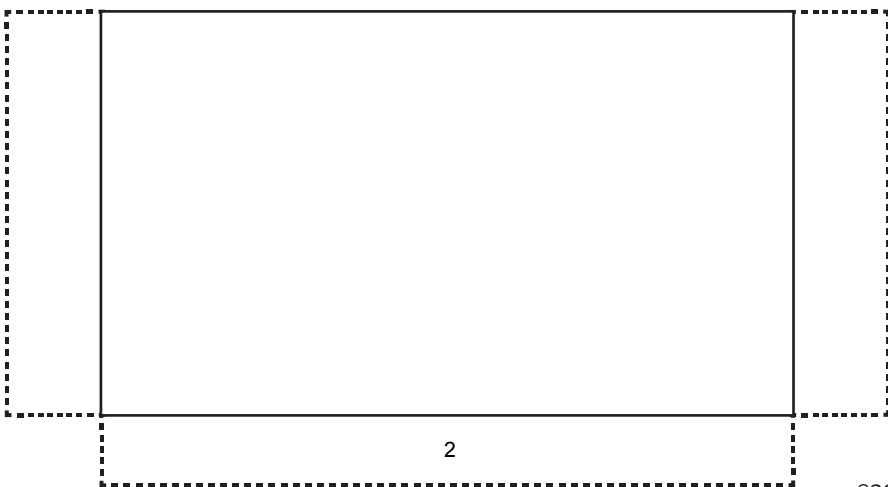
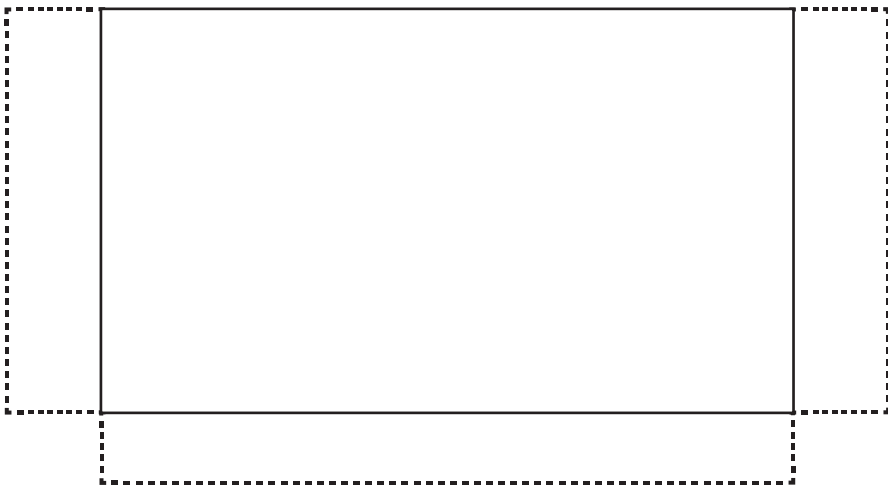
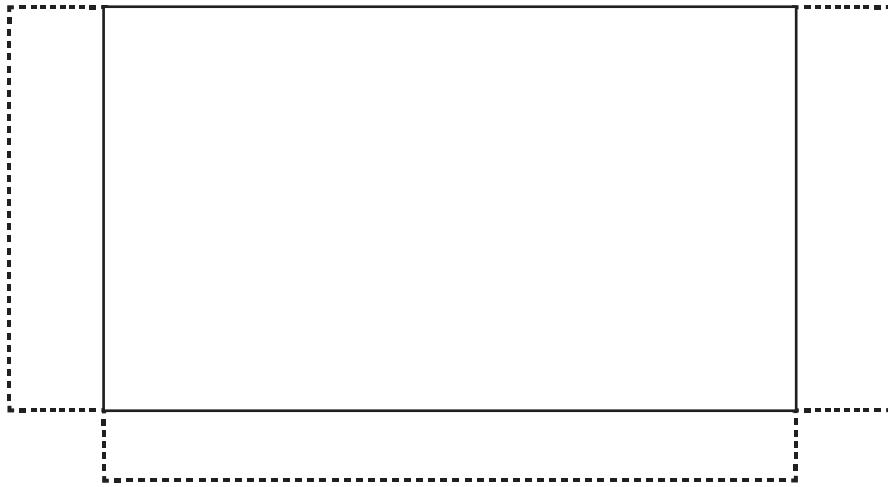


3. Fold in half again, on the "fold" line. Glue the "glue here" side. Adhere to notebook.

Pocket Folders: Use with any practice sentences!

Directions:

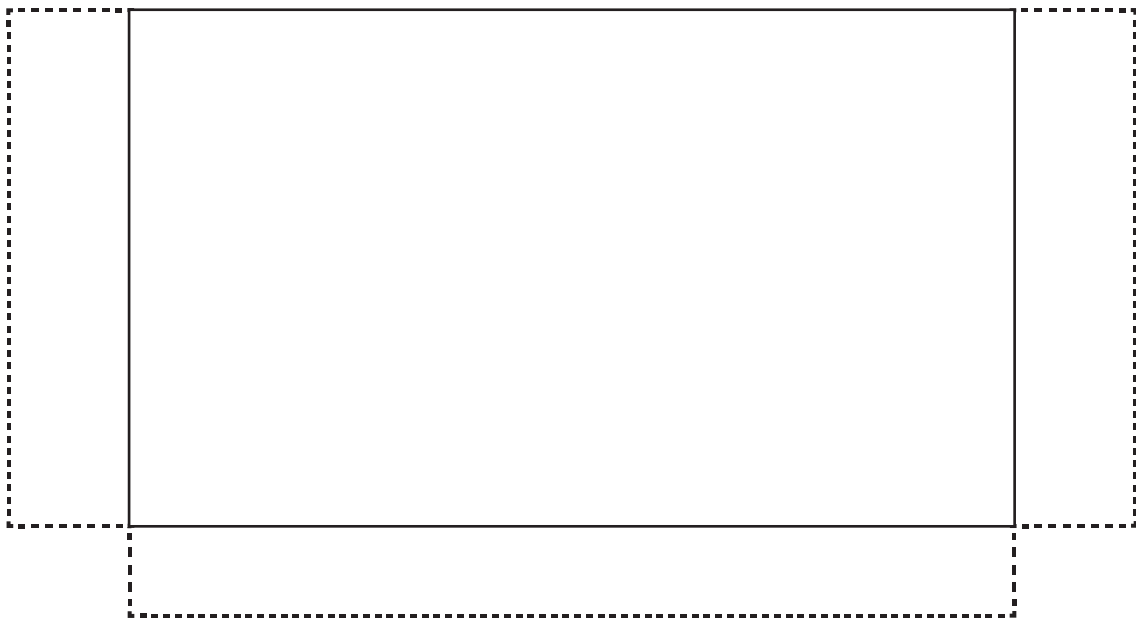
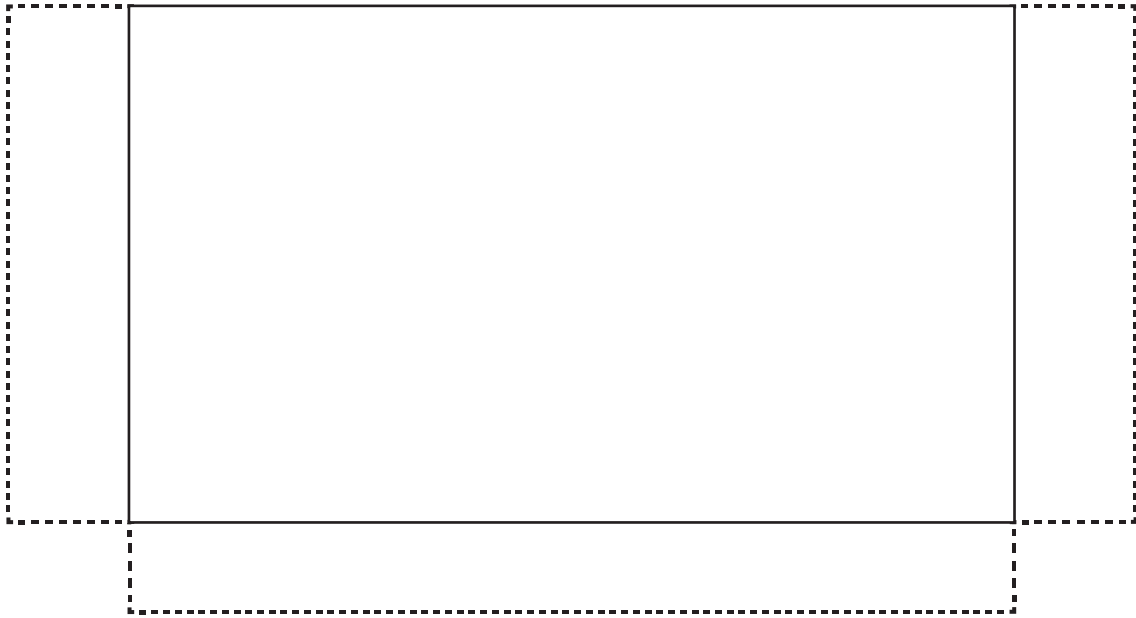
1. Cut apart the pockets.
2. Fold the rectangles that are dotted.
3. Label the front of the folder.
4. Add glue to the dotted rectangles.
5. Adhere the rectangles to the notebook.



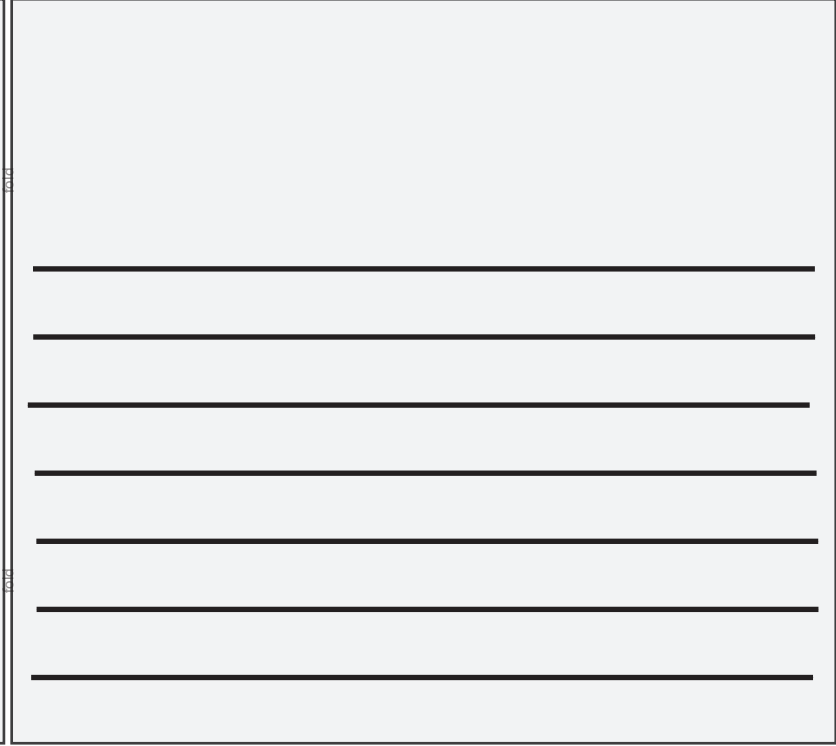
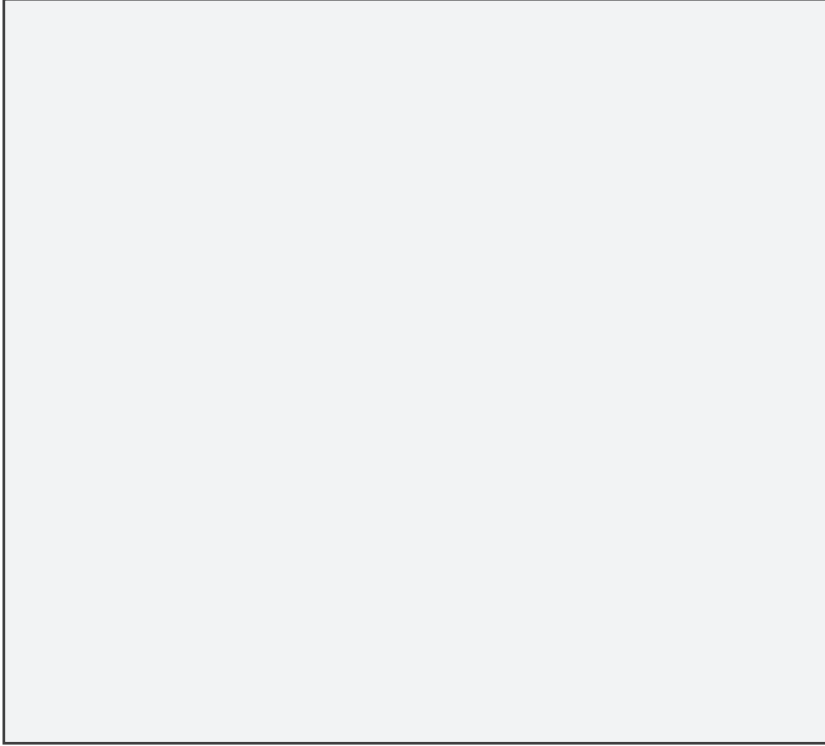
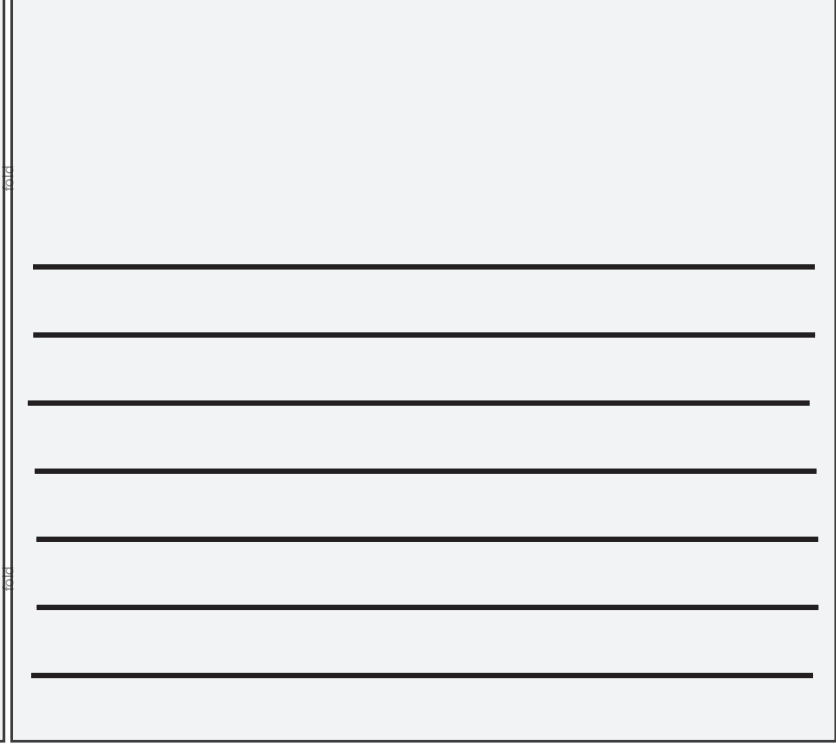
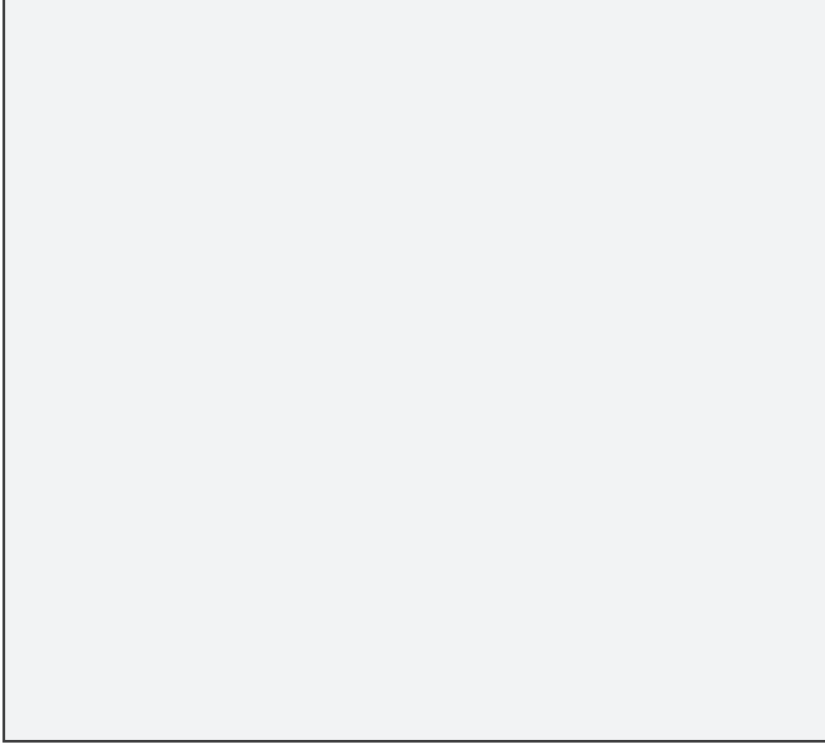
Pocket Folders: Use with any practice sentences!

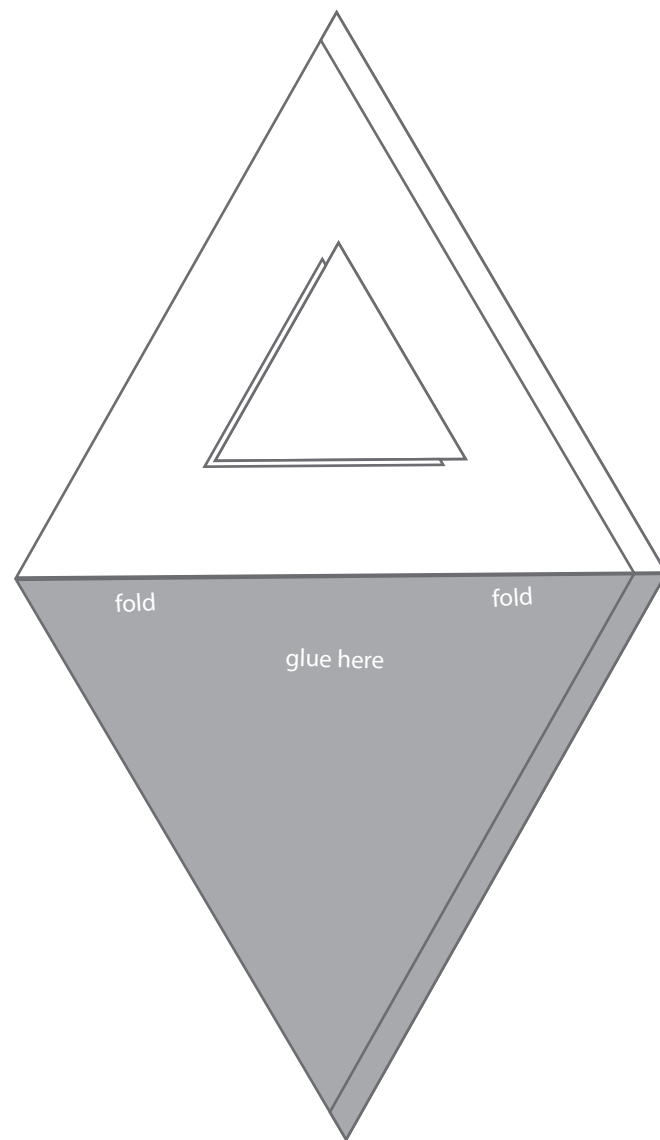
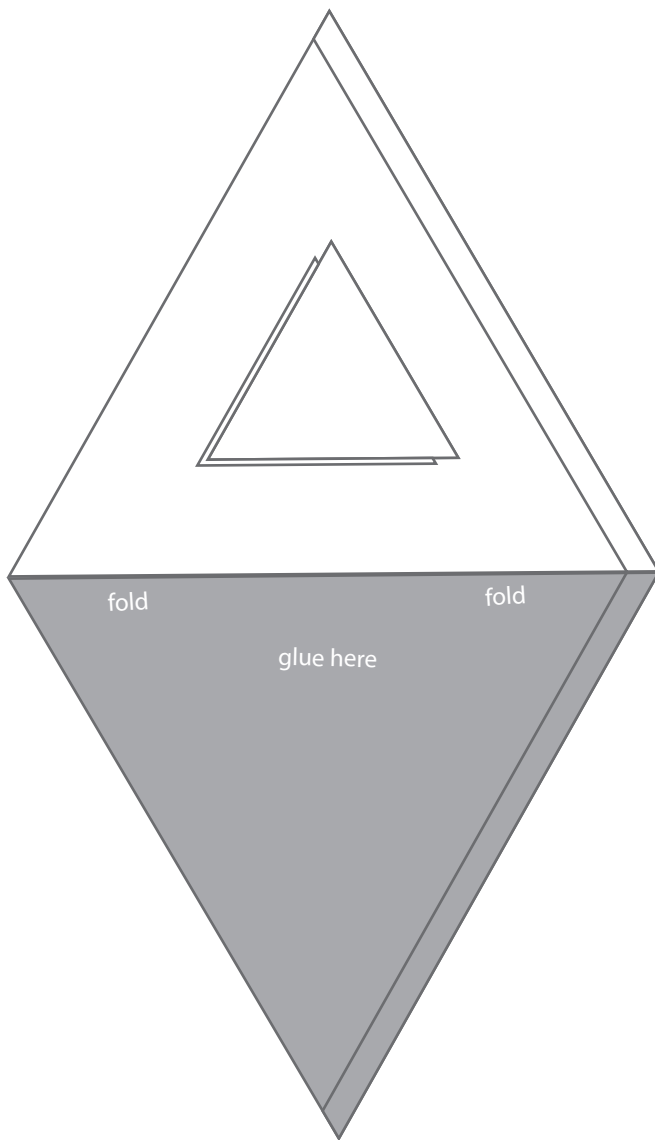
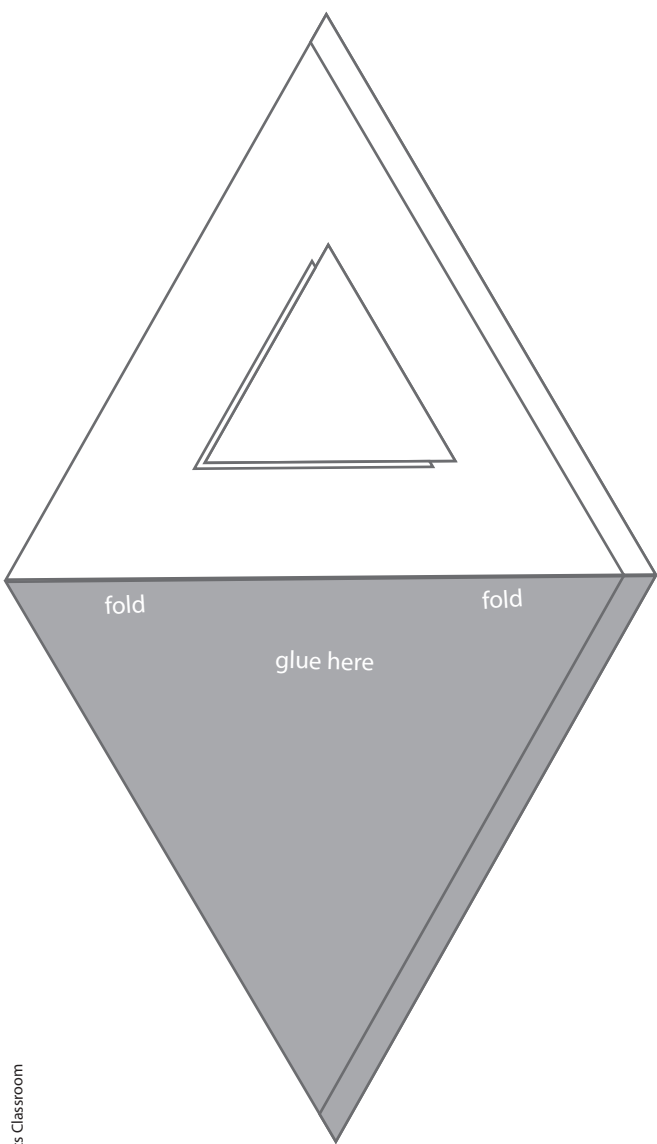
Directions:

