

## **Spelling**

### ***Why do we place an importance on Spelling, and why Spalding?***

Learning to spell properly without the aid of computers and spell check allows us the ability to clearly and confidently communicate with others. Placing an emphasis on spelling also pushes learners to develop new, challenging skills they didn't otherwise know they had. Every student can and should be pushed beyond what they think they are capable of accomplishing.

Becoming proficient in spelling also promotes strong readers and writers as well. In my experience, a strong reader is almost always also a strong speller and often a strong writer as well. As a school, our main goal for education is to be able to read God's word and live by it. An emphasis in spelling is simply one piece of that puzzle.

The Spalding method of instruction (also known as Writing Road to Reading) works beautifully with classical education because its purpose is explicit instruction that works with the child's developmental milestones. It is methodical, multisensory, and easily integrated into speaking, reading, and writing. The method works as a cohesive unit, beginning the foundation in Pre-k with phonemic awareness and ending with 5<sup>th</sup> graders who can confidently spell and read often times well beyond their age and grade.

### ***How can a new family prepare their student for Writing Road to Reading in 3<sup>rd</sup>-5<sup>th</sup> grade?***

There are several things one can do to be better prepared entering a new grade while also being new to Writing Road to Reading. We are going to touch on the most important steps you can take.

- ✓ Phonogram cards – memorizing the first 70 phonograms and all the sounds they make is crucial to understanding how phonograms go together to create words. Have children not only practice saying the sounds, but also writing the phonogram as the sound is said. The app is a great tool for this.
- ✓ Spelling Rules – being familiar with the 29 most common spelling/pronunciation rules will also help further the understanding of how words come together. It is not important that all rules are memorized before school starts. This is a continual process that will become more natural through repetition and practice in class.
  - o Practice marking the spelling rule on the attached rule sheet practice page. (Demonstrated for you by an instructor)

# Writing Road to Reading & Spalding



This packet includes your set of Spalding/Writing Road to Reading Phonogram Cards. Memorizing these phonogram cards will be essential for success in reading, spelling, and composition subjects at CHCS.

Grades Entering:

First Grade: Mastery of Cards 1-56 and familiar with 57-70

Second Grade: Mastery of Cards 1-60 and familiar with 60-70

Third Grade: Mastery of Cards 1-70

We encourage our students to practice these cards a few each day and spend lots of time reading over the summer! Of course, independent reading is important, but there is still the joy and love of being read to by a parent, grandparent, or older sibling. What a great way to spend a summer afternoon!

We also encourage journal writing as our students have spent lots of time writing words and sentences. By the end of first grade, our students are writing a 4-5 sentence paragraph, and by the end of third grade, their compositions consist of three paragraphs. So pick up a fun spiral, journal about your summer fun, and practice writing and spelling using the knowledge you are gaining from practicing your phonogram cards.

Included are instructions for using the Spalding Cards and the WRTR app to help assist you with this practice.

# Why The Writing Road to Reading Program Works

1. Phonemic Awareness: Hearing Sounds in Spoken Words  
Incorporates High Frequency words with daily practice
  - Identifying individual sounds in spoken sound
  - Segmenting HFV into individual sounds
  - Counting sounds of spoken words
  - Blending sounds into spoken words
  - Recognizing sounds (beginning, middle, ending)
  - Identifying sounds (same & different)
  
2. Systematic Phonics: Linking Sounds & Letters with Printed Words
  - Children will master 70 Phonograms that represent 45 speech sounds
  - Daily oral and written phonogram practice
  - Decoding unfamiliar words with phonic skills
  - Connects print to speech with marking system
  - Daily dictation for segmenting spoken words & blending phonograms
  - Integrates precise handwriting with essential phonics practice for reading and writing
  
3. Vocabulary: Building Word List for Words Encountered in Text
  - Use High Frequency Vocabulary words as a foundation
  - Teaches word parts as well as usage and meanings
  - Coaches children to use HFV to construct oral and written sentences
  - Extends vocabulary through fine literature and independent reading.
  
