Fundamentals in the Sentence Writing Strategy

STUDENT MATERIALS

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ACKNOWLEDGMENTS

Since the first Sentence Writing Strategy instructor’s manual was published in 1985, we have received many requests for an “easier version.” Teachers gave us feedback that their students were not familiar with basic terms like “subject” and “verb” and that students often do not know that each sentence begins with a capital letter and ends with a period. They told us that they needed materials for teaching these foundational concepts. Other teachers told us about instructional aids they invented to help students do well as they learn the complex skills associated with the Sentence Writing Strategy. We felt that their ideas should be shared with others. Needless to say, we’re grateful for these teachers’ persistence and for the ideas that they so willingly shared with us.

The first version of the Learning Sheets in this book were fieldtested through the help of several teachers, including: Eva Mitchener at Summit Middle School in Columbia, South Carolina; David Moynihan at Irvine Intermediate School in Garden Grove, California; plus Mary Lou Aylesworth, Jim Baer, Scott Bliler, Sharon Carl, Duane Diedrich, Bob Fritsch, Vicky Harrington, Nancy Lowers, Kathy Malloy, Barb Niemeyer, Jeri Salzmann, Margaret Schnecke, Judy Smith, and Tracy Templeton at Summit School in West Dundee, Illinois. They gave us detailed feedback on the content of the Learning Sheets and the sequence of instruction. The second version of the Learning Sheets was fieldtested by the same teachers at Summit School. Again, the teachers gave us extensive feedback, which was translated into the Learning Sheets in this book. We are indebted to all of these teachers for their conscientious work and their wonderful ideas. Without their help, their dedication to the education of their students, and the very serious and committed way they approached the task of creating a curriculum that really works, this book would still be on the drawing board.

We would also like to thank Sharyl Butzirus, principal of Summit School, for the support she gave to the teachers at Summit School while they were fieldtesting the materials. The partnership that she and the staff of Summit School have created with the University of Kansas Center for Research on Learning is a model for those interested in ensuring that educational research is translated into practice in our nation’s schools.

We are especially indebted to Jackie Schafer for her dedicated efforts in editing and formatting the Learning Sheets, creating the answer keys, and compiling this book. Her assistance has been invaluable in so many ways. Additionally, we wish to thank Don Deshler for his advice and contributions throughout the development, research, and refinement process. Finally, we would like to acknowledge the contributions that our advisor and Jan’s husband, Jim Sherman, made to this book and the whole sentence writing program across a journey of 25 years. We’d also like to thank him and Paul Schumaker for their support and understanding of our professional endeavors.

JBS, JBS
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INTRODUCTION

The Learning Sheets in this book are designed to be used in conjunction with instruction that is described in the instructor’s manual for Fundamentals in the Sentence Writing Strategy.* They are not designed to be used in absence of this instruction, nor are they to be used without regard for mastery learning. That is, if students are expected to learn the concepts and skills associated with these materials, they must receive individual feedback about their performance after each practice attempt, and they must be required to practice the skills at each level until they reach mastery as described in the instructor’s manual. Students who have mastered the skills at each level are to proceed to additional instruction, to help other students, or to work on other tasks until their peers have met mastery. They should NOT be asked to do additional assignments at the levels at which they have met mastery. This destroys their motivation to strive for mastery of new skills.

The Learning Sheets in this book have been used in a variety of ways by teachers. First, they have been used as part of a developmental curriculum for teaching writing to young students. In this case, all the sets of Learning Sheets have been used. Second, they have been used for remedial writing instruction for students of all ages who do not understand basic concepts associated with writing (e.g., subject, verb, infinitive, preposition) and who have difficulty writing complete simple sentences. In most of these cases, all the sets of Learning Sheets have been used. In other cases, just some of the sets have been selected for use. For example, if young adults understand the concepts of subject and verb, their teacher might choose to introduce the concepts of infinitive, preposition, helping verbs, and main subject and move directly and quickly into instruction associated with Proficiency in the Sentence Writing Strategy**, the advanced writing program associated with the Sentence Writing Strategy. Third, the Learning Sheets and their associated instruction have been used for trouble shooting. This is, teachers who begin instruction in the Proficiency in the Sentence Writing Strategy program and who find holes in their students’ background knowledge of writing concepts can use particular Learning Sheets to bring students “up to speed” on those concepts.


The following list shows the skills that students will learn associated with each set of Learning Sheets:

- Learning Sheet Set 1: Checking for capitals, end punctuation, and making sense
- Learning Sheet Set 2: Identifying action verbs and subjects
- Learning Sheet Set 3: Writing simple sentences with action verbs
- Learning Sheet Set 4: Identifying linking verbs and subjects
- Learning Sheet Set 5: Writing simple sentences with linking verbs
- Learning Sheet Set 6: Identifying infinitives, verbs, and subjects
- Learning Sheet Set 7: Writing simple sentences with infinitives
- Learning Sheet Set 8: Identifying prepositional phrases, verbs, and subjects
- Learning Sheet Set 9: Writing simple sentences with prepositions
- Learning Sheet Set 10: Discriminating infinitives from prepositional phrases
- Learning Sheet Set 11: Identifying prepositional phrases, infinitives, verbs, and subjects
- Learning Sheet Set 12: Marking SSV sentences
- Learning Sheet Set 13: Writing SSV sentences
- Learning Sheet Set 14: Marking SVV sentences
- Learning Sheet Set 15: Writing SVV sentences
- Learning Sheet Set 16: Writing SV, SSV, and SVV sentences
- Learning Sheet Set 17: Marking SSVV sentences
- Learning Sheet Set 18: Writing SSVV sentences
- Learning Sheet Set 19: Writing SV, SSV, SVV, and SSVV sentences
- Learning Sheet Set 20: Identifying main subjects
- Learning Sheet Set 21: Identifying verbs and main subjects
- Learning Sheet Set 22: Writing sentences with adjectives
- Learning Sheet Set 23: Identifying verb phrases and main subjects
- Learning Sheet Set 24: Writing sentences with helping verbs and adjectives
- Learning Sheet Set 25: Free writing practice
- Optional Learning Sheet Set 26: Identifying adverbs
- Optional Learning Sheet Set 27: Writing sentences with adverbs

In addition to the Learning Sheets, Word Banks appear on pages 127-129. These may be copied and distributed to students to assist them in writing their own sentences. Finally, permission is granted to the owner of this book to copy the Word Banks and Learning Sheets for personal use in providing instruction to students learning the Sentence Writing Strategy. Copying these lesson materials for other instructors or for any other purpose in any form is in violation of copyright law.
LEARNING SHEET 1A
Checking for Capitals, End Punctuation, and Making Sense

INSTRUCTIONS:
1. Check whether each sentence begins with a capital letter, has end punctuation, and makes sense.
2. Fix the sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:
the boys played. The dog ran Sally sang a tree.

K
1. The moon swam.
2. sally likes school.
3. My mother drove
4. i wish!
5. Peter eats fish

---

LEARNING SHEET 1B
Checking for Capitals, End Punctuation, and Making Sense

INSTRUCTIONS:
1. Check whether each sentence begins with a capital letter, has end punctuation, and makes sense.
2. Fix the sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:
the girl slept. The frog jumped James shut the peach.

K
1. The car walked.
2. I slept
3. paul thought.
4. mary ate ice cream.
5. The students worked
LEARNING SHEET 1C

INSTRUCTIONS:
1. Check whether each sentence begins with a capital letter, has end punctuation, and makes sense.
2. Fix the sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:
- sam hit the ball.
- The mouse hid
- Pam rode a house.

K
1. Nancy played
2. the cat watched.
3. I know the answer
4. tom is sleeping.
5. The car painted a picture.

LEARNING SHEET 1D

INSTRUCTIONS:
1. Check whether each sentence begins with a capital letter, has end punctuation, and makes sense.
2. Fix the sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:
- a star shined.
- The rock fell
- The friends barked.

K
1. my dad likes computers.
2. Bev works hard
3. russ feels sick.
4. Sam is smart
5. The rock spoke.
LEARNING SHEET 1E
Checking for Capitals, End Punctuation, and Making Sense

INSTRUCTIONS:
1. Check whether each sentence begins with a capital letter, has end punctuation, and makes sense.
2. Fix the sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:
my dad smiled. She kissed me The girl waved a bush.

K
1. the radio works.
2. i help.
3. My mom shopped
4. Pat bought a house
5. The table danced.

---

LEARNING SHEET 1F
Checking for Capitals, End Punctuation, and Making Sense

INSTRUCTIONS:
1. Check whether each sentence begins with a capital letter, has end punctuation, and makes sense.
2. Fix the sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:
your friend came. They ate dinner We had night.

K
1. The snail read the book.
2. the children ate cookies.
3. The rabbit meowed.
4. our windows look dirty.
5. We enjoyed the race
LEARNING SHEET 1G  
Checking for Capitals, End Punctuation, and Making Sense

INSTRUCTIONS:  
1. Check whether each sentence begins with a capital letter, has end punctuation, and makes sense.  
2. Fix the sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:  
we love the sunshine.  
My mom drove  
She drove the chair.

K  
1. sue talked on the phone.  
2. Kevin drank the milk  
3. The balloon worked at the table.  
4. we like the beach.  
5. The hat ran.

---

LEARNING SHEET 1H  
Checking for Capitals, End Punctuation, and Making Sense

INSTRUCTIONS:  
1. Check whether each sentence begins with a capital letter, has end punctuation, and makes sense.  
2. Fix the sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:  
they went.  
They swam laps  
She made a rock.

K  
1. The trees listened.  
2. I can go  
3. our car is blue.  
4. i like your picture.  
5. The movie ended
LEARNING SHEET 2A
Identifying Action Verbs and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Mark each verb with a “V.” Mark each subject with an “S.”
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:
The girls sang a song    Liz wrote a door.         i walked to school.

S V K
☐ ☐ ☐ 1. the horse ran fast.
☐ ☐ ☐ 2. Peter swims every day
☐ ☐ ☐ 3. sarah danced all night.
☐ ☐ ☐ 4. My cat ate me.
☐ ☐ ☐ 5. I like pizza

LEARNING SHEET 2B
Identifying Action Verbs and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Mark each verb with a “V.” Mark each subject with an “S.”
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:
The stars mowed.          Tim loves Rebecca    sally has pigtails.

S V K
☐ ☐ ☐ 1. the stars twinkled.
☐ ☐ ☐ 2. I thought a mile.
☐ ☐ ☐ 3. Pat hates liver.
☐ ☐ ☐ 4. scott fed his snake.
☐ ☐ ☐ 5. The snake bit Scott.
LEARNING SHEET 2C
Identifying Action Verbs and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Mark each verb with a “V.” Mark each subject with an “S.”
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:
The ball bounced he threw it. The bird caught the tiger.

S   V   K
☐ ☐ ☐   1. the ant climbed the hill.
☐ ☐ ☐   2. Jesse shot a basket
☐ ☐ ☐   3. Paul won the game
☐ ☐ ☐   4. The river opened.
☐ ☐ ☐   5. karen thought deeply.

LEARNING SHEET 2D
Identifying Action Verbs and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Mark each verb with a “V.” Mark each subject with an “S.”
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:
Pam rang the bell sammy plays soup. jenna jumped high.

S   V   K
☐ ☐ ☐   1. I swim laps
☐ ☐ ☐   2. jean loves her sons.
☐ ☐ ☐   3. The lady ate dinner
☐ ☐ ☐   4. the people cheered.
☐ ☐ ☐   5. The tree waited.
LEARNING SHEET 2E
Identifying Action Verbs and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Mark each verb with a “V.” Mark each subject with an “S.”
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:
The boys ate popcorn Linda wore a truck. she bought it.

S  V  K
☐  ☐  ☐  1. betty runs very fast.
☐  ☐  ☐  2. Tom wrote a letter
☐  ☐  ☐  4. Jan paints her nails
☐  ☐  ☐  5. the boy wants a new ball.

Name ________________________ Date _________________________

LEVING SHEET 2F
Identifying Action Verbs and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Mark each verb with a “V.” Mark each subject with an “S.”
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:
The boys ate popcorn Linda wore a truck. she bought it.

S  V  K
☐  ☐  ☐  1. Jill jumps rope
☐  ☐  ☐  2. The wind blew hard
☐  ☐  ☐  3. I chew crayons.
☐  ☐  ☐  4. jenna sang a song.
☐  ☐  ☐  5. jim drives the car.

Name ________________________ Date _________________________

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LEARNING SHEET 2G

Identifying Action Verbs and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Mark each verb with a “V.” Mark each subject with an “S.”
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:
He wore a hat               She wore a tire.               they cut the grass.

S V K
[] [] []               1. Tom sleeps all day
[] [] []               2. the hamsters play.
[] [] []               3. A raindrop fell
[] [] []               4. The flower kicked the ball.
[] [] []               5. terry watered the plants.

LEARNING SHEET 2H

Identifying Action Verbs and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Mark each verb with a “V.” Mark each subject with an “S.”
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:
Pat snored               The mother sang a cup.       i played tennis.

S V K
[] [] []               1. ann drinks milk.
[] [] []               2. My team won the game
[] [] []               3. The cat popped.
[] [] []               4. Kim plays the window.
[] [] []               5. mike climbed the stairs
### LEARNING SHEET 3A
**Writing Simple Sentences with Action Verbs**

**INSTRUCTIONS:**
1. Use the PENS Strategy to write five sentences that:
   - Have a subject
   - Have an action verb
   - Have a capital letter at the beginning
   - Have end punctuation
   - Make sense

2. Mark each verb with a “V” and each subject with an “S.”

**EXAMPLE:**

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### LEARNING SHEET 3B
**Writing Simple Sentences with Action Verbs**

**INSTRUCTIONS:**
1. Use the PENS Strategy to write five sentences that:
   - Have a subject
   - Have an action verb
   - Have a capital letter at the beginning
   - Have end punctuation
   - Make sense

2. Mark each verb with a “V” and each subject with an “S.”

**EXAMPLE:**

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

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LEARNING SHEET 3C
Writing Simple Sentences with Action Verbs

INSTRUCTIONS:
1. Use the PENS Strategy to write five sentences that:
   • Have a subject
   • Have an action verb
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense
2. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:

NAME ________________________
DATE _________________________

S  V  K
1. _______________________________________________________
2. _______________________________________________________
3. _______________________________________________________
4. _______________________________________________________
5. _______________________________________________________

LEARNING SHEET 3D
Writing Simple Sentences with Action Verbs

INSTRUCTIONS:
1. Use the PENS Strategy to write five sentences that:
   • Have a subject
   • Have an action verb
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense
2. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:

NAME ________________________
DATE _________________________

S  V  K
1. _______________________________________________________
2. _______________________________________________________
3. _______________________________________________________
4. _______________________________________________________
5. _______________________________________________________
LEARNING SHEET 3E
Writing Simple Sentences with Action Verbs

INSTRUCTIONS:
1. Use the PENS Strategy to write five sentences that:
   • Have a subject
   • Have an action verb
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense

2. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:

 S V K

1. 
2. 
3. 
4. 
5.

