A black and white illustration of a young girl with curly hair, wearing a patterned apron, smiling and stirring a large bowl of cookie dough with a wooden spoon. In the background, there are cupcakes on a stand and a tray of cookies on a cooling rack.

Classical Subjects Creatively Taught™

# Well- Ordered Language

Level 1B

The Curious Child's Guide to Grammar

Tammy Peters and Daniel Coupland, PhD



*Well-Ordered Language:  
The Curious Child's Guide to Grammar  
Level 1B*  
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# At a Glance

## Book A

Chapter	Main Topic	Supplemental Topics
1	Four Kinds of Sentences	
2	Principal Elements, Part 1—Subject and Predicate	
3	Principal Elements, Part 2—Subject and Predicate Verb	Singular and plural subjects with the helping verbs <i>is</i> and <i>are</i>
4	Adverbs	<i>Not</i> and <i>never</i> as adverbs; placement of adverbs in sentence order
5	Adjectives	Correct usage of articles <i>a</i> and <i>an</i>
6	Direct Objects	Word order in sentences
7	Subject Pronouns	Agreement in number: subject pronouns and antecedents; subject pronouns and verbs
8	Interrogative Sentences—Subject Pronouns and Helping Verbs	Contractions: subject pronouns and helping verbs

## Book B

Chapter	Main Topic	Supplemental Topics
1	Object Pronouns	Contractions with <i>not</i>
2	Pronoun Review	Subject/verb agreement in number and person
3	Prepositional Phrases—Adverbial	Abbreviations for months; capitalization and periods; proper and common nouns
4	Introductory Prepositional Phrases	Revising fragments
5	Compound Subjects	Subject/verb agreement with conjunctions <i>and</i> , <i>or</i>
6	Compound Verbs	Synonyms; conjunctions <i>and</i> , <i>or</i>
7	Compound Direct Objects	Word order in sentences; proper and common nouns

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# Well-Ordered Language

## A Classical Approach to English Grammar Instruction

### *Why Study Grammar?*

We study grammar because we wish to master language, and language cannot be easily mastered without grammar. Grammar is the study of what makes language work—the way letters form words, the way words form sentences, the way sentences express human thought.

An educated person wants to understand the rich variety of human thought enshrined in language of all sorts—books from yesterday and the last millennium, books in English and books in other languages as well. An educated person also yearns to express himself clearly, accurately, and completely. It is the study of grammar that yields the capacity to do this, and the student who sees the connection between the study of grammar and the mastery of language will study grammar with zeal.

### *Learning Grammar, Teaching Grammar*

We have designed Well-Ordered Language (WOL) with the understanding that many teachers who will use this book don't know grammar as well as they would like. As a result, we have created a rich teacher's edition that will enable teachers to review and deepen their own understanding of grammar even as they teach students.

We have also worked to provide a clear, incremental presentation of grammar in this series that includes plenty of illustrations, practice, and review. For example, in each chapter, students will memorize through song clear definitions of relevant grammatical concepts. Helpful analogies and attractive graphical illustrations at the beginning of each chapter introduce and complement the concepts in the chapter. Students also will discover emerging from the sentence exercises a story that features characters who appear throughout the text and in the graphical illustrations.

### *Effective Teaching Methods*

The series employs an innovative choral analysis method that makes learning enjoyable and permanent. With clear guidance from the teacher's edition, instructors will easily be able to lead students through the choral analysis of grammar, and through this analysis,

students will see grammar embodied in the sentences they study. The program has been layered concept on concept, an approach that aids students in seeing and experiencing how a well-ordered language works and how it increases their understanding and enjoyment of literature, stories, and poetry.

## *Learning with Delight*

We think that the right study of grammar should lead to delight. The traditional study of grammar should be more than mere rote memorization of rules; it must also include opportunities for students to engage language in works of literature and human expression. As students acquire a greater capacity to understand language and use it effectively themselves, they will experience joy and delight. This is one reason we have included for grammatical study beautiful poetry and excerpts from great literature. Students will see that their ongoing study of grammar will open up a deeper understanding of beautiful literature that both instructs and delights.

## *Compelling Need*

In this cultural moment, there is a desperate need for language that is well ordered. Today's discourse is often filled with ambiguity, equivocation, and crudeness. Those who have mastered a well-ordered language not only will stand out as eloquent and clear but also will be able to say well what they mean and to say what others will heed. It will be those with a command of language who will be able to mine the wisdom of the past and to produce eloquence in the future.