4. Fluency: Develops Automatic and Expressive Reading
  - Structures the reading process with proven strategies to help automate the reading process

- Develops automatic word recognition
- Models intonation, expression, and fluent reading
- Provides specific and immediate teacher feedback

5. Text Comprehension: Using Strategies to Gain Meaning From Text

- Incorporates 5 proven strategies: Self-monitoring, Making Connections, Predicting, Categorizing Information, and Summarizing
- Provides specific and immediate feedback
- Assesses students on multiple levels
- Uses cooperative learning activities

## WRTR APP Instructions

Phonograms 1-87 are grouped into sets: 1-26, 27-45, 46-58, 59-70, 71-87, or all 1-87.

1. **First**, select the phonograms group you would like to practice.
2. **Second**, select the type of practice you would like.
  - **Phonogram Introduction**: these are shown in the order of introduction. The teacher says the sound(s). The student says the sound(s). The sound may be repeated by clicking “repeat.” “Next if you are ready to move on, or “previous” if you need to go back.
  - **Oral Phonogram Review**: these cards are shown in random order. There is a pause for the student to say the sound(s), then the teacher says the sound(s).
  - **Written Phonogram Review**: This practice is for written phonogram review with immediate feedback. The cards are shown in random order. The teacher says the sound(s), the student repeats the sound(s), then writes the phonogram on lined paper. The card is then shown to the student to check for accuracy.
  - **Differentiated Practice**: You can select specific phonograms from the different sets that the student may be struggling saying or writing. This selection is made by clicking on the phonogram to include in the practice and then clicking on the “select” button. The student can then go back through the introduction, oral, and or written phonogram reviews for additional practice.

## SPALDING SPELLING RULES

1. **q** is always followed by **u**: **queen**
2. **c** before **e**, **i**, or **y** says “**s**” (**city, cent**) followed by any other letter says “**k**” (**cat, cut**)
3. **g** before **e**, **i**, or **y** says “**j**” (**page, giant**) any other letter says “**g**” (**gate, go, gust**)
4. **a**, **e**, **o**, **u** say name at the end of a syllable (**na vy, me, o pen, mu sic**)
5. **i** and **y** sometime say “**igh**” (**si lent, my**), but usually say **i** (**big, gym**)
6. **y** not **i** used at the end of English words
7. jobs of (final silent) **e**
  - first** job of **e** makes vowel say its name (**time**)
  - second** job of **e** English words don't end in **u** or **v** (**love, blue**)
  - third** job of **e**, it lets **g** say “**j**” and **c** say “**s**” (**twice, charge**)
  - fourth** job of **e**, every syllable needs a vowel (**a ble**)
  - fifth** job of **e**, no job! (**are**)
8. 5 spellings for “**er**”, **her, first, nurse, works, early**
9. **1-1-1** rule. Words of one syllable, with one vowel, ending in one consonant, need another final consonant before adding an ending that begins with a vowel. **Hop+ped**
10. **2-1-1** rule. Words with 2 syllables in which second syllable is accented need another consonant before adding an ending that begins with a vowel. **Begin+ning**
11. words ending with a silent final **e** (**come**) are written without the **e** when adding a vowel ending. **com+ing**
12. **i** before **e** except after **c** (**receive**), when saying /**ay**/ (**vein**), or a list of exceptions (**reign**)
13. **sh** is used at the beginning or end of a base word or at the end of a syllable but never at the beginning of a syllable after the first one except for the word ending **ship**
14. **ti, si, ci**, are used to say /**sh**/ in a second or farther syllable