Name ________________________
Date _________________________

LEARNING SHEET 3F
Writing Simple Sentences with Action Verbs

INSTRUCTIONS:
1. Use the PENS Strategy to write five sentences that:
   • Have a subject
   • Have an action verb
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense

2. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:

 S V K

1. 
2. 
3. 
4. 
5.

Name ________________________
Date _________________________

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LEARNING SHEET 3G
Writing Simple Sentences with Action Verbs

INSTRUCTIONS:
1. Use the PENS Strategy to write five sentences that:
   • Have a subject
   • Have an action verb
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense
2. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:

S V K

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________
4. ______________________________________________________________________
5. ______________________________________________________________________

Name ________________________
Date _________________________

LEARNING SHEET 3H
Writing Simple Sentences with Action Verbs

INSTRUCTIONS:
1. Use the PENS Strategy to write five sentences that:
   • Have a subject
   • Have an action verb
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense
2. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:

S V K

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________
4. ______________________________________________________________________
5. ______________________________________________________________________

Name ________________________
Date _________________________

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LEARNING SHEET 4A
Identifying Linking Verbs and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Mark each linking verb with a “V.” Mark each subject with an “S.”
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:

the boys were glad. Tim is cool

1. jackie is funny.
2. I am hopeful
3. the stars are bright.
4. Bill is a door.
5. The circus was exciting

LEARNING SHEET 4B
Identifying Linking Verbs and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Mark each linking verb with a “V.” Mark each subject with an “S.”
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:

the sun is hot. Kathy seems happy

1. The book was thrilling
2. the water is cold.
3. betty seemed sad.
4. The boys were silly
5. Tomorrow is purple.
LEARNING SHEET 4C
Identifying Linking Verbs and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Mark each linking verb with a “V.” Mark each subject with an “S.”
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:
Andrew is very smart we are the best!

S V K
1. helen is my mother.
2. grace was my grandmother.
3. i am a teacher.
4. My sons are basketball players
5. We are yellow.

LEARNING SHEET 4D
Identifying Linking Verbs and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Mark each linking verb with a “V.” Mark each subject with an “S.”
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:
He became a man she is a doll.

S V K
1. He is a soccer star
2. the man was late.
3. jamie became very skilled.
4. The flags were red
5. Donna is my best shoe.
LEARNING SHEET 4E
Identifying Linking Verbs and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Mark each linking verb with a “V.” Mark each subject with an “S.”
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:
Scott is hungry  they are fools.

S  V  K

1. the sun is bright.
2. The day was hot
3. paul was cold.
4. The snails are frisky.
5. I am sad

LEARNING SHEET 4F
Identifying Linking Verbs and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Mark each linking verb with a “V.” Mark each subject with an “S.”
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:
the town was a mess.  Sara is nice

S  V  K

1. The flower smelled sweet
2. The cows are green.
3. Matt seems mad
4. the weather is perfect.
5. susan was nice.
LEARNING SHEET 4G
Identifying Linking Verbs and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Mark each linking verb with a “V.” Mark each subject with an “S.”
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:
the girls were happy. Tim was hurt

S V K
1. I am a frog.
2. David seems upset.
3. Today is my birthday.
4. The trees are tall
5. The sky became grey

Name ________________________ Date _________________________

LEARNING SHEET 4H
Identifying Linking Verbs and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Mark each linking verb with a “V.” Mark each subject with an “S.”
3. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLES:
i am fine. We are friends

S V K
1. The glass is full
2. Jesse was sleepy
3. I am lucky.
4. The fork was mean.
5. The puppies are cute.
LEARNING SHEET 5A
Writing Simple Sentences with Linking Verbs

INSTRUCTIONS:
1. Use the PENS Strategy to write five sentences that:
   • Have a subject
   • Have a linking verb
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense

2. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:

S V K

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

LEARNING SHEET 5B
Writing Simple Sentences with Linking Verbs

INSTRUCTIONS:
1. Use the PENS Strategy to write five sentences that:
   • Have a subject
   • Have a linking verb
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense

2. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:

S V K

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
LEARNING SHEET 5C
Writing Simple Sentences with Linking Verbs

INSTRUCTIONS:
1. Use the PENS Strategy to write five sentences that:
   • Have a subject
   • Have a linking verb
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense

2. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:

S  V  K
1. _____________________________________________________________
2. _____________________________________________________________
3. _____________________________________________________________
4. _____________________________________________________________
5. _____________________________________________________________

LEARNING SHEET 5D
Writing Simple Sentences with Linking Verbs

INSTRUCTIONS:
1. Use the PENS Strategy to write five sentences that:
   • Have a subject
   • Have a linking verb
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense

2. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:

S  V  K
1. _____________________________________________________________
2. _____________________________________________________________
3. _____________________________________________________________
4. _____________________________________________________________
5. _____________________________________________________________
LEARNING SHEET 5E
Writing Simple Sentences with Linking Verbs

INSTRUCTIONS:
1. Use the PENS Strategy to write five sentences that:
   • Have a subject
   • Have a linking verb
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense
2. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:

S V K
1. 
2. 
3. 
4. 
5. 

LEARNING SHEET 5F
Writing Simple Sentences with Linking Verbs

INSTRUCTIONS:
1. Use the PENS Strategy to write five sentences that:
   • Have a subject
   • Have a linking verb
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense
2. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:

S V K
1. 
2. 
3. 
4. 
5.
LEARNING SHEET 5G
Writing Simple Sentences with Linking Verbs

INSTRUCTIONS:
1. Use the PENS Strategy to write five sentences that:
   • Have a subject
   • Have a capital letter at the beginning
   • Have a linking verb
   • Have end punctuation
   • Make sense
2. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:

S  V  K

1._________________________________________________________________________
2._________________________________________________________________________
3._________________________________________________________________________
4._________________________________________________________________________
5._________________________________________________________________________

LEARNING SHEET 5H
Writing Simple Sentences with Linking Verbs

INSTRUCTIONS:
1. Use the PENS Strategy to write five sentences that:
   • Have a subject
   • Have a capital letter at the beginning
   • Have a linking verb
   • Have end punctuation
   • Make sense
2. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:

S  V  K

1._________________________________________________________________________
2._________________________________________________________________________
3._________________________________________________________________________
4._________________________________________________________________________
5._________________________________________________________________________
**LEARNING SHEET 6A**
Identifying Infinitives, Verbs, & Subjects

**INSTRUCTIONS:**
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive, and write an “I” above it.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

**EXAMPLE:**
Wallis likes to read mystery novels

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>I</th>
<th>K</th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>

1. Carl likes to swim
2. Fred was sad to leave.
3. The doctor said to rest.
4. Dan ordered a brick to eat.
5. Ellen wants to see a movie

**LEARNING SHEET 6B**
Identifying Infinitives, Verbs, & Subjects

**INSTRUCTIONS:**
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive, and write an “I” above it.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

**EXAMPLE:**
The lady wants to go home.

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>I</th>
<th>K</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

1. Julie loves to dance.
2. Paul likes to sail
3. The fans were ready to clap.
4. Justin wanted to paint her house
5. Peggy gave me a sandwich to read.
LEARNING SHEET 6C
Identifying Infinitives, Verbs, & Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive, and write an “I” above it.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
The man likes to make rocks.

S  V  I  K
1. J.J. likes to play football
2. Ford wants to go soon
3. the team hopes to win seven games this year.
4. liz is happy to help.
5. Vince videotaped the book to watch.

LEARNING SHEET 6D
Identifying Infinitives, Verbs, & Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive, and write an “I” above it.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
Brian is happy to help you

S  V  I  K
1. scott likes to ski.
2. His brother hates to play green.
3. they are pleased to sing today.
4. The airplane turned to land
5. The women hoped to win the prize
LEARNING SHEET 6E
Identifying Infinitives, Verbs, & Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive, and write an “I” above it.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

the girls tried to help each other

S V I K

1. Joan wants to be an actress
2. i decided to stay.
3. Jim likes to play games
4. Flowers need crayons to grow.
5. mary likes to play tennis.

LEARNING SHEET 6F
Identifying Infinitives, Verbs, & Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive, and write an “I” above it.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

They worked to keep their tops.

S V I K

1. Jan tried to follow her sister
2. Scott learned to spell the words
3. We worked to build the pencil.
4. the cow was happy to give milk.
5. steve likes to travel.
LEARNING SHEET 6G
Identifying Infinitives, Verbs, & Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive, and write an “I” above it.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
Ford learned to hit the train.

S V I K
1. the girls were able to go.
2. The car started to turn
3. joe likes to help his dad.
4. Mom tried to sell the car
5. The teacher taught the trees to write.

---

LEARNING SHEET 6H
Identifying Infinitives, Verbs, & Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive, and write an “I” above it.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
patty ran to catch the train

S V I K
1. the wind began to blow.
2. Josh wants to go
3. The dog ran to catch the fence.
4. trisha had to wait a week.
5. we tried to see the movie.
LEARNING SHEET 7A
Writing Simple Sentences with Infinitives

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have a subject    • Have a capital letter at the beginning
   • Have a verb (action or linking) • Have end punctuation
   • Have an infinitive • Make sense
2. Cross out each infinitive, and write an “I” above it.
3. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:

S V I K

1. 
2. 
3. 
4. 
5. 

LEARNING SHEET 7B
Writing Simple Sentences with Infinitives

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have a subject    • Have a capital letter at the beginning
   • Have a verb (action or linking) • Have end punctuation
   • Have an infinitive • Make sense
2. Cross out each infinitive, and write an “I” above it.
3. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:

S V I K

1. 
2. 
3. 
4. 
5. 
LEARNING SHEET 7C
Writing Simple Sentences with Infinitives

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have a subject • Have a capital letter at the beginning
   • Have a verb (action or linking) • Have end punctuation
   • Have an infinitive • Make sense
2. Cross out each infinitive, and write an “I” above it.
3. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:

S V I K
☐ ☐ ☐ ☐ 1.
☐ ☐ ☐ ☐ 2.
☐ ☐ ☐ ☐ 3.
☐ ☐ ☐ ☐ 4.
☐ ☐ ☐ ☐ 5.

LEARNING SHEET 7D
Writing Simple Sentences with Infinitives

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have a subject • Have a capital letter at the beginning
   • Have a verb (action or linking) • Have end punctuation
   • Have an infinitive • Make sense
2. Cross out each infinitive, and write an “I” above it.
3. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:

S V I K
☐ ☐ ☐ ☐ 1.
☐ ☐ ☐ ☐ 2.
☐ ☐ ☐ ☐ 3.
☐ ☐ ☐ ☐ 4.
☐ ☐ ☐ ☐ 5.
LEARNING SHEET 7E
Writing Simple Sentences with Infinitives

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have a subject
   • Have a verb (action or linking)
   • Have an infinitive
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense
2. Cross out each infinitive, and write an “I” above it.
3. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:

S  V  I  K

1.

2.

3.

4.

5.

LEARNING SHEET 7F
Writing Simple Sentences with Infinitives

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have a subject
   • Have a verb (action or linking)
   • Have an infinitive
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense
2. Cross out each infinitive, and write an “I” above it.
3. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:

S  V  I  K

1.

2.

3.

4.

5.
**LEARNING SHEET 7G**

Writing Simple Sentences with Infinitives

**INSTRUCTIONS:**
1. Use the PENS Strategy to write and check five sentences that:
   - Have a subject
   - Have a capital letter at the beginning
   - Have a verb (action or linking)
   - Have an infinitive
   - Make sense
2. Cross out each infinitive, and write an “I” above it.
3. Mark each verb with a “V” and each subject with an “S.”

**EXAMPLE:**

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>I</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. _______________________________________
2. _______________________________________
3. _______________________________________
4. _______________________________________
5. _______________________________________

---

**LEARNING SHEET 7H**

Writing Simple Sentences with Infinitives

**INSTRUCTIONS:**
1. Use the PENS Strategy to write and check five sentences that:
   - Have a subject
   - Have a capital letter at the beginning
   - Have a verb (action or linking)
   - Have an infinitive
   - Make sense
2. Cross out each infinitive, and write an “I” above it.
3. Mark each verb with a “V” and each subject with an “S.”

**EXAMPLE:**

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>I</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. _______________________________________
2. _______________________________________
3. _______________________________________
4. _______________________________________
5. _______________________________________
LEARNING SHEET 8A
Identifying Prepositional Phrases, Verbs, & Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase, and write a “P” above it.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
the kitten played with the ball.

S  V  P  K
☐ ☐ ☐ ☐ 1. tim ran through the goal posts.
☐ ☐ ☐ ☐ 2. The children sang in the choir
☐ ☐ ☐ ☐ 3. the man jumped for joy.
☐ ☐ ☐ ☐ 4. The mouse climbed up the clock
☐ ☐ ☐ ☐ 5. dad slept until 6:00.

LEARNING SHEET 8B
Identifying Prepositional Phrases, Verbs, & Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase, and write a “P” above it.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
jon ran into the store.

S  V  P  K
☐ ☐ ☐ ☐ 1. Blaze hid under the bush
☐ ☐ ☐ ☐ 2. The horse jumped over the house.
☐ ☐ ☐ ☐ 3. Sophie ran around the tree
☐ ☐ ☐ ☐ 4. jade reached for the box.
☐ ☐ ☐ ☐ 5. tasha is excited during visits.
# LEARNING SHEET 8C
Identifying Prepositional Phrases, Verbs, & Subjects

**INSTRUCTIONS:**
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase, and write a “P” above it.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

**EXAMPLE:**

The fish swam under the dock

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>P</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The book lay on the ocean.
2. keith lifted the cat from the tree.
3. the store opened over the weekend.
4. The car flipped into the ditch
5. Scott shot baskets with his dad

---

# LEARNING SHEET 8D
Identifying Prepositional Phrases, Verbs, & Subjects

**INSTRUCTIONS:**
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase, and write a “P” above it.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

**EXAMPLE:**

the leaves fell on the ground.