## *Ongoing Support*

We have created not only a series of texts but a constellation of products that will help teachers to use WOL effectively. Visit our website at [ClassicalAcademicPress.com](http://ClassicalAcademicPress.com) for additional support for using WOL, including video training (featuring author Tammy Peters), downloadable PDF documents, and other resources.

Thank you for joining us in this most important work of restoring a well-ordered language for the next generation!

# Lesson-Planning Options

The Well-Ordered Language series is designed to be flexible, adaptable, and practical. Depending on her needs, the teacher can modify lessons to meet particular classroom expectations. The following options for teaching each chapter assume a 30–40 minute period.

	<b>Option A</b> (4 times per week)	<b>Option B</b> (3 times per week)	<b>Option C</b> (5 times, one week)
<b>Week One</b>	<b>Day One</b> <ul style="list-style-type: none"><li>◊ Chapter Introduction</li><li>◊ Introductory Lesson</li><li>◊ Introductory Practice</li></ul>	<b>Day One</b> <ul style="list-style-type: none"><li>◊ Chapter Introduction</li><li>◊ Introductory Lesson</li><li>◊ Introductory Practice</li></ul>	<b>Day One</b> <ul style="list-style-type: none"><li>◊ Chapter Introduction</li><li>◊ Introductory Lesson</li><li>◊ Introductory Practice</li></ul>
	<b>Day Two</b> <ul style="list-style-type: none"><li>◊ Lessons to Learn A</li><li>◊ Lessons to Practice A</li></ul>	<b>Day Two</b> <ul style="list-style-type: none"><li>◊ Lessons to Learn A</li><li>◊ Lessons to Practice A</li></ul>	<b>Day Two</b> <ul style="list-style-type: none"><li>◊ Lessons to Learn A</li><li>◊ Lessons to Practice A</li></ul>
	<b>Day Three</b> <ul style="list-style-type: none"><li>◊ Lessons to Learn B</li><li>◊ Lessons to Practice B</li></ul>	<b>Day Three</b> <ul style="list-style-type: none"><li>◊ Lessons to Learn B</li><li>◊ Lessons to Practice B</li></ul>	<b>Day Three</b> <ul style="list-style-type: none"><li>◊ Lessons to Learn B</li><li>◊ Lessons to Practice B</li></ul>
	<b>Day Four</b> <ul style="list-style-type: none"><li>◊ Fable*</li><li>◊ Fable Sentences (PDF)</li></ul>		<b>Day Four</b> <ul style="list-style-type: none"><li>◊ Lessons to Learn C</li><li>◊ Lessons to Practice C</li></ul>
			<b>Day Five</b> <ul style="list-style-type: none"><li>◊ Quiz (PDF)</li></ul>
<b>Week Two</b>	<b>Day Five</b> <ul style="list-style-type: none"><li>◊ Lessons to Learn C</li><li>◊ Lessons to Practice C</li></ul>	<b>Day Four</b> <ul style="list-style-type: none"><li>◊ Lessons to Learn C</li><li>◊ Lessons to Practice C <i>or</i></li><li>◊ Lessons to Learn—Review</li><li>◊ Lessons to Practice—Review</li></ul>	
	<b>Day Six</b> <ul style="list-style-type: none"><li>◊ Lessons to Learn—Review</li><li>◊ Lessons to Practice—Review</li></ul>	<b>Day Five</b> <ul style="list-style-type: none"><li>◊ Lessons to Learn—Review</li><li>◊ Lessons to Practice—Review <i>or</i></li><li>◊ Fable*/Fable Sentences (PDF)</li></ul>	
	<b>Day Seven</b> <ul style="list-style-type: none"><li>◊ Poem*/Poem Activity <i>or</i></li><li>◊ Practice Sheet (PDF)</li></ul>	<b>Day Six</b> <ul style="list-style-type: none"><li>◊ Quiz (PDF)</li></ul>	<p>*The fables for chapters 1, 3, 5, 6, 7, and 8 can be found in the downloadable PDF. The poems for chapters 2 and 4 can be found in the PDF.</p>
	<b>Day Eight</b> <ul style="list-style-type: none"><li>◊ Quiz (PDF)</li></ul>		

# Introduction to Students

Do you have a favorite word? Most people have favorite words just as they have favorite numbers or colors. So, what is yours?

Maybe it is an exceedingly (very) long word that your friends don't know. Maybe you just like the way its sound rolls off your tongue. Maybe you use it as often as you can, or maybe you save it for special occasions.