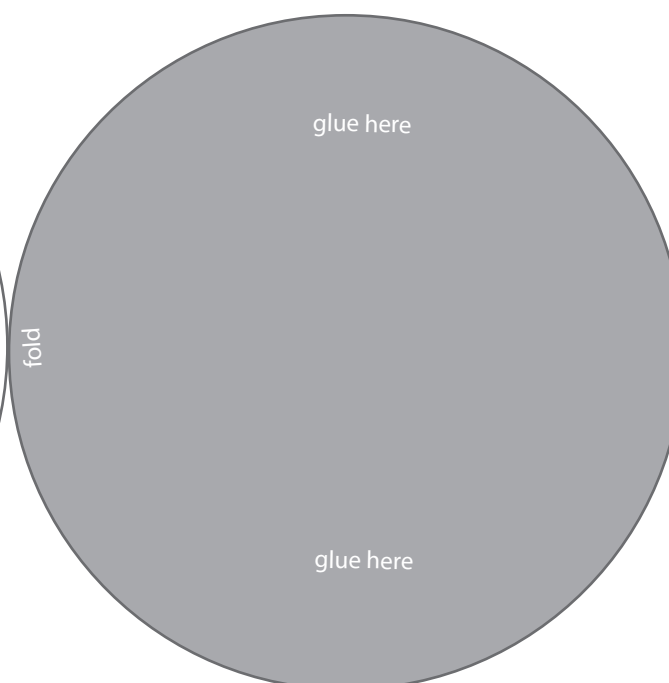
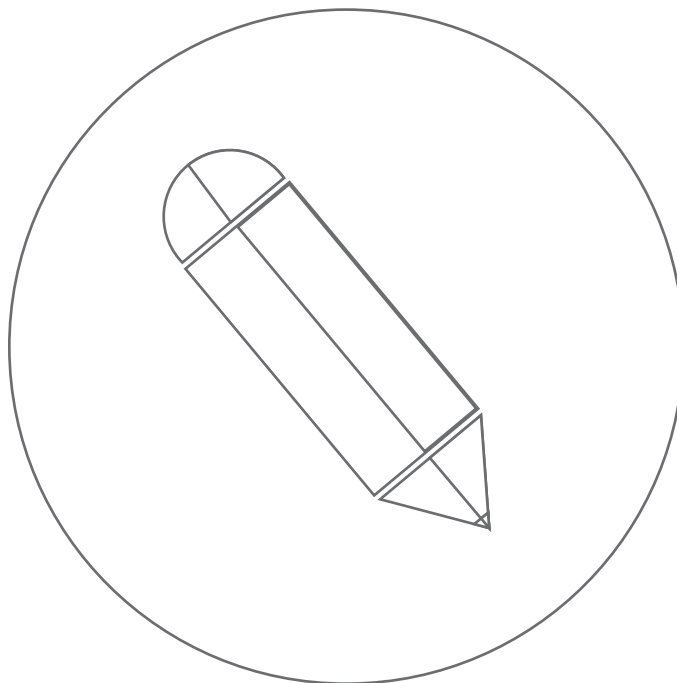
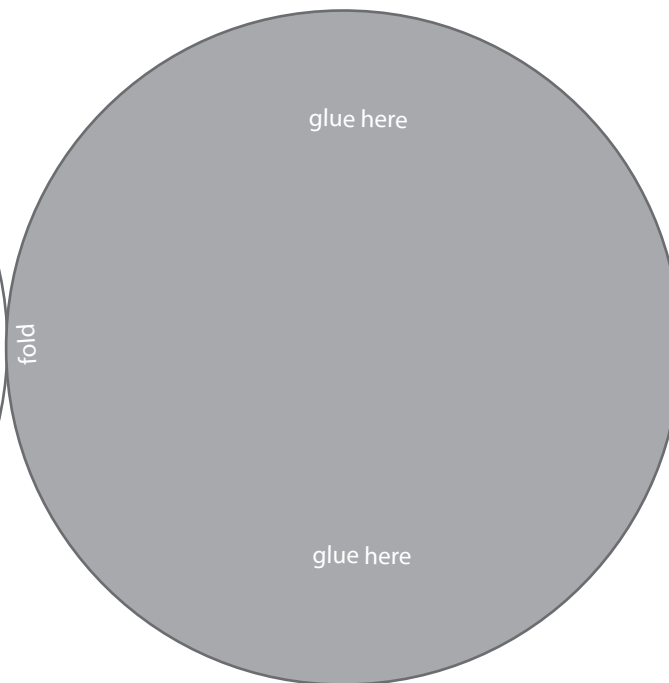
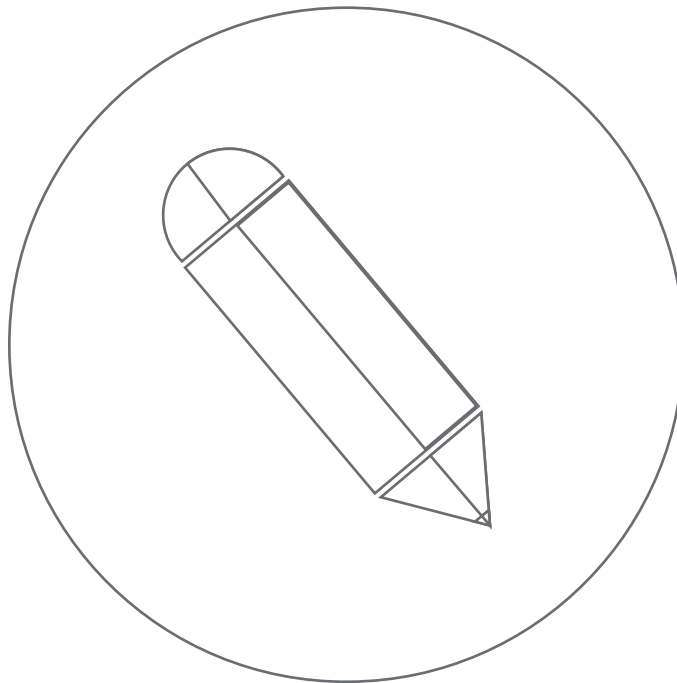
1. Cut apart the pockets.
2. Fold the rectangles that are dotted.
3. Label the front of the folder.
4. Add glue to the dotted rectangles.
5. Adhere the rectangles to the notebook.



The image shows three vertical columns of lined paper, each intended for a separate note sheet. Each column is enclosed in a dashed rectangular border with small scissors icons at each of the four corners, indicating where to cut. Inside each column, there are ten vertical lines for writing. Below the lines in each column, the word "fold" is written in a light gray font, with a horizontal line underneath it, suggesting a fold line for the paper.







I can explain the function of phrases and clauses in general.

L.7.1.A

I can explain the function of phrases and clauses in specific sentences.

L.7.1.A

I can choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.7.1.B

I can place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.1.C

I can use a comma to separate coordinate adjectives.

L.7.2.A

I can spell correctly.

L.7.2.B

I can choose language that expresses ideas precisely and concisely.

L.7.3.A

I can recognize and eliminate wordiness and redundancy.

L.7.3.A

I can distinguish among the connotations of words with similar denotations.

L.7.5.C

I can explain the function of verbals.

L.8.1.A

I can explain the function of verbals in particular sentences.

L.8.1.A

I can form and use verbs in the active and passive voice.

L.8.1.B

I can form and use verbs in different moods: indicative, imperative, interrogative, conditional, and subjunctive.

L.8.1.C

I can recognize and correct inappropriate shifts in verb voice and mood.

L.8.1.D

I can use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2.A

I can use an ellipsis.

L.8.2.B

I can use verbs in the active and passive voice to achieve particular effects.

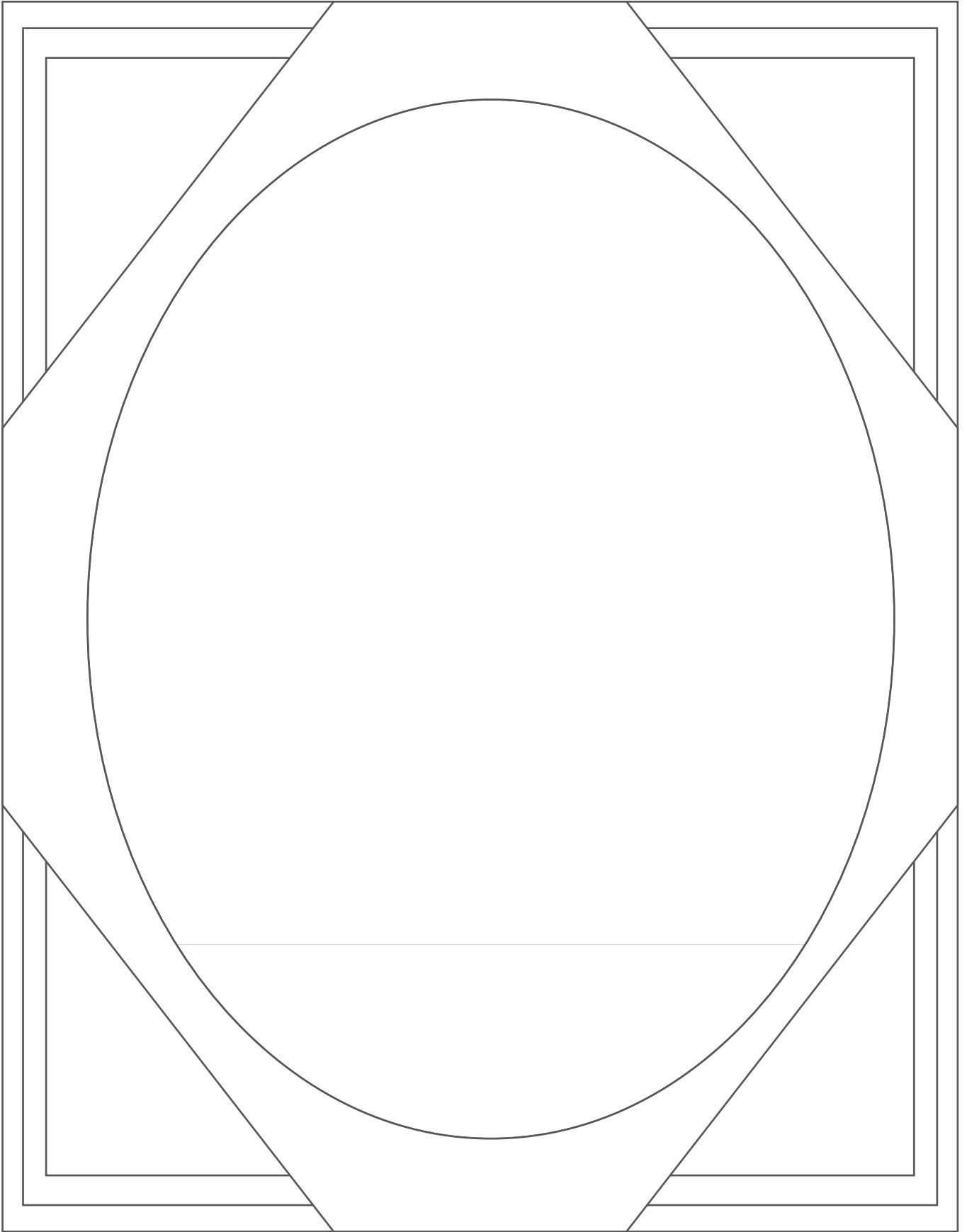
L.8.3.A

I can interpret figures of speech in context.

L.8.5.A

I can distinguish among the connotations of words with similar denotations

L.8.5.C



# GRAMMAR NOTEBOOK

**PROPERTY  
OF:**

# GRAMMAR NOTEBOOK

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# PARTS OF & SPEECH

## Parts of Speech

Noun: person, place, or thing

Pronoun: takes the place of a noun

Adjective: describes a noun or pronoun

Verb: action or a state of being

Adverb: describes a verb, adjective, or another adverb

Preposition: shows a location

Conjunction: joins words, phrases, or clauses

Interjection: shows a feeling or expression

---

## Parts of Speech

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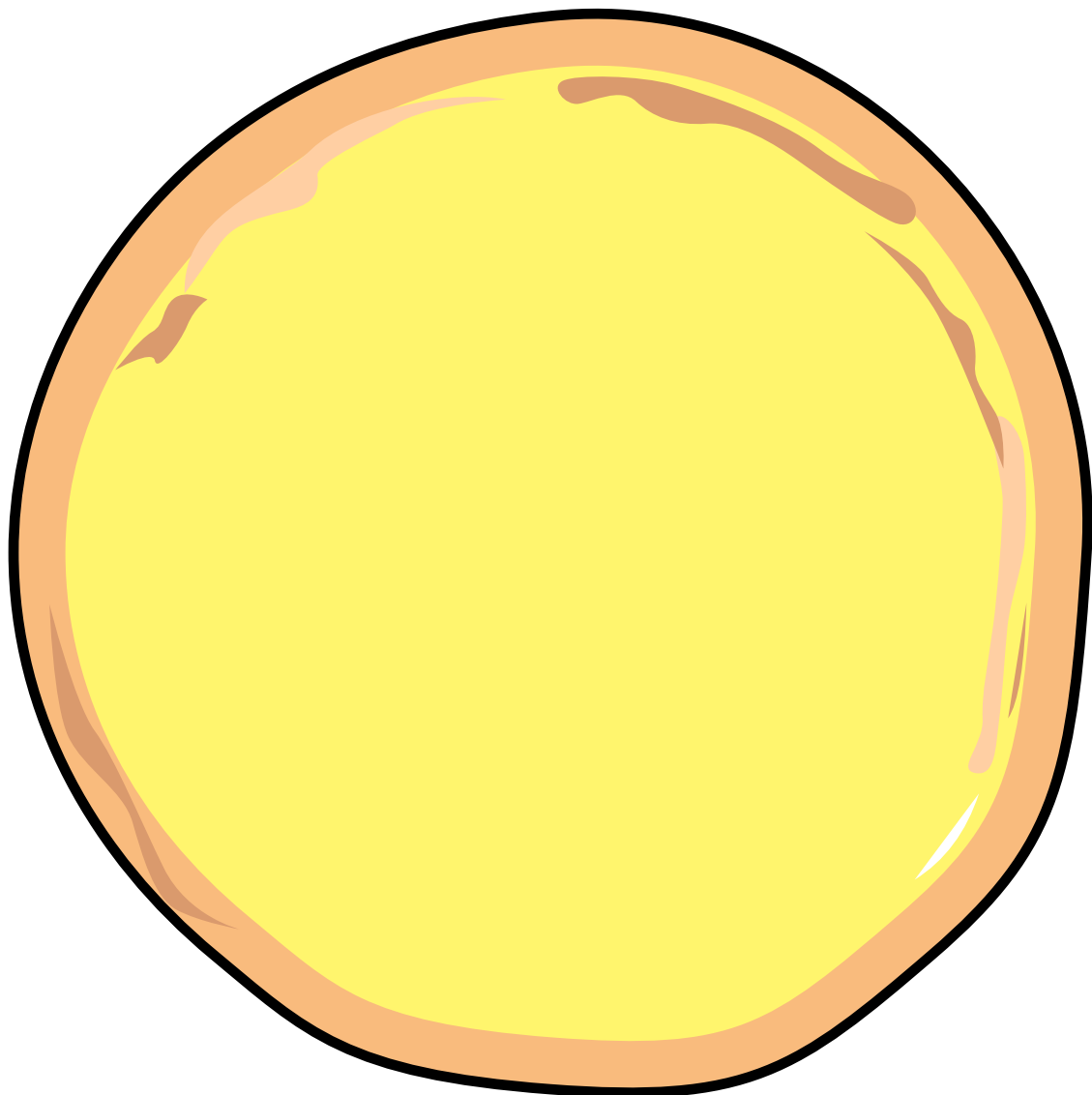
# *Pizzas can have many toppings.*

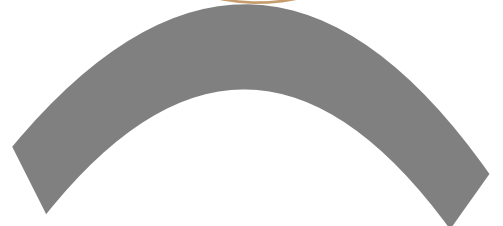
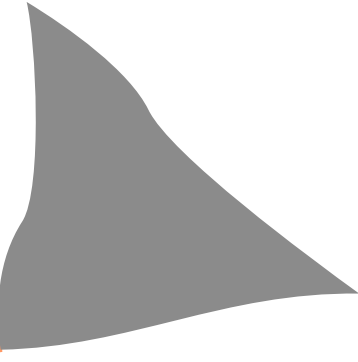
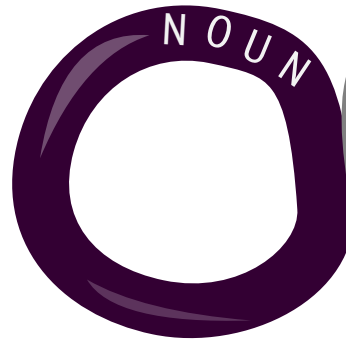
Pizzas look different based on who creates them.  
Their tastes vary by country or even city.  
The multiple toppings and spices provide a variety.



# EIGHT PARTS OF SPEECH

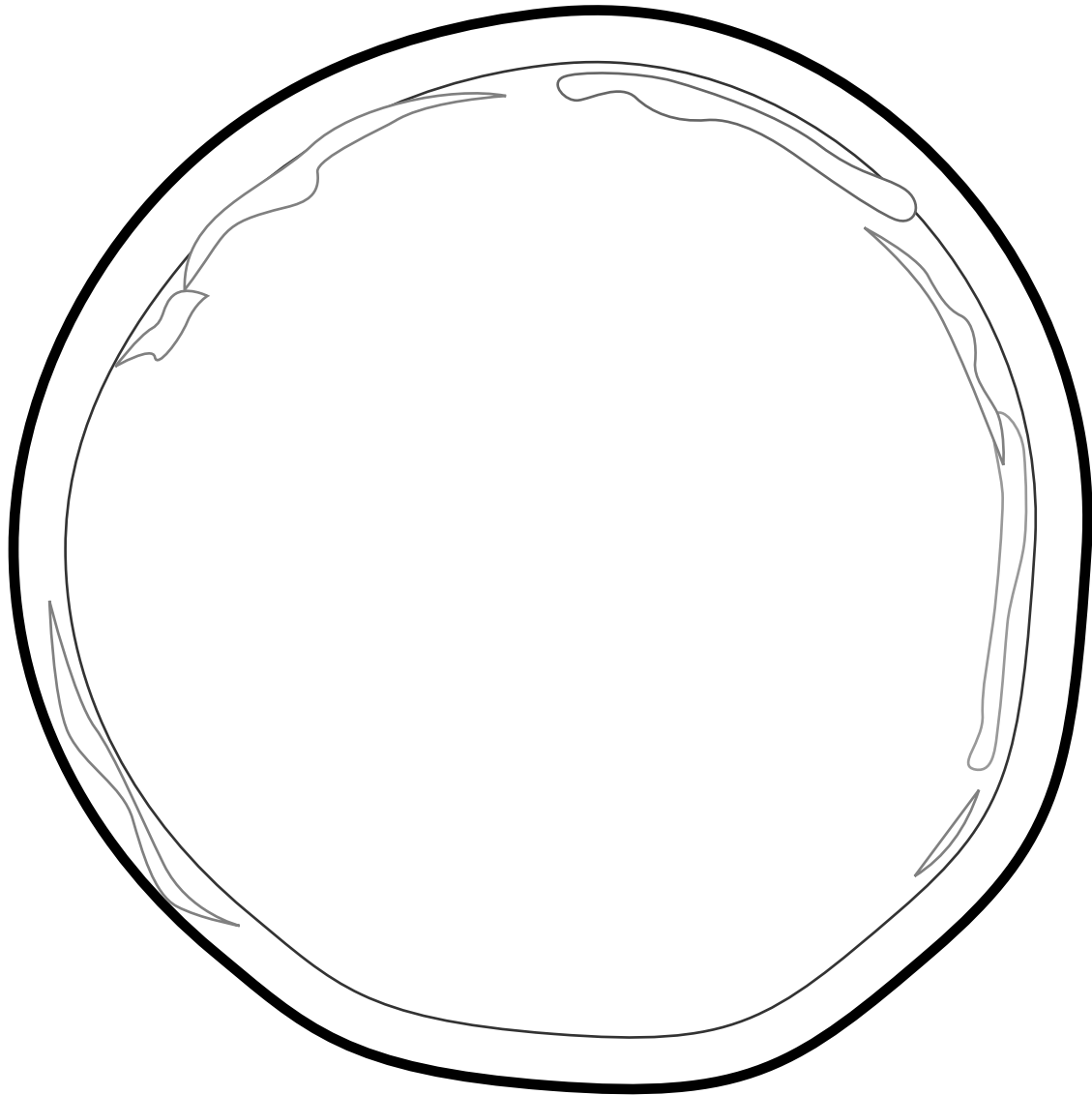
1. Color and cut around the title.
2. Cut each pizza topping and its reflection. Do not cut them apart. Fold.
3. Cut the pizza and adhere.
4. Glue each gray piece to the pizza.
5. Write the definition of each part of speech on the inside.