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>P</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

1. the motorcycles roared across the field.
2. Stanley flew his kite inside the cloud
3. The ducks swam under the table.
4. the park was closed during the parade.
5. The apples fell onto the ground
LEARNING SHEET 8E
Identifying Prepositional Phrases, Verbs, & Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase, and write a “P” above it.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
Jesse threw the ball down the field

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>P</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the runner jumped over the fence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Sally walked to school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Danny swam in the pool</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. frank ran with the ball.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. i drove by her house.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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LEARNING SHEET 8F
Identifying Prepositional Phrases, Verbs, & Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase, and write a “P” above it.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
star sailed around the lake.

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>P</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The girls talked around the yard.</td>
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<td></td>
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</tr>
<tr>
<td>2. We laughed during the play</td>
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<td></td>
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</tr>
<tr>
<td>3. abby left without her brother.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. matt ran across the field.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The sun was behind the clouds</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
LEARNING SHEET 8G
Identifying Prepositional Phrases, Verbs, & Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase, and write a “P” above it.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
Peter swam across the pool

S    V    P    K

1. the bird flew over the tree.
2. we studied for an hour.
3. Jean walked to the store
4. The snail flew around the corner.
5. The monkey jumped out of his cage

Name ________________________
Date _________________________

LEARNING SHEET 8H
Identifying Prepositional Phrases, Verbs, & Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase, and write a “P” above it.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
jan looked under the chair.

S    V    P    K

1. Annie took the bat from Chris
2. The plane landed in a field
3. the horse ran through the street.
4. The fish swam above the water.
5. mike drove along the beach.
LEARNING SHEET 9A
Writing Simple Sentences with Prepositions

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have a subject
   • Have a verb (action or linking)
   • Include one of the prepositions
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense
   in the box to the right
2. Cross out each prepositional phrase, and write a “P” above it.
3. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:
(for) __________________________________________

P S&C

1. _____________________________
2. _____________________________
3. _____________________________
4. _____________________________
5. _____________________________

LEARNING SHEET 9B
Writing Simple Sentences with Prepositions

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have a subject
   • Have a verb (action or linking)
   • Include one of the prepositions
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense
   in the box to the right
2. Cross out each prepositional phrase, and write a “P” above it.
3. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:
(in) __________________________________________

P S&C

1. _____________________________
2. _____________________________
3. _____________________________
4. _____________________________
5. _____________________________
LEARNING SHEET 9C
Writing Simple Sentences with Prepositions

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have a subject
   • Have a verb (action or linking)
   • Include one of the prepositions in the box to the right
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense
2. Cross out each prepositional phrase, and write a “P” above it.
3. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:
(around)

P S&C
1. 
2. 
3. 
4. 
5. 

LEARNING SHEET 9D
Writing Simple Sentences with Prepositions

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have a subject
   • Have a verb (action or linking)
   • Include one of the prepositions in the box to the right
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense
2. Cross out each prepositional phrase, and write a “P” above it.
3. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:
(around)

P S&C
1. 
2. 
3. 
4. 
5. 

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LEARNING SHEET 9E
Writing Simple Sentences with Prepositions

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have a subject
   • Have a verb (action or linking)
   • Include one of the prepositions in the box to the right
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense
2. Cross out each prepositional phrase, and write a “P” above it.
3. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:
(on)

P S&C

1.
2.
3.
4.
5.

LEARNING SHEET 9F
Writing Simple Sentences with Prepositions

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have a subject
   • Have a verb (action or linking)
   • Include one of the prepositions in the box to the right
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense
2. Cross out each prepositional phrase, and write a “P” above it.
3. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:
(behind)
LEARNING SHEET 9G
Writing Simple Sentences with Prepositions

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have a subject
   • Have a verb (action or linking)
   • Include one of the prepositions
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense
2. Cross out each prepositional phrase, and write a “P” above it.
3. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:
(near) __________________________________________

P S&C

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

LEARNING SHEET 9H
Writing Simple Sentences with Prepositions

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have a subject
   • Have a verb (action or linking)
   • Include one of the prepositions
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense
2. Cross out each prepositional phrase, and write a “P” above it.
3. Mark each verb with a “V” and each subject with an “S.”

EXAMPLE:
(down) __________________________________________

P S&C

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
LEARNING SHEET 10A
Discriminating Infinitives from Prepositional Phrases

INSTRUCTIONS:
1. Write a “P” over each prepositional phrase.
2. Write an “I” over each infinitive.

EXAMPLES:

to the store  to go

P/I

1. to play
2. to run
3. to bed
4. to the show
5. to a movie

LEARNING SHEET 10B
Discriminating Infinitives from Prepositional Phrases

INSTRUCTIONS:
1. Write a “P” over each prepositional phrase.
2. Write an “I” over each infinitive.

EXAMPLES:

to get  to school

P/I

1. to start
2. to think
3. to the barn
4. to a park
5. to swim
LEARNING SHEET 10C
Discriminating Infinitives from Prepositional Phrases

INSTRUCTIONS:
1. Write a “P” over each prepositional phrase.
2. Write an “I” over each infinitive.

EXAMPLES:
- to the woods
- to win

P/I
- 1. to go
- 2. to sleep
- 3. to a friend’s house
- 4. to find
- 5. to my mother

Name ________________________
Date _________________________

LEARNING SHEET 10D
Discriminating Infinitives from Prepositional Phrases

INSTRUCTIONS:
1. Write a “P” over each prepositional phrase.
2. Write an “I” over each infinitive.

EXAMPLES:
- to spell
- to our cabin

P/I
- 1. to home
- 2. to climb
- 3. to Kansas
- 4. to cook
- 5. to buy
LEARNING SHEET 10E
Discriminating Infinitives from Prepositional Phrases

INSTRUCTIONS:
1. Write a “P” over each prepositional phrase.
2. Write an “I” over each infinitive.

EXAMPLES:

<table>
<thead>
<tr>
<th>to speak</th>
<th>to college</th>
</tr>
</thead>
</table>

P/I

1. to put
2. to mow
3. to the dance
4. to sing
5. to a party

Name ________________________  Date__________________________

LEARNING SHEET 10F
Discriminating Infinitives from Prepositional Phrases

INSTRUCTIONS:
1. Write a “P” over each prepositional phrase.
2. Write an “I” over each infinitive.

EXAMPLES:

<table>
<thead>
<tr>
<th>to live</th>
<th>to the station</th>
</tr>
</thead>
</table>

P/I

1. to open
2. to the library
3. to see
4. to look
5. to his house

Name ________________________  Date__________________________
LEARNING SHEET 10G
Discriminating Infinitives from Prepositional Phrases

INSTRUCTIONS:
1. Write a “P” over each prepositional phrase.
2. Write an “I” over each infinitive.

EXAMPLES:
- to the beach
- to wait

P/I

- 1. to trot
- 2. to jump
- 3. to the parade
- 4. to the game
- 5. to school

Name ________________________
Date__________________________

LEARNING SHEET 10H
Discriminating Infinitives from Prepositional Phrases

INSTRUCTIONS:
1. Write a “P” over each prepositional phrase.
2. Write an “I” over each infinitive.

EXAMPLES:
- to the yard
- to talk

P/I

- 1. to drive
- 2. to dive
- 3. to the pool
- 4. to a tree
- 5. to walk

Name ________________________
Date__________________________
LEARNING SHEET 11A
Identifying Prepositional Phrases, Infinitives, Verbs, and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase AND each infinitive, and mark each (with a “P” or an “I”).
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
the child likes to hide behind the door.

S  V  P/I  K
☐  ☐  ☐  ☐  1. Joan wants to go with me
☐  ☐  ☐  ☐  2. Mike plays to win during a game.
☐  ☐  ☐  ☐  3. They worked hard to earn an “F” in this class.
☐  ☐  ☐  ☐  4. I need to get a haircut at 3:00.
☐  ☐  ☐  ☐  5. My parents plan to take a cruise to Mexico

LEARNING SHEET 11B
Identifying Prepositional Phrases, Infinitives, Verbs, and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase AND each infinitive, and mark each (with a “P” or an “I”).
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
my dog likes to dig in the yard.

S  V  P/I  K
☐  ☐  ☐  ☐  1. The students wanted to use the computer for their homework
☐  ☐  ☐  ☐  2. Sally likes to play in the rain
☐  ☐  ☐  ☐  3. The elephant reached over the fence to get the peanut.
☐  ☐  ☐  ☐  4. Our team needs to run with the pizza.
☐  ☐  ☐  ☐  5. Her dog likes to roll in the flowers.
LEARNING SHEET 11C  
Identifying Prepositional Phrases, Infinitives, Verbs,  
and Subjects  

INSTRUCTIONS:  
1. Do the Search & Check Step on each sentence.  
2. Cross out each prepositional phrase AND each infinitive, and mark each (with a “P” or an “I”).  
3. Mark each verb with a “V.” Mark each subject with an “S.”  
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.  

EXAMPLE:  
Scott crawled under the bed to find his shoe  

S  V  P/I  K  
☐ ☐ ☐ ☐  1. nancy drove to Colorado to see her friends.  
☐ ☐ ☐ ☐  2. Jan longed to climb the mountain like her brother  
☐ ☐ ☐ ☐  3. Scott learned to spell in first grade  
☐ ☐ ☐ ☐  4. nick ran through the goal posts to win the game  
☐ ☐ ☐ ☐  5. I looked in the book to find the shoe.  

LEARNING SHEET 11D  
Identifying Prepositional Phrases, Infinitives, Verbs,  
and Subjects  

INSTRUCTIONS:  
1. Do the Search & Check Step on each sentence.  
2. Cross out each prepositional phrase AND each infinitive, and mark each (with a “P” or an “I”).  
3. Mark each verb with a “V.” Mark each subject with an “S.”  
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.  

EXAMPLE:  
the cat jumped into the tree to catch the bird.  

S  V  P/I  K  
☐ ☐ ☐ ☐  1. terry prepared to sail across the lake.  
☐ ☐ ☐ ☐  2. i want to go to California.  
☐ ☐ ☐ ☐  3. Your job is to finish the paper by noon  
☐ ☐ ☐ ☐  4. The cat likes to sleep on the deck  
☐ ☐ ☐ ☐  5. ron plans to shoot baskets after work.
LEARNING SHEET 11E
Identifying Prepositional Phrases, Infinitives, Verbs, and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase AND each infinitive, and mark each (with a “P” or an “I”).
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

1. i have to think about the problem.
2. Molly offered to cook dinner with Sam
3. she planned to keep the book for herself.
4. We left early to buy our tickets for the concert
5. Tom has to mow the fish before tomorrow.

Name ________________________
Date__________________________

LEARNING SHEET 11F
Identifying Prepositional Phrases, Infinitives, Verbs, and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase AND each infinitive, and mark each (with a “P” or an “I”).
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

Emmanuel learned to read from his brother

1. good actors learn to speak with clarity.
2. the assignment was hard to complete without assistance.
3. Jean made plans to return on Monday
4. The man tried to put the vase behind the box
5. rose decided to attend college after high school.

Name ________________________
Date__________________________

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LEARNING SHEET 11G
Identifying Prepositional Phrases, Infinitives, Verbs, and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase AND each infinitive, and mark each (with a “P” or an “I”).
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
the boys planned to eat after the show.

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>P/I</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Our family likes to live near the ocean
2. karen wants to see Paris during her trip.
3. Mark learned to tie his hair by himself.
4. frank decided to wait until noon.
5. The travellers drove through the night to reach their home

---

LEARNING SHEET 11H
Identifying Prepositional Phrases, Infinitives, Verbs, and Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase AND each infinitive, and mark each (with a “P” or an “I”).
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
Kevin decided to wait for the bus

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>P/I</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The doctor said to call after five days
2. You forgot to look under the table
3. john failed to finish his work during class.
4. the burglar tried to open the safe in the library.
5. She ran down the street to see the parade
LEARNING SHEET 12A
Marking SSV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase OR infinitive, and mark each (with a “P” or “I”).
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

Pam and Dan moved to the banana.

S V P/I K

1. Sophie and Blaze ran through the woods
2. the bear and cub hid in the tree.
3. The table and lamp are beside the sofa
4. samuel and Manny hope to visit Tim soon.
5. The daffodils and tulips bent under the snow’s weight

---

LEARNING SHEET 12B
Marking SSV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase OR infinitive, and mark each (with a “P” or “I”).
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

Wayne and Tolly love to shop

S V P/I K

1. the bikes and tools are in the garage.
2. He and she worked for a long time
3. the children and parents attended the concert at the theatre.
4. Jan and Stan sang on Jan’s birthday
5. Boys and girls ride zebras to school.
LEARNING SHEET 12C
Marking SSV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase OR infinitive, and mark each (with a “P” or “I”).
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

Mary and Steve live in Florida

S  V  P/I  K

1. cary and Diane ran through the alley.
2. Arnie and Karen played for an hour
3. the singers and dancers came at ten o’clock.
4. The husband and wife like to ski
5. Martha and George lived in the clouds.

LEARNING SHEET 12D
Marking SSV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase OR infinitive, and mark each (with a “P” or “I”).
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

tasha and Blaze ran through the woods.

S  V  P/I  K

1. Harry and Sally were happy to go
2. The parrot and the parakeet chirped during the whole day
3. spunkie and Buffy love to eat ice cream.
4. Denzell and Pancho slept on the phone.
5. Keith and Stan went to Colorado.
LEARNING SHEET 12E
Marking SSV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase OR infinitive, and mark each (with a “P” or “I”).
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

1. jan and Jim went for a walk.
2. The grass and shrubs need milk in the summer.
3. Jesse and Jill like to play
4. snow and sleet fell during the day.
5. Chris and Scott want to leave now

Name ________________________
Date _________________________

LEARNING SHEET 12F
Marking SSV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase OR infinitive, mark each (with a “P” or “I”).
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

Tim and Scott wanted to play pool

Name ________________________
Date _________________________
LEARNING SHEET 12G
Marking SSV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase OR infinitive, and mark each (with a “P” or “I”).
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
Belinda and John want to go together

S V P/I K
1. cars and trucks skidded on the icy roads.
2. Jean and Paul hope to go
3. Nick and Doug studied for the game.
4. Mike and Linda went to the beach.
5. The boys and dogs ran through the field

Name ________________________
Date _________________________

LEARNING SHEET 12H
Marking SSV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each prepositional phrase OR infinitive, and mark each (with a “P” or “I”).
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
the dish and the spoon jumped over the moon.

S V P/I K
1. the students and teachers went on a field trip.
2. Chris and Annie hope to swim tomorrow
3. The water and sand glistened in the sunlight
4. the hamsters and gerbils lived in the same cage.
5. Greg and Becca like to play spaghetti.