We want to share one of our favorite words with you. You probably know what it means already, but you may not have thought of it as an exceptional word. Probably few people would name it as a favorite because it seems so ordinary. It is far from ordinary though. The word is . . . *analyze*.

One reason we love the word *analyze* is because it has interesting grandparents. Its roots are Greek: *ana* meaning “up, throughout” and *lūsis* meaning “unloose, release, set free.” When you *analyze* something, you break it up into its parts and set them free!

Great thinkers are great analyzers.

Scientists who study bugs are called entomologists. They analyze insects by dissecting them. Sports analysts watch freeze frames of each motion of a single play in football to make sure the referee applied the rules correctly. Detectives analyze every inch of a crime scene, inspecting it for clues. These great thinkers are curious about what is inside an insect, a play, or even a crime.

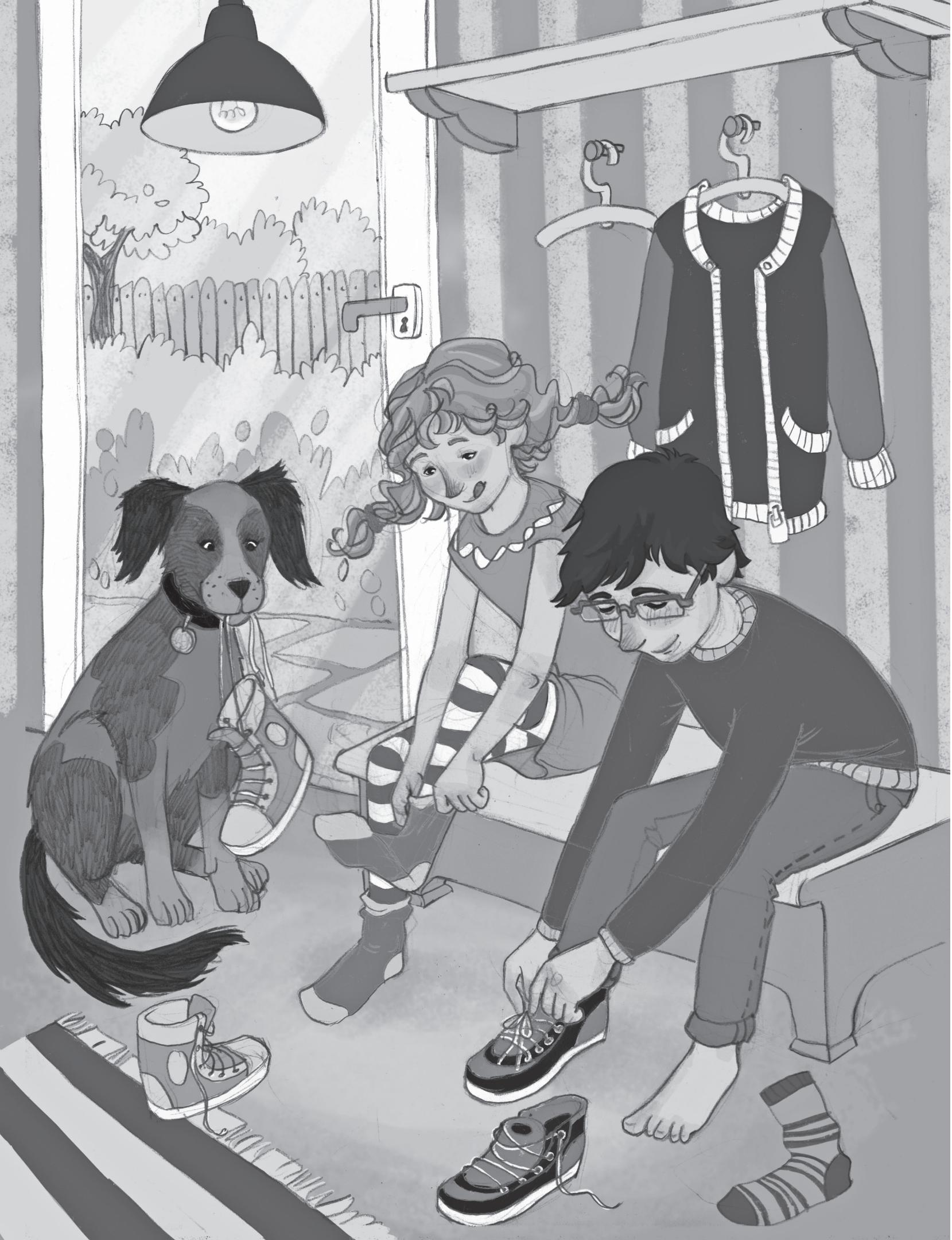
Great thinkers are always curious. For them, analysis is an adventure.