15. **si** says "**sh**" when the syllable before it ends in an **s /session**
16. **si** may say **/zh/** as in **vision**
17. double **l, f, and s** when following a single vowel at the end of 1-syllable word (**will, off, miss**) and sometimes a 2-syllable word (**recess**)
18. use **ay** to say **a** at the end of a base word never alone. **Play**
19. **i** and **o** may say **/I/** and **/O/** if followed by 2 consonants (**find, old**)
20. letter **s** never follows **x**
21. **all**, written alone has 2- **l's**, but when written with another syllable only has 1 (**al most**)
22. **till** and **full** written alone has 2-**l's** but when written with another syllable only has 1 (**un til, ful fill**)
23. **dge** is only used after a **single vowel** that says it's **short sound** (**badge, edge, fridge, lodge, budge**)
24. when adding an ending to a word that ends with a **consonant + y** use **i** instead of **y** unless the ending is **ing** (**baby, babies, try, tried, trying**)
25. **ck** may be used only after a single vowel that says it's short sound (**back, neck, lick, rock, duck**)
26. Capitalize proper nouns
27. words beginning with the sound **/z/** are always spelled with **z** never **s** (**zoo**)
28. "**ed**" has three sounds **/ed/, /d/, /t/** and is added to form the past tense of regular verbs (**part ed, lived, jumped**)
29. divide words between **double consonants** within a **base word** (**little, account, arrive**)

## Math

### ***What math should my child know before entering 3<sup>rd</sup>-5<sup>th</sup> grade at Christian Heritage?***

One of the biggest things that is a struggle for students is the memorization of math facts. Math facts are the building blocks to everything we do in math, so without a firm foundation, students become less confident and less proficient. There are many ways to practice math facts, and we will hit just a few of those ways.

- ✓ Flashcards – a tried and true method that focuses on automaticity and integrates verbal and visual learning
- ✓ Math games – Math fact Uno, Math Fact War, Race to the Finish, Heads up (all of which can be differentiated to work on addition, subtraction, or multiplication)
- ✓ Speed Drills – We do daily speed drills in 3<sup>rd</sup>-5<sup>th</sup> grade to work on each student's fluency and automaticity. It is so important that they know their facts well. There are many versions of speed drill books available online for a reasonable price that differentiate the learning.

### *What math facts should my child know coming into their respective grade?*

- ✓ Entering 3<sup>rd</sup> grade – Students should have a good handle on their addition and subtraction facts, and should be fairly proficient in multiplication facts x2, 5, and 10.
- ✓ Entering 4<sup>th</sup> grade – Students should have proficiency in their multiplication facts from x0-x<sup>12</sup> and as well as a good understanding of the division facts for each multiplication family.
- ✓ Entering 5<sup>th</sup> grade – Students should have proficiency in their multiplication facts from x0-x12, as well as a good understanding of the division facts for each multiplication family.



**Students should be able to read a story problem and correctly identify what operation (+, -, x, ÷) is needed to solve it.**

- ✓ This practice can be done not only in written expression but also orally. While at the store, ask your child leading questions about purchases you are trying to make and let them decide what needs to be done to find the answer.
- ✓ When working out story problems, every step is just as crucial as the next to make sure nothing is left behind. Here is a handy tool for remembering the steps to solve a word problem.

✓ *A classroom has 9 computers. A charity donated 8 more. How many computers does the classroom have now?*

✓ *Andy has 19 jelly beans. Andy ate some of the jelly beans. Now Andy has 14 jelly beans. How many jelly beans did he eat?*

✓ *A grocery store sells 202 cartons of milk a week. How many cartons of milk does it sell in 4 weeks?*

## Word Problems Step by Step

1. **Read** the entire problem .
2. **Underline** the question being asked.
3. **Rewrite** the question in a declarative sentence leaving a blank for the answer.
4. Determine **who** and **for what** is involved in the problem. **Label parts and whole.**
5. Correctly **compute** and **solve** the problem.
6. **Write** the answer in the sentence, and make sure that the answer makes **sense.**

Name \_\_\_\_\_ Date \_\_\_\_\_

# On the Playground Set 1



**Write a number sentence for each problem.  
Solve. Then write the answer in a complete sentence.**

1. There were 12 children playing on the playscape. 7 of the children ran off to start a game of tag. How many children are left playing on the playscape?
2. Sophie brought a box of sidewalk chalk outside. She took out 8 pieces of chalk to draw with. That left 12 pieces in the box. How many pieces were in the box to start with?
3. There were 10 empty swings on the playground. Paul, Luke, and Bryan went on the swings. How many swings were still empty?
4. 5 children are playing with a jump rope. 6 children are taking turns on the monkey bars. How many children are playing altogether?
5. Ted and Grace each have 8 marbles. How many marbles do they have in all?