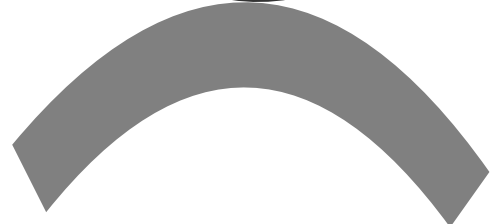
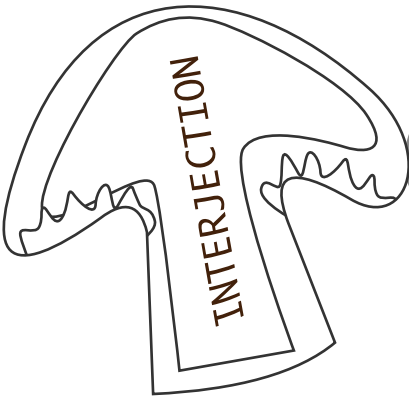
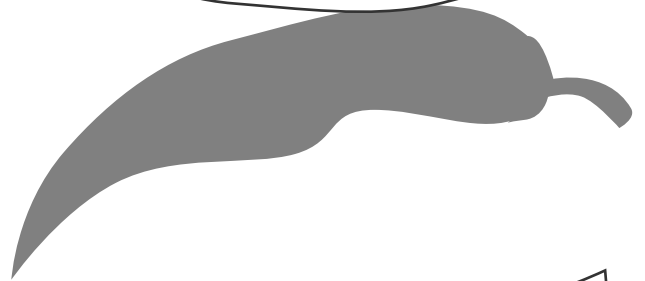
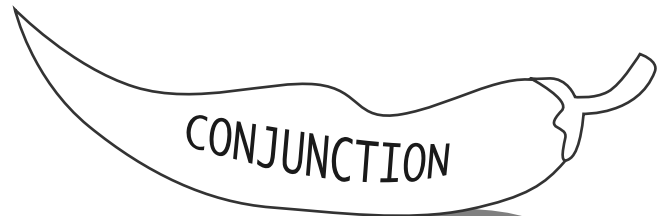
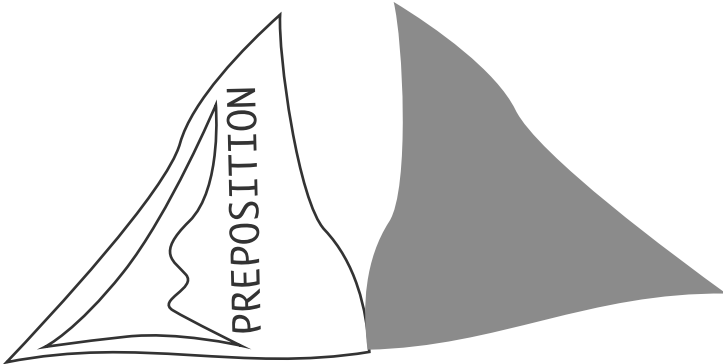
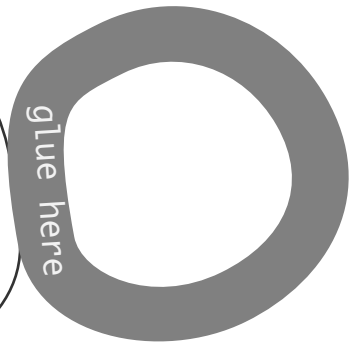
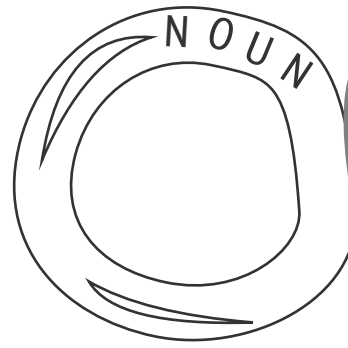




# EIGHT PARTS OF SPEECH

1. Color and cut around the title.
2. Cut each pizza topping and its reflection. Do not cut them apart. Fold.
3. Cut the pizza and adhere.
4. Glue each gray piece to the pizza.
5. Write the definition of each part of speech on the inside.





VERBAL

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**Verbals**

Gerund: ends in -ing; functions as a noun

Participle: ends in -ed; functions as an adjective

Infinitive: to + verb form; functions as a noun, adjective, or adverb

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**Verbals**

Gerund: ends in -ing; functions as a noun

Participle: ends in -ed; functions as an adjective

Infinitive: to + verb form; functions as a noun, adjective, or adverb

Verbals	Gerunds
	Infinitives
	Participles

glue here

fold

Gerund

fold

fold

example:

functioning as:

glue here

fold

Participle

fold

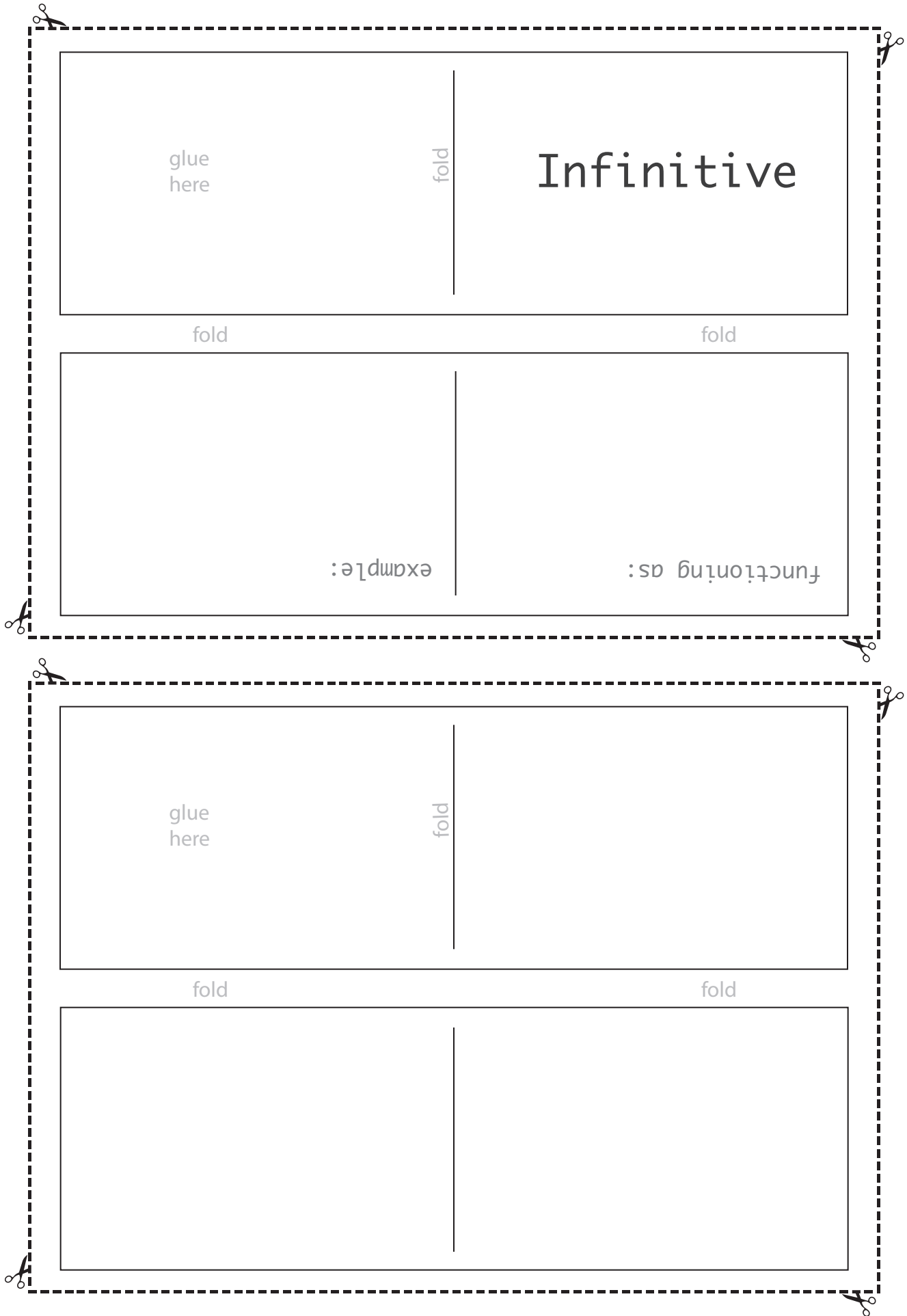
fold

example:

functioning as:

1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "phrase" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.



1. Cut on the dotted lines.

2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "phrase" portion is on front.

4. Add glue to the "glue here" and adhere to notebook.

glue here

fold

# Gerund

fold

fold

ends with -ing

acts as a noun

glue here

fold

# Participle

fold

fold

ends with -ed or -ing

acts as an adjective

1. Cut on the dotted lines.

2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "phrase" portion is on front.

4. Add glue to the "glue here" and adhere to notebook.

The image shows two sets of foldable cards. Each set consists of two rectangular cards. The top card in each set has a dashed border with scissors at the corners, indicating where to cut. A vertical line labeled 'fold' runs down the center of each card. On the left side of the top card, the text 'glue here' is written. The bottom card in each set also has a dashed border and a vertical 'fold' line. The top card of the first set has the word 'Infinitive' written on it. The bottom card of the first set has the text 'is "to" + a verb form acts as a noun, adjective, or adverb' written on it. The second set of cards is identical in layout but is intentionally blank.

intentionally blank

1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.
3. Fold again, so the "phrase" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.

Irritated, George called the cable company.

Joan's favorite restaurant stopped serving her beloved burger.

Herman enjoys grilling at parties.

After reading all afternoon, Kelly went to the movies with friends.

I want to eat cereal for every meal!

Wrapping presents during December can become tiresome.

Hurrying, Rosie painted her nails.

Throbbing, the toothache radiated pain to my ear.

The clown gave juggling lessons.

All that I want is to take a nap!

Excited, the players rushed onto the field.

Lauri, exhausted, went to bed on time.

Connor decided to take the test early.

The baby loves clapping.

Sitting hurts my tail bone.

Jamie's goal is to save money.

The clock's striking startles me.

Rushing, Gavin forgot his papers.

Holly and Ben watched a movie to relax.

Shaking, the dog whined in the cold outdoors.

Allie wanted to read the new novel.

Steven loves playing chess.

Standing in line is the worst part of the day.

After working, Danielle took a shower.

Kaitlyn gathered the broken pieces.

Conflicted, Jerry made a pros/ cons list.

Isaiah stocked the returned merchandise.

I want to go!

Irritated, George called the cable company.

Joan's favorite restaurant stopped serving her beloved burger.

Herman enjoys grilling at parties.

After reading all afternoon, Kelly went to the movies with friends.

I want to eat cereal for every meal!

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Isaiah stocked the returned merchandise.

I want to go!

## Verbals: Answer Key

### Participles

Irritated, George called the cable company.

Hurrying, Rosie painted her nails.

The clown gave juggling lessons.

Excited, the players rushed onto the field.

Kaitlyn gathered the broken pieces.

Isaiah stocked the returned merchandise.

Lauri, exhausted, went to bed on time.

Throbbing, the toothache radiated pain to my ear.

Rushing, Gavin forgot his papers.

Shaking, the dog whined in the cold outdoors.

Conflicted, Jerry made a pros/ cons list.

### Infinitives

Jamie's goal is to save money.

All that I want is to take a nap!

I want to eat cereal for every meal!

Connor decided to take the test early.

Holly and Ben watched a movie to relax.

Allie wanted to read the new novel.

I want to go!

### Gerunds

The baby loves clapping.

Steven loves playing chess.

After working, Danielle took a shower.

Sitting hurts my tail bone.

Herman enjoys grilling at parties.

The clock's striking startles me.

Standing in line is the worst part of the day.

Joan's favorite restaurant stopped serving her beloved burger.

After reading all afternoon, Kelly went to the movies with friends.

Wrapping presents during December can become tiresome.

PHRASES

PHRASES

## Phrases

Gerund: includes the gerund (which ends in -ing) and any modifiers and complements; functions as a noun

Participial: includes the participle (which ends in -ed or -ing) and any modifiers and complements; functions as an adjective

Infinitive: includes the infinitive (to + verb form) and any modifiers and complements; functions as a noun, adjective, or adverb

Prepositional: includes a preposition, any modifiers, and its object

Appositive: a noun that renames the noun next to it

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## Phrases

Gerund: includes the gerund (which ends in -ing) and any modifiers and complements; functions as a noun

Participial: includes the participle (which ends in -ed or -ing) and any modifiers and complements; functions as an adjective

Infinitive: includes the infinitive (to + verb form) and any modifiers and complements; functions as a noun, adjective, or adverb

Prepositional: includes a preposition, any modifiers, and its object

Appositive: a noun that renames the noun next to it

glue here

fold

Phrase

fold

fold

example:

glue here

fold

Prepositional  
Phrase

fold

fold

example:

1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.
3. Fold again, so the "phrase" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.

glue here

fold

# Appositive Phrase

fold

fold

example:

glue here

fold

# Infinitive Phrase

fold

fold

example:

1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.
3. Fold again, so the "phrase" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.

glue here

fold

# Gerund Phrase

fold

fold

example:

This is a worksheet template for a Gerund Phrase. It features a large rectangular area with a dashed border and scissors at the corners. The top half is divided into two sections by a vertical line labeled 'fold'. The left section contains the text 'glue here'. The right section contains the title 'Gerund Phrase'. Below this top section is a larger empty rectangular area labeled 'example:' at the bottom right. The bottom half of the top section is labeled 'fold' on both the left and right sides.

glue here

fold

# Participial Phrase

fold

fold

example:

This is a worksheet template for a Participial Phrase. It features a large rectangular area with a dashed border and scissors at the corners. The top half is divided into two sections by a vertical line labeled 'fold'. The left section contains the text 'glue here'. The right section contains the title 'Participial Phrase'. Below this top section is a larger empty rectangular area labeled 'example:' at the bottom right. The bottom half of the top section is labeled 'fold' on both the left and right sides.

1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.
3. Fold again, so the "phrase" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.

1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "phrase" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.

glue here

fold

# Appositive Phrase

fold

fold

a noun or a noun phrase that renames a noun beside it

glue here

fold

# Infinitive Phrase

fold

fold

starts with an infinitive and contains modifiers and objects

1. Cut on the dotted lines.

2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "phrase" portion is on front.

4. Add glue to the "glue here" and adhere to notebook.

glue here

fold

# Gerund Phrase

fold

fold

starts with a gerund and contains modifiers and objects

This worksheet template for Gerund Phrases consists of two main rectangular sections. The top section is divided into two halves by a vertical line. The left half contains the text 'glue here'. The right half contains the title 'Gerund Phrase'. Below this section, the word 'fold' is written twice, once on each side of the vertical line. The bottom section is also divided into two halves by a vertical line. The left half contains the text 'starts with a gerund and contains modifiers and objects'. The right half is blank. Below this section, the word 'fold' is written twice, once on each side of the vertical line. The entire worksheet is enclosed in a dashed border with scissors at the corners, indicating where to cut.

glue here

fold

# Participial Phrase

fold

fold

starts with a participle and contains modifiers and objects

This worksheet template for Participial Phrases consists of two main rectangular sections. The top section is divided into two halves by a vertical line. The left half contains the text 'glue here'. The right half contains the title 'Participial Phrase'. Below this section, the word 'fold' is written twice, once on each side of the vertical line. The bottom section is also divided into two halves by a vertical line. The left half contains the text 'starts with a participle and contains modifiers and objects'. The right half is blank. Below this section, the word 'fold' is written twice, once on each side of the vertical line. The entire worksheet is enclosed in a dashed border with scissors at the corners, indicating where to cut.

1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "phrase" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.

Jolin's favorite exercise is skateboarding.

Do you mind handing me that?

Folding laundry makes for the longest of afternoons.

Yvette handled her winning with a modest attitude.

Playing hide and seek was my favorite game to play with my cousins.

Ellie is worried about sleeping too late.

This weekend, I want baking cookies on my to-do list!

At the play last night, Skip giggled at the poor acting.

Clay's habit of reading without his glasses always resulted in headaches.

My dog is not fond of walking around the block.

Chad dislikes delivering pizzas.

My grandma hates talking on the phone.

Betsy reported the bullying from class.

Beth celebrated beating her opponent at chess.

Tony missed the expert's reporting.

Drinking lots of soda is unhealthy.

Charlie gave long-distance running some time.

The most boring task must be filing papers.

The family members dislike standing in long lines.

Playing that song makes me happy.

Instead of creating a new activity, the preschool teacher borrowed one.

Tyrone planned on performing at the children's museum.

Watching a movie relaxes me.

Karen imagines owning an indoor pool.

My swimsuits are always ruined by swimming in the lake.

Gossiping is a waste of time.

The toddler's worst habit is spitting.

This noise will disrupt my learning!

Jolin's favorite exercise is skateboarding.

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Chad dislikes delivering pizzas.

My grandma hates talking on the phone.

Betsy reported the bullying from class.

Beth celebrated beating her opponent at chess.

Tony missed the expert's reporting.

Drinking lots of soda is unhealthy.

Charlie gave long-distance running some time.

The most boring task must be filing papers.

The family members dislike standing in long lines.

Playing that song makes me happy.

Instead of creating a new activity, the preschool teacher borrowed one.

Tyrone planned on performing at the children's museum.

Watching a movie relaxes me.

Karen imagines owning an indoor pool.

My swimsuits are always ruined by swimming in the lake.

Gossiping is a waste of time.

The toddler's worst habit is spitting.

This noise will disrupt my learning!

*Gerunds - interactive grammar notebook*

*NOTE: For differentiation, give students who need more practice the underlined gerund phrases. Give students who need a challenge the sheet where they must find the gerund phrase.*

Directions: Underline the gerund phrase. Then write its function in the sentence.

Options: subject, direct object, indirect object, predicate noun, object of a preposition

SUBJECT

Folding laundry makes for the longest of afternoons.

Playing hide and seek was my favorite game to play with my cousins.

Watching a movie relaxes me.

Drinking lots of soda is unhealthy.

Playing that song makes me happy.

Gossiping is a waste of time.

DIRECT OBJECT

This weekend, I want baking cookies on my to-do list!

Chad dislikes delivering pizzas.

Betsy reported the bullying from class.

Tony missed the expert's reporting.

The family members dislike standing in long lines.

Do you mind handing me that?

Yvette handled her winning with a modest attitude.

My grandma hates talking on the phone.

Beth celebrated beating her opponent at chess.

Karen imagines owning an indoor pool.

This traffic will delay my shopping!

PREDICATE NOUN

Jolin's favorite exercise is skateboarding.

The toddler's worst habit is spitting.

The most boring task must be filing papers.

OBJECT OF PREPOSITION

Clay's habit of reading without his glasses always resulted in headaches.

Instead of creating a new activity, the preschool teacher borrowed one.

My swimsuits are always ruined by swimming in the lake.

Ellie is worried about sleeping too late.

At the play last night, Skip giggled at the poor acting.

My dog is not fond of walking around the block.

Tyrone planned on performing at the children's museum.

INDIRECT OBJECT

Charlie gave long-distance running some time.

James stayed after basketball practice to lift weights.	The photographer, snapping pictures for hours, finally put up her feet.
Snuggling on the couch, Tawnya reached over and petted the dog.	The baby slept by sucking his thumb.
Breaking ground on the new house will happen in the spring.	Kevin needs to vacuum his bedroom!
Placing the keys on the table, Joy sighed after a long day of work.	Cameron and Jordan took a road trip to celebrate graduation.
I want to find the perfect gift for my grandma.	Caleb's hurt leg made maneuvering around school difficult.
Caz, exhausted from finals, ate brunch slowly.	Sam found himself amused at the awful television show.
After working at the gym, Kiara slept all morning.	Brody dislikes swimming in that river.
Going home after practice sounds wonderful.	The class must review to pass the final.
Drinking fresh lemonade tastes wonderful during the summer.	Throwing the ball hurt Jayne's shoulder.
Joy took an opportunity to review for the test.	Excited for summer, the kids skipped out of school.
Josiah gave water skiing a chance.	Playing video games hurts my thumbs.
Eating popcorn at the movies is a treat.	The dog finally relaxed after running a mile.
Excited from practice, Tyler went home and packed.	Doug started to snore loudly.
Our school encourages drinking water throughout the day.	We need to question that situation.

## Verbal Phrases: Answer Key

### Infinitive Phrases

James stayed after basketball practice to lift weights.

I want to find the perfect gift for my grandma.

Kevin needs to vacuum his bedroom!

Cameron and Jordan took a road trip to celebrate graduation.

The class must review to pass the final.

Doug started to snore loudly.

We need to question that situation.

Joy took an opportunity to review for the test.

### Gerund Phrases

The baby slept by sucking his thumb.

Caleb's hurt leg made maneuvering around school difficult.

Brody dislikes swimming in that river.

Throwing the ball hurt Jayne's shoulder.

Playing video games hurts my thumbs.

The dog finally relaxed after running a mile.

Eating popcorn at the movies is a treat.

### Participial Phrases

Snuggling on the couch, Tawnya reached over and petted the dog.

Placing the keys on the table, Joy sighed after a long day of work.

Caz, exhausted from finals, ate brunch slowly.

Excited from practice, Tyler went home and packed.

The photographer, snapping pictures for hours, finally put up her feet.

Sam found himself amused at the awful television show.

Excited for summer, the kids skipped out of school.

Breaking ground on the new house will happen in the spring.

After working at the gym, Kiara slept all morning.

Going home after practice sounds wonderful.

Drinking fresh lemonade tastes wonderful during the summer.

Josiah gave water skiing a chance.

Our school encourages drinking water throughout the day.

# MOODS IN VERBS

MOODS IN VERBS

## Verb Moods

- indicative: states a fact or an opinion
- interrogative: asks a question
- imperative: gives a command
- conditional: a “conditional” state where if something happens, something else could happen
- subjunctive: contrary to reality; hypothetical

---

## Verb Moods

- indicative: states a fact or an opinion
- interrogative: asks a question
- imperative: gives a command
- conditional: a “conditional” state where if something happens, something else could happen
- subjunctive: contrary to reality; hypothetical

Indicative Mood

glue here

fold

fold

example:

This is a worksheet template for 'Indicative Mood'. It features a large rectangular area with a dashed border and scissors at the corners. The top half is divided into two sections by a vertical line labeled 'fold'. The left section contains the text 'glue here'. The right section contains the title 'Indicative Mood'. Below this top section is a larger empty rectangular area labeled 'example:'. The word 'fold' appears twice below the top section, indicating where to fold the paper horizontally.

Imperative Mood

glue here

fold

fold

example:

This is a worksheet template for 'Imperative Mood'. It features a large rectangular area with a dashed border and scissors at the corners. The top half is divided into two sections by a vertical line labeled 'fold'. The left section contains the text 'glue here'. The right section contains the title 'Imperative Mood'. Below this top section is a larger empty rectangular area labeled 'example:'. The word 'fold' appears twice below the top section, indicating where to fold the paper horizontally.

1. Cut on the dotted lines.

2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "mood" portion is on front.

4. Add glue to the "glue here" and adhere to notebook.

Interrogative Mood

glue here

fold

fold

example:

This is a template for an Interrogative Mood card. It consists of two main rectangular sections. The top section is divided by a vertical line labeled 'fold'. To the left of this line is the text 'glue here'. To the right is the title 'Interrogative Mood'. Below this section are two 'fold' labels. The bottom section is a large empty rectangle with the word 'example:' written in the bottom right corner. The entire card is enclosed in a dashed border with scissors at the corners, indicating where to cut.

Conditional Mood

glue here

fold

fold

example:

This is a template for a Conditional Mood card. It consists of two main rectangular sections. The top section is divided by a vertical line labeled 'fold'. To the left of this line is the text 'glue here'. To the right is the title 'Conditional Mood'. Below this section are two 'fold' labels. The bottom section is a large empty rectangle with the word 'example:' written in the bottom right corner. The entire card is enclosed in a dashed border with scissors at the corners, indicating where to cut.

1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "mood" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.

glue here

fold

# Subjunctive Mood

fold

fold

example:

glue here

fold

fold

intentionally blank

1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "mood" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.

A rectangular card template for 'Indicative Mood'. The card is enclosed in a dashed border with scissors at the corners. It is divided into two horizontal sections. The top section is split vertically by a solid line; the left side contains the text 'glue here' and the right side contains 'Indicative Mood'. The bottom section is also split vertically by a solid line; the left side contains the text 'makes a statement' and the right side is blank. The word 'fold' is written vertically in the center of each section. The word 'fold' is also written horizontally below the top and bottom sections.

A rectangular card template for 'Imperative Mood'. The card is enclosed in a dashed border with scissors at the corners. It is divided into two horizontal sections. The top section is split vertically by a solid line; the left side contains the text 'glue here' and the right side contains 'Imperative Mood'. The bottom section is also split vertically by a solid line; the left side contains the text 'expresses a command or request' and the right side is blank. The word 'fold' is written vertically in the center of each section. The word 'fold' is also written horizontally below the top and bottom sections.

1. Cut on the dotted lines.

2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "mood" portion is on front.