You are a curious child, and your adventure in this book will be learning how to *analyze* sentences. You will take them apart, unloose their knots, and dissect them. Step by step you will learn the special function of each part of language.

Understanding the parts of something—whether you are a student, scientist, sports analyst, or detective—leads to appreciating the whole thing even more. Once you break something apart, it is natural and right that you should put it back together again. If you take apart a clock to see how it works, you will want to reassemble it so you don't miss dinnertime. Learning how to *analyze* sentences makes you more skilled at *constructing* them too, both in your writing and in your speaking.

The parts of language are words, and words are wonderful.





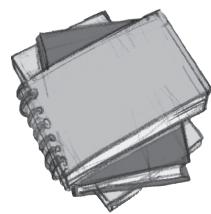
# Introductory Prepositional Phrases

In the morning when you put on your shoes, do you put on one sock and one shoe and then put on the second sock and second shoe? Or do you put both socks on first before putting on your shoes? While it's obviously important that you not put a sock on over a shoe, the order in which you put on your socks and then your shoes isn't really all that important. It's up to you what order you do it in. Prepositional phrases are kind of like socks and shoes: When they behave like adverbs, as they often do, they can be put in a different order in a sentence. For instance, an author might put the prepositional phrase at the beginning of the sentence or at the end or even in the middle. *In this chapter*, we will continue our study of adverbial prepositional phrases. We might even say that we will continue *in this chapter* our study of adverbial prepositional phrases. We could also say that we will continue our study of adverbial prepositional phrases *in this chapter*. Do you get the idea?

## Ideas to Understand

---

An adverbial prepositional phrase behaves like an adverb even though the phrase is made up of several words. Most of the sentences we studied in the previous chapter included such phrases placed *after* the verb, a common position for the phrase because it functions as an adverb telling *where*, *when*, or *how* the verb does its action. In this chapter, you will learn that sometimes, for emphasis, a writer places a prepositional phrase at the beginning of the sentence. When it is in that position it is called an **introductory prepositional phrase** because it introduces the subject and the verb. A comma is often used after the introductory prep-



## Off the Shelf

The animals' adventures in *The Wind in the Willows* started out as bedtime stories that Kenneth Grahame told his young son. After Grahame put them together as a novel in 1908, one of its biggest fans was Theodore Roosevelt, who was the president of the United States at the time. A children's novel that a president can love—give it a try! You may fall in love with Mole, Rat, Toad, and Badger too.

positional phrase to separate it from the principal elements. That way it receives more attention than it would if placed after the verb.

In the following excerpt from his book *The Wind in the Willows*, Kenneth Grahame uses two introductory adverbial prepositional phrases, “In the winter time” and “During the short day,” to describe Rat’s day in winter.

In the winter time the Rat slept a great deal, retiring early and rising late. During his short day he sometimes scribbled poetry or did other small domestic jobs about the house; and, of course, there were always animals dropping in for a chat, and consequently there was a good deal of storytelling and comparing notes on the past summer and all its doings.<sup>1</sup>

By using prepositional phrases at the beginning of two of his sentences, Grahame emphasizes that these particular activities happened on Rat’s winter days and not during the summer. When an adverbial prepositional phrase is placed at the beginning of a sentence, more attention is drawn to it than when it is placed after the verb. If an author wants to emphasize the *how*, *when*, or *where* of a verb, she may choose to use an introductory prepositional phrase. Whether placed at the start of the sentence or after the verb, neither position is more correct than the other for an adverbial prepositional phrase; the writer gets to choose.

## Terms to Remember

Do you have the most common prepositions all memorized yet? When you have mastered the preposition list, identifying a prepositional phrase in a sentence will be as easy as . . . well, as putting on your socks and shoes!

### Preposition (1–16)

A preposition (*a preposition*)  
is a part of speech (*is a part of speech*)  
used to show the relationship  
between certain words in a sentence (*in a sentence*). (*Repeat.*)

1. Kenneth Grahame “The Wild Wood,” *The Wind in the Willows* (New York: The New American Library, Inc., 1969), pp. 56–57.