Name \_\_\_\_\_ Date \_\_\_\_\_



# On the Playground Set 3

Write a number sentence for each problem.

Solve. Then write the answer in a complete sentence.

1. 28 students are playing on the field. 36 students are playing on the playscape. How many children are playing in all?
2. Some children were playing kickball. 13 children left the game. That left 7 children playing kickball. How many children were playing kickball to start with?
3. 25 preschool students were on one side of the playground. 51 second graders were on the other side of the playground. How many more second graders were there than preschool students?
4. A family gave the school \$80 for recess equipment. The teachers spent \$69. How much money is left?
5. Mrs. Lynn's class had 25 minutes of recess on Monday morning. On Monday afternoon they had an extra recess that was 15 minutes long. How many minutes of recess did they have on Monday?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Word Problems: Solve the following. Be sure to show all your work. 😊

1. Linda is baking cookies. The recipe calls for 7 cups of sugar. She has already put in 3 cups. How many more cups does she need to put in?
2. Last week Jose ran 28 miles more than Peter. Jose ran 50 miles. How many miles did Peter run?
3. Jenny wants to buy a music player that costs \$130.98. How much change does she receive if she gives the cashier \$140?
4. Your mother gave you \$13.30 to buy a present. This covered half of the cost. How much did the present cost?
5. A stray dog ate 12 of the cookies you made for a bake sale. That was  $\frac{1}{4}$  of them. How many did you start with?
6. 324 students went on a field trip. Six buses were filled. How many students were in each bus?

7. The sum of three consecutive even numbers is 48. What are the numbers?
  
8. Alice had \$25 to spend on seven pencils. After buying them she had \$11.  
How much did the pencils cost? (BONUS: - How much did EACH pencil cost?)
  
9. Susan won 50 super bouncy balls playing basketball at her school's game night. Later, she gave two to each of her friends. She only has 12 remaining.  
How many friends does she have?
  
10. Andrew spent half of his weekly allowance going to the movies with friends. To earn more money his parents let him give the dog a bath for \$4. What is his weekly allowance if he ended with \$12?

## Learning the Question & Answer Flows

These exercises are designed to help you learn how the Question and Answer Flows are constructed in the Parent Help Booklet. In the Question and Answer Flow, a series of oral questions and answers determines the role each word plays in the sentence being analyzed. By using questions for every word in the sentence, your child is able to completely analyze the sentence.

The title at the top of each page will tell you which skill is being introduced. As you can see, it is a gradual process that begins with finding the subject noun and verb. Once a part of speech is introduced, it is not left behind. As each part of speech is learned, it is repeatedly applied in daily exercises throughout the year.

Directions:

1. First, read the sentence listed at the top of the Q & A Flow box.
2. Next, read the question.
3. Then, write the answer to the question in the blank. Use the sentence at the top of the box to help you answer the question. Work through the remaining questions in the box in the same way. This is called classifying the sentence.
4. Finally, look at the sentence at the bottom of the box. Classify the sentence again, using the same questions and answers in the exact order. But this time, you will label the words in the sentence with the appropriate abbreviations for the parts of speech. (The abbreviations are shown in parentheses in each Question and Answer Flow provided.)

Note: Answer keys are found at the end of this section on pages 12-16. You may also use the Parent Help Booklet as a key.

