The socks washed yesterday.

Mom washed the socks upstairs yesterday.
Mom washed the socks upstairs yesterday.
The boy flew the kite yesterday on a beach.
The children ate ice cream here today.
Clouds covered the sky two days ago near Seattle.
Set 1: Subject and Predicate

Sentence: **Sandra sleeps.**

Questions | Answers | What part of the sentence is this?
---|---|---
What is the action? | | 
Whom or what did the action? | | 

Sentence: **Jonathan reads.**

Questions | Answers | What part of the sentence is this?
---|---|---
What is the action? | | 
Whom or what did the action? | | 

Set 1: Subject and Predicate

Sentence: **The teacher spoke.**

Questions | Answers | What part of the sentence is this?
---|---|---
What is the action? | | 
Whom or what did the action? | | 

Sentence: **The children listened.**

Questions | Answers | What part of the sentence is this?
---|---|---
What is the action? | | 
Whom or what did the action? | |
### Set 4: Subject, Predicate, Direct Object, and Indirect Object

**Sentence:** The weatherman pointed to the map on the screen.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
<th>What part of the sentence is this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the action?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whom or what did the action?</td>
<td></td>
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<tr>
<td>To whom or what?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To whom or what?</td>
<td></td>
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</tbody>
</table>

**Sentence:** A train rode on the tracks to the city.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
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</tr>
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<td></td>
</tr>
<tr>
<td>To whom or what?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Cut the sentence into their parts of speech.

Sandra sleeps.

2. Place each separate strip under its appropriate symbol. Piece the sentence together by asking questions that define the part of the speech.

who is it that? what is it that?

3. Flip the symbols to reveal the proper name of each part of speech.

Subject

Predicate
When showing a child how to divide the sentence strips (follow instructions from the previous page), make sure to also show how to answer corresponding questions on specific cards included in this set.

The child should first be shown the use of strips from set 1.1 and then write the answers on the cards in set 1A.

Next, the child should be shown the use of strips from set 1.2 and then write the answers on the cards in set 1B.
1. Cut the sentence into their parts of speech.

Martha skipped to school.

Martha  skipped  to school.

2. Place each separate strip under its appropriate symbol. Piece the sentence together by asking questions that define the part of the speech.

who is it that? what is it that?

Martha  skipped  to school.

whom? what?

3. Flip the symbols to reveal the proper name of each part of speech.

Subject  Predicate  Direct Object

Martha  skipped  to school.
When showing a child how to divide the sentence strips (follow instructions from the previous page), make sure to also show how to answer corresponding questions on specific cards included in this set.

The child should first be shown the use of strips from set 3.1 and then write the answers on the cards in set 3A.

Next, the child should be shown the use of strips from set 3.2 and then write the answers on the cards in set 3B.
1. Cut the sentence into their parts of speech.

A train rode on the tracks to the city.

Subject: A train  
Predicate: rode  
Direct Object: on the tracks  
Indirect Object: to the city

2. Place each separate strip under its appropriate symbol. Piece the sentence together by asking questions that define the part of the speech.

Subject: A train  
Predicate: rode  
Direct Object: on the tracks  
Indirect Object: to the city

3. Flip the symbols to reveal the proper name of each part of speech.

Subject: A train  
Predicate: rode  
Direct Object: on the tracks  
Indirect Object: to the city
When showing a child how to divide the sentence strips (follow instructions from the previous page), make sure to also show how to answer corresponding questions on specific cards included in this set.

The child should first be shown the use of strips from set 4.1 and then write the answers on the cards in set 4A.

Next, the child should be shown the use of strips from set 4.2 and then write the answers on the cards in set 4B.
1. Cut the sentence into their parts of speech.

The boys played basketball yesterday.

The boys played basketball yesterday.

2. Place each separate strip under its appropriate symbol. Piece the sentence together by asking questions that define the part of the speech.

who is it that?

what is it that?

whom?

what?

when?

basketball

yesterday.

3. Flip the symbols to reveal the proper name of each part of speech.

Subject

Predicate

Direct object

Time

The boys

played

basketball

yesterday.
The siblings play on a slide at the park.

The workers cut the trees in the town.

Paul serenades the audience on a bus.

A couple dances in costumes at a parade.

The man faces a person in a costume.

The people await the metro at a station.

Palm trees grow tall in warm climates.

The college students sit on stairs at school.

The family shops for shirts at a store.

A boy blows out the candles (on this birthday, on his cake, every year).

Two children are eating ice cream (on a grass, at the park, at lunch time).

The horse quenched his thirst (here, by the river, in the morning).

Sarah washed the dishes (at noon, by the sink).

The baseball player hit the ball (at the game, at the stadium, last night).

The girl played soccer on a field (yesterday, nearby).