Name ________________________
Date _________________________
LEARNING SHEET 13A
Writing SSV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have two subjects
   • Have a capital letter at the beginning
   • Have one verb (action or linking)
   • Have end punctuation
   • Make sense

2. Mark each infinitive with an “I,” prepositional phrase with a “P,” verb with a “V,” and subject with an “S.”

EXAMPLE:

M S&C

1. 
2. 
3. 
4. 
5. 

LEARNING SHEET 13B
Writing SSV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have two subjects
   • Have a capital letter at the beginning
   • Have one verb (action or linking)
   • Have end punctuation
   • Make sense

2. Mark each infinitive with an “I,” prepositional phrase with a “P,” verb with a “V,” and subject with an “S.”

EXAMPLE:

M S&C

1. 
2. 
3. 
4. 
5. 

Name ________________________
Date _________________________

Fundamentals in the Sentance Writing Strategy
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LEARNING SHEET 13C
Writing SSV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have two subjects
   • Have a capital letter at the beginning
   • Have one verb (action or linking)
   • Have end punctuation
   • Make sense
2. Mark each infinitive with an “I,” prepositional phrase with a “P,” verb with a “V,” and subject with an “S.”

EXAMPLE:

M S&C

☐ 1. 
☐ 2. 
☐ 3. 
☐ 4. 
☐ 5. 

Name ________________________
Date _________________________

LEARNING SHEET 13D
Writing SSV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have two subjects
   • Have a capital letter at the beginning
   • Have one verb (action or linking)
   • Have end punctuation
   • Make sense
2. Mark each infinitive with an “I,” prepositional phrase with a “P,” verb with a “V,” and subject with an “S.”

EXAMPLE:

M S&C

☐ 1. 
☐ 2. 
☐ 3. 
☐ 4. 
☐ 5. 

Name ________________________
Date _________________________
LEARNING SHEET 13E
Writing SSV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have two subjects
   • Have one verb (action or linking)
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense
2. Mark each infinitive with an “I,” prepositional phrase with a “P,” verb with a “V,” and subject with an “S.”

EXAMPLE:

M S&C
1. 
2. 
3. 
4. 
5. 

Name ________________________
Date _________________________

LEARNING SHEET 13F
Writing SSV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have two subjects
   • Have one verb (action or linking)
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense
2. Mark each infinitive with an “I,” prepositional phrase with a “P,” verb with a “V,” and subject with an “S.”

EXAMPLE:

M S&C
1. 
2. 
3. 
4. 
5. 

Name ________________________
Date _________________________
LEARNING SHEET 13G
Writing SSV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have two subjects
   • Have a capital letter at the beginning
   • Have one verb (action or linking)
   • Have end punctuation
   • Make sense
2. Mark each infinitive with an “I,” prepositional phrase with a “P,” verb with a “V,” and subject with an “S.”

EXAMPLE:

M S&C

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

LEARNING SHEET 13H
Writing SSV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have two subjects
   • Have a capital letter at the beginning
   • Have one verb (action or linking)
   • Have end punctuation
   • Make sense
2. Mark each infinitive with an “I,” prepositional phrase with a “P,” verb with a “V,” and subject with an “S.”

EXAMPLE:

M S&C

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
LEARNING SHEET 14A
Marking SVV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P,” as needed.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

He wanted to go and went

1. The bottle fell and broke into a million pieces.
2. The men awoke and drove 60 miles to attend the meeting
3. The stars twinkled brightly and made patterns in the sky
4. Lightning struck and burned our house beyond repair
5. The train whistled loudly and roared through the crossing.

S V P/I K

1. The monkey swung in the tree and ate a banana
2. Paul came to my house and stayed overnight.
3. The children ran and played in the yard.
4. She enjoys music and wants to play the tuba
5. The man put on his computer and waved.

LEARNING SHEET 14B
Marking SVV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P,” as needed.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:

He wanted to go and went

1. The bottle fell and broke into a million pieces.
2. The men awoke and drove 60 miles to attend the meeting
3. The stars twinkled brightly and made patterns in the sky
4. Lightning struck and burned our house beyond repair
5. The train whistled loudly and roared through the crossing.

Name ________________________
Date _________________________
LEARNING SHEET 14C
Marking SVV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P,” as needed.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
the frog jumped into the water and swam to the log.

S   V   P/I   K
1. the children formed a line and walked into the building.
2. she opened and shut the door to our house.
3. The boy had money and wanted to spend it
4. The cowboy jumped on his shoe and roped a bull.
5. Eight runners entered the race and started at the gun

LEARNING SHEET 14D
Marking SVV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P,” as needed.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
The snake hissed and crawled under the rock

S   V   P/I   K
1. paul ran 15 miles and swam in the lake.
2. The river overflowed and flooded the cow during May.
3. A bear got into the basket and ate the food
4. The phone rang and rang for hours
5. bobbette called and asked us to buy some candy.
LEARNING SHEET 14E
Marking SVV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P,” as needed.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
the car turned and crashed into the fence.

S V P/I K

1. the rabbit hopped into the garden and ate the lettuce.
2. The driver slammed on the brakes and turned
3. Cows eat tuna and give milk in the morning.
4. sean called and then came to my house.
5. Kristi read the book and wrote a report for her class

---

LEARNING SHEET 14F
Marking SVV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P,” as needed.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
Luke ran up the hill and beat his record

S V P/I K

1. Brandon caught and released five fish at the lake
2. The lights near the table flickered and faded
3. i thought about the question and answered it.
4. the balloon rose and floated into the distance.
5. Emily smiled and ran through the roof.
LEARNING SHEET 14G
Marking SVV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P,” as needed.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
Jonathan did his homework and put it in his backpack

S V P/I K
1. The boy fell and landed in a ditch
2. Robert practiced his math and knew it for the test
3. Jessica finished dinner and rose to do her cat.
4. Michael rinsed the dishes and put them in the dishwasher.
5. The dog rested and slept for five hours.

LEARNING SHEET 14H
Marking SVV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P,” as needed.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
Charles drove to work and made donuts.

S V P/I K
1. Steve went outside and looked for the cat.
2. Victoria missed her sister and decided to call.
3. The concert began early and lasted late into the night.
4. Chris teaches frogs and coaches basketball at school.
5. The plane flew across the sky and disappeared
LEARNING SHEET 15A
Writing SVV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have one subject
   • Have two verbs (action or linking)
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense

2. Mark each infinitive with an “I,” prepositional phrase with a “P,” verb with a “V,” and subject with an “S.”

EXAMPLE:

M S&C

1. 
2. 
3. 
4. 
5. 

Name ________________________
Date _________________________

LEARNING SHEET 15B
Writing SVV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have one subject
   • Have two verbs (action or linking)
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense

2. Mark each infinitive with an “I,” prepositional phrase with a “P,” verb with a “V,” and subject with an “S.”

EXAMPLE:

M S&C

1. 
2. 
3. 
4. 
5.
LEARNING SHEET 15C
Writing SVV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have one subject • Have a capital letter at the beginning
   • Have two verbs (action or linking) • Have end punctuation
   • Make sense
2. Mark each infinitive with an “I,” prepositional phrase with a “P,” verb with a “V,” and subject with an “S.”

EXAMPLE:

M S&C

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

LEARNING SHEET 15D
Writing SVV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have one subject • Have a capital letter at the beginning
   • Have two verbs (action or linking) • Have end punctuation
   • Make sense
2. Mark each infinitive with an “I,” prepositional phrase with a “P,” verb with a “V,” and subject with an “S.”

EXAMPLE:

M S&C

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
LEARNING SHEET 15E
Writing SVV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have one subject
   • Have two verbs (action or linking)
   • Make sense

2. Mark each infinitive with an “I,” prepositional phrase with a “P,” verb with a “V,” and subject with an “S.”

EXAMPLE:

M S&C

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

Name ________________________
Date _________________________

LEARNING SHEET 15F
Writing SVV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have one subject
   • Have two verbs (action or linking)
   • Make sense

2. Mark each infinitive with an “I,” prepositional phrase with a “P,” verb with a “V,” and subject with an “S.”

EXAMPLE:

M S&C

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

Name ________________________
Date _________________________
LEARNING SHEET 15G

Writing SVV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have one subject
   • Have two verbs (action or linking)
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense
2. Mark each infinitive with an “I,” prepositional phrase with a “P,” verb with a “V,” and subject with an “S.”

EXAMPLE:

M S&C

1. 

2. 

3. 

4. 

5. 

LEARNING SHEET 15H

Writing SVV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that:
   • Have one subject
   • Have two verbs (action or linking)
   • Have a capital letter at the beginning
   • Have end punctuation
   • Make sense
2. Mark each infinitive with an “I,” prepositional phrase with a “P,” verb with a “V,” and subject with an “S.”

EXAMPLE:

M S&C

1. 

2. 

3. 

4. 

5.
INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the formula in parentheses. In addition, make sure each sentence:
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:
(SSV)

M  S&C

☐ ☐ (SV) 1.

☐ ☐ (SVV) 2.

☐ ☐ (SSV) 3.

☐ ☐ (SV) 4.

☐ ☐ (SVV) 5.
LEARNING SHEET 16B
Writing SV, SSV, and SVV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the formula in parentheses. In addition, make sure each sentence:
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:

(SVV)

M S&C

☐ ☐ (SV) 1. ____________________________________________________________

☐ ☐ (SVV) 2. __________________________________________________________

☐ ☐ (SSV) 3. __________________________________________________________

☐ ☐ (SV) 4. __________________________________________________________

☐ ☐ (SVV) 5. __________________________________________________________
LEARNING SHEET 16C
Writing SV, SSV, and SVV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the formula in parentheses. In addition, make sure each sentence:
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:
(SV)

M S&C

☐ ☐ (SSV) 1.

☐ ☐ (SVV) 2.

☐ ☐ (SV) 3.

☐ ☐ (SSV) 4.

☐ ☐ (SV) 5.
LEARNING SHEET 16D
Writing SV, SSV, and SVV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the formula in parentheses. In addition, make sure each sentence:
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:
(SSV)

M S&C

☐ ☐ (SV) 1.

☐ ☐ (SSV) 2.

☐ ☐ (SV) 3.

☐ ☐ (SVV) 4.

☐ ☐ (SSV) 5.
INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the formula in parentheses. In addition, make sure each sentence:
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:

(SVV)

M S&C

☐ ☐ (SV) 1.

☐ ☐ (SSV) 2.

☐ ☐ (SV) 3.

☐ ☐ (SSV) 4.

☐ ☐ (SVV) 5.
LEARNING SHEET 16F
Writing SV, SSV, and SVV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the formula in parentheses. In addition, make sure each sentence:
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:
(SV)

M S&C

☐ ☐ (SVV) 1. ________________________________________________________________

☐ ☐ (SV) 2. ________________________________________________________________

☐ ☐ (SSV) 3. ________________________________________________________________

☐ ☐ (SV) 4. ________________________________________________________________

☐ ☐ (SSV) 5. ________________________________________________________________

Name _________________________
Date _________________________

EXAMPLE:
(SV)

Fundamentals in the Sentence Writing Strategy
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LEARNING SHEET 16G
Writing SV, SSV, and SVV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the formula in parentheses. In addition, make sure each sentence:
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:
(SSV)

M S&C

☐ ☐ (SVV) 1. __________________________________________

________________________________________

☐ ☐ (SSV) 2. __________________________________________

________________________________________

☐ ☐ (SV) 3. __________________________________________

________________________________________

☐ ☐ (SSV) 4. __________________________________________

________________________________________

☐ ☐ (SV) 5. __________________________________________

________________________________________

Name ________________________  Date _________________________

EXAMPLE:
(SSV) Sheldon & Schumaker et al, ©2009 Edge Enterprises, Inc
LEARNING SHEET 17A
Marking SSVV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P,” as needed.
3. Mark each verb with a “V.” Mark each subject with an “S.”
4. Fix each sentence by adding a capital letter or end punctuation or by changing a word.

EXAMPLE:
esther and Suzanne walked around the track and talked.

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>P/I</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Carol and John live and work in New York
2. Mary and I are friends and go places on Saturdays
3. Scott and Barb thanked us and rose to leave
4. The fish and dolphin swam and played beside the house.
5. The boy and girl skipped and hopped across the field

Name ________________________
Date _________________________

LEARNING SHEET 17B
Marking SSVV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P,” as needed.
3. Mark each verb with a “V.” Mark each subject with an “S.”

EXAMPLE:
Tammy and Bill took a plane and visited their son

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>P/I</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. burdett and Michel took their son to Chicago and shopped.
2. Carol and Don have three boys and travel with them a lot
3. The spider and pig were friends and talked throughout the day
4. Ron and Marie like to play pencils and are good players.
5. she and her husband ate dinner and went to a movie.

Name ________________________
Date _________________________
LEARNING SHEET 17C

Marking SSVV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P,” as needed.
3. Mark each verb with a “V.” Mark each subject with an “S.”

EXAMPLE:

Jackie and Sue worked all day and played at night

S V P/I K

1. Jan and Kirby flew to Paris and visited desks.
2. Michael and John are artists and like to design book covers.
3. The mother and child walked down the street and smiled.
4. The apples and pears fell to the ground and rotted.
5. Nick and Brent work hard and try to do their best.

LEARNING SHEET 17D

Marking SSVV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P,” as needed.
3. Mark each verb with a “V.” Mark each subject with an “S.”

EXAMPLE:

Michael and Scottie shot baskets and practiced defense.

S V P/I K

1. The boys and girls entered the stage and began to practice.
2. She and I colored the picture and hung it on the wall.
3. The Showalters and Nelsons went to the game and cheered.
4. Our cat and rabbit are friends and play in the kitchen.
5. Liz and Greg searched through the house and found the keys.
LEARNING SHEET 17E
Marking SSVV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P,” as needed.
3. Mark each verb with a “V.” Mark each subject with an “S.”

EXAMPLE:
Bob and Sue sat on the bench and talked

S  V  P/I  K
1. The boys and girls ate and danced during the party
2. Leah and Sam leave tomorrow and fly to Chicago.
3. Julie and Becky played zebras and swam in the pool.
4. The cup and plate fell on the floor and broke.
5. The bread and muffins rose and baked in the oven

---

LEARNING SHEET 17F
Marking SSVV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P,” as needed.
3. Mark each verb with a “V.” Mark each subject with an “S.”

EXAMPLE:
pammy and Jean skied and swam in the lake.