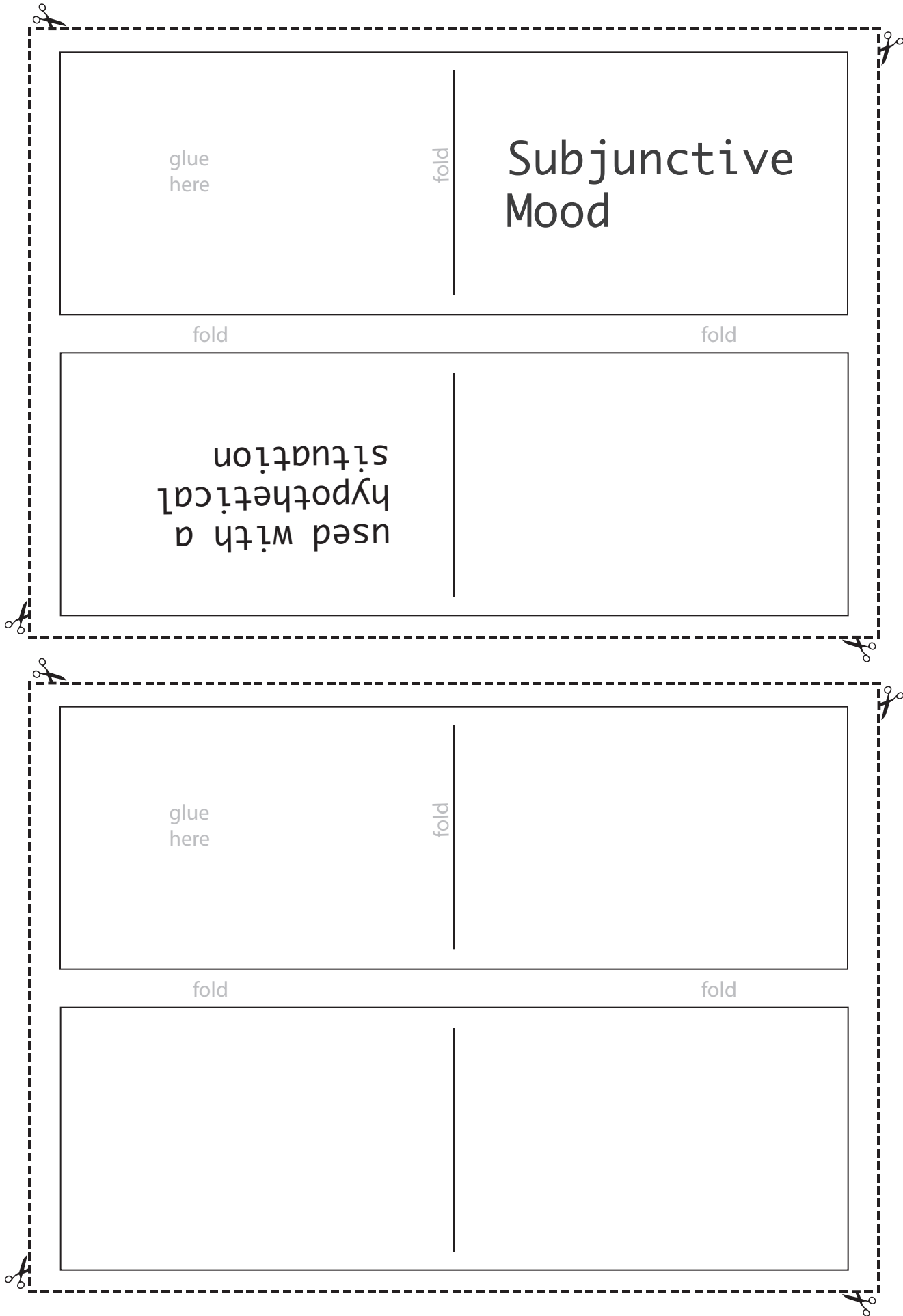
4. Add glue to the "glue here" and adhere to notebook.

A rectangular card template for the Interrogative Mood. The card is divided into two horizontal sections. The top section is split vertically by a solid line labeled "fold". The left side of this section contains the text "glue here". The right side contains the text "Interrogative Mood". The bottom section is also split vertically by a solid line labeled "fold". The left side contains the text "asks a question" and the right side is blank. The entire card is enclosed in a dashed border with scissors at the corners, indicating where to cut.

A rectangular card template for the Conditional Mood. The card is divided into two horizontal sections. The top section is split vertically by a solid line labeled "fold". The left side of this section contains the text "glue here". The right side contains the text "Conditional Mood". The bottom section is also split vertically by a solid line labeled "fold". The left side contains the text "a state that will cause something else to happen" and the right side is blank. The entire card is enclosed in a dashed border with scissors at the corners, indicating where to cut.

1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "mood" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.



1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "mood" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.

intentionally blank

# Moods in Verbs



I can form and use verbs in different moods: indicative, imperative, interrogative, conditional, and subjunctive.

## Indicative Mood

Stating a fact.

Tomorrow is the weekend.





## Subjunctive Mood

A hypothetical or imaginary state.

If it were up to me,  
I would have school dismiss  
early on Fridays.

## Imperative Mood

Giving a command.

I insist you stay!



## Conditional Mood

If this happens, then  
this will happen.

I would have a clean  
bedroom if I decided  
to clean.

## Interrogative Mood

Asking a question.

Would you stay after  
school to study with me?





## Subjunctive Mood

A hypothetical or imaginary state.

If it were up to me,  
I would have school dismiss  
early on Fridays.

## Imperative Mood

Giving a command.

I insist you stay!



## Conditional Mood

If this happens, then  
this will happen.

I would have a clean  
bedroom if I decided  
to clean.

## Interrogative Mood

Asking a question.

Would you stay after  
school to study with me?



Rewrite the sentence, correcting the inappropriate mood shift.

If I was to build my own house tomorrow, I would include a game room.

If you have time, please should give Jane yesterday's notes.

Babysitters keep toddlers safe and would turn on nightlights.

I needed to do my homework before tomorrow's due date arrives!

Caroline be home before I leave for the airport?

The TV might break if the movers were dropping it.

Take the dog to the vet and then you should call in a prescription.

If I could fly to the moon, I returned with moon rocks.

Painting the house for days was tiring and were wearing out my parents.

After Jason help me pack a lunch, we'll meet you at the park.

## Mood Shifts in Verbs - interactive grammar notebook “dots” version

1. If I was to build my own house tomorrow, I would include a game room.  
*If I were to build my own house tomorrow, I would include a game room.*
2. If you have time, please should give Jane yesterday’s notes.  
*If you have time, please give Jane yesterday’s notes.*
3. Babysitters keep toddlers safe and would turn on nightlights.  
*Babysitters keep toddlers safe and turn on nightlights.*
4. I needed to do my homework before tomorrow’s due date arrives!  
*I need to do my homework before tomorrow’s due date arrives!*
5. Caroline be home before I leave for the airport?  
*Will Caroline be home before I leave for the airport?*
6. The TV might break if the movers were dropping it.  
*The TV might break if the movers drop it.*
7. Take the dog to the vet and then you should call in a prescription.  
*Take the dog to the vet and get a prescription.*
8. If I could fly to the moon, I returned with moon rocks.  
*If I could fly to the moon, I would return with moon rocks.*
9. Painting the house for days was tiring and were wearing out my parents.  
*Painting the house for days was tiring and wore out my parents.*
10. After Jason help me pack a lunch, we’ll meet you at the park.  
*After Jason helps me pack a lunch, we’ll meet you at the park.*  
*We’ll meet you at the park after Jason helps me pack a lunch.*

# CLAUSES

CLAUSES

## Clauses

Clause: a group of words with a subject and a verb

Dependent clause: does not make sense alone

- “depends” on the rest of the sentence to make sense
- begins with a relative pronoun or subordinating conjunction

Independent clause: makes sense alone

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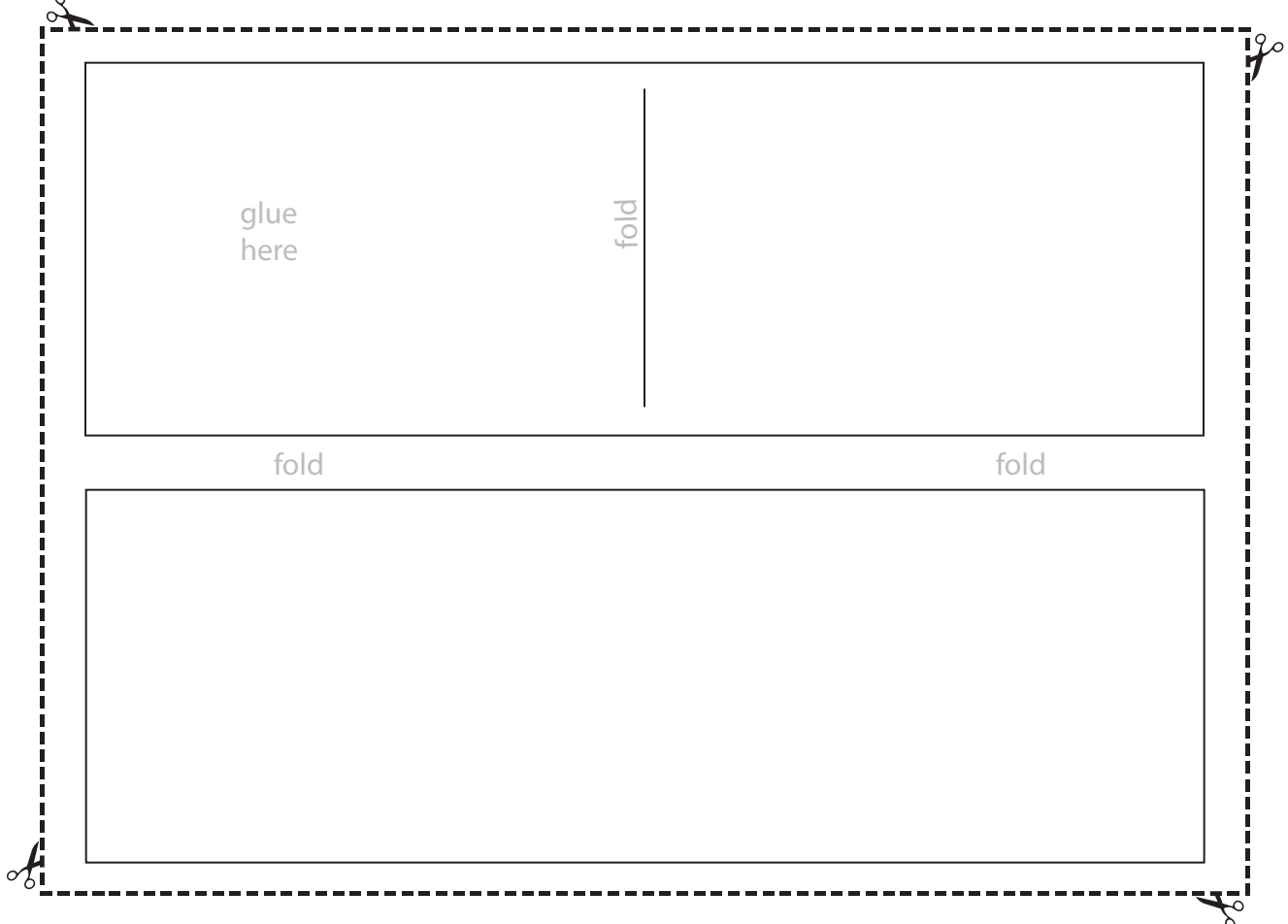
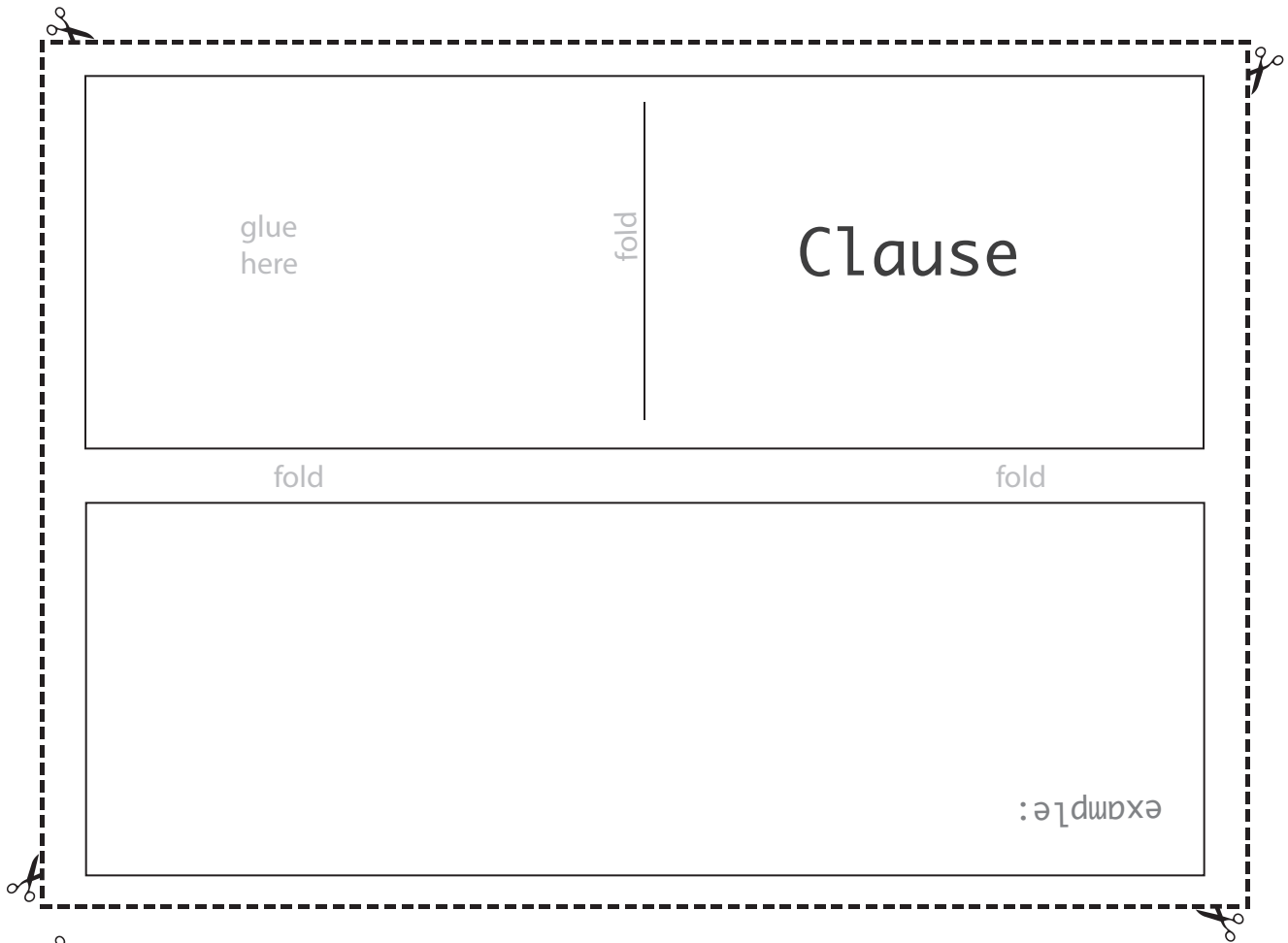
## Clauses

Clause: a group of words with a subject and a verb

Dependent clause: does not make sense alone

- “depends” on the rest of the sentence to make sense
- begins with a relative pronoun or subordinating conjunction

Independent clause: makes sense alone



intentionally blank

1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.
3. Fold again, so the "clause" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.

glue here

fold

# Independent Clause

fold

fold

example:

This is a worksheet template for an independent clause. It features a large rectangular area with a dashed border for cutting. Inside, there are two main sections. The top section is a rectangle divided by a vertical line. The left side of this rectangle is labeled 'glue here' and the right side is labeled 'fold'. To the right of the vertical line, the words 'Independent Clause' are written in a large, bold font. Below this top section, there are two more rectangular sections. The first is a wide, short rectangle with the word 'fold' centered below it. The second is a taller rectangle with the word 'fold' centered below it. At the bottom right of the entire dashed area, the word 'example:' is written. Small scissors icons are placed at the corners of the dashed border to indicate where to cut.

glue here

fold

# Dependent Clause

fold

fold

example:

This is a worksheet template for a dependent clause. It features a large rectangular area with a dashed border for cutting. Inside, there are two main sections. The top section is a rectangle divided by a vertical line. The left side of this rectangle is labeled 'glue here' and the right side is labeled 'fold'. To the right of the vertical line, the words 'Dependent Clause' are written in a large, bold font. Below this top section, there are two more rectangular sections. The first is a wide, short rectangle with the word 'fold' centered below it. The second is a taller rectangle with the word 'fold' centered below it. At the bottom right of the entire dashed area, the word 'example:' is written. Small scissors icons are placed at the corners of the dashed border to indicate where to cut.

1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "clause" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.

glue here

fold

# Main Clause

fold

fold

example:

This worksheet template for a Main Clause is enclosed in a dashed border with scissors at the corners. It features a top section with a vertical line labeled 'fold' and the text 'Main Clause'. Below this is a section with 'glue here' on the left and 'example:' on the right. The bottom section is a large empty box. The word 'fold' appears twice below the top section, indicating where to fold the paper.

glue here

fold

# Subordinate Clause

fold

fold

example:

This worksheet template for a Subordinate Clause is enclosed in a dashed border with scissors at the corners. It features a top section with a vertical line labeled 'fold' and the text 'Subordinate Clause'. Below this is a section with 'glue here' on the left and 'example:' on the right. The bottom section is a large empty box. The word 'fold' appears twice below the top section, indicating where to fold the paper.

1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "clause" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.

glue here

Clause

fold

fold

fold

a group of words with a subject and a verb

glue here

intentionally blank

1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.
3. Fold again, so the "clause" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.

glue here

fold

# Independent Clause

fold

fold

can stand alone

makes sense by itself

glue here

fold

# Dependent Clause

fold

fold

cannot stand alone-

starts with a

relative pronoun or

subordinating

conjunction

1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "clause" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.

A worksheet template for a Main Clause. It consists of two rectangular boxes. The top box is divided vertically by a solid line. The left side of this box contains the text "glue here". The right side contains the text "Main Clause". Below the top box, the word "fold" is written twice, centered under each half of the box. The bottom box is also divided vertically by a solid line. The left side contains the text "can stand alone" and "makes sense by itself" (written upside down). The right side is blank. Below the bottom box, the word "fold" is written twice, centered under each half of the box. The entire worksheet is enclosed in a dashed border with scissors icons at the corners.

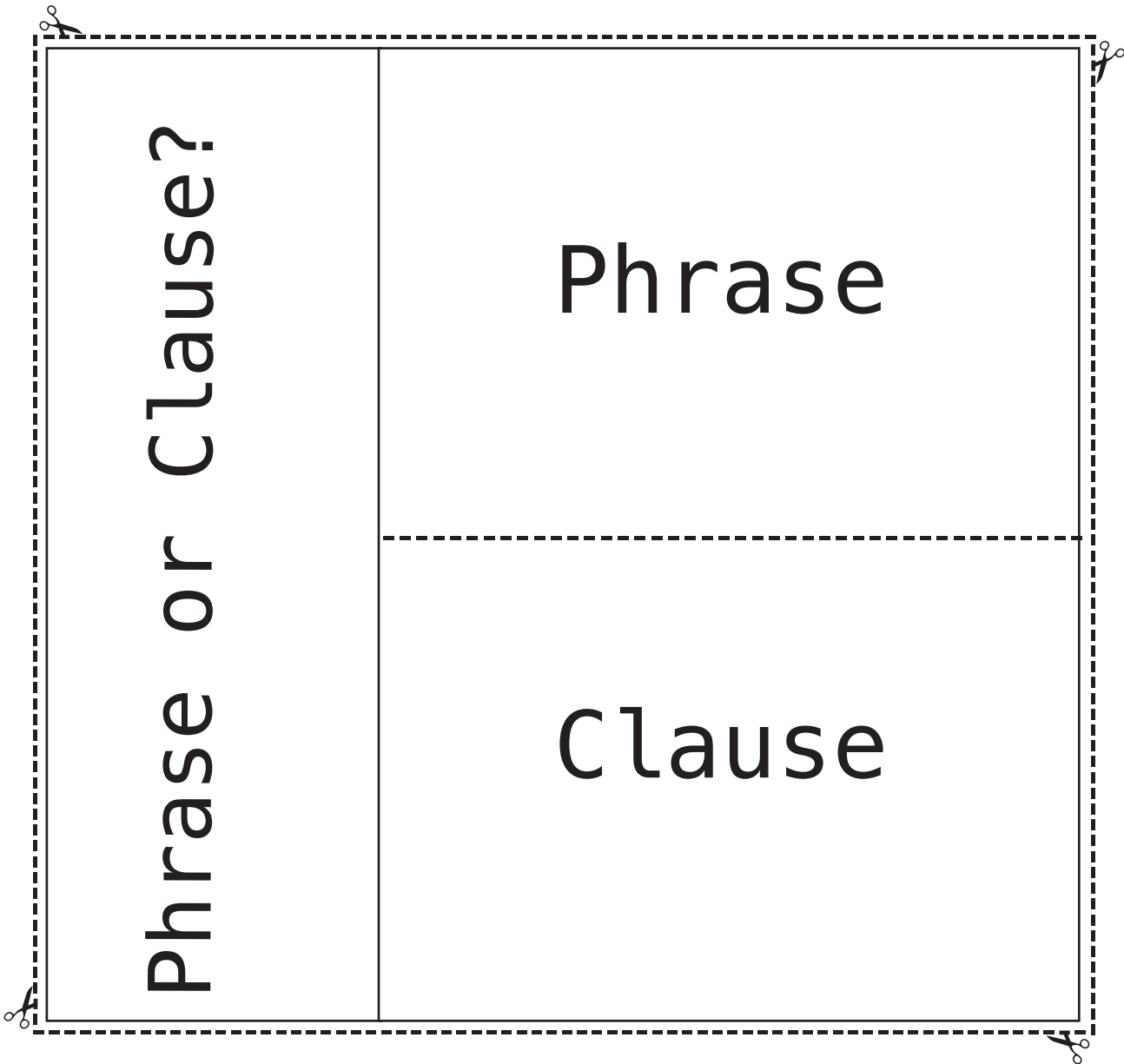
A worksheet template for a Subordinate Clause. It consists of two rectangular boxes. The top box is divided vertically by a solid line. The left side of this box contains the text "glue here". The right side contains the text "Subordinate Clause". Below the top box, the word "fold" is written twice, centered under each half of the box. The bottom box is also divided vertically by a solid line. The left side contains the text "cannot stand alone-", "starts with a", "relative pronoun or", "subordinating", and "conjunction" (written upside down). The right side is blank. Below the bottom box, the word "fold" is written twice, centered under each half of the box. The entire worksheet is enclosed in a dashed border with scissors icons at the corners.

1. Cut on the dotted lines.

2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "clause" portion is on front.

4. Add glue to the "glue here" and adhere to notebook.



Divide into dependent and independent clauses (based on the underlined portion).

Playing games on my tablet utilizes too much time.

Since December, Mandy has texted me only twice.

Since Tony moved away, we don't talk anymore.

Jami went to the basketball game because her brother is on the team.

Shannon shipped the sweater because Mallory forgot it over vacation.

Now that Rob has a car, he drives himself to work.

After Jayne went shopping, she hung up her new clothes.

Even though I drink plenty of water, I always seem thirsty.

Joy will volunteer to help grandma unless Tom does first.