## List of Prepositions (1–17)

Aboard, about, above, across, after, against, along, among, around  
Preposition Words  
Before, behind, below, beneath, beside, between, beyond, at, by  
Preposition Words  
Down, during, except, for, from, inside, in, into, near  
Preposition Words  
Of, off, on, out, outside, over, past, since, through  
Preposition Words  
Throughout, to, toward,  
Under, up, until,  
Upon, with, within,  
Without, underneath  
Preposition Words  
Preposition Words  
Preposition Words!

## Object of the Preposition (1–19)

The object of the preposition  
The object of the preposition  
is the noun or pronoun  
after the preposition. (*Repeat.*)



## Sentences to Analyze

Make sure that you review the order of analysis chant: “The order of analysis is phrases, clauses, principal elements, modifiers.” Remember that when you analyze sentences you need to complete the steps in the following order:

Part 1: Identify Phrases (Clauses will be included later.)

Part 2: Identify Principal Elements and Modifiers

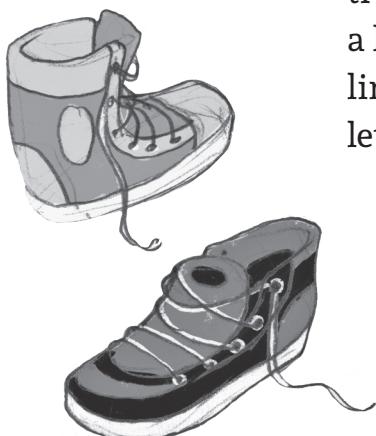
Keep in mind that wherever prepositional phrases are located in a sentence, parentheses should be placed around them before you analyze the sentence. That way it is easier to identify

what the sentence is about (subject) and what the subject is doing (predicate verb). As you learned in chapter 3, all the markings are first written beneath the phrase; then, you go on to analyze the principal elements of the sentence and the modifiers. As you neatly mark the sentence, say the analysis aloud.

## Part 1: Identify Phrases

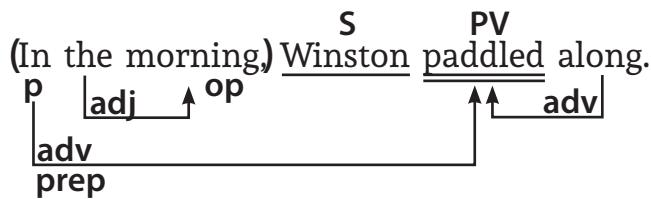
(In the morning) Winston paddled along.  
p      adj    op

- a. (First, read the sentence aloud.) “In the morning, Winston paddled along.”
- b. “The order of analysis is phrases, clauses, principal elements, modifiers.”
- c. “Are there any prepositional phrases?” (Since there is one in this sentence, you can answer yes.)
- d. “*In the morning* is a prepositional phrase.” (Since *in the morning* is a prepositional phrase, put parentheses around it.)
- e. “*In* is the preposition.” (Since *in* is a preposition, you can place a lowercase letter *p* underneath it.)
- f. “*Morning* is the object of the preposition.” (Since *morning* is connected to the preposition and is therefore the object of the preposition, you can place the lowercase letters *op* underneath it.)
- g. “*The* is an adjective.”<sup>2</sup> (Since *the* tells which morning, it is an adjective. You can draw a straight line down from the adjective, then a horizontal line toward the word it modifies, and then a straight line with an arrow pointing to *morning*. Write *adj* in lowercase letters in the elbow opposite the line with the arrow.)



2. The words *article adjective* can be substituted in place of the word *adjective*.

## Part 2: Identify Principal Elements and Modifiers



- a. (Read the sentence again aloud.) “In the morning, Winston paddled along.”
- b. “This is a sentence and it is declarative.”
- c. “This sentence is about *Winston*. So, Winston is the subject because it is what the sentence is about.” (Since *Winston* is the subject, underline the word and place a capital letter *S* above it.)
- d. “This sentence tells us that Winston *paddled*. So, *paddled* is the predicate because it is what the sentence tells us about *Winston*.” (Since *paddled* tells us something about Winston, double underline the predicate and place a capital letter *P* above it.)
- e. “It is a predicate verb because it shows action. There is no linking verb because predicate verbs do not need linking verbs.” (Since *paddled* shows action, place a capital letter *V* to the right of the letter *P* above the predicate.)
- f. “*Along* tells us *where* Winston paddled. So, *along* is an adverbial element that modifies a verb. It is an adverb.” (Since *along* is modifying where Winston is paddling, draw a straight line down from the adverb, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to the word it modifies. Place a lowercase *adv* in the elbow opposite the line with the arrow.)
- g. “*In the morning* tells us *when* Winston paddled.” (Since *in the morning* tells when Winston paddled, you can draw a straight line down from the letter *p* that’s under the preposition, then a horizontal line toward the word that it modifies, and then a straight line with an arrow pointing to *paddled*.)
- h. “So, *in the morning* is an adverbial element because it modifies a verb. It is an adverbial prepositional phrase.” (Since the prepositional phrase is behaving like an adverb, write *adv* in lowercase letters in the elbow opposite the line with the arrow. Since the phrase

is a prepositional phrase, you can write *prep* in lowercase letters directly below the *adv*, underneath the modifier line.)