S  V  P/I  K
1. roses and carnations are in our yard and bloom every year.
2. luke and Sam stayed home and rested for the day.
3. Sue and Bob practiced their music and learned to play the song.
4. Bicycles and cars use the same road and compete for space.
5. Jesse and Cody jumped and landed on the ceiling.
LEARNING SHEET 17G

Marking SSVV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P,” as needed.
3. Mark each verb with a “V.” Mark each subject with an “S.”

EXAMPLE:
the men and boys played ping-pong and talked on the porch.

S  V  P/I  K

1. Jerry and Casey looked at the papers and added the numbers
2. Victoria and Roger woke up and went for a run.
3. The butterfly and bee rested on the flower and then flew away
4. The girls and boys raised money and sent it to a charity.
5. Justin and Jamie enrolled in class and learned a lot.

---

LEARNING SHEET 17H

Marking SSVV Sentences

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P,” as needed.
3. Mark each verb with a “V.” Mark each subject with an “S.”

EXAMPLE:
The apples and peaches fell out of the trees and rotted on the ground

S  V  P/I  K

1. Nancy and Sally sang and danced during the show
2. The cat and rabbit lived together and played in the yard.
3. Jim and Chris raced down the computer and kicked the ball.
4. The bear and cubs stretched and yawned in the cave.
5. The furnace and stove ran during the night and warmed the family.
LEARNING SHEET 18A
Writing SSVV sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the SSVV formula. Be sure each sentence:
   - Has two subjects
   - Has two verbs (action or linking)
   - Has a capital letter at the beginning
   - Has end punctuation
   - Makes sense

2. Mark each sentence as needed.

EXAMPLE:

M S&C

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

5. ____________________________________________________________

Name ________________________
Date _________________________
INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the SSVV formula. Be sure each sentence:
   • Has two subjects
   • Has two verbs (action or linking)
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:

1. _________________________________________________________

2. _________________________________________________________

3. _________________________________________________________

4. _________________________________________________________

5. _________________________________________________________
LEARNING SHEET 18C
Writing SSVV sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the SSVV formula. Be sure each sentence:
   • Has two subjects
   • Has a capital letter at the beginning
   • Has two verbs (action or linking)
   • Has end punctuation
   • Makes sense

2. Mark each sentence as needed.

EXAMPLE:

M S&C

☐ ☐ 1.

☐ ☐ 2.

☐ ☐ 3.

☐ ☐ 4.

☐ ☐ 5.
LEARNING SHEET 18D
Writing SSVV sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the SSVV formula. Be sure each sentence:
   • Has two subjects  • Has a capital letter at the beginning
   • Has two verbs (action or linking)  • Has end punctuation
   • Makes sense  
2. Mark each sentence as needed.

EXAMPLE:

M S&C

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

4. ____________________________________________

5. ____________________________________________

Name ________________________
Date _________________________

EXAMPLE:

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LEARNING SHEET 18E
Writing SSVV sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the SSVV formula. Be sure each sentence:
   • Has two subjects
   • Has two verbs (action or linking)
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense

2. Mark each sentence as needed.

EXAMPLE:

M S&C

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________
LEARNING SHEET 18F
Writing SSVV sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the SSVV formula. Be sure each sentence:
   • Has two subjects
   • Has two verbs (action or linking)
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense

2. Mark each sentence as needed.

EXAMPLE:

M S&C
1.

2.

3.

4.

5.
INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the SSVV formula. Be sure each sentence:
   • Has two subjects
   • Has a capital letter at the beginning
   • Has two verbs (action or linking)
   • Has end punctuation
   • Makes sense

2. Mark each sentence as needed.

EXAMPLE:

M S&C

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

4. ____________________________________________

5. ____________________________________________
LEARNING SHEET 18H
Writing SSVV sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the SSVV formula. Be sure each sentence:
   • Has two subjects
   • Has two verbs (action or linking)
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:

M S&C

☐ 1. ____________________________________________

☐ 2. ____________________________________________

☐ 3. ____________________________________________

☐ 4. ____________________________________________

☐ 5. ____________________________________________
LEARNING SHEET 19A
Writing SV, SSV, SVV, and SSVV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the formula in parentheses. In addition, make sure each sentence:
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:
(SV)

M S&C

☐ ☐ (SV) 1. ________________________________________

☐ ☐ (SVV) 2. ________________________________________

☐ ☐ (SSV) 3. ________________________________________

☐ ☐ (SV) 4. ________________________________________

☐ ☐ (SSVV) 5. _______________________________________
LEARNING SHEET 19B
Writing SV, SSV, SVV, and SSVV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the formula in parentheses. In addition, make sure each sentence:
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:

(SVV)

M S&C

☐ ☐ (SSVV) 1. ________________________________

☐ ☐ (SVV) 2. ________________________________

☐ ☐ (SSV) 3. ________________________________

☐ ☐ (SSVV) 4. ________________________________

☐ ☐ (SV) 5. ________________________________

Name ________________________
Date _________________________
LEARNING SHEET 19C
Writing SV, SSV, SVV, and SSVV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the formula in parentheses. In addition, make sure each sentence:
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:
(SSV)

M S&C

☐ ☐ (SSV) 1. __________________________

☐ ☐ (SVV) 2. __________________________

☐ ☐ (SSVV) 3. __________________________

☐ ☐ (SV) 4. __________________________

☐ ☐ (SV) 5. __________________________
LEARNING SHEET 19D
Writing SV, SSV, SVV, and SSVV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the formula in parentheses. In addition, make sure each sentence:
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:
(SVV)

M S&C

☐ ☐ (SV) 1. ________________________________

☐ ☐ (SVV) 2. ________________________________

☐ ☐ (SSV) 3. ________________________________

☐ ☐ (SVV) 4. ________________________________

☐ ☐ (SSVV) 5. ________________________________

Name ________________________ Date _________________________

EXAMPLE:
(SVV)

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LEARNING SHEET 19E
Writing SV, SSV, SVV, and SSVV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the formula in parentheses. In addition, make sure each sentence:
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:
(SVV)

M S&C
☐ ☐ (SV) 1. ____________________________________________

☐ ☐ (SSV) 2. ____________________________________________

☐ ☐ (SSVV) 3. ____________________________________________

☐ ☐ (SV) 4. ____________________________________________

☐ ☐ (SVV) 5. ____________________________________________

Name ________________________
Date _________________________
INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the formula in parentheses. In addition, make sure each sentence:
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:
(SSVV)

M S&C

☐ ☐ (SVV) 1. ___________________________________________________________________
                                                                                   
                                                                                   
☐ ☐ (SV) 2. ___________________________________________________________________ 
                                                                                   
☐ ☐ (SSVV) 3. __________________________________________________________________
                                                                                   
☐ ☐ (SV) 4. ___________________________________________________________________ 
                                                                                   
☐ ☐ (SSV) 5. ___________________________________________________________________ 

Name ________________________
Date _________________________
LEARNING SHEET 19G
Writing SV, SSV, SVV, and SSVV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the formula in parentheses. In addition, make sure each sentence:
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:
(SSV)

M S&C

☐ ☐ (SVV) 1. ____________________________________________

☐ ☐ (SSV) 2. ____________________________________________

☐ ☐ (SV) 3. ____________________________________________

☐ ☐ (SV) 4. ____________________________________________

☐ ☐ (SSVV) 5. ____________________________________________
LEARNING SHEET 19H
Writing SV, SSV, SVV, and SSVV Sentences

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that match the formula in parentheses. In addition, make sure each sentence:
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:
(SVV)

M S&C

☐ ☐ (SSVV) 1. ____________________________

☐ ☐ (SSV) 2. ____________________________

☐ ☐ (SVV) 3. ____________________________

☐ ☐ (SSV) 4. ____________________________

☐ ☐ (SV) 5. ____________________________

Name ________________________
Date _________________________

EXAMPLE:
(SVV)  

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LEARNING SHEET 20A
Identifying Main Subjects

INSTRUCTIONS:
1. Place an “S” above the main subject of each of the following phrases.

EXAMPLE:
The quick brown fox

☐ 1. A big blue ball
☐ 2. The black and white plate
☐ 3. The little girl
☐ 4. My great uncle
☐ 5. A tiny brown puppy

LEARNING SHEET 20B
Identifying Main Subjects

INSTRUCTIONS:
1. Place an “S” above the main subject of each of the following phrases.

EXAMPLE:
The old red truck

☐ 1. Our favorite song
☐ 2. My favorite sport
☐ 3. The small white phone
☐ 4. A wooden chair
☐ 5. His muddy shoes
LEARNING SHEET 20C  
Identifying Main Subjects

INSTRUCTIONS:
1. Place an “S” above the main subject of each of the following phrases.

EXAMPLE:
A little blue ball

1. The red and yellow leaves
2. My best friend
3. The scariest movie
4. Our big gray van
5. A blue KU sweatshirt

LEARNING SHEET 20D  
Identifying Main Subjects

INSTRUCTIONS:
1. Place an “S” above the main subject of each of the following phrases.

EXAMPLE:
My new black shoes

1. The blank computer screen
2. An orange leaf
3. The big red barn
4. Our little white dog
5. Seventeen old shoes
LEARNING SHEET 20E
Identifying Main Subjects

INSTRUCTIONS:
1. Place an “S” above the main subject of each of the following phrases.

EXAMPLE:
Our fine new chair

S
1. His fifteenth birthday
2. The elementary school
3. Her purple hat
4. My two dogs
5. A red flower

LEARNING SHEET 20F
Identifying Main Subjects

INSTRUCTIONS:
1. Place an “S” above the main subject of each of the following phrases.

EXAMPLE:
The two young boys

S
1. The yellow school bus
2. Six big strong guys
3. The black elephant
4. One fine day
5. The big red beach towel
LEARNING SHEET 20G
Identifying Main Subjects

INSTRUCTIONS:
1. Place an “S” above the main subject of each of the following phrases.

EXAMPLE:
Their new cabin

S
☐ 1. A hungry lion
☐ 2. The round table
☐ 3. Our family’s cabin
☐ 4. The small white house
☐ 5. His green book

LEARNING SHEET 20H
Identifying Main Subjects

INSTRUCTIONS:
1. Place an “S” above the main subject of each of the following phrases.

EXAMPLE:
Her long red dress

S
☐ 1. The big bushy tail
☐ 2. My college roommate
☐ 3. The rolling stone
☐ 4. A towering mountain
☐ 5. Their four-year-old son
LEARNING SHEET 21A
Identifying Verbs and Main Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed.
3. Mark each verb with a “V.” Mark each main subject with an “S.”

EXAMPLE:

The big truck backed into a tree.

S  V  P/I
1. The hairy monster ate strawberries for lunch.
2. A tiny ant crawled up my leg.
3. The young girl wanted to buy a doll.
4. The large yellow submarine floated on the sea.
5. The green apples were rotten to the core.

LEARNING SHEET 21B
Identifying Verbs and Main Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed.
3. Mark each verb with a “V.” Mark each main subject with an “S.”

EXAMPLE:

The big black dog ran to catch the car.

S  V  P/I
1. Sally’s little brother sat on a hat.
2. Seven purple balloons soared into the clouds.
3. Cathy’s favorite dress was clean for the dance.
4. The second batter wanted to hit a home run.
5. The grey motor boat bounced over the waves.
LEARNING SHEET 21C
Identifying Verbs and Main Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed.
3. Mark each verb with a “V.” Mark each main subject with an “S.”

EXAMPLE:
The small yellow sports car skid into the ditch.

S  V  P/I
☑ ☑ ☑ 1. Thirty-three girl athletes wanted to make the team.
☑ ☑ ☑ 2. Four orange pumpkins sat in a row.
☑ ☑ ☑ 3. Next Saturday is a day for fun.
☑ ☑ ☑ 4. The small white dog ran down the path.
☑ ☑ ☑ 5. Patty’s brown hair blew in the breeze.

LEARNING SHEET 21D
Identifying Verbs and Main Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed.
3. Mark each verb with a “V.” Mark each main subject with an “S.”

EXAMPLE:
The red shiny apples were juicy.

S  V  P/I
☑ ☑ ☑ 1. Steve’s youngest son hopes to go soon.
☑ ☑ ☑ 2. The fifteen-year-old boy caught a catfish in the lake.
☑ ☑ ☑ 3. Fifty thousand fans roared after the touchdown.
☑ ☑ ☑ 4. The white kitten played with the string.
☑ ☑ ☑ 5. The yellow school bus stopped at the railroad crossing.
**LEARNING SHEET 21E**

Identifying Verbs and Main Subjects

**INSTRUCTIONS:**
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed.
3. Mark each verb with a “V.” Mark each main subject with an “S.”

**EXAMPLE:**

My best friend went into the store.

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>P/I</th>
</tr>
</thead>
</table>

1. The big bad wolf blew down the house.
2. The tall green tree stood for four hundred years.
3. The swollen creek produced floods in the valley.
4. Jenna’s long slender fingers played on the piano.
5. The rowdy boys wanted to play outside.

---

**LEARNING SHEET 21F**

Identifying Verbs and Main Subjects

**INSTRUCTIONS:**
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed.
3. Mark each verb with a “V.” Mark each main subject with an “S.”

**EXAMPLE:**

Our little white dog crawls under the fence.

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>P/I</th>
</tr>
</thead>
</table>

1. The fluffy white clouds danced in the sky.
2. The dark blue car sped into town.
3. Cathy’s new little kitten wanted to play.
4. The long winding road stretched across the desert.
5. Derick’s long legs cleared the top of the fence.
LEARNING SHEET 21G
Identifying Verbs and Main Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed.
3. Mark each verb with a “V.” Mark each main subject with an “S.”

EXAMPLE:
Tim’s youngest brother plays football in the fall.

S  V  P/I

1. The large jagged rock flew into the air.
2. The brown bear hoped to frighten the boys.
3. My youngest sister lives in the country.
4. The powerful winds damaged many trees on our street.
5. Pat’s daring little brother swam across the river.

LEARNING SHEET 21H
Identifying Verbs and Main Subjects

INSTRUCTIONS:
1. Do the Search & Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed.
3. Mark each verb with a “V.” Mark each main subject with an “S.”

EXAMPLE:
A little black cat scratched me on my arm.

S  V  P/I

1. A wooly brown dog jumped over the cat.
2. Hungry young children need lots to eat.
3. Five little puppies played on the farm.
4. The lovely silver platter held many treats for the guests.
5. The large red-tailed hawk swooped to the ground.
LEARNING SHEET 22A
Writing Sentences With Adjectives

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adjective
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:

A S&C

☐ ☐ 1. 
☐ ☐ 2. 
☐ ☐ 3. 
☐ ☐ 4. 
☐ ☐ 5. 