Whenever Adam makes dinner, he cleans the kitchen too.

KEY: dependent and independent clauses

independent clauses

Since December, Mandy has texted me only twice.

Playing games on my tablet utilizes too much time.

Even though I drink plenty of water, I always seem thirsty.

Shannon shipped the sweater because Mallory forgot it over vacation.

dependent clauses

Since Tony moved away, we don't talk anymore.

Jami went to the basketball game because her brother is on the team.

Now that Rob has a car, he drives himself to work.

After Jayne went shopping, she hung up her new clothes.

Whenever Adam makes dinner, he cleans the kitchen too.

Joy will volunteer to help grandma unless Tom does first.

PARTS  
OF A  
SENTENCE



## Parts of Sentence

Subject: the focus of the sentence

Verb: the action or state of being

Direct Object: follows an action verb, and answers “what” or “who”

Indirect Object: answers “to whom” or “for whom”

Predicate Word: follows a linking verb, and answers “what” or “who”



## Parts of Sentence

Subject: the focus of the sentence

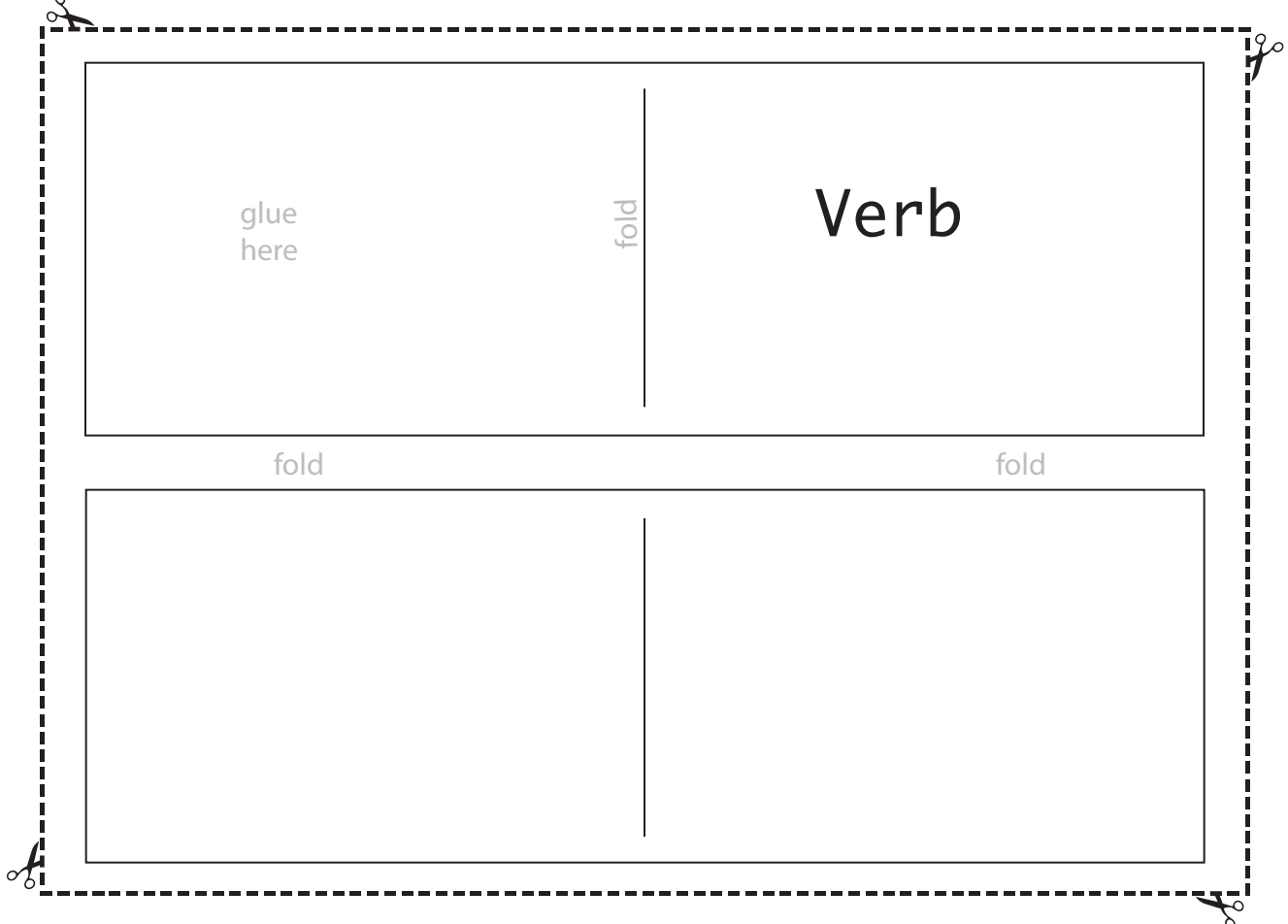
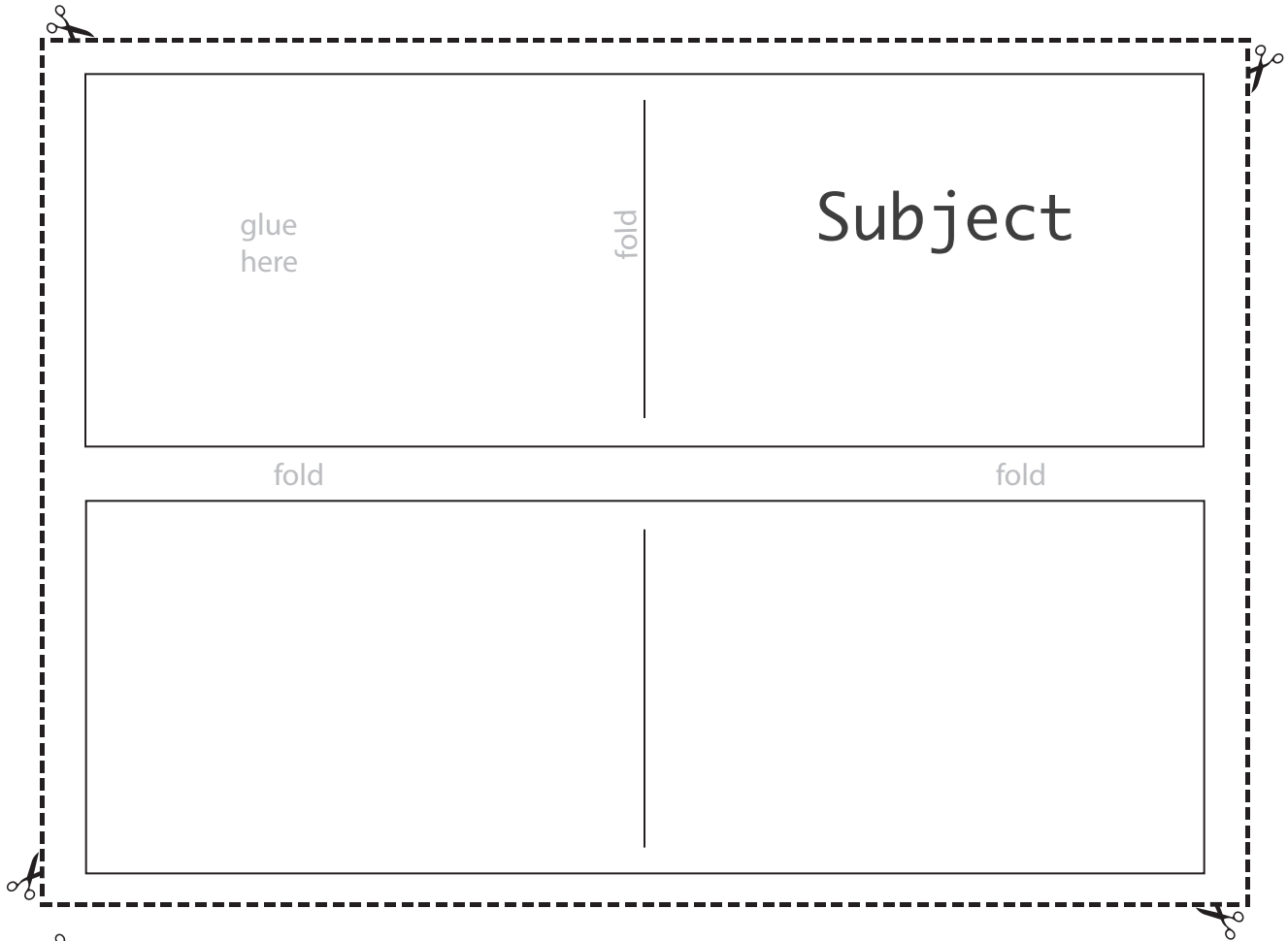
Verb: the action or state of being

Direct Object: follows an action verb, and answers “what” or “who”

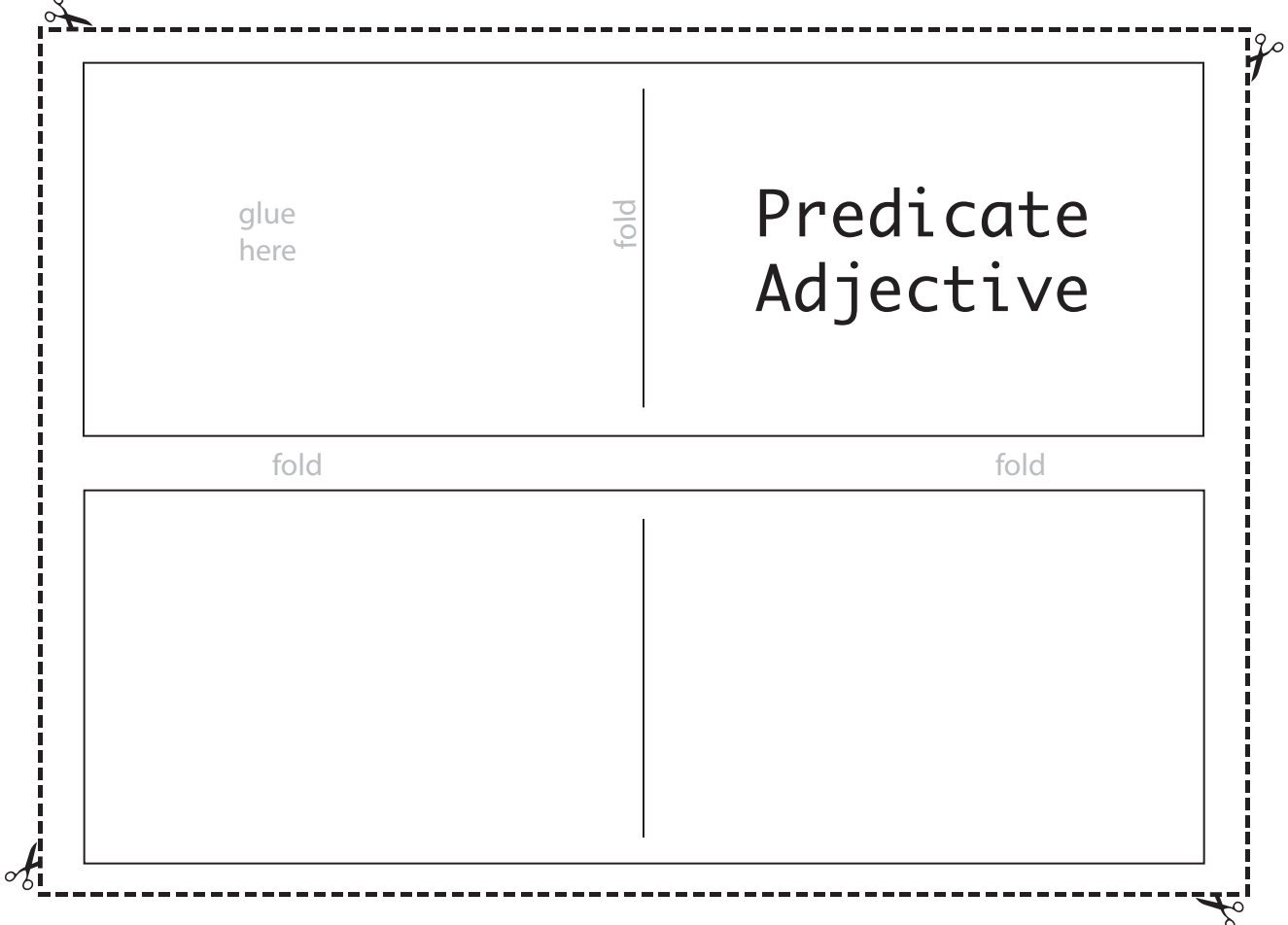
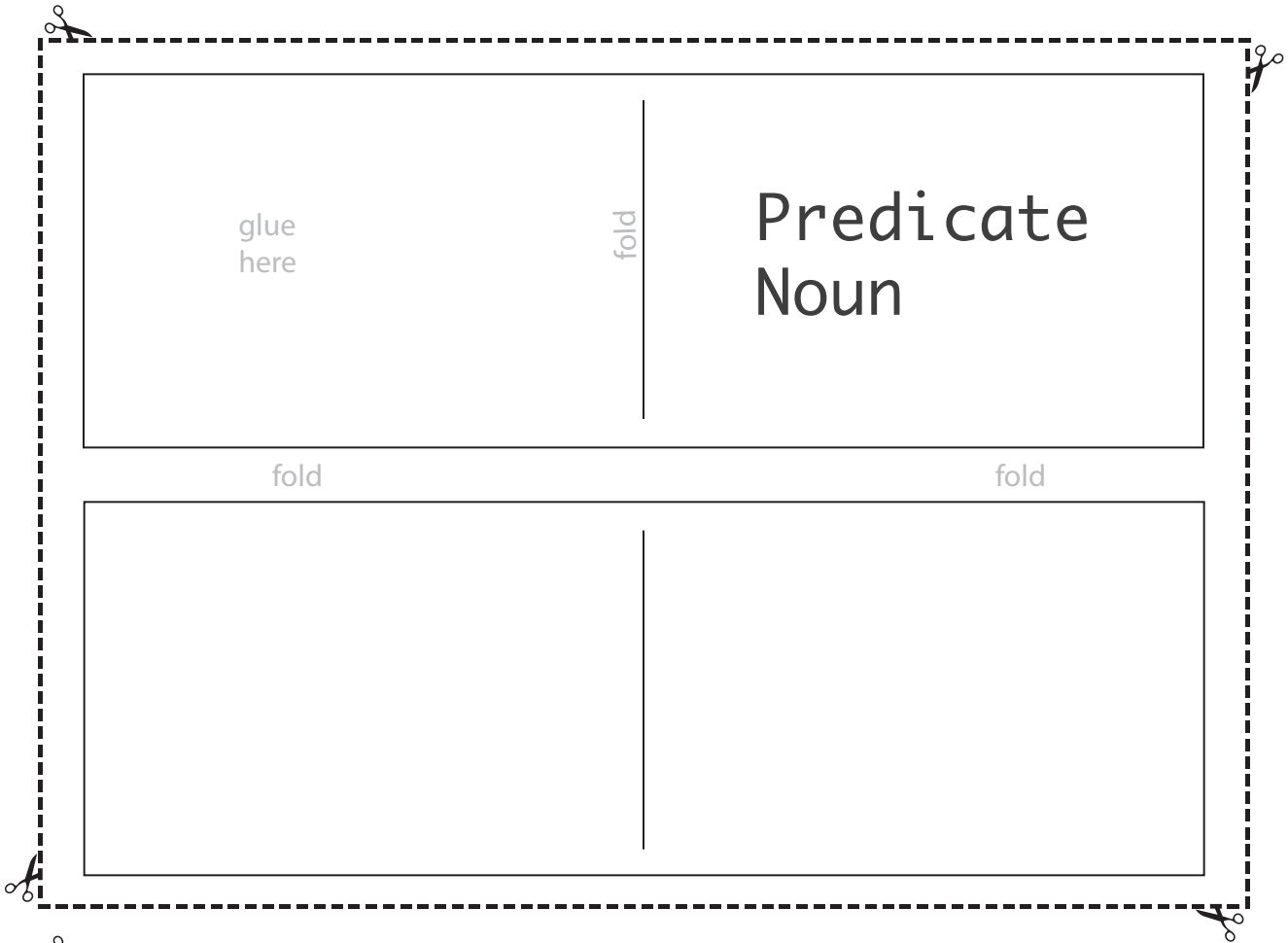
Indirect Object: answers “to whom” or “for whom”

Predicate Word: follows a linking verb, and answers “what” or “who”



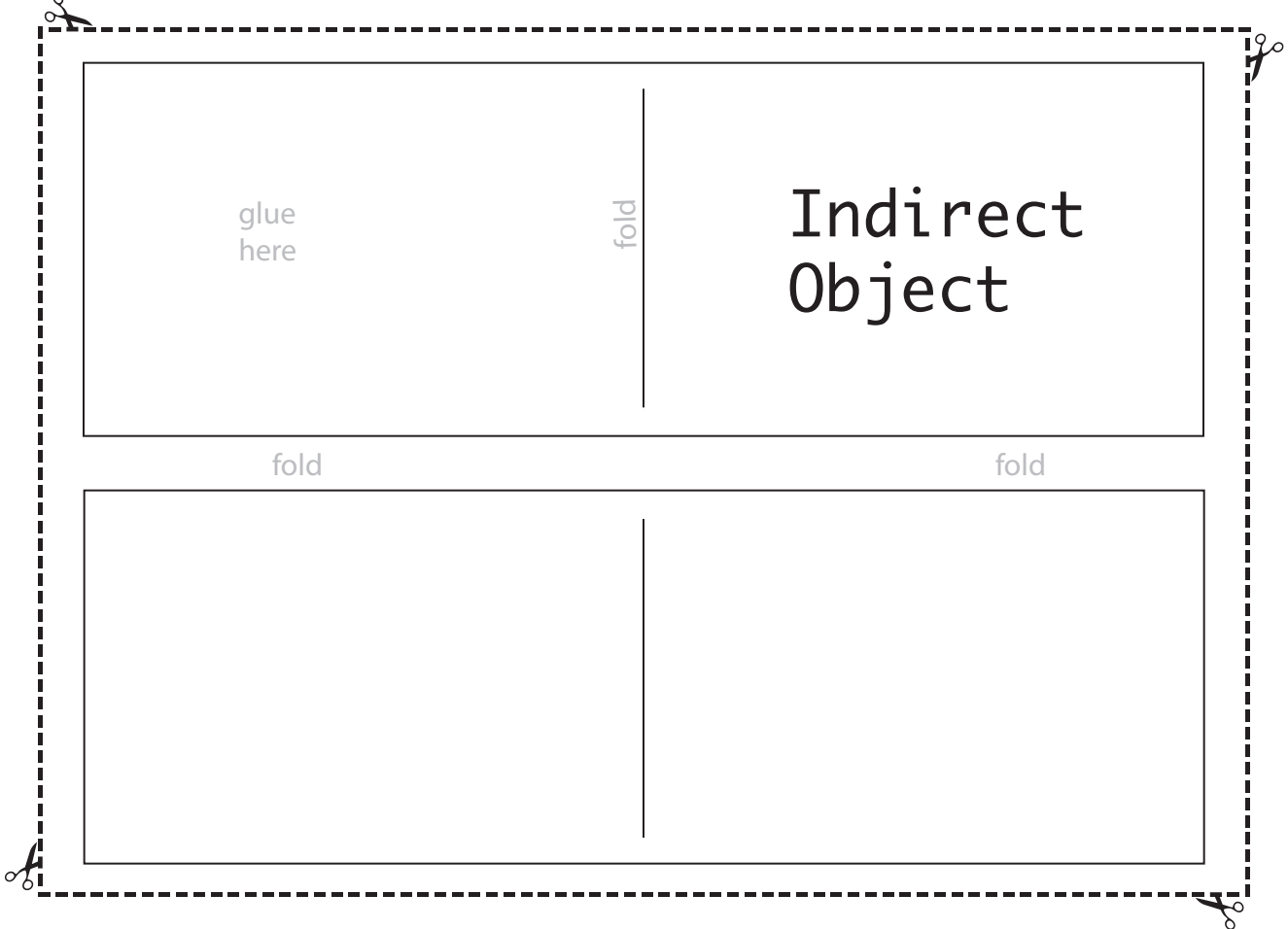
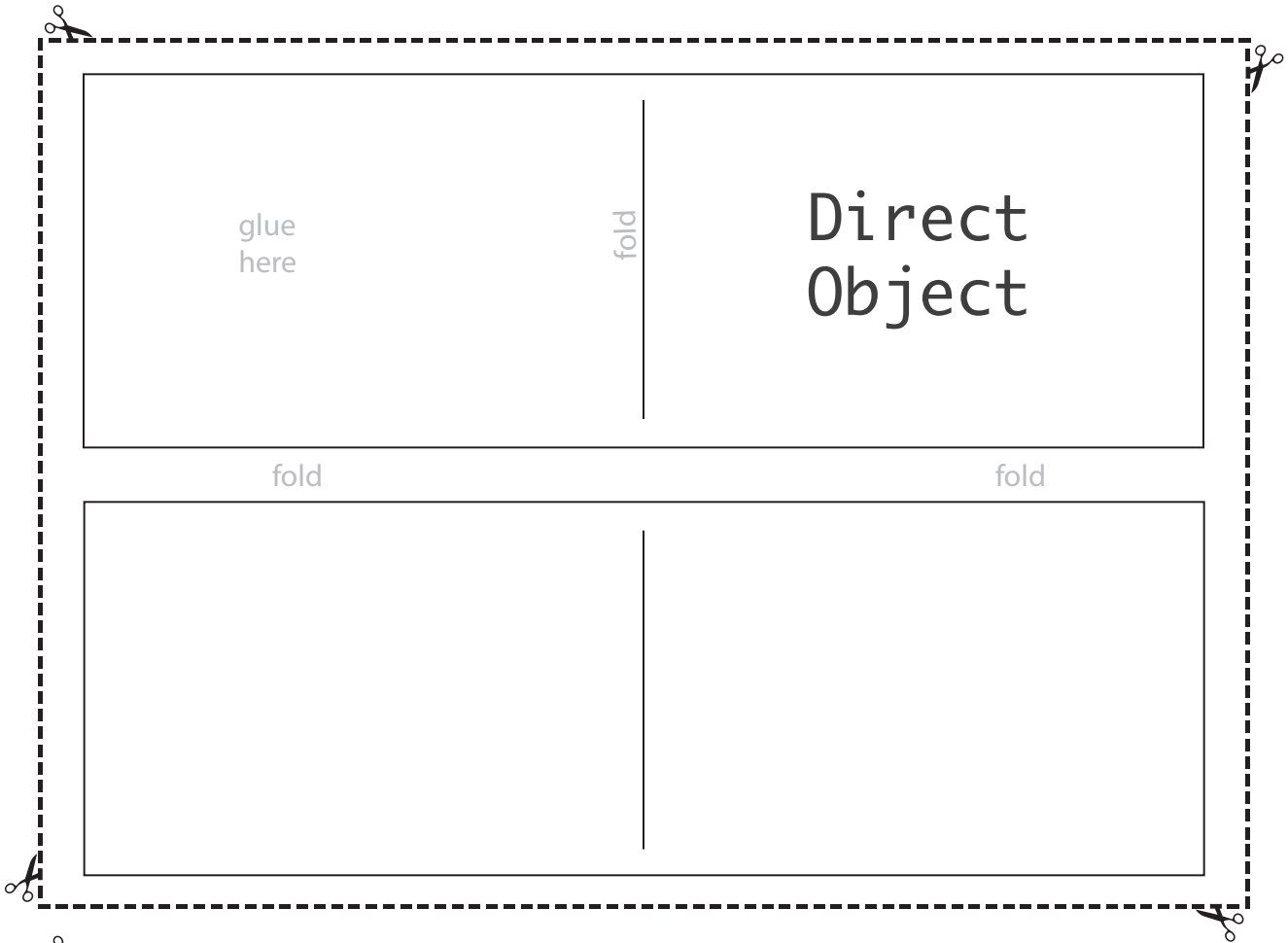


1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.
3. Fold again, so the "subject" or "verb" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.