### Introducing the Subject Noun and Verb Level 2

**Sentence 1: Dogs barked.**

1. What barked? \_\_\_\_\_ Subject noun (SN)
2. What is being said about dogs? \_\_\_\_\_ Verb (V)

**Classify this sentence:      Dogs    barked.**

**Sentence 2: Boys play.**

1. Who play? \_\_\_\_\_ Subject noun (SN)
2. What is being said about boys? \_\_\_\_\_ Verb (V)

**Classify this sentence:      Boys    play.**

## Introducing the Adverb

### Sentence 1: Dogs barked loudly.

1. What barked loudly? \_\_\_\_\_ Subject noun (SN)
2. What is being said about dogs? \_\_\_\_\_ Verb (V)
3. Barked how? \_\_\_\_\_ Adverb (Adv)

**Classify this sentence:**            **Dogs   barked   loudly.**

### Sentence 2: Boys play quietly today.

1. Who play quietly today? \_\_\_\_\_ Subject noun (SN)
2. What is being said about boys? \_\_\_\_\_ Verb (V)
3. Play how? \_\_\_\_\_ Adverb (Adv)
4. Play when? \_\_\_\_\_ Adverb (Adv)

**Classify this sentence:**            **Boys   play   quietly   today.**

# Shurley English

CHS question and answer flow for 3<sup>rd</sup>-5<sup>th</sup> grade:

Read the sentence in full.

\_\_\_\_\_ A little boy ran quickly outside to recess.

“What kind of sentence? Go to the end. Period, statement, declarative sentence.” (Write a D at the end.)

“Preposition? **To**.” (Write P over the preposition.)

“To what? **Recess**. Object of the preposition.” (Write OP over the object.)

“Take the prepositional phrase out of the sentence.” (Write parentheses around the phrase.) “We’re left with, **A little boy ran quickly outside**.”

“Who ran quickly outside? **Boy**, subject noun.” (Write SN over the subject noun.)

“What is being said about boy? Boy **ran**, verb.” (Write V over the verb.)

“Ran how? **Quickly**, adverb” (Write adv over the adverb.)

“Ran where? **Outside**, adverb” (adv)

“What kind of boy? **Little**, adjective.” (Write adj over the adjective.)

“**A**, article adjective.” (Write A over the article.)

“Go back to the verb, divide the complete subject from the complete predicate.” (Draw a diagonal line between the subject noun and verb.)

“Underline the complete subject once, **A little boy**, and the complete predicate twice, **ran quickly outside to recess**.”

“Subject noun, verb, pattern 1, check.” Write this: SN V  
P1 ✓



The sentence should look like this when finished.

\_\_\_\_\_ A adj SN V adv adv P OP  
SN V A little boy/ ran quickly outside (to recess.) D  
P1 ✓

If there is no prepositional phrase in the sentence, say “Preposition? No preposition. We’re left with... (and repeat the sentence, continuing with the question for the subject noun.)”

If the sentence has compound parts, each compound part is labeled with a C (for compound) in addition to the usual label.

Example:

\_\_\_\_\_ A adj CSN C CSN V adv adv P OP  
The little boy and girl ran quickly outside (to recess).

In this sentence, we would ask, “Who ran quickly outside? **Boy and girl**, compound subject noun, compound subject noun. **And**, conjunction.” The rest of the sentence would be the same as before.

Example:

\_\_\_\_\_ A adj SN CV C CV adv adv P OP  
The little boy laughed and ran quickly outside (to recess).

In this sentence, we would ask, “What is being said about boy? **Boy laughed and ran**, compound verb, compound verb. **And**, conjunction.” The rest of the sentence would be the same as before.

Other compound parts could be compound adjectives, compound adverbs, and compound objects of the preposition.

Additional types of words, labels, and the questions that precede them:

Conjunctions (and, or, nor, for, but, yet, so) labeled with C. No question to find these, simply state the conjunction and write the label above it.

Subject Pronouns (I, we, he, she, it, they, you) labeled with SP, question: "Who [action word]? (Who swam/ran/etc)" asked after prepositional phrases are removed.