LEARNING SHEET 22B
Writing Sentences With Adjectives

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adjective
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:

A S&C

☐ ☐ 1. 
☐ ☐ 2. 
☐ ☐ 3. 
☐ ☐ 4. 
☐ ☐ 5.
LEARNING SHEET 22C
Writing Sentences With Adjectives

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adjective  
   • Has end punctuation  
   • Has a capital letter at the beginning  
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:

A S&C

☐ ☐ 1. _____________________________________________________________

☐ ☐ 2. _____________________________________________________________

☐ ☐ 3. _____________________________________________________________

☐ ☐ 4. _____________________________________________________________

☐ ☐ 5. _____________________________________________________________

---

LEARNING SHEET 22D
Writing Sentences With Adjectives

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adjective  
   • Has end punctuation  
   • Has a capital letter at the beginning  
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:

A S&C

☐ ☐ 1. _____________________________________________________________

☐ ☐ 2. _____________________________________________________________

☐ ☐ 3. _____________________________________________________________

☐ ☐ 4. _____________________________________________________________

☐ ☐ 5. _____________________________________________________________
LEARNING SHEET 22E
Writing Sentences With Adjectives

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adjective  • Has end punctuation
   • Has a capital letter at the beginning  • Makes sense
2. Mark each sentence as needed.

EXAMPLE:

A  S&C
☐  ☐  1.
☐  ☐  2.
☐  ☐  3.
☐  ☐  4.
☐  ☐  5.

LEARNING SHEET 22F
Writing Sentences With Adjectives

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adjective  • Has end punctuation
   • Has a capital letter at the beginning  • Makes sense
2. Mark each sentence as needed.

EXAMPLE:

A  S&C
☐  ☐  1.
☐  ☐  2.
☐  ☐  3.
☐  ☐  4.
☐  ☐  5.
LEARNING SHEET 22G
Writing Sentences With Adjectives

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adjective
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:

A  S&C

☐  ☐  1. __________________________________________

☐  ☐  2. __________________________________________

☐  ☐  3. __________________________________________

☐  ☐  4. __________________________________________

☐  ☐  5. __________________________________________


LEARNING SHEET 22H
Writing Sentences With Adjectives

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adjective
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed.

EXAMPLE:

A  S&C

☐  ☐  1. __________________________________________

☐  ☐  2. __________________________________________

☐  ☐  3. __________________________________________

☐  ☐  4. __________________________________________

☐  ☐  5. __________________________________________
LEARNING SHEET 23A
Identifying Verb Phrases and Main Subjects

INSTRUCTIONS:
1. Do the Verb-Subject Identification Strategy on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed
3. Mark all verbs with a “V.”
4. Mark the main subject with an “S.”

EXAMPLE:
The red strawberries were stored under the wagon.

S   V   P/I
☐ ☐ ☐ 1. The green van might have stopped at the store.
☐ ☐ ☐ 2. Paul’s red kayak was filled to the top.
☐ ☐ ☐ 3. The blue flowers were covering the field with their smell.
☐ ☐ ☐ 4. The little boy had hoped to swim five laps.
☐ ☐ ☐ 5. Twenty-five children will sing at the concert.

LEARNING SHEET 23B
Identifying Verb Phrases and Main Subjects

INSTRUCTIONS:
1. Do the Verb-Subject Identification Strategy on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed
3. Mark all verbs with a “V.”
4. Mark the main subject with an “S.”

EXAMPLE:
Our big gray van is running well.

S   V   P/I
☐ ☐ ☐ 1. My mother had wanted to go shopping.
☐ ☐ ☐ 2. The young students were working at their desks.
☐ ☐ ☐ 3. The ceiling fans had run throughout the hot day.
☐ ☐ ☐ 4. My metal ruler was put in the kitchen drawer.
☐ ☐ ☐ 5. The wild horses must gallop around the arena.
LEARNING SHEET 23C
Identifying Verb Phrases and Main Subjects

INSTRUCTIONS:
1. Do the Verb-Subject Identification Strategy on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed
3. Mark all verbs with a “V.”
4. Mark the main subject with an “S.”

EXAMPLE:

The little white poodle can come to the lake.

S   V   P/I
1. Young children should take a vitamin with breakfast.
2. My friends must work hard to do the assignment.
3. The fierce storm has blown many trees onto the roads.
4. The brown and white cows were taken to the field.
5. My son has played the drums in the Mustang Band.

LEARNING SHEET 23D
Identifying Verb Phrases and Main Subjects

INSTRUCTIONS:
1. Do the Verb-Subject Identification Strategy on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed
3. Mark all verbs with a “V.”
4. Mark the main subject with an “S.”

EXAMPLE:

The black and red dress was made by my mother.

S   V   P/I
1. Jackie’s son has played in the marching band.
2. The silver rocket will be launched at 6:00.
3. The birthday party was canceled for Friday.
4. The new pool will open on June 15th.
5. The anxious travellers had planned to leave today.
LEARNING SHEET 23E
Identifying Verb Phrases and Main Subjects

INSTRUCTIONS:
1. Do the Verb-Subject Identification Strategy on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed
3. Mark all verbs with a “V.”
4. Mark the main subject with an “S.”

EXAMPLE:
The happy children would like to eat ice cream.

S  V  P/I
☐ ☐ ☐  1. John’s brother must go to see his mother.
☐ ☐ ☐  2. The best students will work to improve their grades.
☐ ☐ ☐  3. Our new neighbors are going to the movies.
☐ ☐ ☐  4. Nick’s English project must be done by Monday.
☐ ☐ ☐  5. The heavy dictionary was lifted from the shelf.

Name ________________________  Date _________________________

LEARNING SHEET 23F
Identifying Verb Phrases and Main Subjects

INSTRUCTIONS:
1. Do the Verb-Subject Identification Strategy on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed
3. Mark all verbs with a “V.”
4. Mark the main subject with an “S.”

EXAMPLE:
The happy children would like to eat ice cream.

S  V  P/I
☐ ☐ ☐  1. The busy janitor has been cleaning the floors during the day.
☐ ☐ ☐  2. The little snails are moving across the sidewalk.
☐ ☐ ☐  3. The lucky lottery winner can make a lot of money.
☐ ☐ ☐  4. My little sister would like to ride the bus.
☐ ☐ ☐  5. Larry’s friend is going to mow our lawn.
LEARNING SHEET 23G
Identifying Verb Phrases and Main Subjects

INSTRUCTIONS:
1. Do the Verb-Subject Identification Strategy on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed
3. Mark all verbs with a “V.”
4. Mark the main subject with an “S.”

EXAMPLE:
The small black suitcase was loaded on the plane.

S V P/I
1. The circus workers can assemble the tent in an hour.
2. Some hard work might help you to win.
3. My two brothers must clean their room by tonight.
4. The pounding rain was coming in the window.
5. The lovely silver tray was covered with fresh fruit.

LEARNING SHEET 23H
Identifying Verb Phrases and Main Subjects

INSTRUCTIONS:
1. Do the Verb-Subject Identification Strategy on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed
3. Mark all verbs with a “V.”
4. Mark the main subject with an “S.”

EXAMPLE:
My beautiful mother would like to go.

S V P/I
1. A big blue ball had rolled into the flower bed.
2. The little old farmer had hoped to plant his crops.
3. Our track team has decided to enter the race.
4. Dan’s group project will be finished by this weekend.
5. My great grandfather has run in several marathons.
LEARNING SHEET 24A
Writing Sentences with Helping Verbs and Adjectives

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adjective
   • Has at least one helping verb
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense

2. Mark each sentence as needed.

EXAMPLE:

A  HV  S&C

[ checkboxes for each sentence ]

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________

---

LEARNING SHEET 24B
Writing Sentences with Helping Verbs and Adjectives

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adjective
   • Has at least one helping verb
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense

2. Mark each sentence as needed.

EXAMPLE:

A  HV  S&C

[ checkboxes for each sentence ]

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
LEARNING SHEET 24C
Writing Sentences with Helping Verbs and Adjectives

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adjective
   • Has at least one helping verb
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense

2. Mark each sentence as needed.

EXAMPLE:

A  HV  S&C

   1. ______________________________________
   2. ______________________________________
   3. ______________________________________
   4. ______________________________________
   5. ______________________________________

LEARNING SHEET 24D
Writing Sentences with Helping Verbs and Adjectives

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adjective
   • Has at least one helping verb
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense

2. Mark each sentence as needed.

EXAMPLE:

A  HV  S&C

   1. ______________________________________
   2. ______________________________________
   3. ______________________________________
   4. ______________________________________
   5. ______________________________________
## INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   - Has at least one adjective
   - Has at least one helping verb
   - Has a capital letter at the beginning
   - Has end punctuation
   - Makes sense

2. Mark each sentence as needed.

### EXAMPLE:

<table>
<thead>
<tr>
<th>A</th>
<th>HV</th>
<th>S&amp;C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

## INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   - Has at least one adjective
   - Has a capital letter at the beginning
   - Has end punctuation
   - Makes sense

2. Mark each sentence as needed.

### EXAMPLE:

<table>
<thead>
<tr>
<th>A</th>
<th>HV</th>
<th>S&amp;C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
LEARNING SHEET 24G
Writing Sentences with Helping Verbs and Adjectives

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adjective
   • Has at least one helping verb
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense

2. Mark each sentence as needed.

EXAMPLE:

A HV S&C

1. 

2. 

3. 

4. 

5. 

Name ________________________
Date _________________________

LEARNING SHEET 24H
Writing Sentences with Helping Verbs and Adjectives

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adjective
   • Has at least one helping verb
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense

2. Mark each sentence as needed.

EXAMPLE:

A HV S&C

1. 

2. 

3. 

4. 

5. 

Name ________________________
Date _________________________
INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that describe the picture you have been given. Make sure each sentence:
   • Matches the formula in parentheses
   • Has end punctuation
   • Has a capital letter at the beginning
   • Makes sense

EXAMPLE:
(SV)

M S&C

☐ ☐ (SV) 1. __________________________________________

☐ ☐ (SVV) 2. __________________________________________

☐ ☐ (SSV) 3. __________________________________________

☐ ☐ (SSVV) 4. __________________________________________

☐ ☐ (your choice) 5. __________________________________________
LEARNING SHEET 25B
Free Writing Practice

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that describe the picture you have been given. Make sure each sentence:
   • Matches the formula in parentheses
   • Has end punctuation
   • Has a capital letter at the beginning
   • Makes sense

EXAMPLE:
(SVV)

M S&C

☐ ☐ (SV) 1. __________________________________________________________

☐ ☐ (SVV) 2. __________________________________________________________

☐ ☐ (SSV) 3. __________________________________________________________

☐ ☐ (SSVV) 4. __________________________________________________________

☐ ☐ (your choice) 5. __________________________________________________________

Name ________________________
Date ________________________
LEARNING SHEET 25C
Free Writing Practice

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that describe the picture you have been given. Make sure each sentence:
   • Matches the formula in parentheses
   • Has end punctuation
   • Has a capital letter at the beginning
   • Makes sense

EXAMPLE:
(SV)

M  S&C

☐  ☐  (SV)  1. __________________________________________

☐  ☐  (SVV)  2. _________________________________________

☐  ☐  (SSV)  3. _________________________________________

☐  ☐  (SSVV)  4. _______________________________________

☐  ☐  (your choice)  5. ___________________________________
INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that describe the picture you have been given. Make sure each sentence:
   • Matches the formula in parentheses
   • Has end punctuation
   • Has a capital letter at the beginning
   • Makes sense

EXAMPLE:
(SSV)

(M S&C

☐ ☐ (SV) 1. ________________________________

☐ ☐ (SVV) 2. ________________________________

☐ ☐ (SSV) 3. ________________________________

☐ ☐ (SSVV) 4. ________________________________

☐ ☐ (your choice) 5. ________________________________

Name ________________________
Date _________________________

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LEARNING SHEET 25E
Free Writing Practice

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that describe the picture you have been given. Make sure each sentence:
   • Matches the formula in parentheses
   • Has end punctuation
   • Has a capital letter at the beginning
   • Makes sense

EXAMPLE:
(SVV)

M S&C

☐ ☐ (SV) 1. ___________________________________________________________

☐ ☐ (SVV) 2. _________________________________________________________

☐ ☐ (SSV) 3. _________________________________________________________

☐ ☐ (SSVV) 4. ________________________________________________________

☐ ☐ (your choice) 5. _________________________________________________
LEARNING SHEET 25F

Free Writing Practice

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that describe the picture you have been given. Make sure each sentence:
   • Matches the formula in parentheses
   • Has end punctuation
   • Has a capital letter at the beginning
   • Makes sense

EXAMPLE:

(SSV)

M S&C

☑ ☐ (SV) 1. ____________________________________________

☐ ☐ (SVV) 2. ____________________________________________

☐ ☐ (SSV) 3. ____________________________________________

☐ ☐ (SSVV) 4. ____________________________________________

☐ ☐ (your choice) 5. ____________________________________________
LEARNING SHEET 25G
Free Writing Practice

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that describe the picture you have been given. Make sure each sentence:
   • Matches the formula in parentheses • Has end punctuation
   • Has a capital letter at the beginning • Makes sense

EXAMPLE:
(SV)

M S&C

☐ ☐ (SV) 1.________________________________________

☐ ☐ (SVV) 2._____________________________________

☐ ☐ (SSV) 3._____________________________________

☐ ☐ (SSVV) 4._____________________________________

☐ ☐ (your choice) 5._______________________________
LEARNING SHEET 25H
Free Writing Practice

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences that describe the picture you have been given. Make sure each sentence:
   • Matches the formula in parentheses
   • Has end punctuation
   • Has a capital letter at the beginning
   • Makes sense

EXAMPLE:
(SSV)

1. 

2. 

3. 

4. 

5. 

Name ________________________
Date _________________________

M S&C

☐ ☐ (SV) 1. 

☐ ☐ (SVV) 2. 

☐ ☐ (SSV) 3. 

☐ ☐ (SSVV) 4. 

☐ ☐ (your choice) 5. 

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LEARNING SHEET 26A
Identifying Adverbs

INSTRUCTIONS:
1. Do the Search and Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed.
3. Mark each verb with a “V” and each main subject with an “S.”
4. Circle each adverb.

EXAMPLE:
Jan quickly made lunch on the counter.

A S&C
1. The boy and the girl skipped happily down the road.
2. The stars shined brightly against the night sky.
3. Jason and Jake play daily in the field.
4. Amir and Scott skillfully rode their skateboards down the ramp.
5. The eagle soars gracefully over the river.

