

2023 4th Grade Latin Jump Start

Salve! Hello and welcome to the study of Latin!

We will learn fun facts about Ancient Rome, skills that help reinforce English grammar and English word meanings as well as skills that will prepare you to learn other languages in the future. Plus, most students think it's just plain fun!

Here are some tips that will help you feel "up to speed" when you join your peers in the fall.

In Latin, nouns are grouped into families called **declensions**. Each of these declensions has certain endings which are associated with different noun jobs in a sentence. Your classmates have learned the first and second declension endings, and you can learn them too with the help of this song

<https://www.youtube.com/watch?v=PBiAaQzQJI8>

First Declension Noun Endings

Case	Singular	Plural
Nominative	-a	-ae
Genitive	-ae	-ārum
Dative	-ae	-īs
Accusative	-am	-ās
Ablative	-ā	-īs

Second Declension Noun Endings

Case	Singular	Plural
Nominative	-us	-ī
Genitive	-ī	-ōrum
Dative	-ō	-īs
Accusative	-um	-ōs
Ablative	-ō	-īs

2nd Declension Neuter Noun Endings

Case	Singular	Plural
Nominative	-um	-a
Genitive	-ī	-ōrum
Dative	-ō	-īs
Accusative	-um	-a
Ablative	-ō	-īs

*****Can you find the 2nd declension neuter endings which are different from 2nd declension masculine?*****

You'll also notice those new words listed in the chart under case. **Case** is the word that is associated with each of the noun jobs in a sentence.

Nominative-subject

Genitive-possessive (of the noun)

Dative-indirect object (to/for the noun)

Accusative-direct object

Ablative-object of the preposition (by, with, from the noun)

In English, word order gives meaning to sentences; in Latin, the endings give the meaning, so word order isn't as important.

Now, let's look at **verbs**. Latin verbs are grouped into families called **conjugations**. Latin verbs have different endings based on who is doing the action and how many are doing the action. We have something similar in English. Compare "I jump" to "he jumps." The ending of the verb changed because the person doing the action changed. Here are the present tense verb endings.

Present Tense Verb Endings

	Singular	Plural
1st Person	-o (I verb)	-mus (we verb)
2nd Person	-s (you verb)	-tis (y'all verb)
3rd Person	-t (he, she, it verbs)	-nt (they verb)

Here is the present tense conjugation of the Latin verb *amo*. Memorizing it would be helpful. Here is a silly song/video to help you.

<https://www.youtube.com/watch?v=fLrXz9XoQqg&t=13s>

	Singular	Plural
1st Person	-amō (I love)	-amāmus (we love)
2nd Person	-amās (you love)	-amātis (y'all love)
3rd Person	-amat (he, she, it loves)	-amant (they love)

Fourth grade Latin will begin with a review of information covered in third grade, so you will have the opportunity to learn new concepts as they review them. Learning these couple of songs should give you some confidence starting out.

Please feel free to contact me if you have any questions or concerns.

Vale! (Bye!)
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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 5th 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 3rd-5th 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)

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 3rd-5th 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 3rd-5th 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 3rd 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 4th grade – Students should have proficiency in their multiplication facts from x0-x~~10~~¹² and as well as a good understanding of the division facts for each multiplication family.
- ✓ Entering 5th 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 /or 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 3rd-5th 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.