Possessive Pronoun Adjectives (my, our, his, her, its, their, your) labeled with PPA, question: "Whose [noun]? (whose dog/car/mom/etc)" asked during adjective flow.

Example:

SP V P PPA adj OP P OP  
SN V I/ played (with my best friend) (at home). D  
P1 ✓

Helping Verbs (am, is, are, was, were, be, being, been, have, has, had, do, does, did, shall, will, should, would, may, might, must, can, could) labeled with HV, question: "What is being said about [subject] (What is being said about dog/car/I/etc)". Is attached to verb.

Example:

SP HV V P PP adj OP P OP  
SN V I/ will play (with my best friend) (at home). D  
P1 ✓

"What is being said about I? I will play. Verb. Will, helping verb."

Possessive Noun Adjective (noun with apostrophe "s" [Mary's, John's, children's]) labeled with PNA, question: "Whose [noun] (Whose

puppy/ball/friend?)” This is a noun that acts like an adjective, and the question is asked during the adjective flow.

Example:

SP HV V P PNA adj OP P OP  
SN V I / will play (with Sharon’s best friend) (at home). D  
P1 ✓

Other sentence types:

Exclamatory

PP SN HV V P A adj OP  
SN V My mom / is planning (for a sleepover party)! E  
P1 ✓

Interrogative

HV SP V P PP adj OP P OP adv  
SN V Will you / work (on our science project) (for school) tonight? Int  
P1 ✓

Imperative (This includes an understood subject pronoun – **you**)

SP  
(You) CV P PPA OP C CV P PPA OP  
SN V / Go (to your room) and work (on your homework). Imp  
P1 ✓

## Pattern 2 Sentences:

This sentence pattern includes a Subject, Transitive Verb, and Direct Object. The Direct Object is always a noun or a pronoun and is found in the predicate. Follow the same flow as for a pattern 1 sentence, but ask “what” or “who” after the verb.

Example: He threw the ball very far!

Find the kind of sentence (**exclamatory**) and mark it. No prepositional phrase. “We are left with [repeat sentence]”. Find the subject (**he**) and mark it (**SP**). Find the verb (**threw**) and mark it (**V**). At this point, ask the Direct Object question that fits the sentence (**what** or **who**). “He threw **what?** **Ball**, direct object,” [mark **DO**]. IMPORTANT: then mark the verb as **Transitive**. “Verb: transitive,” [add -t to the V]. Finish classifying the sentence as usual, marking Subject noun, verb-transitive, direct object, pattern 2 on the line at the beginning of the sentence. The sentence should look like this when completed:

                  SP      V-t      A   DO   Adv  Adv  
SN V-t      He / threw the ball very far! E  
DO P2 ✓

Everything that could be included in a Pattern 1 sentence could also be included in other patterns – prepositional phrases, helping verbs, adverbs, adjectives, compound parts, etc.



## Introducing the Adjective Level 2

### Sentence 1: Excited dogs barked loudly.

1. What barked loudly? \_\_\_\_\_ Subject noun (SN)
2. What is being said about dogs? \_\_\_\_\_ Verb (V)
3. Barked how? \_\_\_\_\_ Adverb (Adv)
4. What kind of dogs? \_\_\_\_\_ Adjective (Adj)

**Classify this sentence:**                      **Excited dogs barked loudly.**

### Sentence 2: Happy boys play quietly today.

1. Who play quietly today? \_\_\_\_\_ Subject noun (SN)
2. What is being said about boys? \_\_\_\_\_ Verb (V)
3. Play how? \_\_\_\_\_ Adverb (Adv)
4. Play when? \_\_\_\_\_ Adverb (Adv)
5. What kind of boys? \_\_\_\_\_ Adjective (Adj)

