

SENTENCE ANALYSIS: II. ADVERBIALS

Material:

Box B-1:

One large red circle with 'Predicate' written on it.

One largest black circle (for Subject).

One medium black circle (for Direct Object).

One smallest black circle (for Indirect Object).

Nine orange circles.

Three black arrows:

#1. "Who is it that?", "What is it that?"

#2. "Whom?", "What?"

#3. "To whom?", "To what?", "For whom?", "For what?"

Nine orange arrows:

#1. "When?"

#2. "How?"

#3. "Why?"

#4. "Where?"

#5. "By means of whom?", "By means of what?"

#6. "With whom?", "With what?"

#7. "By whom?", "By what?", "Of whom?", "Of what?"

#8. "What for?"

#9. "Whence?"

Prepared sentences

Presentation:

Note: Introduce one orange circle and arrow at a time.

1. Gather a group of children around a table or a rug.
2. Say, “We know how to analyze sentences.” Review.
3. Say, “Today we have more activities with sentences.”
4. Invite a child to lay out the red circle, one largest black circle, one medium black circle, one smallest black circle, and three black arrows in the appropriate pattern. Set aside one orange circle and one orange arrow: “When?”
5. Select a prepared sentence. For example: ‘I taught Jim calligraphy on Tuesday.’ Invite the children to read the sentence. Place the sentence in the center of the table or rug.
6. Say, “What is the predicate?” The children respond, “taught”. A child places the verb ‘taught’ on the red circle.
7. Say, “What is the subject?” The children respond, “I”. A child places the subject ‘I’ on the largest black circle.
8. Say, “What is the direct object?” The children respond, “calligraphy”. A child places the direct object ‘calligraphy’ on the medium black circle.
9. Say, “What is the indirect object?” The children respond, “Jim”. A child places the indirect object ‘Jim’ on the smallest black circle.
10. Say, “What do the words ‘on Tuesday’ tell us?” The children respond, “On Tuesday tells us **when** you taught Jim calligraphy.”
11. Show the orange circle. Say, “In sentence analysis, words that tell us ‘when’ are called adverbials. We use the orange circle to represent adverbials. The orange circle is the same as the adverb symbol in parts of speech (function of words) because the adverbial is usually an adverb. Time words are adverbials.”

12. Say, "We place the orange circle below the red circle."
13. Show the orange arrow that reads "When?"
14. Say, "We place the orange arrow between the red circle and the orange circle with the orange arrow pointing to the orange circle."
15. Transpose the sentence into all possibilities. Only the original order sounds correct.
16. Reconstruct the sentence into its original order.
17. The children work with the sentence analysis material.
18. The children record the activity in their language notebook.
19. The children write their own sentences and analyze them.

Direct Aim:

1. To understand sentence construction.
2. To understand the relationship of the predicate (verb) to the noun families in the subject, direct object, and indirect object in a sentence.
2. To introduce the adverbial.

Age:

9 - 12 years

Note: There are three presentations with each question:

1. Use the arrows with the question only.
2. Use the arrows with the question and the type of adverbial.
3. Use the arrows with the type of adverbial only:
 - #1. “When?” Time
 - #2. “How?” Manner
 - #3. “Why?” Cause or Reason
 - #4. “Where?” Place
 - #5. “By means of whom?”, “By means of what?” Instrument
 - #6. “With whom?”, “With what?” Accomplishment
 - #7. “By whom?”, “By what?”, “Of whom?”, “Of what?” Agent
 - #8. “What for?” Purpose
 - #9. “Whence?” Source

Level II Box B-1	
Marion gave the dog a cookie.	
Questions	Answers
1. What is the verb?	1. gave
2. Who is it that gave?	2. Marion
3. Marion gave what?	3. a cookie
4. Marion gave a cookie to what?	4. the dog

Level II Box B-2		
We lent the neighbors some flashlights.		
Questions	Answers	Element
1. What is the verb?	1. lent	1. Predicate
2. Who is it that lent?	2. We	2. Subject
3. We lent what?	3. some flashlights	3. Direct Object
4. We lent some flashlights to whom?	4. the neighbors	4. Indirect Object

Level II Box B-3	
Text	Analysis
The auctioneer gave the bidders a rest.	1. Predicate: gave 2. Subject: the auctioneer 3. Direct Object: a rest 4. Indirect Object: the bidders

Level II Box B-1	
After dinner the waiter served the couple dessert.	
Question	Answer
1. What is the verb?	1. served
2. Who is it that served?	2. the waiter
3. The waiter served what?	3. dessert
4. The waiter served dessert to whom?	4. the couple
5. The waiter served the couple dessert when?	5. After dinner