In the previous chapter, you thought about prepositional phrases as apples and stems: The preposition is the little stem, and the noun or object of the preposition is the fruit. Now you see that the little stem can be attached to the branch in different places. When you are writing, you can choose where to put a prepositional phrase in your sentence for the best effect. *For greater emphasis*, the prepositional phrase comes at the beginning of the sentence. You can also put the prepositional phrase somewhere after the verb *in the more common position*. (Oh, look at those two sentences! What do you see?)



# Notes



# Introductory Lesson

## Introductory Prepositional Phrases

### Review It

---

Did you know that in the English language there are more than 100 prepositions? Most of them are not used very often, so for now you have to memorize only the most common ones. Recite all forty-seven of them.

### Learn It

---

You learned in WOL1A that a sentence is a group of words expressing a complete thought. You also know that to be complete, the sentence needs both a subject and a predicate, the principal elements. A group of words that looks like a sentence, starting with a capital letter and ending with a period, is not a sentence if it is missing either a subject or a predicate—or both. Then it is called a **fragment**. You should avoid fragments in your writing.

Determine if the following groups of words are sentences or fragments and on the lines provided write *sentence* or *fragment* as appropriate.

Example: fragment "Around the grayish-blue, rusty bike carrier."  
(This is a fragment since it does not have a subject and predicate.)

1. \_\_\_\_\_ On the old, yellow bicycle.
2. \_\_\_\_\_ Near the tall tower, the birds nested.
3. \_\_\_\_\_ Later after the girls' bike ride.
4. \_\_\_\_\_ Outside she cried.
5. \_\_\_\_\_ Throughout the ten miles of trails.
6. \_\_\_\_\_ Suddenly Lucy hiccuped.

# Introductory Lesson

## Introductory Prepositional Phrases

### Analyze It

---

Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).

1. At the soccer game, Winston ordered a hamburger.
2. By the afternoon, he asked for another sandwich.

# Introductory Practice

## Introductory Prepositional Phrases

1. Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).
  - a. After the chores, Dad might take all the neighbor kids for ice cream.
  - b. Along the wall, the neighbors watched for them.
  - c. Behind the garage, the boys stored the tools.
  - d. Into the minivan, Dad loaded five hungry children.
2. What is a *preposition*?

# Introductory Practice

## Introductory Prepositional Phrases

3. Imagine that you are going for ice cream with your friends after doing chores. With that in mind, complete the phrase for each preposition listed, and then write a sentence that includes an introductory prepositional phrase.

**Example:** over \_\_\_\_\_

**Sentence:** *Over the railroad tracks, the van wheels rumbled.*

a. at \_\_\_\_\_

**Sentence:** \_\_\_\_\_

\_\_\_\_\_

b. between \_\_\_\_\_

**Sentence:** \_\_\_\_\_

\_\_\_\_\_



# Lessons to Learn

## Introductory Prepositional Phrases



### Review It

---

Prepositions are little words, but they are very important words in our English language. Without them, sentences would fall apart.

What is a preposition? Name twenty prepositions.

What is an object of the preposition?

Give an example of a sentence with a prepositional phrase placed after the verb.

Give an example of a sentence with an introductory prepositional phrase.

### Learn It

---

Remember that a sentence is a group of words expressing a complete thought. It is a complete sentence only if it contains both a subject and a verb. Make the following fragments into complete sentences. As the writer, you get to choose whether the sentences have introductory prepositional phrases or not.

**Example: "During lunch."**

*During lunch, the cousins planned the afternoon.*

1. underneath the clothes pile in the laundry room

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2. throughout the long afternoon

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# Lessons to Learn

## Introductory Prepositional Phrases

3. in the sunlight near the window

---

---

4. between two huge sock piles

---

---

### Analyze It

Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).

1. With axes, the older boys split the wood into pieces.
2. Inside the family room, the girls built a fire in the fireplace.