1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "predicate" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.



1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "object" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.

A rectangular card template for a subject sentence. The card is divided into two horizontal sections. The top section is split vertically by a solid line labeled "fold". The left side of this section contains the text "glue here". The right side contains the word "Subject". The bottom section is also split vertically by a solid line labeled "fold". The left side contains the text "what the sentence is about". The right side is blank. The entire card is enclosed in a dashed border with scissors at the corners, indicating where to cut.

A rectangular card template for a verb sentence. The card is divided into two horizontal sections. The top section is split vertically by a solid line labeled "fold". The left side of this section contains the text "glue here". The right side contains the word "Verb". The bottom section is also split vertically by a solid line labeled "fold". The left side contains the text "the action of the sentence". The right side is blank. The entire card is enclosed in a dashed border with scissors at the corners, indicating where to cut.

1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.
3. Fold again, so the "subject" or "verb" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.

glue here

fold

Predicate Noun

fold

fold

noun that follows a linking verb

fold

fold

glue here

fold

Predicate Adjective

fold

fold

adjective that follows a linking verb

fold

fold

1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "predicate" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.

A rectangular card template for a Direct Object. The card is divided into four quadrants by a vertical line and a horizontal line. The top-left quadrant contains the text "glue here". The top-right quadrant contains the text "Direct Object". The bottom-left quadrant contains the text "receives the action of the verb- 'who' or 'what'", which is rotated 90 degrees counter-clockwise. The bottom-right quadrant is empty. The entire card is enclosed in a dashed border with scissors at each corner, indicating where to cut. The word "fold" is written vertically in the center and horizontally at the bottom of the card.

A rectangular card template for an Indirect Object. The card is divided into four quadrants by a vertical line and a horizontal line. The top-left quadrant contains the text "glue here". The top-right quadrant contains the text "Indirect Object". The bottom-left quadrant contains the text "answers the 'for whom' or 'to whom'", which is rotated 90 degrees counter-clockwise. The bottom-right quadrant is empty. The entire card is enclosed in a dashed border with scissors at each corner, indicating where to cut. The word "fold" is written vertically in the center and horizontally at the bottom of the card.

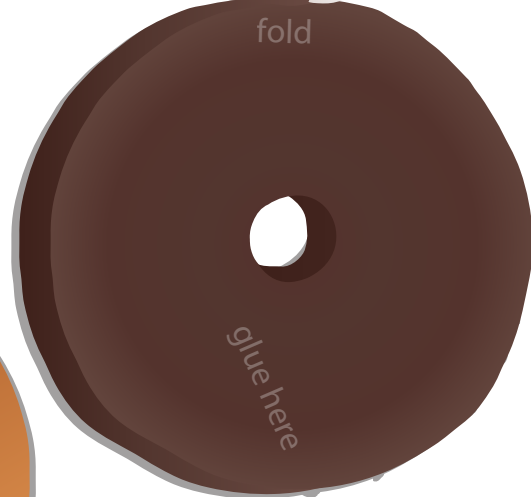
1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "object" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.



1. Color and cut around the cookie tray. Adhere.
2. Color if desired.

1. Color and cut around each cookie. Fold. Adhere the blank side.
2. Write the definition on the inside.



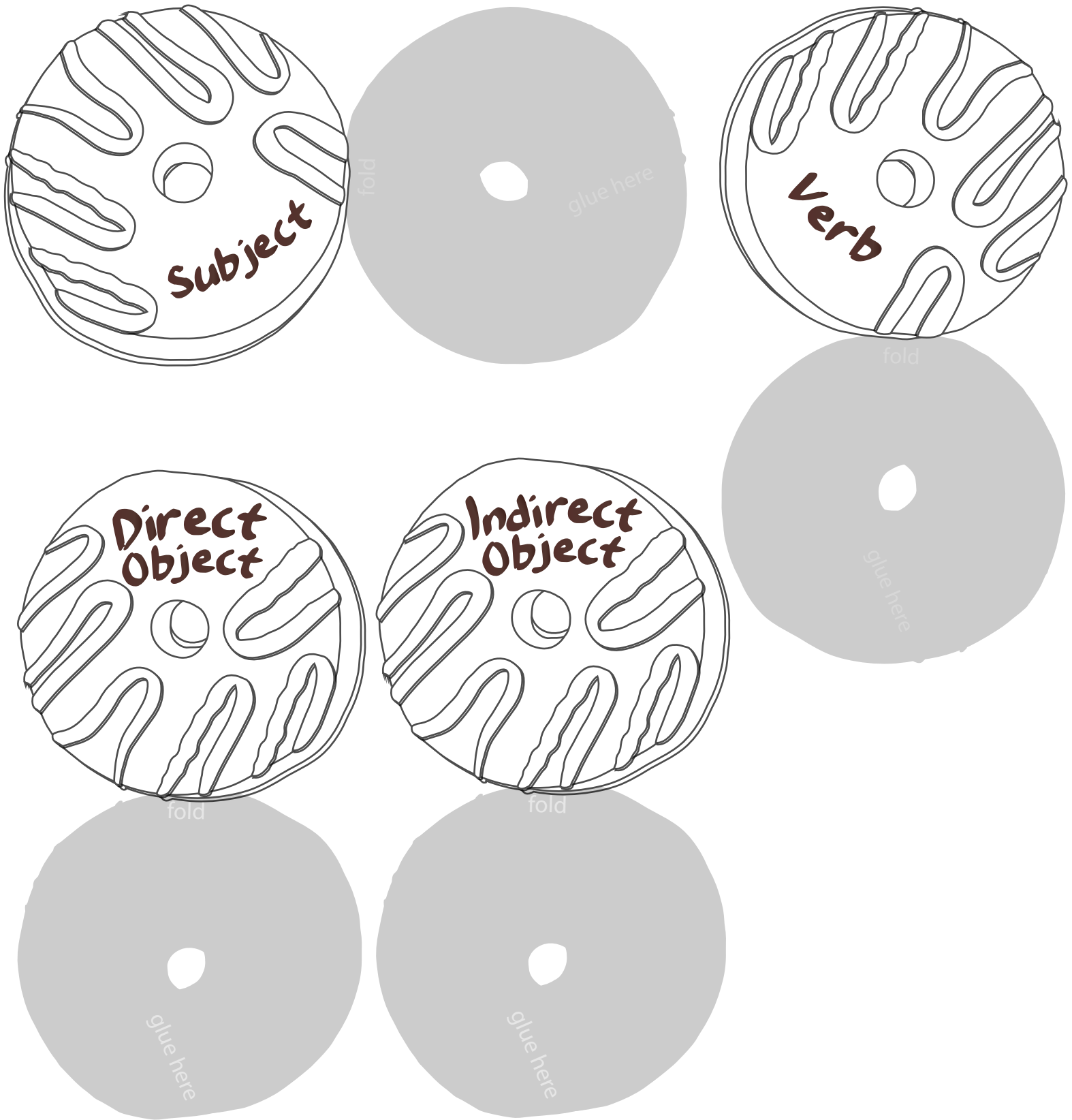
1. Color and cut around each cookie. Fold. Adhere the blank side.
2. Write the definition on the inside.



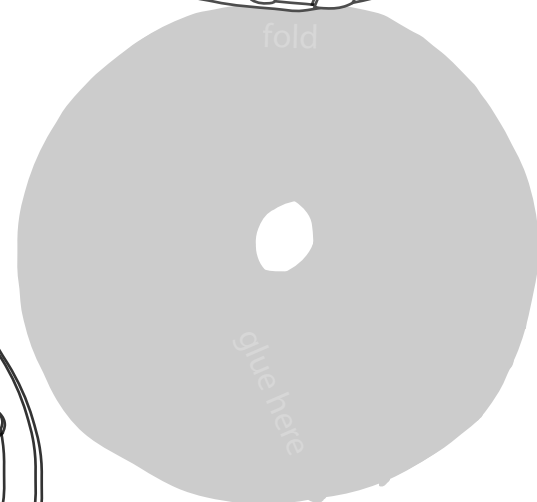
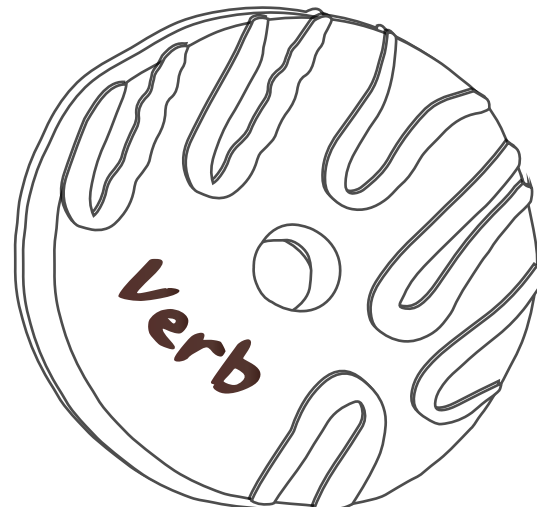
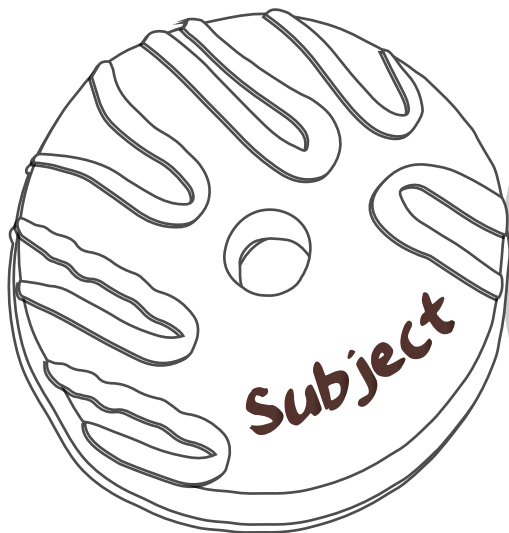


1. Color and cut around the cookie tray. Adhere.
2. Color if desired.

1. Color and cut around each cookie. Fold. Adhere the blank side.
2. Write the definition on the inside.



1. Color and cut around each cookie. Fold. Adhere the blank side.
2. Write the definition on the inside.



# TYPES OF SENTENCES

## Types of Sentences

Simple: an independent clause

Compound: two independent clauses

Complex: an independent clause and at least one dependent clause

Compound-Complex: at least two independent clauses and one dependent clause

---

## Types of Sentences

Simple: an independent clause

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Compound-Complex: at least two independent clauses and one dependent clause

---

## Types of Sentences

Simple: an independent clause

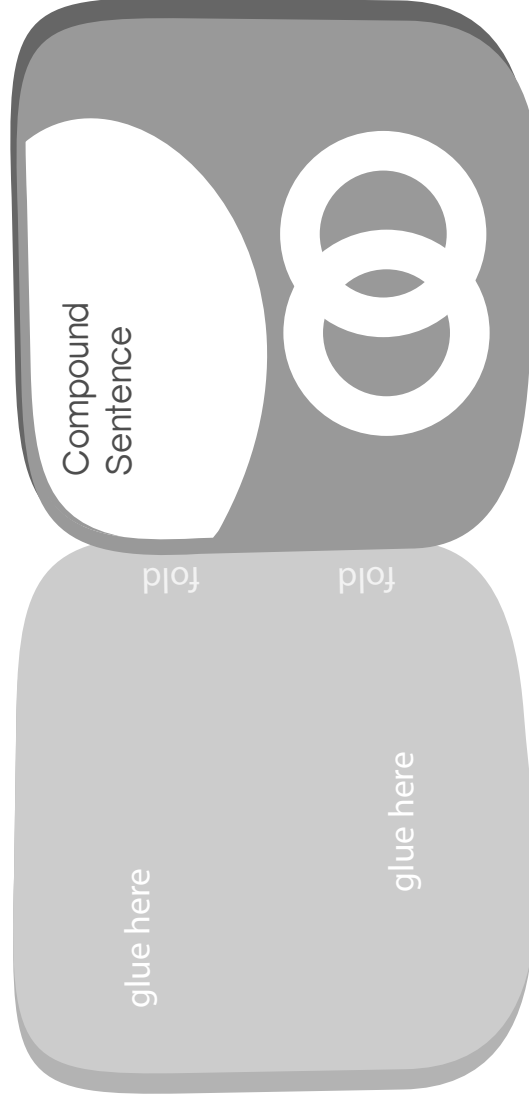
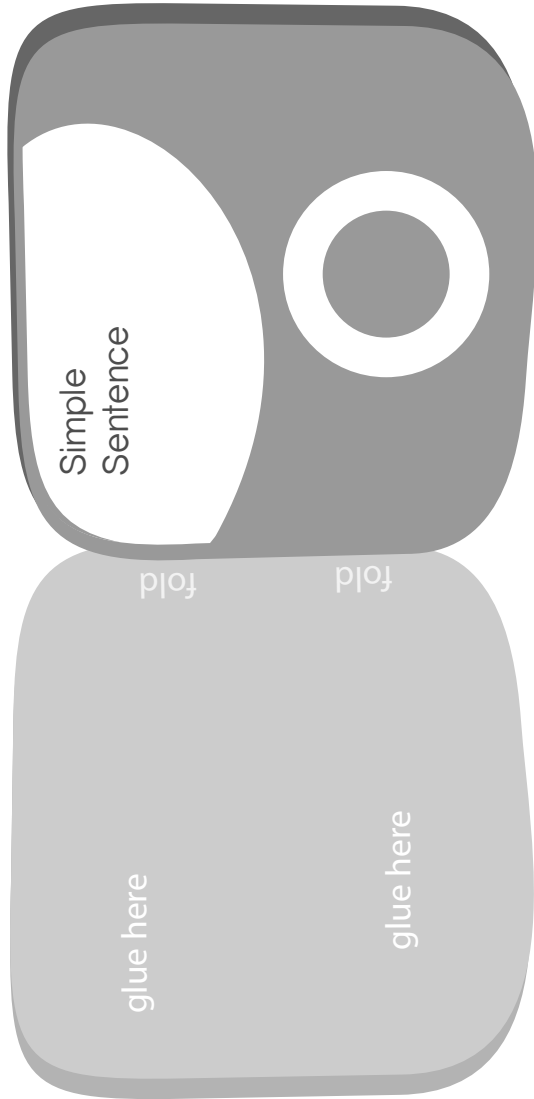
Compound: two independent clauses

Complex: an independent clause and at least one dependent clause

Compound-Complex: at least two independent clauses and one dependent clause

Simple Sentence: an independent clause.

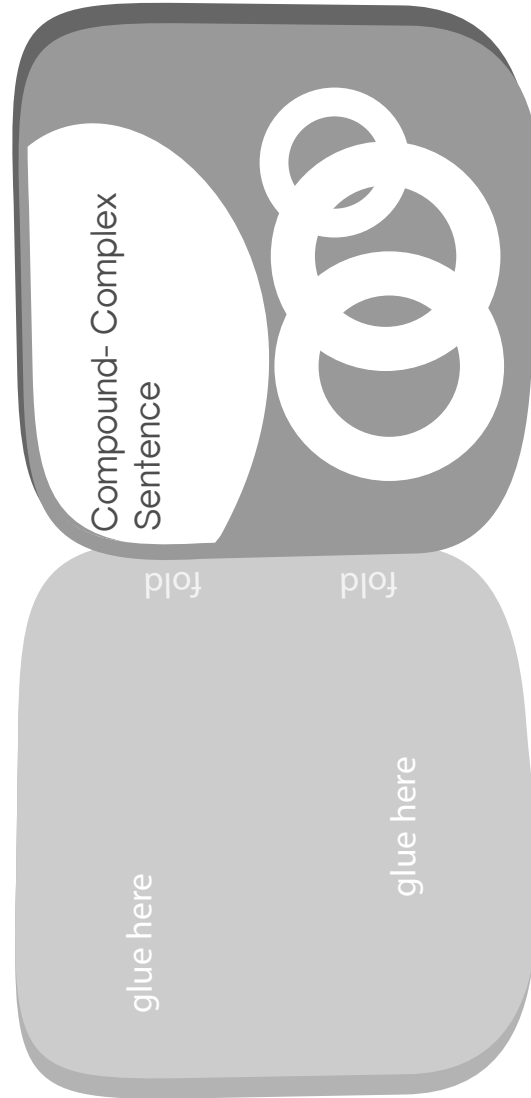
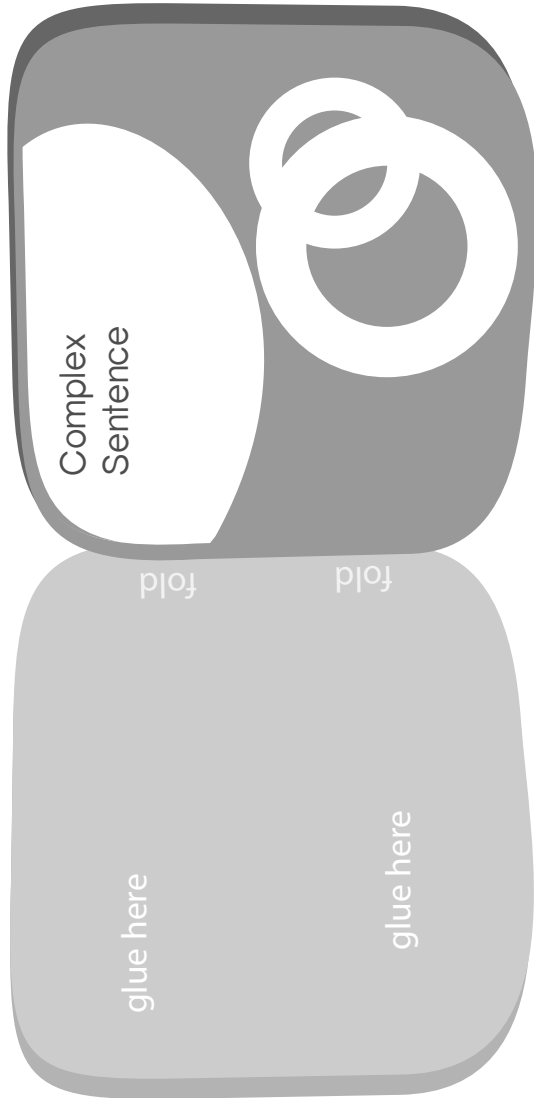
Compound Sentence: two or more independent clauses.



- Directions:
1. Cut around the squares, not cutting them apart.
  2. Fold in half.
  3. Glue the "glue here" to your notebook.
  4. Write the definition on the inside.

**Complex Sentence:** an independent clause and at least one dependent clause.

**Compound Sentence:** two or more independent clauses with at least one dependent clause.



- Directions:
1. Cut around the squares, not cutting them apart.
  2. Fold in half.
  3. Glue the "glue here" to your notebook.
  4. Write the definition on the inside.

Types of Sentences
Simple
Compound
Complex
Compound-Complex

A rectangular template for a notebook page. The top half is a white box with a vertical line down the center. The left side of this box contains the text "glue here" and the right side contains the text "Simple Sentence". A vertical line labeled "fold" is positioned between the two halves. Below the top box are two horizontal lines, each labeled "fold". The bottom half of the page is a large white box containing the text "example:" in the bottom right corner. The entire page is enclosed in a dashed border with scissors at each corner, indicating where to cut.

A rectangular template for a notebook page, identical in layout to the "Simple Sentence" page. The top half is a white box with a vertical line down the center. The left side of this box contains the text "glue here" and the right side contains the text "Compound Sentence". A vertical line labeled "fold" is positioned between the two halves. Below the top box are two horizontal lines, each labeled "fold". The bottom half of the page is a large white box containing the text "example:" in the bottom right corner. The entire page is enclosed in a dashed border with scissors at each corner, indicating where to cut.

1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "sentence" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.

glue here

fold

# Complex Sentence

fold

fold

example:

This worksheet template is designed for a complex sentence. It features a large rectangular area with a dashed border for cutting. Inside, there are two main sections. The top section is a rectangle divided by a vertical line. The left side of this rectangle contains the text "glue here" and the word "fold" written vertically. The right side contains the title "Complex Sentence". Below this rectangle, the word "fold" appears twice, once on the left and once on the right, indicating where to fold the paper. The bottom section is a larger empty rectangular area with the word "example:" written in the bottom right corner. Scissors icons are placed at the corners of the dashed border to indicate where to cut.

glue here

fold

# Compound-Complex Sentence

fold

fold

example:

This worksheet template is designed for a compound-complex sentence. It features a large rectangular area with a dashed border for cutting. Inside, there are two main sections. The top section is a rectangle divided by a vertical line. The left side of this rectangle contains the text "glue here" and the word "fold" written vertically. The right side contains the title "Compound-Complex Sentence". Below this rectangle, the word "fold" appears twice, once on the left and once on the right, indicating where to fold the paper. The bottom section is a larger empty rectangular area with the word "example:" written in the bottom right corner. Scissors icons are placed at the corners of the dashed border to indicate where to cut.

1. Cut on the dotted lines.
2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "sentence" portion is on front.
4. Add glue to the "glue here" and adhere to notebook.

glue here

fold

# Simple Sentence

fold

fold

a sentence with one independent clause

fold

fold

glue here

fold

# Compound Sentence

fold

fold

a sentence with at least two independent clauses

fold

fold

1. Cut on the dotted lines.

2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "sentence" portion is on front.

4. Add glue to the "glue here" and adhere to notebook.

This is a template for a notebook page about complex sentences. It is enclosed in a dashed border with scissors at the corners. The page is divided into two main sections by a horizontal line. The top section has a left box with the text "glue here" and a right box with the title "Complex Sentence". A vertical line labeled "fold" separates the two boxes. The bottom section has a left box with the text "a sentence with one independent clause and one or more dependent clauses" and a right box that is empty. A vertical line labeled "fold" separates the two boxes. The word "fold" is also written below the horizontal line on both sides.

This is a template for a notebook page about compound-complex sentences. It is enclosed in a dashed border with scissors at the corners. The page is divided into two main sections by a horizontal line. The top section has a left box with the text "glue here" and a right box with the title "Compound-Complex Sentence". A vertical line labeled "fold" separates the two boxes. The bottom section has a left box with the text "a sentence with at least two independent clauses and at least one dependent clause" and a right box that is empty. A vertical line labeled "fold" separates the two boxes. The word "fold" is also written below the horizontal line on both sides.

1. Cut on the dotted lines.

2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "sentence" portion is on front.

4. Add glue to the "glue here" and adhere to notebook.

Divide the sentences into two columns: simple and compound.

The brother and sister gave their mother a vase for her birthday.

The sun melted the ice and ruined the salad.

Jane always twirled her new ring, for it was too loose.

Seth sat in his chair, but he wanted to play outside.

Every afternoon, Aubri gets the mail and Zach,  
her neighbor, waves at her.

The sweater is on sale, and I still cannot afford it!

Please bring me ice cream.

Juwan quit the chess team.

My tablet broke, so my mom lent me hers.

Tyson ate lunch at home.

KEY: simple and compound sentences

simple sentences

The brother and sister gave their mother a vase for her birthday.

The sun melted the ice and ruined the salad.

Please bring me ice cream.

Juwan quit the chess team.

Tyson ate lunch at home.

compound sentences

Jane always twirled her new ring, for it was too loose.