Level II Box B-2		
Next week, the animals will give the children a ride.		
Question	Answer	Element
1. What is the verb?	1. will give	1. Predicate
2. Who is it that will give?	2. the animals	2. Subject
3. The animals will give what?	3. a ride	3. Direct Object
4. The animals will give a ride to whom?	4. the children	4. Indirect Object
5. The animals will give the children a ride when?	5. Next week	5. Adverbial extension-time

Level II Box B-3	
Text	Analysis
Next year I will teach the children calligraphy.	Predicate: will teach Subject: I Direct Object: calligraphy Indirect Object: the children Adverbial extension-time: Next year

**APPENDIX A:
SENTENCES FOR ANALYSIS -
LEVEL I**

**CASE 1:
I. ONE SUBJECT, ONE VERB**

Arthropods move.

Earth rotates.

Cavemen chiseled.

Adjectives describe.

Whales migrate.

Volcanoes erupt.

Nouns name.

Lines intersect.

Dinosaurs vanished.

Exoskeletons protect.

Eggs incubate.

Straits connect.

Plants adapt.

Archeologists record.

Salmon spawn.

Magellan sailed.

Populations grow.

Gulls soar.

Frogs swim.

Bears hibernate.

**CASE 2:
II. TWO SUBJECTS, ONE VERB**

Settlers and pioneers journeyed.

Red algae and green algae reproduce.

Mammoths and woolly rhinos roamed.

Amphibians and insects inhabit.

Stems and seeds cluster.

Telescopes and microscopes reveal.

Vertebrates and invertebrates exist.

Algae and trilobites reigned.

Herbivores and carnivores consume.

Auroras and sunspots develop.

Dolphins and humans communicate.

Calcium and phosphorus harden.

The buglers and drummers marched.

Plants and animals nourish.

Stories and poems delight.

Density and weight vary.

Water vapor and dust float.

Ferns and mosses grow.

Trilobites and crinoids filtered.

Sheep and cattle graze.

**CASE 3:
III. ONE SUBJECT, ONE VERB,
ONE DIRECT OBJECT**

The ancient Greeks wrote many plays.

The yellow triangles form a common parallelogram.

Perpendicular lines create four right angles.

Magnets exert force.

The pistil produces the ovules.

The stamen produces pollen.

Roots store food.

Rain nourishes the earth.

The queen bee rules the hive.

The land absorbs moisture.

A quick frost causes expansion.

Waves follow wind direction.

Oblique rays produce cooler temperatures.

Seismographs measure movement.

Nematocysts contain poisonous threads.

The propeller replaced the paddle wheel.

Amelia Earhart made a solo flight.

Early humans made simple tools.

Greek women wore long tunics.

Edmund Cartwright invented the power loom.

**CASE 4:
IV. ONE SUBJECT, ONE VERB,
TWO OR MORE DIRECT OBJECTS**

Primitive people found caves and rock shelters.

The oil lamp burns animal oil or olive oil.

Central furnaces heat air or water.

The sun releases light and energy.

Geologists study formation and structure.

Equatorial Zones contain exuberant vegetation and impenetrable forests.

Caterpillars eat leaves and flowers.

A web catches flies and mosquitoes.

Rivers carry rocks and soil.

Root hairs absorb water and minerals.

Mexico produces gold and silver.

Airplanes carry mail, equipment, and passengers.

The electric current makes light and heat.

Stems bear leaves and flowers.

The box protects the sticks and tacks.

Flags represent the country and the people.

Glaciers covered Alaska, Canada, and the northern United States.

The rhizome produces leafy shoots and roots.

A complete flower contains the corolla, calyx, stamen, and pistil.

Earthworms ingest soil particles and organic matter.

**CASE 5:
V. TWO SUBJECTS, ONE VERB,
TWO DIRECT OBJECTS**

The Greeks and Romans developed an alphabet and written language.

The interjection and the adverb interpret an author's feelings and intentions.

A noun and a verb express a complete thought or sentence.

A straight surface or a curved surface describe a cube or a sphere

Imagination and fear created myths and legends.

Fruits, vegetables, and grains contain vitamins and minerals.

Plants and animals need food, air, and water.

Puzzle maps and control charts help students and teachers.

The missionaries and Native American grew fruits and vegetables.

Juan Rodrigues Cabrillo and his crew explored the California land and coast.

Men, women, and children need food and shelter.

The kilogram and the pound measure mass or weight.

Addition and multiplication involve the commutative property and the associative property.

Scientists and students study the planets and stars.

Sugar, starch, and fat are carbohydrates or energy foods.

Molds and mildew harm furniture and clothing.

Squirrels, chipmunks, and rabbits have fur and a backbone.

Eggs and fruit contain proteins and minerals.

