
Diagramming

About the Book

Diagramming enables students to gain a better understanding of sentence structure and parts of speech. Each lesson describes the specific structure under study, gives examples, and provides sentences for diagramming practice. Students are then challenged to generate their own sentences to fit the models. Even teachers unfamiliar with the diagramming process will find this step-by-step format easy to follow and use to instruct students.

About the Authors

Mark Dressel received both his bachelor's and master's degrees in the Teaching of Reading from Western Michigan University. He has taught remedial reading and Advanced Placement English for over twenty years at the high school level. Mark currently teaches humanities and serves as a consultant for several school districts on writing across the curriculum projects.

Greg Carnevale is a graduate of Villanova University with majors in philosophy, Latin and English. A teacher for over thirty years, Greg has taught Latin, Greek, the classics, philosophy and English at the secondary level both in the US and abroad. He is also an adjunct professor of Latin at Aquinas College in Grand Rapids, Michigan.

Credits

Authors: Mark Dressel, Greg Carnevale

Project Director/Editor: Sharon Kirkwood

Editor: Sue Vanderlaan

Cover Artist: Cindy Cutler

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HAWKER BROWNLOW

E D U C A T I O N

P.O. Box 580 Cheltenham,

Victoria, Australia 3192

Phone: (03) 9555 1344 Fax: (03) 9553 4538

Toll Free Ph: 1800 33 4603 Fax: 1800 15 0445

Website: <http://www.hbe.com.au>

Email: brown@hbe.com.au

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Introduction

Diagramming is just one tool that can be used to facilitate a student's understanding of the structure of language. For those students who learn best through physical manipulation, diagramming may well be the easiest way to understand syntax. Diagramming develops students' ability to see within sentences the structural relationships that they might otherwise miss.

Most importantly, diagramming is a process that forces students to think. Used as part of a thorough language-development program, sentence diagramming will add a component often missing: right brain directed activities. The greater the diversity in your language analysis presentation, the greater the chance of reaching the needs of all of your students.

Our goal is to make sure that students are never confronted with a sentence structure that is unfamiliar to them. *Diagramming, Book 1* begins with simple (subject-verb) sentences and proceeds to subject-verb-complement sentences. *Diagramming, Book 2* continues from that point and proceeds to more complex sentence structures.

How to Use

Most of the sentence diagramming in this workbook should be done on separate paper. Other directed activities may be done either in the book or on separate paper. The following directions apply to all exercises on the student worksheets.

Exercise 1

Have students follow the example models at the top of the page to diagram the given sentences. Make sure that they correctly identify the sentence parts before they diagram the sentences. If the students are wrongly identifying the parts, obviously the diagrams will be faulty.

Note: *The underlining of sentence parts will not be addressed in the Answer Key because of space limits. Refer to the diagrams for help in identifying the sentence parts.*

Exercise 2

The 'Create a Sentence' exercise allows students to creatively address the specific diagramming structure they have just encountered. Students should be encouraged to have fun using their imaginations. These sentences could be shared with the class.

Exercise 3

The 'Unscramble' exercise will frustrate some students and delight others. It forces students to try to visualise groups of words that might function as units, e.g. prepositional phrases. Suggest that students try their hand at scrambling some sentence of their own and then presenting them to the class.

Note: *The diagrams themselves will indicate the correct sentence structure.*

Exercise 4

This exercise provides the opportunity for students to recognise errors and to make corrections. Challenge the students to develop this type of exercise themselves. Students seem to delight in making 'mistakes' on purpose.

Review Section

These exercises are to be used if the teacher feels extra practice is necessary. These exercises may also be used as a possible quiz or as a cooperative learning opportunity. For this reason, there is no answer key provided.

Note: *Due to the topic's simplicity, the Simple Sentence (subject-verb) is not addressed in the Review Section.*

Simple Sentences

Simple sentences (subject-verb) require a single horizontal line bisected by a vertical line which separates the subject from the verb. The articles *a*, *an*, and *the* are adjectives and are placed on a diagonal line beneath the noun(s) they modify.

Examples:

Trees sway.

Trees | sway

The birds can sing.

birds | can sing
 \ *The* /

EXERCISE 1

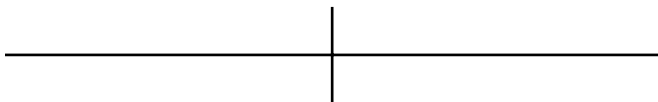
In the following sentences, underline the subjects once and the verbs twice. Then diagram the sentences.