LEARNING SHEET 26B
Identifying Adverbs

INSTRUCTIONS:
1. Do the Search and Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed.
3. Mark each verb with a “V” and each main subject with an “S.”
4. Circle each adverb.

EXAMPLE:
Jesse and Megan went nightly to the movies.

A S&C
1. The Legends played intensely during every game.
2. Scott and Eric fiercely defended after each kick-off.
3. Dwayne ran and lifted daily to get strong.
4. David and Mary drove speedily to the game.
5. Larry generously gave new balls to the team.
LEARNING SHEET 26C
Identifying Adverbs

INSTRUCTIONS:
1. Do the Search and Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed.
3. Mark each verb with a “V” and each main subject with an “S.”
4. Circle each adverb.

EXAMPLE:
The flowers opened beautifully throughout the field.

A S&C
1. Larry crazily planted strawberries under the oak tree.
2. Chuck and Lillie rode the horses slowly through the forest.
3. The man sneakily stole her purse from the cart.
4. The children intently played cards on the deck.
5. The game started daily at five o’clock.

LEARNING SHEET 26D
Identifying Adverbs

INSTRUCTIONS:
1. Do the Search and Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed.
3. Mark each verb with a “V” and each main subject with an “S.”
4. Circle each adverb.

EXAMPLE:
Jan and Steve jointly made a fishpond in their yard.

A S&C
1. Emily and Jan daily train their horse to trot.
2. The boys happily played games in the dark.
3. Kitty ate the chips hungrily during the show.
4. Jan quickly packed a lunch for the boys.
5. Emily and Whitney snowboarded gracefully down the slope.
LEARNING SHEET 26E
Identifying Adverbs

INSTRUCTIONS:
1. Do the Search and Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed.
3. Mark each verb with a “V” and each main subject with an “S.”
4. Circle each adverb.

EXAMPLE:
Emily anxiously met the President on the White House lawn.

A S&C
☐ ☐ 1. The President quietly whispered in Emily’s ear.
☐ ☐ 2. Emily bravely gave her speech into the microphone.
☐ ☐ 3. Everyone applauded wildly and cheered after the speech.
☐ ☐ 4. Tara generously signed her name on Emily’s T-shirt.
☐ ☐ 5. Jan intently took pictures for the album.

LEARNING SHEET 26F
Identifying Adverbs

INSTRUCTIONS:
1. Do the Search and Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed.
3. Mark each verb with a “V” and each main subject with an “S.”
4. Circle each adverb.

EXAMPLE:
Scott and Eric loudly laughed during the movie.

A S&C
☐ ☐ 1. Steve quietly read his mail on the porch.
☐ ☐ 2. Dakota and Jesse hugged happily after the graduation.
☐ ☐ 3. Jean quickly took many pictures of the boys.
☐ ☐ 4. Jesse weekly mowed the lawn for our friends.
☐ ☐ 5. Kitty sweetly licked Eric’s face after the accident.
LEARNING SHEET 26G
Identifying Adverbs

INSTRUCTIONS:
1. Do the Search and Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed.
3. Mark each verb with a “V” and each main subject with an “S.”
4. Circle each adverb.

EXAMPLE:
Gareth heartily ate the hot dogs at the game.

A S&C
☐ ☐ 1. Andy excitedly yelled for his team.
☐ ☐ 2. Brian biked slowly along the path.
☐ ☐ 3. Cathy and Patty stared fixedly at the screen.
☐ ☐ 4. The dogs ran and barked fiercely at the man.
☐ ☐ 5. The man pulled mightily on the oars.

LEARNING SHEET 26H
Identifying Adverbs

INSTRUCTIONS:
1. Do the Search and Check Step on each sentence.
2. Cross out each infinitive OR prepositional phrase, and write “I” or “P” as needed.
3. Mark each verb with a “V” and each main subject with an “S.”
4. Circle each adverb.

EXAMPLE:
The people quickly put the tent in the field.

A S&C
☐ ☐ 1. Pamela and Joan frequently ate lunch in the park.
☐ ☐ 2. Jesse and Jake went daily to the lake.
☐ ☐ 3. The doctor quickly helped the boy onto the table.
☐ ☐ 4. Then she seriously looked at the wound.
☐ ☐ 5. The game starts weekly at ten o’clock.

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LEARNING SHEET 27A
Writing Sentences with Adverbs

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adverb  • Has end punctuation
   • Has a capital letter at the beginning  • Makes sense
2. Mark each sentence as needed. Be sure to circle the adverb as shown.

EXAMPLE:

A  S&C
☐  ☐  1.
☐  ☐  2.
☐  ☐  3.
☐  ☐  4.
☐  ☐  5.

LEARNING SHEET 27B
Writing Sentences with Adverbs

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adverb  • Has end punctuation
   • Has a capital letter at the beginning  • Makes sense
2. Mark each sentence as needed. Be sure to circle the adverb as shown.

EXAMPLE:

A  S&C
☐  ☐  1.
☐  ☐  2.
☐  ☐  3.
☐  ☐  4.
☐  ☐  5.
LEARNING SHEET 27C
Writing Sentences with Adverbs

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adverb
   • Has end punctuation
   • Has a capital letter at the beginning
   • Makes sense
2. Mark each sentence as needed. Be sure to circle the adverb as shown.

EXAMPLE:

A S&C
☐ ☐ 1. ____________________________________________
☐ ☐ 2. ____________________________________________
☐ ☐ 3. ____________________________________________
☐ ☐ 4. ____________________________________________
☐ ☐ 5. ____________________________________________

LEARNING SHEET 27D
Writing Sentences with Adverbs

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adverb
   • Has end punctuation
   • Has a capital letter at the beginning
   • Makes sense
2. Mark each sentence as needed. Be sure to circle the adverb as shown.

EXAMPLE:

A S&C
☐ ☐ 1. ____________________________________________
☐ ☐ 2. ____________________________________________
☐ ☐ 3. ____________________________________________
☐ ☐ 4. ____________________________________________
☐ ☐ 5. ____________________________________________
LEARNING SHEET 27E
Writing Sentences with Adverbs

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adverb
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed. Be sure to circle the adverb as shown.

EXAMPLE:

A S&C

☐ ☐ 1.
☐ ☐ 2.
☐ ☐ 3.
☐ ☐ 4.
☐ ☐ 5.

LEARNING SHEET 27F
Writing Sentences with Adverbs

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adverb
   • Has a capital letter at the beginning
   • Has end punctuation
   • Makes sense
2. Mark each sentence as needed. Be sure to circle the adverb as shown.

EXAMPLE:

A S&C

☐ ☐ 1.
☐ ☐ 2.
☐ ☐ 3.
☐ ☐ 4.
☐ ☐ 5.
LEARNING SHEET 27G
Writing Sentences with Adverbs

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adverb
   • Has end punctuation
   • Has a capital letter at the beginning
   • Makes sense
2. Mark each sentence as needed. Be sure to circle the adverb as shown.

EXAMPLE:

A S&C

☐ ☐ 1. ___________________________________________
☐ ☐ 2. ___________________________________________
☐ ☐ 3. ___________________________________________
☐ ☐ 4. ___________________________________________
☐ ☐ 5. ___________________________________________

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LEARNING SHEET 27H
Writing Sentences with Adverbs

INSTRUCTIONS:
1. Use the PENS Strategy to write and check five sentences. Make sure each sentence:
   • Has at least one adverb
   • Has end punctuation
   • Has a capital letter at the beginning
   • Makes sense
2. Mark each sentence as needed. Be sure to circle the adverb as shown.

EXAMPLE:

A S&C

☐ ☐ 1. ___________________________________________
☐ ☐ 2. ___________________________________________
☐ ☐ 3. ___________________________________________
☐ ☐ 4. ___________________________________________
☐ ☐ 5. ___________________________________________
mother
father
sister
brother
grandparents
dinner
lunch
breakfast
salad
vegetables
chocolate
spoon
knife
fork
silverware
table
dessert
sandwich
pizza
strawberries
ice cream
dishes
plates
cups
motorcycle
airplane
car; racecar
bike	
trolley
scooter
sled

children
students
teachers
principal
president
people
friends
women
men
princess

insects
bear
fox
trout
snail
bug
grasshopper
snake
ant

river
stream
lake
wind
ocean
clouds
beach
raindrop
snowflake
sleet
tornado
sky
sun
moon

farm
field
horses
tractor
meadow
home
windows
doors
radio

television
bed
wallpaper
balloons
movie
party
dancers
ballerina

fans
team
players
basketball
football
soccer
mallet
shoes
jersey
bleachers
stadium
game
clock

NOUN BANK

Fundamentals in the
Sentence Writing Strategy

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</table>
PREPOSITIONAL PHRASE BANK

about the problem above the porch above the water across the bridge across the street across the wide Missouri after work against this background along the beach among the animals around the tree around the yard around the corner at this moment at Elaine’s house at the age before the test before the holidays behind the door behind Tom below the mark beneath the ground beside the table between the buildings by the red house by this weekend beyond the time down the road during a game during our visit during the parade during lunch for the concert for herself for their homework for a moment for her own pleasure for an hour for the box for Nancy from the tree from the shelf from Chris from the catalogue from my sister in a field in the pool in the store inside the house inside the package into the ditch into the river into the forest like a bullet like ice of importance of the game of spring of his hand of mine of the three children on the ocean on the deck on Monday on Jane’s blouse onto the ground onto the bookshelf out of his cage out the door over the moon over the weekend over the hill over the limit since the beginning through the goal posts through the woods throughout the ages to school to California to Doug’s house to Mexico to the movies toward Bill’s car under the table under the bed under the sea until 6:00 until the start under the bush unto each other with his friend with the ball with her help with the red tower with Paul within town without nuts without a clue
SCORING GUIDELINES AND ANSWER KEYS

1A-1H SCORING GUIDELINES
Give one point if the student supplies a capital letter, correct end punctuation, or changes the sentence so it makes sense.

1A ANSWER KEY
1. The moon swam.
2. sally likes school.
3. My mother drove
4. i wish!
5. Peter eats fish

1B ANSWER KEY
1. The car walked.
2. I slept
3. paul thought.
4. mary ate ice cream.
5. The students worked

1C ANSWER KEY
1. Nancy played
2. the cat watched.
3. I know the answer
4. tom is sleeping.
5. The car painted a picture.

1D ANSWER KEY
1. my dad likes computers.
2. Bev works hard
3. russ feels sick.
4. Sam is smart
5. The rock spoke.

1E ANSWER KEY
1. the radio works.
2. i help.
3. My mom shopped
4. Pat bought a house
5. The table danced.

1F ANSWER KEY
1. The snail read the book.
2. the children ate cookies.
3. The rabbit meowed.
4. our windows look dirty.
5. We enjoyed the race

1G ANSWER KEY
1. sue talked on the phone.
2. Kevin drank the milk
3. The balloon worked at the table.
4. we like the beach.
5. The hat ran.

1H ANSWER KEY
1. The trees listened.
2. I can go
3. our car is blue.
4. i like your picture.
5. The movie ended

2A-2H SCORING GUIDELINES
Supply one point in the S box if the subject is identified, one point in the V box if the verb is identified, and one point in the K box if the sentence is edited correctly.
2A ANSWER KEY
1. the horse ran fast.
2. Peter swims every day
3. sarah danced all night.
4. My cat ate me.
5. I like pizza

2B ANSWER KEY
1. the stars twinkled.
2. I thought a mile.
3. Pat hates liver
4. scott fed his snake.
5. The snake bit Scott

2C ANSWER KEY
1. the ant climbed the hill.
2. Jesse shot a basket
3. Paul won the game
4. The river opened.
5. karen thought deeply.

2D ANSWER KEY
1. I swim laps
2. jean loves her sons.
3. The lady ate dinner
4. the people cheered.
5. The tree waited.

2E  ANSWER KEY
1. betty runs very fast.
2. Tom wrote a letter
4. Jan paints her nails
5. the boy wants a new ball.

2F ANSWER KEY
1. Jill jumps rope
2. The wind blew hard
3. I chew crayons.
4. jenna sang a song.
5. jim drives the car.

2G ANSWER KEY
1. Tom sleeps all day
2. the hamsters play.
3. A raindrop fell
4. The flower kicked the ball.
5. terry watered the plants.

2H ANSWER KEY
1. ann drinks milk.
2. My team won the game
3. The cat popped.
4. Kim plays the window.
5. Mike climbed the stairs

3A-3H SCORING GUIDELINES
If the sentence has a subject and the student correctly identifies it as the subject, score one point in the S box.
If the sentence has a verb and the student correctly identifies it as the verb, score one point in the V box.
If the sentence begins with a capital letter, has end punctuation, and makes sense, score one point in the K box.

4A-4H SCORING GUIDELINES
Supply one point in the S box if the subject is identified, one point in the V box if the verb is identified, and one point in the K box if the sentence is edited correctly.

4A ANSWER KEY
1. jackie is funny.
2. I am hopeful
3. the stars are bright.
4. Bill is a door.
5. The circus was exciting

**4B ANSWER KEY**
1. The book was thrilling
2. the water is cold.
3. betty seemed sad.
4. The boys were silly
5. Tomorrow is purple.

**4C ANSWER KEY**
1. helen is my mother.
2. grace was my grandmother.
3. i am a teacher.
4. My sons are basketball players
5. We are yellow.

**4D ANSWER KEY**
1. He is a soccer star
2. the man was late.
3. jamie became very skilled.
4. The flags were red
5. Donna is my best shoe.

**4E ANSWER KEY**
1. the sun is bright.
2. The day was hot
3. paul was cold.
4. The snails are frisky.
5. I am sad

**4F ANSWER KEY**
1. The flower smelled sweet
2. The cows are green.
3. Matt seems mad
4. the weather is perfect.
5. susan was nice.

**4G ANSWER KEY**
1. I am a frog.

2. david seems upset.
3. today is my birthday.
4. The trees are tall
5. The sky became grey

**4H ANSWER KEY**
1. The glass is full
2. Jesse was sleepy
3. i am lucky.
4. The fork was mean.
5. the puppies are cute.

**5A-5H SCORING GUIDELINES**
If the sentence has a subject and the student correctly identifies it as the subject, score one point in the S box.

If the sentence has a linking verb and the student correctly identifies it as the verb, score one point in the V box.

If the sentence begins with a capital letter, has end punctuation, and makes sense, score one point in the K box.

**6A-6H SCORING GUIDELINES**
Supply one point in the S box if the subject is identified, one point in the V box if the verb is identified, one point in the I box if the complete infinitive is crossed out, and one point in the K box if the sentence is edited correctly.