# Lessons to Practice

## Introductory Prepositional Phrases



1. Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).
  - a. At school, the children devoured the birthday treat before recess.
  - b. Near the playground, some children skipped with jump ropes.
  - c. In the muddy fields, the two teams played soccer.
  - d. After recess, the children had muddy shoes again.
2. What is an object of the *preposition*?

---

---

# Lessons to Practice

## Introductory Prepositional Phrases

3. Imagine that you are at a basketball game at school. With that in mind, complete the phrase for each preposition listed, and then write a sentence that includes the phrase.

a. above \_\_\_\_\_

Sentence: \_\_\_\_\_

---

---

b. under \_\_\_\_\_

Sentence: \_\_\_\_\_

---

---



# Lessons to Learn

## Introductory Prepositional Phrases



### Review It

---

Practice makes perfect. Can you answer the following questions?

What is a preposition?

What is an object of the preposition?

What is a phrase?

List all of the forty-seven prepositions you have learned.

### Learn It

---

In the following sentences, use the words supplied in the word bank to fill in the missing subject or verb.

Example: In the breeze, the \_\_\_\_\_ waved softly.

**Word Bank:** scouts, collected, leader, pillow, unfolded, scolded

1. Before the campout, the scouts \_\_\_\_\_ firewood.
2. During dinner, the \_\_\_\_\_ assigned tents.
3. Near the fire, Theo neatly \_\_\_\_\_ campstools.
4. Under the trees, five \_\_\_\_\_ roasted marshmallows.
5. Inside one tent, a \_\_\_\_\_ exploded into a cloud of feathers.

# B

## Lessons to Learn

### Introductory Prepositional Phrases

6. Outside that tent, the leader \_\_\_\_\_ the boys.  
**scolded**

#### Analyze It

---

Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).

1. Without it, Mom did not know the way.
2. During the tournament, we ate hot dogs with spicy ketchup.

# Lessons to Practice

## Introductory Prepositional Phrases



1. Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).
  - a. From the north, the icy winds blew the cedar trees backward.
  - b. During the storm, the cousins obediently stayed inside the house.
  - c. Throughout the night, the snow flew around the snow fort.
  - d. From the window, the children looked at the fresh white carpet.
2. What is a *preposition*?  
\_\_\_\_\_

# B

## Lessons to Practice

### Introductory Prepositional Phrases

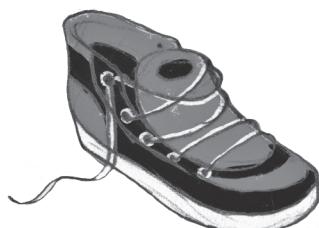
3. Imagine you are spending a snowy day with the cousins (Theo, Peggy, and Lucy) and Stripes. With that in mind, complete the phrase for each preposition listed, and then write a sentence that includes the phrase.

a. beneath \_\_\_\_\_

Sentence: \_\_\_\_\_  
\_\_\_\_\_

b. in \_\_\_\_\_

Sentence: \_\_\_\_\_  
\_\_\_\_\_



# Lessons to Learn

## Introductory Prepositional Phrases



### Review It

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Answer the following questions:

What do prepositions do in a sentence?

What are prepositions?

What is a phrase?

What is an object of the preposition?

Can you think of a sentence with a prepositional phrase following the verb?

Can you rearrange that sentence and make the prepositional phrase introductory?

### Learn It

---

Keep in mind that introductory prepositional phrases are adverbial, so they tell *where* or *when* (and sometimes *how*) the action in the sentence is happening. Fill in the missing preposition in each of the following sentences.

Example: Beside the river, they collect rocks.

1. \_\_\_\_\_ a cave, Dad found an arrowhead.

2. \_\_\_\_\_ the little waterfall, Mom took pictures.

3. \_\_\_\_\_ a rock, Peggy found a crayfish.

4. \_\_\_\_\_ the red cliffs, Theo saw a bumpy toad.

# C

## Lessons to Learn

### Introductory Prepositional Phrases

5. \_\_\_\_\_ several pools, the tadpoles swam.
6. \_\_\_\_\_ lunch, the family drove to the beach.

### Analyze It

Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).

1. In the barn, the farmer had three horses.
2. Over the fence, the noisy neighbors talked with the farmer.

# Lessons to Practice

## Introductory Prepositional Phrases



1. Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).
  - a. Beneath a full moon, Grandpa stands with Grandma near a garden wall.
  - b. Near the stone bench, Winston held a wooden sword with a shield.
  - c. Under the cabbage leaves, a chubby baby lay on a tiny blanket.
  - d. During the afternoon, Fritz studied the old pictures for hours.- 2. What is an *object of the preposition*?