1. Dogs run.
2. Cats climb.
3. The fish swim.
4. Snakes slide.
5. A duck quacks.
6. The salamanders slither.
7. Dinosaurs rumble.
8. Wombats burrow.
9. The hyena yelps.
10. Giraffes can run.

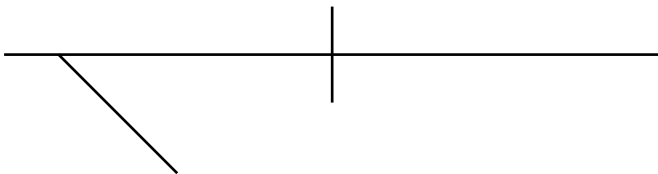
EXERCISE 2

Create sentences to fit these diagrams. Then write each one on the correct diagram.

1.



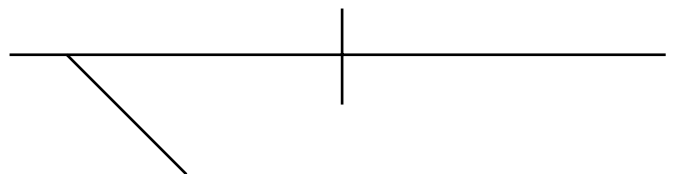
2.



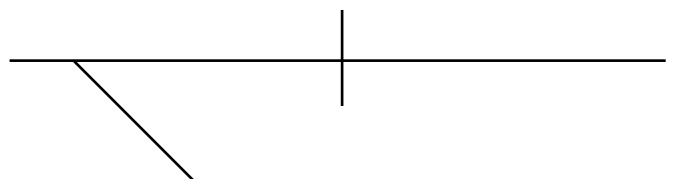
3.



4.



5.



EXERCISE 3

Unscramble the following groups of words to make complete sentences and then diagram.

1. talk politicians _____
2. advertise companies _____
3. serve waiters the _____
4. stinks garbage _____
5. chill refrigerators _____

EXERCISE 4

Find the mistakes in the following diagrams. Then, diagram the sentences correctly.

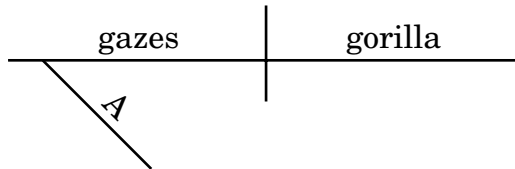
1. Tigers roar.



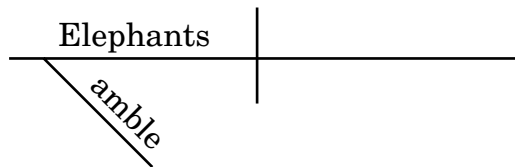
2. Swallows will return.



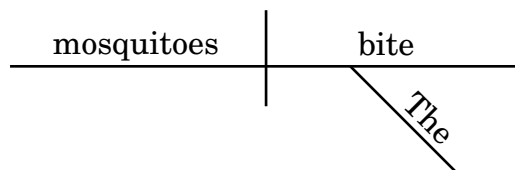
3. A gorilla gazes.



4. Elephants amble.



5. The mosquitoes bite.



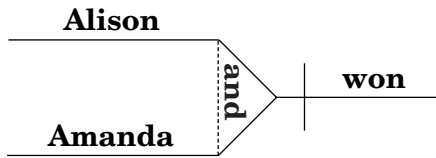
Compound Subjects

Name _____

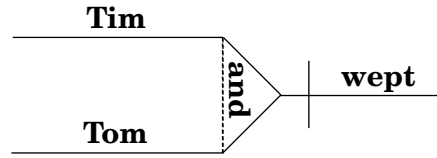
Sentences that contain compound subjects require two parallel lines joined by diagonal lines to the horizontal line containing the verb. Notice how the conjunction is written on a dotted line connecting the subjects.

Examples:

Alison and Amanda won.



Tim and Tom wept.



EXERCISE 1

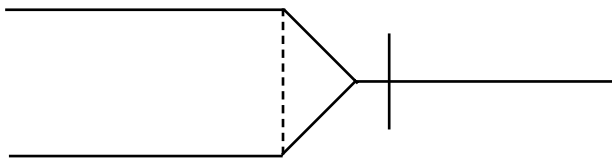
In the following sentences, underline the subjects once and the verbs twice. Then diagram the sentences.