Nouns and pronouns represent people or things.

Museums and galleries display paintings and sculptures.

**APPENDIX B:
SENTENCES FOR ANALYSIS -
LEVEL II**

**I. SUBJECT, VERB,
DIRECT OBJECT,
INDIRECT OBJECT**

Nomenclature cards teach children new ideas.

Fossils presented the scientists many clues.

The directress read the children a limerick.

Our class wrote the tour guide a thank you letter.

The student handed the teacher a cylinder.

The space program offers students a new challenge.

The Greek astronomer presented the academy original ideas.

Pictographs gave the cave dwellers a story to remember.

Native Americans taught the missionaries a lesson in understanding the spirit.

The adjective gives the noun many shades of meaning.

II. SUBJECT, VERB, DIRECT OBJECT, INDIRECT OBJECT, ADVERBIALS

Wampum belts often give a tribe's history.

The seas invaded the swamps periodically.

Columbus never lost courage.

Composers of music often show promise in childhood.

The mayor has already completed her work.

The sphere and cylinder roll smoothly and roughly.

With the discovery of fire, humans soon made homes in caves.

A candle burns slowly.

At the end of the Paleozoic Era, primitive amphibians and insects soon inhabited
the swamps.

The shape of the earth is almost spherical.

III. ADVERBIALS

For use with Charts B-1 through B-3

How?

I traveled to Europe with her by boat.

Plants absorb water and minerals through roots.

What for?

Birds lay eggs in trees to protect their young.

People need to communicate by phone for speed.

Where?

The child placed the triangle in the box near the door.

Weavers spun the cloth by hand in Scotland.

Whence?

We listened to the hymn from Bach of Germany.

Mother cleaned the shirt with the stain from the berry juice.

With whom? With what?

Whales migrate from Baja California in the spring with their calves.

The pioneers crossed the mountains during the winter with wagons.

By means of whom? By means of what?

Leaves produce food in their leaves with chlorophyll.

The Governor was nominated to Congress by means of his party.

By whom? By what?

The Golden Gate Bridge was built across the channel by hundreds of men.

Christo hung his curtain on fences by the ocean.

When?

I finished my booklet on angles yesterday.

They will complete the cubing material in the box by noon.

**APPENDIX C:
SUGGESTED READING**

Suitable for Elementary Children:

Amon, Aline: Talking Hands. New York: Doubleday and Company, Inc.

Indian Sign Language

Folsom, Franklin: The Language Book. New York: Grosset and Dunlap.

What is Language - Primitive Peoples and Language - Do Animals Talk -
Physical Anatomy - Symbols - Language Without Words - History of Written
Language - Language Tree

Helfman, Elizabeth: Symbols Around the World. New York: Lothrop, Lee, and
Shepard Company, Inc.

Picture Writing - Alphabet Development - Religious and Magical Symbols
- Trademarks - Symbols of Contemporary Life

Kraske, Robert: The Story of the Dictionary. New York: Harcourt, Brace, and
Jovanovich.

The History of the Famous Book that No One Reads

Taylor, Margaret: WHT'S YR NM? New York: Harcourt, Brace, and World, Inc.

The Purpose and Use of Symbols for Speech - History of the Alphabet -
Contrasts and Comparisons for Greek English Alphabet - Interesting and
Versatile Information

Suitable for Teachers:

Greenfeld, Howard: Sumer is Icesmen In. New York: Crown Publisheres, Inc.

Development of English Language - Old English - Middle English - Influence of the Invention of Printing Upon the Chaos of English - New Meanings for Old Words - Slang

Laird, Helene and Charlton: The Tree of Language. New York: World Publishing.

History of Spoken Language - Beginnings of the English Language - History of the Written Language -History of English Spelling - History of Printing - History of Names.

Ogg, Oscar: The 26 Letters. Hew York: Lomas Y. Crowell Company.

History of Written Language - Invention of Types and Printing.

Pei, Mario: All About Language. New York: J.B. Lippincott Company.

Origins of Speech - Origins of Writing - Purpose of Speech - Development of English Language - -Development of Other Spoken Languages.

**APPENDIX D:
BIBLIOGRAPHY**

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Guggenheim, Hans: Man: A Course of Study. Curriculum Development Associates, Inc., Washington, D.C., 1970.

McNeil, Elton B.: Human Socialization. Brooks/Cole, Belmont, 1969.

Pyles, Thomas: The Origins and Development of the English Language. Harcourt, Brace, and Co., New York, 1964.

Roe, Anne and Gaylord Simpson, Editors: Behavior and Evolution. Yale University Press, 1958.

Webster's Collegiate Thesaurus. G. and C. Merriam Co., Springfield, 1976.