# C

## Lessons to Practice

### Introductory Prepositional Phrases

3. Imagine Fritz finding a jellybean jar and knocking it over in the kitchen. With that in mind, complete the phrase for each preposition listed, and then write a sentence that includes the phrase.

a. on \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

b. with \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_



# Lessons to Learn—Review

## Introductory Prepositional Phrases

### Review It

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Answer the following review questions:

What is a preposition?

What is an object of the preposition?

What is a phrase?

Can you list all forty-seven prepositions that you've learned?

### Learn It

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Play Lightning. Your teacher will say a preposition to a student and ask that student to construct a sentence. The sentence must include the preposition in a phrase placed where the teacher says, either at the beginning of the sentence or after the verb. The student has five seconds to supply a complete sentence that includes the correct form. Then the game moves on to the next student.

**Example:**

Teacher: "Between—introductory."

Student 1: "Between you and me, I think spring will be here soon."

Teacher: "Since—after the verb."

Student 2: "I have been here *since* Friday."

aboard	about	above	across	after
against	along	among	around	at
before	behind	below	beneath	beside
between	beyond	by	down	during
except	for	from	inside	in
into	near	of	off	on
out	outside	over	past	since
through	throughout	to	toward	under
up	until	upon	with	within
without	underneath			

# Lessons to Learn—Review

## Introductory Prepositional Phrases

On the lines provided, write your favorite sentence that was created during the game of Lightning.

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# Lessons to Practice—Review

## Introductory Prepositional Phrases

1. Analyze the following sentences: (S = subject; PV = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).
  - a. In the twilight, the family watched from the front window.
  - b. Above the wispy clouds, two wild geese flew together in the sky.
  - c. Outside the house, Rex barked at a neighbor.
  - d. Inside the house, Grandfather read many familiar stories.
2. What is a *preposition*?  
\_\_\_\_\_

# Lessons to Practice—Review

## Introductory Prepositional Phrases

3. Imagine Peggy and Lucy are listening to Grandpa read. With that in mind, complete the phrase for each preposition listed, and then write a sentence that includes the phrase.

a. During \_\_\_\_\_

Sentence: \_\_\_\_\_  
\_\_\_\_\_

b. After \_\_\_\_\_

Sentence: \_\_\_\_\_  
\_\_\_\_\_



# Lessons to Enjoy—Poem

## Introductory Prepositional Phrases

Elves, dwarves, and fairies are delightful imaginary creatures of the forest. In the play *A Midsummer Night's Dream*, William Shakespeare writes this song of a fairy. Another character asks the fairy where she is going, and this poem is her answer. Notice how introductory prepositional phrases are used to tell where she must go to serve her fairy queen.

### Over Hill, Over Dale

by William Shakespeare (1564–1616)

**dale:** valley

**brier:** a tangle of prickly plants

**pale:** an area that is enclosed, as with a fence

**sphere:** revolution around the earth

**orbs:** orbits; a poetic name for the mushrooms called “fairy rings” because they grow in circles as if a fairy had danced there

**cowslips:** sweet-smelling yellow wildflowers

**pensioners:** royal attendants, known in Shakespeare’s time for being tall and dressed in gold

**favors:** gifts, as in party favors

**savors:** sweet smells

Over hill, over dale,  
Through bush, through brier,  
Over park, over pale,  
Through floor, through fire,  
I do wander everywhere,  
Swifter than the moon’s sphere;  
And I serve the fairy queen,  
To dew her orbs upon the green.  
The cowslips tall her pensioners be:  
In their gold coats spots you see;  
Those be rubies, fairy favors,  
In those freckles live their savors:  
I must go seek some dewdrops here  
And hang a pearl in every cowslip’s ear.<sup>1</sup>

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1. William Shakespeare, Act II , Scene 1, “A Wood near Athens,” from *A Midsummer Night’s Dream* in *World Scope Family Library: Works of William Shakespeare*, ed. W.G. Clark and W.A. Wright (New York: The Universal Guide, Inc., 1950), p. 7.

# Lessons to Enjoy—Poem

## Introductory Prepositional Phrases

### Questions to Ponder

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1. Where does the fairy wander?
2. In the poem, how many introductory prepositional phrases are placed before the first subject and verb?
3. How fast does the fairy travel?
4. What is the fairy's responsibility in the wood?
5. Who guards the fairy queen?