1. The soldiers and the civilians fled.
2. The shells and grenades exploded.
3. A fighter and a bomber collided.
4. The sailors and the soldiers fought.
5. The battle and the war were lost.
6. The horse and rider fell.
7. The castle and the parapet were taken.
8. General Grant and General Lee met.
9. The general and the officers surrendered.
10. The village and the countryside were destroyed.

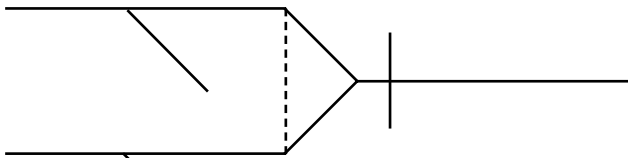
EXERCISE 2

Create sentences to fit these diagrams. Then write each one on the correct diagram.

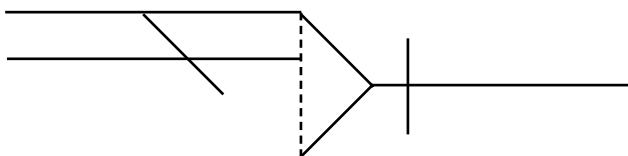
1.



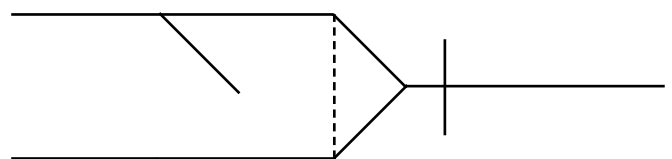
2.



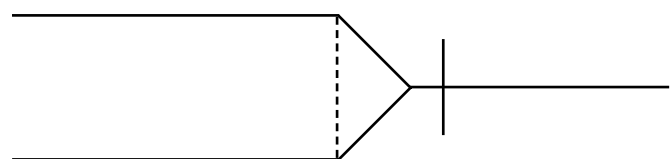
3.



4.



5.



EXERCISE 3

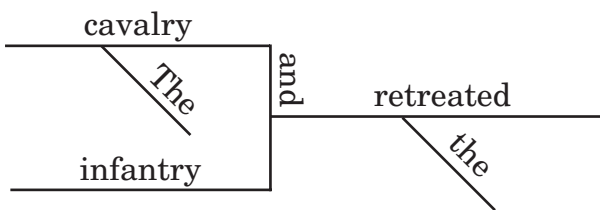
Unscramble the following groups of words to make complete sentences and then diagram.

1. climbed Jack Ray and _____
2. were the basketball and football the leaking _____
3. aunt visited and uncle my _____
4. passed and trucks cars _____
5. fell meteors asteroids and _____

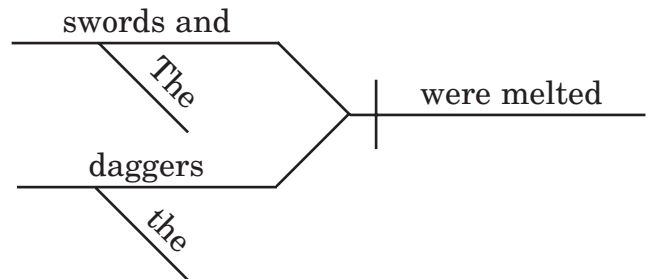
EXERCISE 4

Find the mistakes in the following diagrams. Then, on a sheet of paper, diagram the sentences correctly.

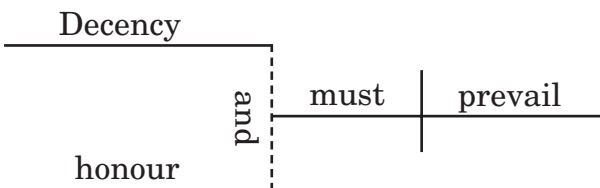
1. The cavalry and the infantry retreated.



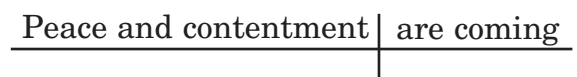
4. The swords and the daggers were melted.



2. Decency and honour must prevail.



5. Peace and contentment are coming.



3. Cannons and shells were moved.