Seth sat in his chair, but he wanted to play outside.

Every afternoon, Aubri gets the mail and Zach,  
her neighbor, waves at her.

The sweater is on sale, and I still cannot afford it!

My tablet broke, so my mom lent me hers.

Divide the sentences into two columns: complex and compound-complex.

Since Lori broke her arm, she cannot play her favorite video game.

Cheryl went to the ballgame, and Thad went to the movies because they couldn't agree on a single activity.

I don't want to be in a situation which prevents me from attending college.

When it rained last week, my basement flooded, and now my books are moldy.

Although Becka worked many hours, she didn't go on vacation, and she never ate at restaurants.

The dog ran away, and I forgot my lunch even though I tried to organize for this morning.

Drew brought Jodie a cupcake because it was her birthday.

Jamie's laptop makes a weird sound whenever she opens it.

As long as mom comes home on time, dad will take the car to the mechanic, and Rob will stay for dinner.

I need to finish the laundry before I leave for the weekend.

KEY: complex and compound-complex sentences

complex sentences

Since Lori broke her arm, she cannot play her favorite video game.

I don't want to be in a situation which prevents me from attending college.

Drew brought Jodie a cupcake because it was her birthday.

Jamie's laptop makes a weird sound whenever she opens it.

I need to finish the laundry before I leave for the weekend.

compound-complex sentences

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The dog ran away, and I forgot my lunch even though I tried to organize for this morning.

As long as mom comes home on time, dad will take the car to the mechanic, and Rob will stay for dinner.

I rode a horse for the first time on Saturday.	Tyson went to the store; he forgot to buy bread.
Tom went to the meeting, Janet picked up the dog, and Charlotte stayed home.	Cara could not find her coat because her room was messy.
Jordan performed poorly on her test because she did not study.	Dad wanted coffee, but mom ordered tea.
Unless it stops snowing, Jeff cannot get to the store, and Molly cannot go to basketball practice.	Since the restaurant was busy, no one could hear, and our order was wrong.
Since James has saved his money, he will be able to put a deposit on a car.	In the middle of the night, Andy woke and made a piece of toast for a snack.
Janie watched the movie after she read the book.	Although Staci had time, she chose not to swim.
Throughout the night, my cat whined because his leg hurt.	Jason returned a pair of shoes that had a hole.
Sleeping and eating are my baby brother's favorite activities!	LeShaun read the book that his mom recommended.
Tyler asked Kara for her notes, but Kara could not find them.	Our dog snores, and sometimes he wakes up other people with the noise.
Whenever Sally has time, she walks her dog, and then she grooms him.	The girl ate breakfast in her pajamas.
The kids jumped around the house because they had extra energy.	Mom bought a pizza, and dad made a salad.
The website crashed when traffic grew too fast.	Students have online resources for testing materials and summer school.
The noodles cooked for too long, and they tasted gross.	At the airport, we played games to pass the time.
We had tacos even though that did not sound like a good dinner.	Sam's phone died because he could not find his charger; he eventually borrowed mine.

simple

In the middle of the night, Andy woke and made a piece of toast for a snack.

The girl ate breakfast in her pajamas.

Students have online resources for testing materials and summer school.

At the airport, we played games to pass the time.

I rode a horse for the first time on Saturday.

Sleeping and eating are my baby brother's favorite activities!

compound

Tom went to the meeting, Janet picked up the dog, and Charlotte stayed home.

Tyson went to the store; he forgot to buy bread.

Dad wanted coffee, but mom ordered tea.

Our dog snores, and sometimes he wakes up other people with the noise.

Mom bought a pizza, and dad made a salad.

Tyler asked Kara for her notes, but Kara could not find them.

The noodles cooked for too long, and they tasted gross.

complex

Cara could not find her coat because her room was messy.

Jordan performed poorly on her test because she did not study.

Although Staci had time, she chose not to swim.

Jason returned a pair of shoes that had a hole.

LeShaun read the book that his mom recommended.

Since James has saved his money, he will be able to put a deposit on a car.

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Throughout the night, my cat whined because his leg hurt.

We had tacos even though that did not sound like a good dinner.

The kids jumped around the house because they had extra energy.

The website crashed when traffic grew too fast.

compound-complex

Unless it stops snowing, Jeff cannot get to the store, and Molly cannot go to basketball practice.

Whenever Sally has time, she walks her dog, and then she grooms him.

Sam's phone died because he could not find his charger; he eventually borrowed mine.

Since the restaurant was busy, no one could hear, and our order was wrong.

# COORDINATE ADJECTIVES

COORDINATE  
ADJECTIVES

## Coordinate Adjectives

- Coordinate adjectives are a series of adjectives that modify the same words.
- They have “equal” meaning.
- They require a comma.
- The series IS coordinate if you can use “and” instead of the comma.

---

## Coordinate Adjectives

- Coordinate adjectives are a series of adjectives that modify the same words.
- They have “equal” meaning.
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- The series IS coordinate if you can use “and” instead of the comma.

---

## Coordinate Adjectives

- Coordinate adjectives are a series of adjectives that modify the same words.
- They have “equal” meaning.
- They require a comma.
- The series IS coordinate if you can use “and” instead of the comma.

# COORDINATE ADJECTIVES



**COORDINATE ADJECTIVES ARE DIFFERENT, BUT  
THEY MODIFY THE SAME NOUN - THEY GO TOGETHER!**

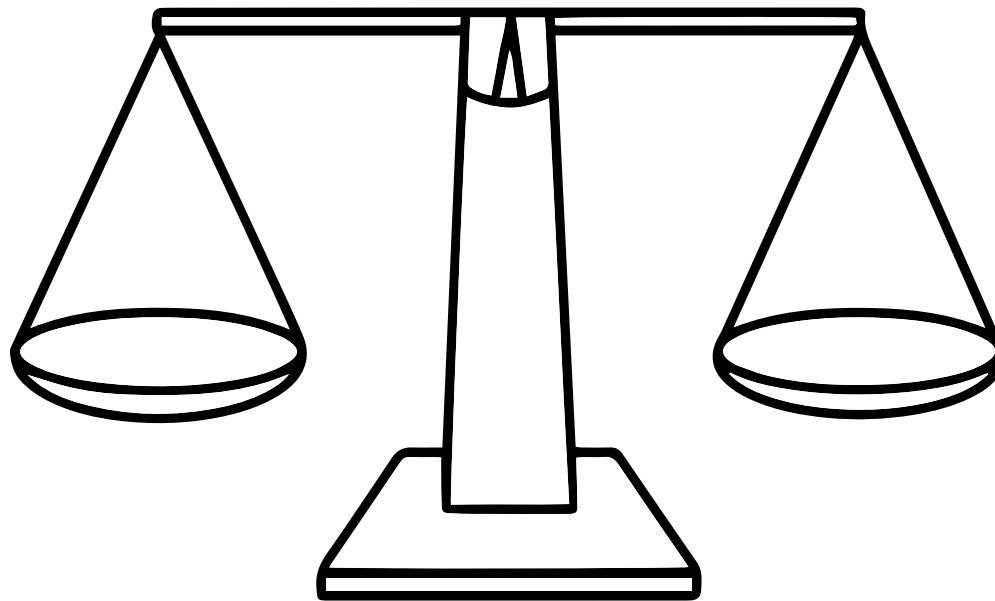
Directions:

1. Cut out sheet, color, and adhere.
2. Write a sentence that contains coordinate adjectives.

# COORDINATE ADJECTIVES

**"WEIGH" THE SAME**

**EACH ADJECTIVE WILL BE EQUAL IN MEANING.**



Directions:

1. Cut out sheet, color, and adhere.
2. Write a sentence that contains coordinate adjectives.

Add commas to separate coordinate adjectives. Some sentences require no commas.

My sister's favorite animal at the zoo was the little gray elephant.

Janie is baking her delicious fluffy cookies.

Ella has an organized tidy room.

Kids are always drawn to the poky sharp cactus.

Ben trains future assistance dogs.

The decrepit sunken table can not be salvaged.

Did you know who gave the generous thoughtful donation?

Driving on the rocky hilly driveway gives me a headache.

His mild casual approach sets customers at ease.

Jane's shirt has a loud elaborate print.

KEY:coordinate adjectives

Janie is baking her delicious, fluffy cookies.

Ella has an organized, tidy room.

Kids are always drawn to the poky, sharp cactus.

The decrepit, sunken table can not be salvaged.

Did you know who gave the generous, thoughtful donation?

Driving on the rocky, hilly driveway gives me a headache.

His mild, casual approach sets customers at ease.

Jane's shirt has a loud, elaborate print.

NOT coordinate adjectives

Ben trains future assistance dogs.

My sister's favorite animal at the zoo was the little gray elephant.

ACTIVE  
AND  
PASSIVE  
VOICE

## Active and Passive Voice

- A verb is in the active voice when the subject completes the verb.
- A verb is in the passive voice when an action is done to the subject. It often has a “by” prepositional phrase follow it.
- To change passive voice into active voice, add a subject or make an object the subject.

---

## Active and Passive Voice

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- A verb is in the passive voice when an action is done to the subject. It often has a “by” prepositional phrase follow it.
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---

## Active and Passive Voice

- A verb is in the active voice when the subject completes the verb.
- A verb is in the passive voice when an action is done to the subject. It often has a “by” prepositional phrase follow it.
- To change passive voice into active voice, add a subject or make an object the subject.

A worksheet template for 'Active Voice'. It consists of two horizontal rectangular sections. The top section is divided into two halves by a vertical line labeled 'fold'. The left half contains the text 'glue here' and the right half contains the text 'Active Voice'. Below the top section, the word 'fold' is written twice, once under each half. The bottom section is a blank rectangular area, also divided by a vertical line labeled 'fold'. The entire worksheet is enclosed in a dashed border with scissors at the corners, indicating where to cut.

A worksheet template for 'Passive Voice'. It consists of two horizontal rectangular sections. The top section is divided into two halves by a vertical line labeled 'fold'. The left half contains the text 'glue here' and the right half contains the text 'Passive Voice'. Below the top section, the word 'fold' is written twice, once under each half. The bottom section is a blank rectangular area, also divided by a vertical line labeled 'fold'. The entire worksheet is enclosed in a dashed border with scissors at the corners, indicating where to cut.

1. Cut on the dotted lines.

2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "voice" portion is on front.

4. Add glue to the "glue here" and adhere to notebook.

glue here

fold

# Active Voice

fold

fold

the subject completes the verb

This is a notebook page template for 'Active Voice'. It features a dashed border with scissors at the corners. The page is divided into two horizontal sections. The top section has a vertical line down the center. The left side of this section contains the text 'glue here'. The right side contains the title 'Active Voice'. Below this section, the word 'fold' is written twice, once on each side of the vertical line. The bottom section also has a vertical line down the center. The left side contains the text 'the subject completes the verb'. The right side is blank.

glue here

fold

# Passive Voice

fold

fold

the subject does not complete the verb

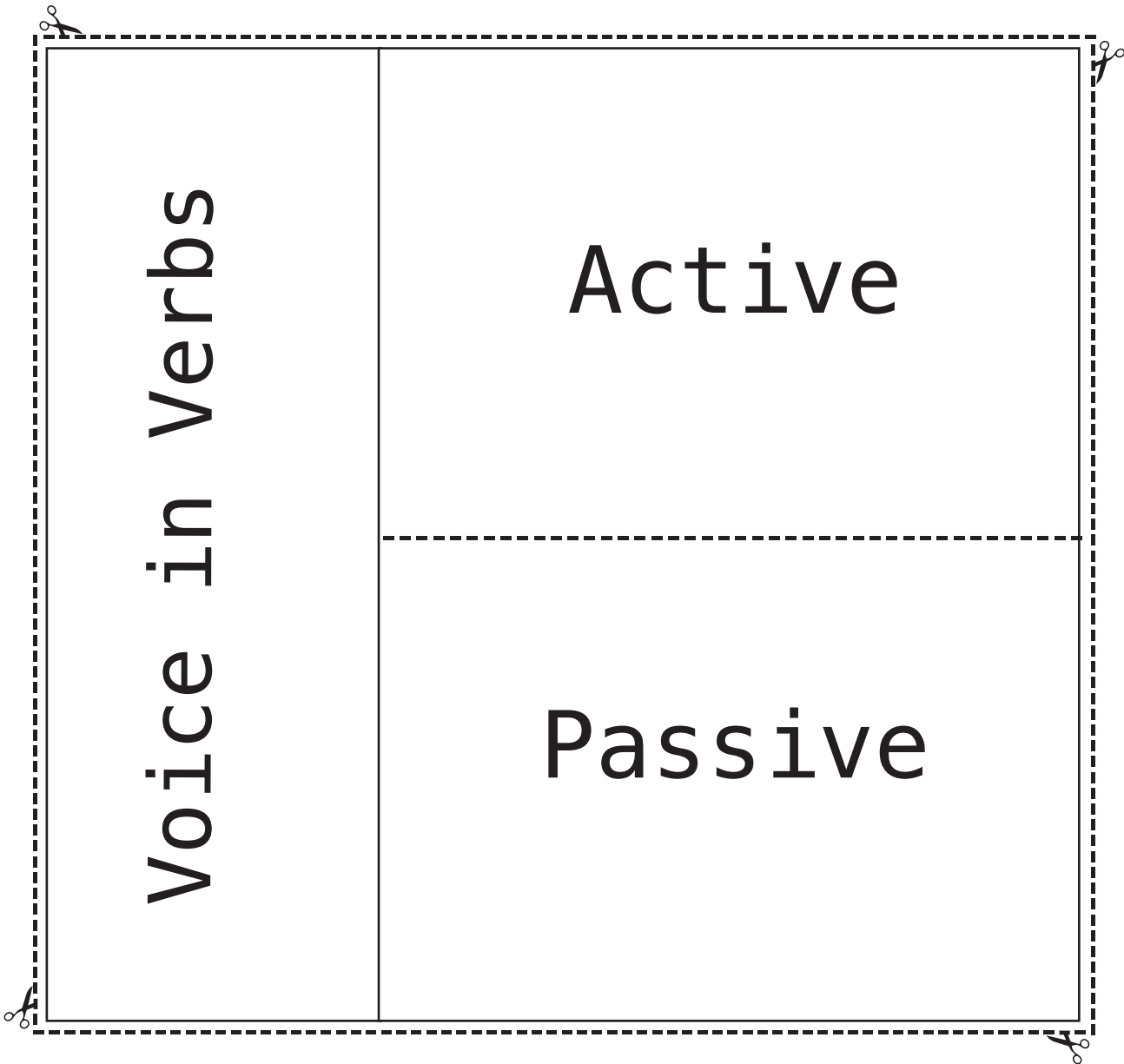
This is a notebook page template for 'Passive Voice'. It features a dashed border with scissors at the corners. The page is divided into two horizontal sections. The top section has a vertical line down the center. The left side of this section contains the text 'glue here'. The right side contains the title 'Passive Voice'. Below this section, the word 'fold' is written twice, once on each side of the vertical line. The bottom section also has a vertical line down the center. The left side contains the text 'the subject does not complete the verb'. The right side is blank.

1. Cut on the dotted lines.

2. Fold each piece in half - on the 'fold' line.

3. Fold again, so the "voice" portion is on front.

4. Add glue to the "glue here" and adhere to notebook.



Directions:

1. Cut along the dotted lines 2. Add glue to the back. 3. Adhere to your notebook.

The briefcase was grabbed by the zombie.



Passive voice: The subject does not complete the verb.

The zombie holds his coffee cup.



Active voice: The subject completes the verb.

Rewrite each sentence to eliminate passive voice.

The baby was fed dinner by her mom.

The parents were surprised on their anniversary.

The room was cleaned by Bethany.

The computer was finally assembled.

In the middle of the afternoon, the pumpkin was eaten.

The footlong sandwich was eaten by the hungry kids.

Because of the rain, the leaves were not raked.

The meeting was not well attended.

All of the clothes were labeled for the garage sale.

The truck was accidentally driven into the lake.

KEY: active/passive voice

Rewrite each sentence to eliminate passive voice.

The baby was fed dinner by her mom.

The baby's mom fed her dinner.

The parents were surprised on their anniversary.

The kids surprised their parents on their anniversary.

The room was cleaned by Bethany.

Bethany cleaned her room.

The computer was finally assembled.

Donna finally assembled the computer.

In the middle of the afternoon, the pumpkin was eaten.

In the middle of the afternoon, the dog ate the pumpkin.

The footlong sandwich was eaten by the hungry kids.

The hungry kids ate the footlong sandwich.

Because of the rain, the leaves were not raked.

Because of the rain, no one raked the leaves.

The meeting was not well attended.

No one attended the meeting.

All of the clothes were labeled for the garage sale.

Dad labeled all of the clothes for the garage sale.

The truck was accidentally driven into the lake.

Tom accidentally drove the truck into the lake.

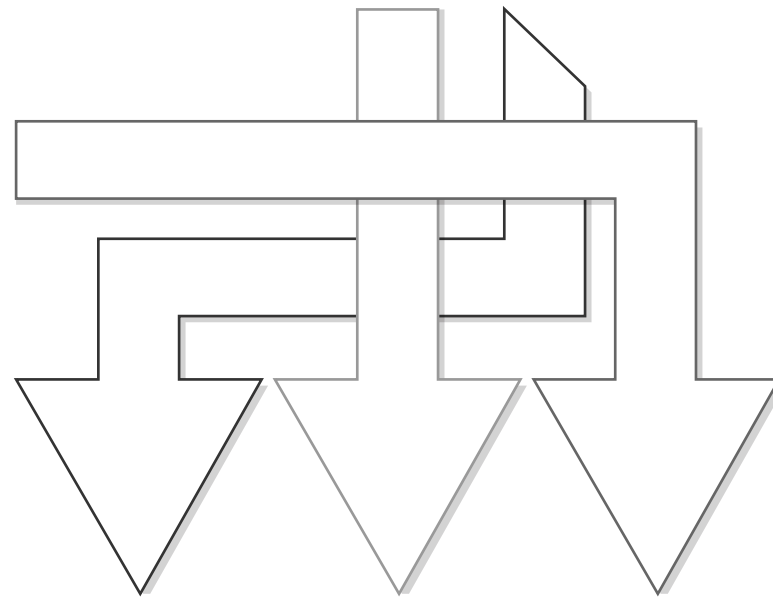
# MODIFIERS

**MODIFIERS**

# MISPLACED MODIFIERS

**THEY ARE IN THE WRONG SPOT!**

**A MODIFIER THAT IS  
IN THE WRONG LOCATION.**



**MODIFIER**

Directions:

1. Cut out sheet, color, and adhere.

Rewrite each sentence to correct misplaced modifiers.

Too young to watch, scary movies my brother showed gave me nightmares.

Crooked on the wall, Janet looked at the mirror.

Cracked screen, Sam was tired of dealing with his phone.

Braided, the little girl tossed her hair over her shoulder.

Loudly cleaning the carpet, the dog ran from his owner.

Disappointed by her test, the teacher allowed Kim to retake it.

Updated with an oil change, Calvin kept the speed boat.

Tearing the puzzle apart in a fit, the dad shut the box for the toddler.

Carrying bags for a customer, Mrs. Smith opened her car door for the worker.

The house owners, who were barely cleaning, waited to speak with the maids.

KEY: Rewrite each sentence to correct misplaced modifiers.

Too young to watch, scary movies my brother showed gave me nightmares.  
The scary movies my brother showed me when I was too young to watch gave me nightmares.

Crooked on the wall, Janet looked at the mirror.  
Janet looked at the mirror which hung crooked on the wall.

Cracked screen, Sam was tired of dealing with his phone.  
Sam was tired of dealing with his phone's cracked screen.

Braided, the little girl tossed her hair over her shoulder.  
The little girl tossed her braided hair over her shoulder.

Loudly cleaning the carpet, the dog ran from his owner.  
Loudly cleaning the carpet, the owner knew why his dog ran away.

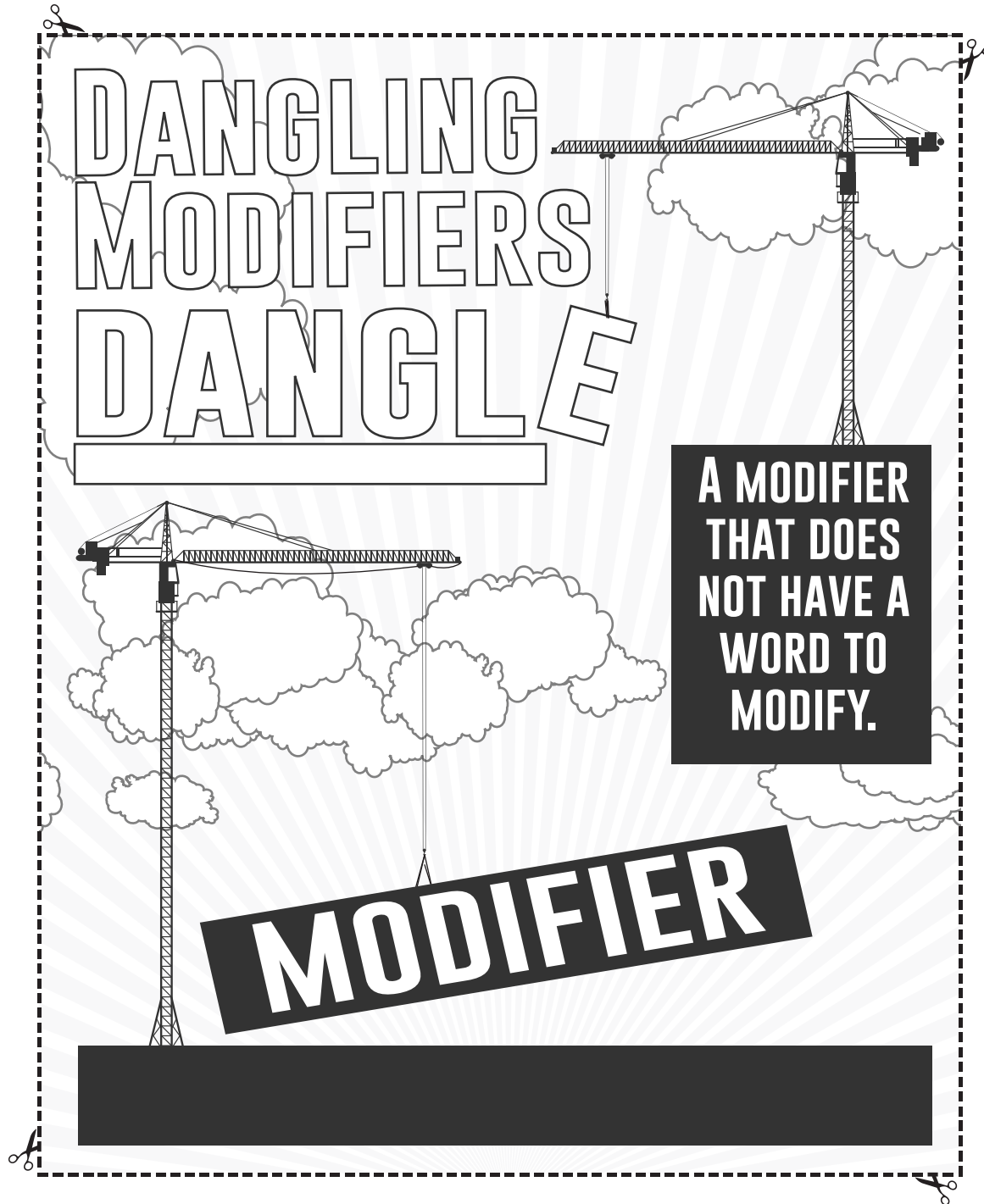
Disappointed by her test, the teacher allowed Kim to retake it.  
Kim, disappointed by her test, asked the teacher if she could retake it.