**Classify this sentence:**                      **Happy boys play quietly today.**

## Introducing the Article Adjective Level 2

**Sentence 1: The excited dogs barked loudly.**

1. What barked loudly? \_\_\_\_\_ Subject noun (SN)
2. What is being said about dogs? \_\_\_\_\_ Verb (V)
3. Barked how? \_\_\_\_\_ Adverb (Adv)
4. What kind of dogs? \_\_\_\_\_ Adjective (Adj)
5. \_\_\_\_\_ Article Adjective (A)

**Classify this sentence:            The excited dogs barked loudly.**

**Sentence 2: The happy little boys played loudly yesterday.**

1. Who played loudly yesterday? \_\_\_\_\_ Subject noun (SN)
2. What is being said about boys? \_\_\_\_\_ Verb (V)
3. Played how? \_\_\_\_\_ Adverb (Adv)
4. Played when? \_\_\_\_\_ Adverb (Adv)
5. What kind of boys? \_\_\_\_\_ Adjective (Adj)
6. What kind of boys? \_\_\_\_\_ Adjective (Adj)
7. \_\_\_\_\_ Article Adjective (A)

**Classify this sentence:**

**The happy little boys played loudly yesterday.**

## Question and Answer Flow Section Level 2

**Sentence 1: Two pretty red candles burned brightly.**

1. What burned brightly? \_\_\_\_\_ Subject noun (SN)
2. What is being said about candles? \_\_\_\_\_ Verb (V)
3. Burned how? \_\_\_\_\_ Adverb (Adv)
4. What kind of candles? \_\_\_\_\_ Adjective (Adj)
5. What kind of candles? \_\_\_\_\_ Adjective (Adj)
6. How many candles? \_\_\_\_\_ Adjective (Adj)

**Classify this sentence: Two pretty red candles burned brightly.**

**Sentence 2: The green phone rang loudly.**

1. What rang loudly? \_\_\_\_\_ Subject noun (SN)
2. What is being said about phone? \_\_\_\_\_ Verb (V)
3. Rang how? \_\_\_\_\_ Adverb (Adv)
4. What kind of phone? \_\_\_\_\_ Adjective (Adj)
5. \_\_\_\_\_ Article Adjective (A)

**Classify this sentence: The green phone rang loudly.**

**Sentence 3: A big purple rabbit hopped slowly away.**

1. What hopped slowly away? \_\_\_\_\_ Subject noun (SN)
2. What is being said about rabbit? \_\_\_\_\_ Verb (V)
3. Hopped how? \_\_\_\_\_ Adverb (Adv)
4. Hopped where? \_\_\_\_\_ Adverb (Adv)
5. What kind of rabbit? \_\_\_\_\_ Adjective (Adj)
6. What kind of rabbit? \_\_\_\_\_ Adjective (Adj)
7. \_\_\_\_\_ Article Adjective (A)

**Classify this sentence: A big purple rabbit hopped slowly away.**



## Question and Answer Flow Section Level 2

**Sentence 4: The funny circus clown waved merrily.**

1. Who waved merrily? \_\_\_\_\_ Subject noun (SN)
2. What is being said about clown? \_\_\_\_\_ Verb (V)
3. Waved how? \_\_\_\_\_ Adverb (Adv)
4. What kind of clown? \_\_\_\_\_ Adjective (Adj)
5. What kind of clown? \_\_\_\_\_ Adjective (Adj)
6. \_\_\_\_\_ Article Adjective (A)

**Classify this sentence:**

**The funny circus clown waved merrily.**

**Sentence 5: The cold, white snow fell gently.**

1. What fell gently? \_\_\_\_\_ Subject noun (SN)
2. What is being said about snow? \_\_\_\_\_ Verb (V)
3. Fell how? \_\_\_\_\_ Adverb (Adv)
4. What kind of snow? \_\_\_\_\_ Adjective (Adj)
5. What kind of snow? \_\_\_\_\_ Adjective (Adj)
6. \_\_\_\_\_ Article Adjective (A)

**Classify this sentence:**

**The cold, white snow fell gently.**