Updated with an oil change, Calvin kept the speed boat.  
Calvin kept the speed boat after he updated it with an oil change.

Tearing the puzzle apart in a fit, the dad shut the box for the toddler.  
Tearing the puzzle apart in a fit, the toddler watched his dad shut the box.

Carrying bags for a customer, Mrs. Smith opened her car door for the worker.  
Mrs. Smith opened her car door for the worker who carried her bags.

The house owners, who were barely cleaning, waited to speak with the maids.  
The house owners waited to speak with the maids who were barely cleaning.



Directions:

1. Cut out sheet, color, and adhere.

Rewrite the sentences to correct dangling modifiers.

Playing games on the phone, the couch was full.

Splashing in water, the floor got wet.

Remodeling, paint was dripped on the floor.

Cleaning the bedroom, the floor was vacuumed.

Dropping crumbs on the ground, the cracker was eaten.

Keeping a secret, the surprise was wonderful!

Piling logs, the fire was started.

Lost in the woods, cell phones were used.

Collecting tickets, the movie was missed.

Tired and satisfied, the chair was occupied!

Rewrite the sentences to correct dangling modifiers.

Playing games on the phone, the couch was full.  
Playing games on the phone, the family filled the couch.

Splashing in water, the floor got wet.  
Splashing in the water, the baby got the floor wet.

Remodeling, paint was dripped on the floor.  
Remodeling, Ryan dripped paint on the floor.

Cleaning the bedroom, the floor was vacuumed.  
Cleaning the bedroom, dad finished by vacuuming the floor.

Dropping crumbs on the ground, the cracker was eaten.  
Dropping crumbs on the ground, Sam ate the cracker.

Keeping a secret, the surprise was wonderful!  
Keeping a secret, our family created a wonderful surprise!

Piling logs, the fire was started.  
Piling logs, mom then started the fire.

Lost in the woods, cell phones were used.  
Lost in the woods, the hikers used their cell phones.

Collecting tickets, the movie was missed.  
Collecting tickets, the employee missed the movie.

Tired and satisfied, the chair was occupied!  
Tired and satisfied, Sam occupied the chair!

STRONG  
WRITING

## Subject- Verb Agreement

(clues)

- watch for words between the subject and verb
- identify the subject as singular or plural
- understand indefinite pronouns

## Dangling Modifiers

(problems)

- a dangling modifier is often a participial phrase
- it “dangles” - it doesn’t have a word to modify
- clarify the sentence by adding the word that needs modified

## Pronouns

(clues)

- pronoun - antecedent agreement
- decide the number with indefinite pronouns
- follow pronoun case rules

## Parallelism

(clues)

- in lists, verbals, and modifiers
- structure in types of sentences

## Complete Sentences

(clues)

- sentences must contain a subject and a verb
- the idea must make sense by itself
- sentences must start with a capital letter and have ending punctuation

## Misplaced Modifiers

(problems)

- a misplaced modifier is often a participial phrase
- it is “misplaced” - it is in the incorrect place and is modifying an unintended word
- move it closer to the word it modifies

Rewrite the sentences to eliminate the wordiness.

Mom and I went shopping today and bought new shoes from the mall.

That enormous dog over there put his big muddy paws on the counter.

Gracie and her brother went outside and played in their backyard at home.

We filled our grocery cart with groceries at the store.

Janie turned the radio's volume up and now it is too loud.

Ice cream, brownies, cupcakes, and desserts have lots of sugar and can hurt teeth.

My brother, a boy, cut the paper with scissors.

That meal we had for dinner was delicious.

After I run errands and mark items off my to-do list, I will get ready for tonight.

The noisy little kid banged on pots and pans, making noise.

KEY: wordy sentences

Mom and I went shopping today and bought new shoes from the mall.  
Mom and I went shopping and bought shoes.

That enormous dog over there put his big muddy paws on the counter.  
That enormous dog put his muddy paws on the counter.

Gracie and her brother went outside and played in their backyard at home.  
Gracie and her brother played in their backyard.

We filled our grocery cart with groceries at the store.  
We filled our grocery cart.

Janie turned the radio's volume up and now it is too loud.  
Janie's radio is too loud.

Ice cream, brownies, cupcakes, and desserts have lots of sugar and can hurt teeth.  
Desserts with lots of sugar can hurt teeth.

My brother, a boy, cut the paper with scissors.  
My brother cut the paper.

That meal we had for dinner was delicious.  
Dinner was delicious.

After I run errands and mark items off my to-do list, I will get ready for tonight.  
I will get ready for tonight after I finish errands.

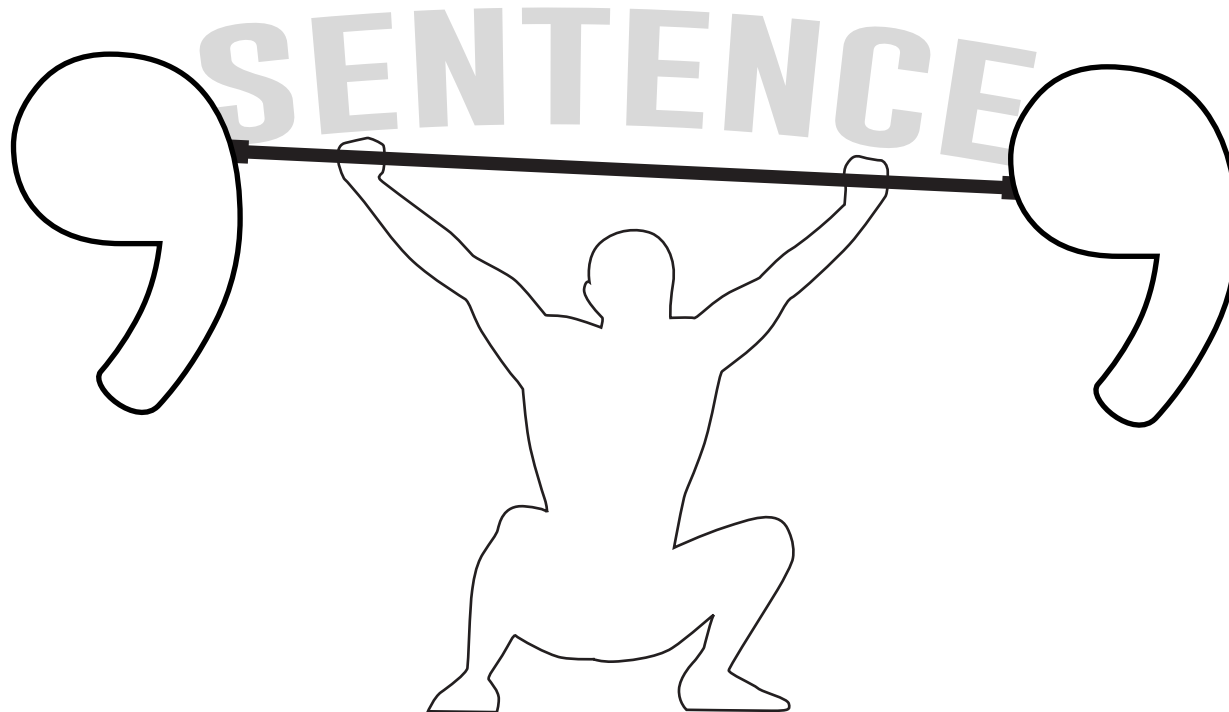
The noisy little kid banged on pots and pans, making noise.  
The noisy kid banged on pots and pans.

# PUNCTUATION

PUNCTUATION

# COMMA SPLICE

A COMMA IS NOT **STRONG** ENOUGH TO HOLD TWO SENTENCES TOGETHER.



A COMMA CANNOT CONNECT TWO SENTENCES.

Directions:

1. Cut out sheet, color, and adhere.
2. Write/ correct a comma splice.

## Dashes

(uses)

- sets off information
- typically used in an informal way

## Parentheses

(uses)

- set off nonrestrictive information
- often an afterthought
- the sentence makes sense without the information

## Colon

(uses)

- introduces a list
- shows explanation from the first independent clause to the second independent clause

## Commas

(uses)

- with appositives
- with lists
- after an introductory phrase or dependent clause
- for natural pauses or dramatic effect
- with quotation marks
- for clarification

## Semicolons

(uses)

- to join two independent clauses
- with long lists (will often contain commas)
- with a conjunctive adverb

## Ellipsis

(uses)

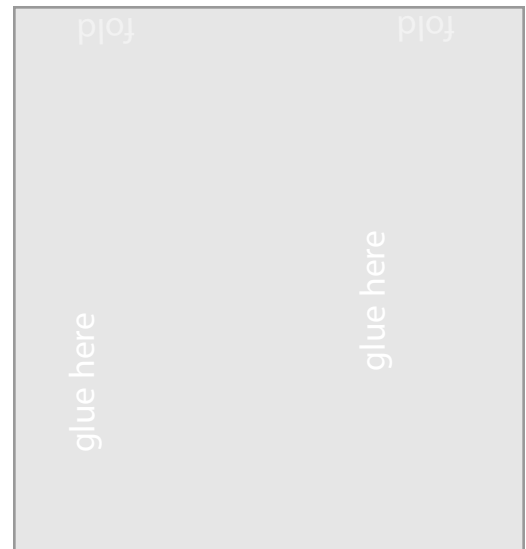
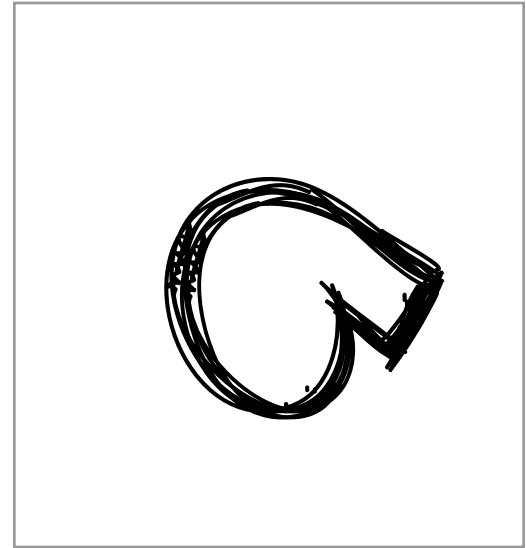
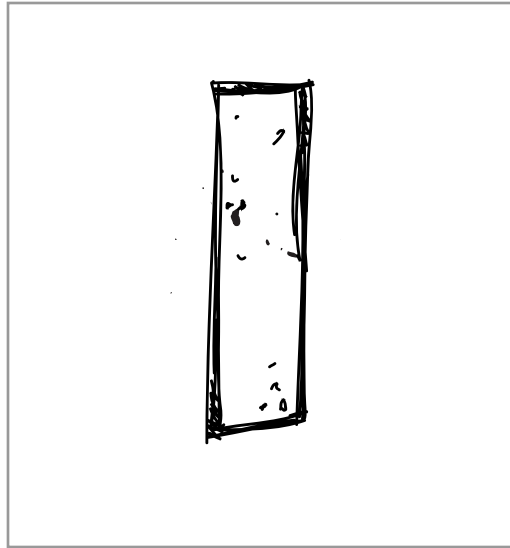
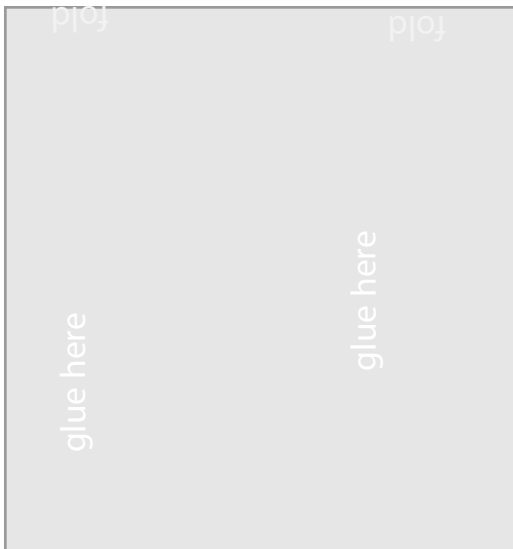
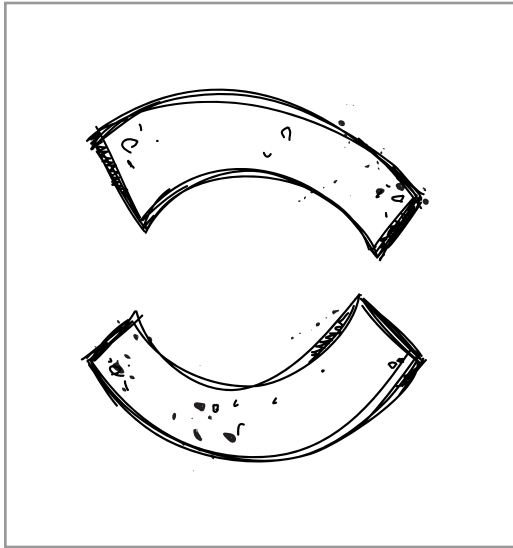
- indicates an omission or a break
- a set of dots

# Punctuation.

Directions:

1. Cut around the squares, not cutting them apart.
2. Fold in half.
3. Glue the "glue here" to your notebook.

4. Label each piece of punctuation.
5. Write the function of each punctuation mark, and any other facts about it.

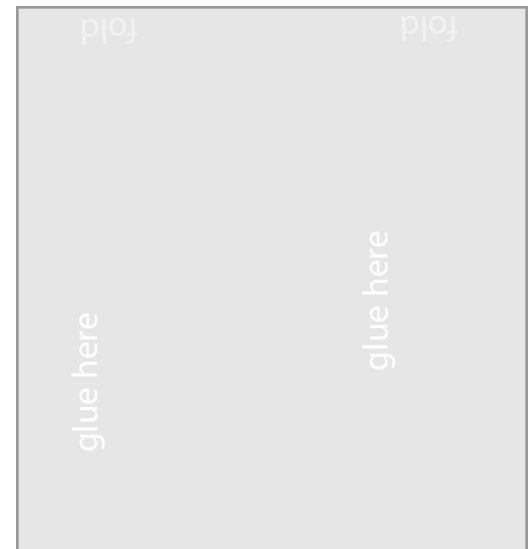
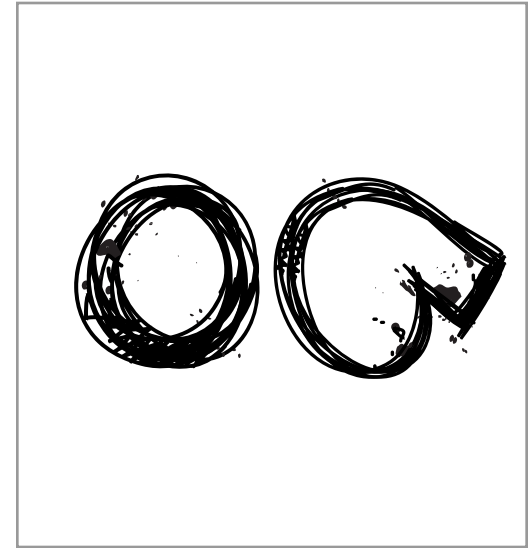
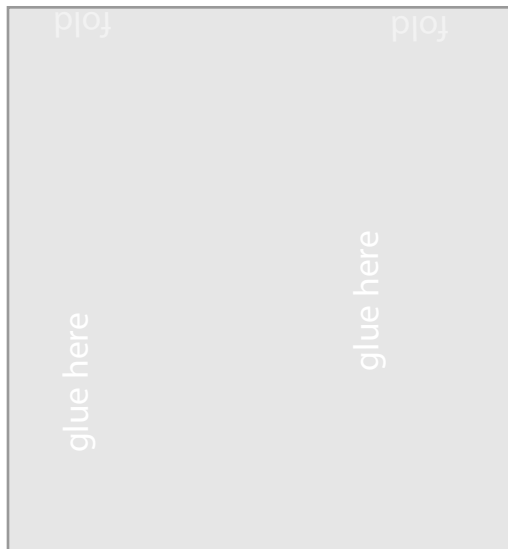
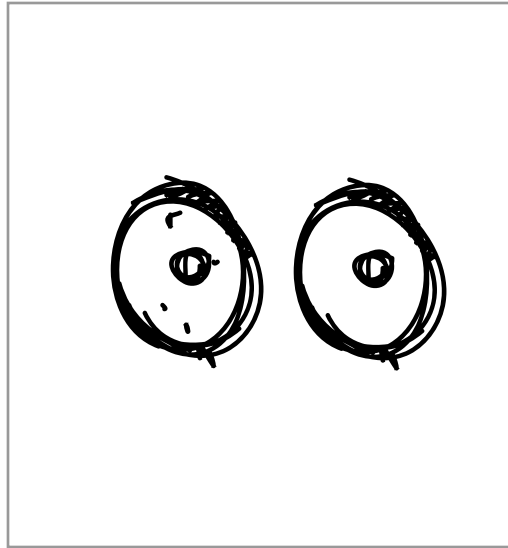
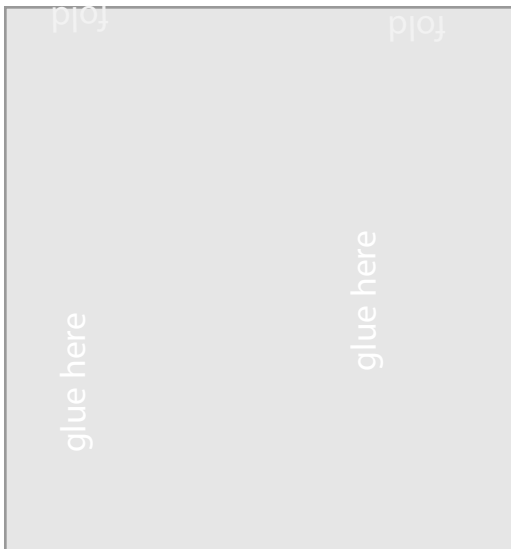
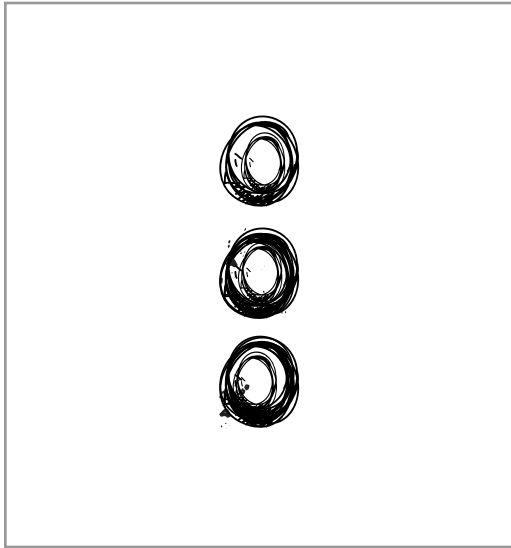


# Punctuation.

Directions:

1. Cut around the squares, not cutting them apart.
2. Fold in half.
3. Glue the "glue here" to your notebook.

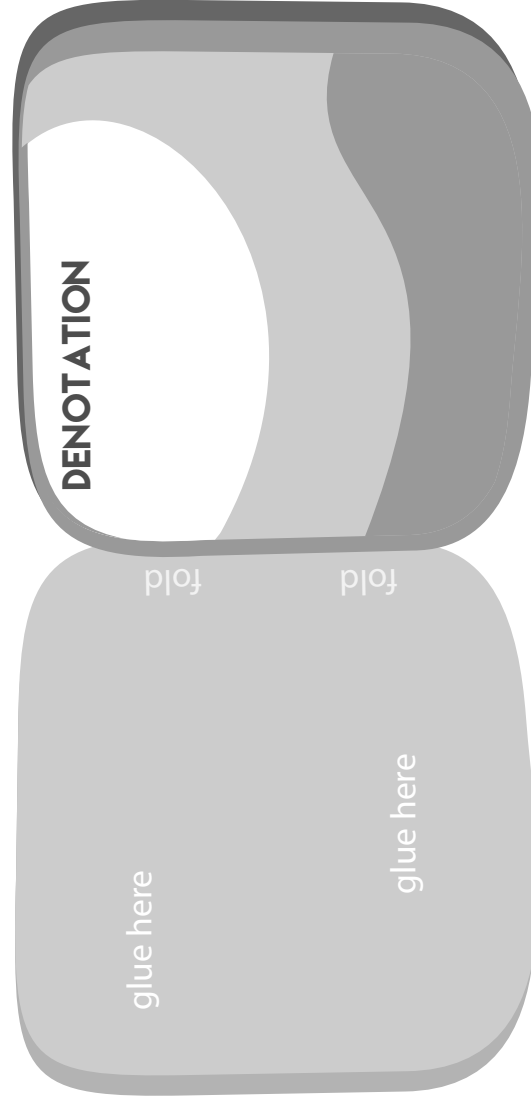
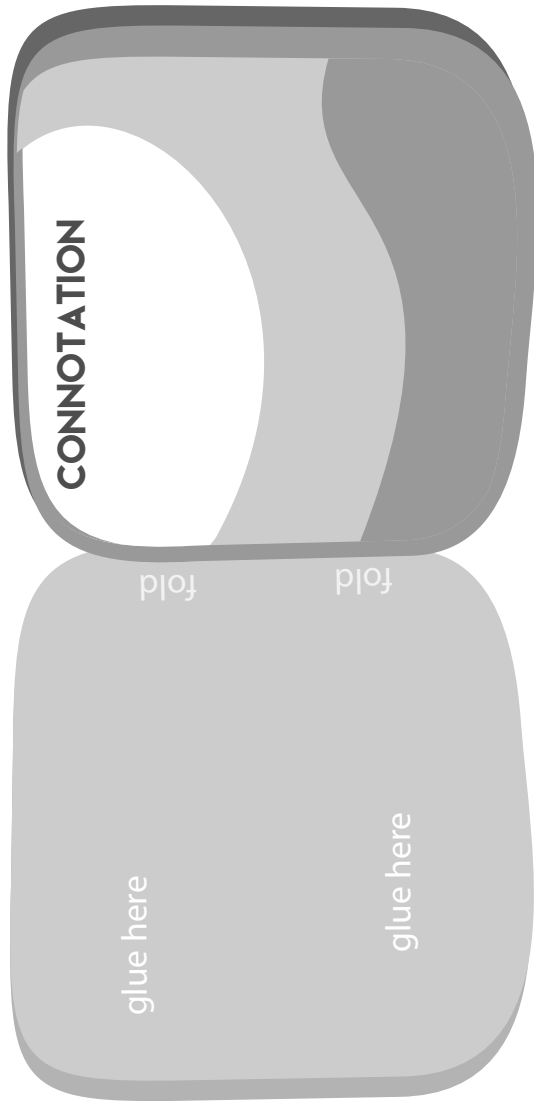
4. Label each piece of punctuation.
5. Write the function of each punctuation mark, and any other facts about it.



# CONNOTATION AND DENOTATION

CONNOTATION/  
DENOTATION

Connotation: the meanings associated with a word.  
Denotation: the dictionary definition of a word.



- Directions:
1. Cut around the squares, not cutting them apart.
  2. Fold in half.
  3. Glue the "glue here" to your notebook.
  4. Write the deýnition on the inside.

Directions:

1. Cut around the squares, not cutting them apart.

2. Fold in half.

3. Glue the “glue here” to your notebook.

4. Write the definition of each word (denotation). Then, draw a picture of what you think each word means (denotation).