**6A ANSWER KEY**
1. Carl likes to swim
2. fred was sad to leave.
3. the doctor said to rest.
4. Dan ordered a brick to eat.
5. Ellen wants to see a movie

**6B ANSWER KEY**
1. julie loves to dance.
2. Paul likes to sail
3. the fans were ready to clap.
4. Justin wanted to paint her house
5. Peggy gave me a sandwich to read.

6C ANSWER KEY
1. J.J. likes to play football
2. Ford wants to go soon
3. the team hopes to win seven games this year.
4. liz is happy to help.
5. Vince videotaped the book to watch.

6D ANSWER KEY
1. scott likes to ski.
2. His brother hates to play green.
3. they are pleased to sing today.
4. The airplane turned to land
5. The women hoped to win the prize

6E ANSWER KEY
1. Joan wants to be an actress
2. i decided to stay.
3. Jim likes to play games
4. Flowers need crayons to grow.
5. mary likes to play tennis.

6F ANSWER KEY
1. Jan tried to follow her sister
2. Scott learned to spell the words
3. We worked to build the pencil.
4. the cow was happy to give milk.
5. steve likes to travel.

6G ANSWER KEY
1. the girls were able to go.
2. The car started to turn
3. joe likes to help his dad.
4. Mom tried to sell the car

5. The teacher taught the trees to write.

6H ANSWER KEY
1. the wind began to blow.
2. Josh wants to go
3. The dog ran to catch the fence.
4. trisha had to wait a week.
5. we tried to see the movie.

7A-7H SCORING GUIDELINES
If the sentence has a subject and the student correctly identifies it as the subject, score one point in the S box.

If the sentence has a verb and the student correctly identifies it as the verb, score one point in the V box.

If the sentence has an infinitive that has been crossed out, score one point in the P box.

If the sentence begins with a capital letter, has end punctuation, and makes sense, score one point in the K box.

8A-8H SCORING GUIDELINES
Supply one point in the S box if the subject is identified, one point in the V box if the verb is identified, one point in the P box if the prepositional phrase is crossed out, and one point in the K box if the sentence is edited correctly.

8A ANSWER KEY
1. tim ran through the goal posts.
2. The children sang in the choir
3. the man jumped for joy.
4. The mouse climbed up the clock
5. dad slept until 6:00.

8B ANSWER KEY
1. Blaze hid under the bush
2. The horse jumped over the house.
3. Sophie ran around the tree
4. jade reached for the box.
5. tasha is excited during visits.

8C ANSWER KEY
1. The book lay on the ocean.
2. keith lifted the cat from the tree.
3. the store opened over the weekend.
4. The car flipped into the ditch
5. Scott shot baskets with his dad

8D ANSWER KEY
1. the motorcycles roared across the field.
2. Stanley flew his kite inside the cloud
3. The ducks swam under the table.
4. the park was closed during the parade.
5. The apples fell onto the ground

8E ANSWER KEY
1. the runner jumped over the fence.
2. Sally walked to school
3. Danny swam in the pool
4. frank ran with the ball.
5. i drove by her house.

8F ANSWER KEY
1. The girls talked around the yard.
2. We laughed during the play
3. abby left without her brother.
4. matt ran across the field.
5. The sun was behind the clouds

8G ANSWER KEY
1. the bird flew over the tree.
2. we studied for an hour.
3. Jean walked to the store
4. The snail flew around the corner.
5. The monkey jumped out of his cage

8H ANSWER KEY
1. Annie took the bat from Chris
2. The plane landed in a field
3. the horse ran through the street.
4. The fish swam above the water.
5. mike drove along the beach.

9A-9H SCORING GUIDELINES
Score one point in the P box if the sentence has a prepositional phrase that has been crossed out.

Score one point in the K box, if the sentence begins with a capital letter, has end punctuation, makes sense, and the verb and subject have been correctly identified.

10A-10H SCORING GUIDELINES
Score one point if the phrase is correctly identified as a prepositional phrase or an infinitive.

10A ANSWER KEY
1. to play
2. to run
3. to bed
4. to the show
5. to a movie

10B ANSWER KEY
1. to start
2. to think
3. to the barn
4. to a park
5. to swim

10C ANSWER KEY
1. to go
2. to sleep
3. to a friend’s house
4. to find
5. to my mother

10D ANSWER KEY
1. to home
2. to climb
3. to Kansas
4. to cook
5. to buy

10E ANSWER KEY
1. to put
2. to mow
3. to the dance
4. to sing
5. to a party

10F ANSWER KEY
1. to open
2. to the library
3. to see
4. to look
5. to his house

10G ANSWER KEY
1. to trot
2. to jump
3. to the parade
4. to the game
5. to school

10H ANSWER KEY
1. to drive
2. to dive
3. to the pool
4. to a tree
5. to walk

11A-11H SCORING GUIDELINES
Supply one point in the S box if the subject is identified, one point in the V box if the verb is identified, and one point in the K box if the sentence is edited correctly. Supply two points in the P/I box if both the preposition and infinitive have been crossed out (one point for each).

11A ANSWER KEY
1. Joan wants to go with me
2. mike plays to win during a game.
3. They worked hard to get an “F” in this class.
4. i need to get a haircut at 3:00.
5. My parents plan to take a cruise to Mexico

11B ANSWER KEY
1. The students wanted to use the computer for their homework
2. Sally likes to play in the rain
3. the elephant reached over the fence to get the peanut.
4. Our team needs to run with the pizza.
5. her dog likes to lay in the flowers.

11C ANSWER KEY
1. nancy drove to Colorado to see her friends.
2. Jan longed to climb the mountain like her brother
3. Scott learned to spell in first grade
4. nick ran through the goal posts to win the game
5. I looked in the book to find the shoe.

11D ANSWER KEY
1. terry prepared to sail across the lake.
2. i want to go to California.
3. Your job is to finish the paper by noon
4. The cat likes to sleep on the deck
5. Ron plans to shoot baskets after work.
11E ANSWER KEY
1. I have to think about the problem.
2. Molly offered to cook dinner with Sam.
3. She planned to keep the book for herself.
4. We left early to buy our tickets for the concert.
5. Tom has to mow the fish before tomorrow.

11F ANSWER KEY
1. Good actors learn to speak with clarity.
2. The assignment was hard to complete without assistance.
3. Jean made plans to return on Monday.
4. The man tried to put the vase behind the box.
5. Rose decided to attend college after high school.

11G ANSWER KEY
1. Our family likes to live near the ocean.
2. Karen wants to see Paris during her trip.
3. Mark learned to tie his hair by himself.
4. Frank decided to wait until noon.
5. The travellers drove through the night to reach their home.

11H ANSWER KEY
1. The doctor said to call after five days.
2. You forgot to look under the table.
3. John failed to finish his work during class.
4. The burglar tried to open the safe in the library.
5. She ran down the street to see the parade.

12A-12H SCORING GUIDELINES
Supply one point in the S box if both subjects are identified; zero points if one or no subject is identified. In addition, supply one point in the V box if the verb is identified, one point in the P/I box if the prepositional phrase or infinitive have been crossed out, and one point in the K box if the sentence is edited correctly.

12A ANSWER KEY
1. Sophie and Blaze ran through the woods.
2. The bear and cub hid in the tree.
3. The table and lamp are beside the sofa.
4. Samuel and Manny hope to visit Tim soon.
5. The daffodils and tulips bent under the snow’s weight.

12B ANSWER KEY
1. The bikes and tools are in the garage.
2. He and she worked for a long time.
3. The children and parents attended the concert at the theatre.
4. Jan and Stan sang on Jan’s birthday.
5. Boys and girls ride zebras to school.

12C ANSWER KEY
1. Cary and Diane ran through the alley.
3. The singers and dancers came at ten o’clock.
4. The husband and wife like to ski.
5. Martha and George lived in the clouds.

12D ANSWER KEY
1. Harry and Sally were happy to go.
2. The parrot and the parakeet chirped during the whole day.
3. Spunkie and Buffy love to eat ice cream.
4. Denzell and Pancho slept on the phone.
5. Keith and Stan went to Colorado.

12E ANSWER KEY
1. Jan and Jim went for a walk.
2. The grass and shrubs need milk in the summer.
3. Jesse and Jill like to play
4. snow and sleet fell during the day.
5. Chris and Scott want to leave now

**12F ANSWER KEY**
1. cows and horses grazed in the field.
2. The boys and girls danced during the party
3. Ice cream and brownies are good to eat
4. The wind and rain continued through the house.
5. katie and Emily want to sing.

**12G ANSWER KEY**
1. cars and trucks skidded on the icy roads.
2. Jean and Paul hope to go
3. Nick and Doug studied for the game.
4. mike and Linda went to the beach.
5. The boys and dogs ran through the field

**12H ANSWER KEY**
1. the students and teachers went on a field trip.
2. Chris and Annie hope to swim tomorrow
3. The water and sand glistened in the sunlight
4. the hamsters and gerbils lived in the same cage.
5. Greg and Becca like to play spaghetti.

**13A-13H SCORING GUIDELINES**
Score one point in the M box if the sentence matches the formula, and one point in the S & C box if the sentence begins with a capital letter, has end punctuation, makes sense, and is marked as needed.

**14A-14H SCORING GUIDELINES**
Supply one point in the S box if the subject is identified; one point in the V box if both of the verbs are identified (zero points if one or no verb is identified); one point in the P/I box if the prepositional phrase or infinitive have been crossed out, and one point in the K box if the sentence is edited correctly.
during May.
3. A bear got into the basket and ate the food
4. The phone rang and rang for hours
5. Bobbette called and asked us to buy some candy.

14E ANSWER KEY
1. The rabbit hopped into the garden and ate the lettuce.
2. The driver slammed on the brakes and turned
3. Cows eat tuna and give milk in the morning.
4. Sean called and then came to my house.
5. Kristi read the book and wrote a report for her class

14F ANSWER KEY
1. Brandon caught and released five fish at the lake.
2. The lights near the table flickered and faded
3. I thought about the question and answered it.
4. The balloon rose and floated into the distance.
5. Emily smiled and ran through the roof.

14G ANSWER KEY
1. The boy fell and landed in a ditch
2. Robert practiced his math and knew it for the test
3. Jessica finished dinner and rose to do her cat.
4. Michael rinsed the dishes and put them in the dishwasher.
5. The dog rested and slept for an hour.

14H ANSWER KEY
1. Steve went outside and looked for the cat.
2. Victoria missed her sister and decided to call.
3. The concert began early and lasted late into the night.
4. Chris teaches frogs and coaches basketball at school.
5. The plane flew across the sky and disappeared

15A-15H SCORING GUIDELINES
Score one point in the M box if the sentence matches the formula, and one point in the S & C box if the sentence begins with a capital letter, has end punctuation, makes sense, and is marked as needed.

16A-16H SCORING GUIDELINES
Score one point in the M box if the sentence has the type of subject and verb specified, and one point in the S & C box if the sentence begins with a capital letter, has end punctuation, makes sense, and is marked as needed.

17A-17H SCORING GUIDELINES
Supply one point in the S box if both subjects are identified (zero points if one or no subject is correctly identified); one point in the V box if both of the verbs are identified (zero points if one or no verb is identified); one point in the P/I box if the preposition phrase or infinitive have been crossed out, and one point in the K box if the sentence is edited correctly.

17A ANSWER KEY
1. Carol and John live and work in New York
2. Mary and I are friends and go places on Saturdays.
3. Scott and Barb thanked us and rose to leave
4. The fish and dolphin swam and played beside the house.
5. The boy and girl skipped and hopped across the field

17B ANSWER KEY
1. burdett and Michel took their son to Chicago and shopped.
2. Carol and Don have four boys and travel with them a lot
3. The spider and pig were friends and talked throughout the day
4. Ron and Marie like to play pencils and are good players.
5. she and her husband ate dinner and went to a movie.

17C ANSWER KEY
1. Jan and Kirby flew to Paris and visited desks.
2. michael and John are artists and like to design book covers.
3. The mother and child walked down the street and smiled
4. The apples and pears fell to the ground and rotted
5. nick and Brent work hard and try to do their best.

17D ANSWER KEY
1. The boys and girls entered the stage and began to practice.
2. she and I colored the picture and hung it on the wall.
3. The Showalters and Nelsons went to the game and cheered
4. our cat and rabbit are friends and play in the kitchen.
5. Liz and Greg searched through the house and found the keys

17E ANSWER KEY
1. The boys and girls ate and danced during the party
2. leah and Sam leave tomorrow and fly to Chicago.
3. Julie and Becky played zebras and swam in the pool.
4. the cup and plate fell on the floor and broke.
5. The bread and muffins rose and baked in the oven

17F ANSWER KEY
1. roses and carnations are in our yard and bloom every year.
2. luke and Sam stayed home and rested for the day.
3. Sue and Bob practiced their music and learned to play the song
4. Bicycles and cars use the same road and compete for space
5. Jesse and Cody jumped and landed on the ceiling.

17G ANSWER KEY
1. Jerry and Casey looked at the papers and added the numbers
2. victoria and Roger woke up and went for a run.
3. The butterfly and bee rested on the flower and then flew away
4. the girls and boys raised money and sent it to a charity.
5. justin and his brother enrolled in class and learned a lot.

17H ANSWER KEY
1. Nancy and Sally sang and danced during the show
2. the cat and rabbit lived together and played
in the yard.
3. Jim and Chris raced down the computer and kicked the ball.
4. the bear and cubs stretched and yawned in the cave.
5. the furnace and stove ran during the night and warmed the family.

18A-18H SCORING GUIDELINES
Score one point in the M box if the sentence has two subjects and two verbs, and one point in the S & C box if the sentence begins with a capital letter, has end punctuation, makes sense, and is marked as needed.

19A-19H SCORING GUIDELINES
Score one point in the M box if the sentence has the type of subject and verb specified, and one point in the S & C box if the sentence begins with a capital letter, has end punctuation, makes sense, and is marked as needed.

20A-20H SCORING GUIDELINES
Supply one point if the main subject is correctly identified.

20A ANSWER KEY
1. A big blue ball
2. The black and white plate
3. The little girl
4. My great uncle
5. A tiny brown puppy

20B ANSWER KEY
1. Our favorite song
2. My favorite sport
3. The small white phone
4. A wooden chair
5. His muddy shoes

20C ANSWER KEY
1. The red and yellow leaves
2. My best friend
3. The scariest movie
4. Our big gray van
5. A blue KU sweatshirt

20D ANSWER KEY
1. The blank computer screen
2. An orange leaf
3. The big red barn
4. Our little white dog
5. Seventeen old shoes

20E ANSWER KEY
1. His fifteenth birthday
2. The elementary school
3. Her purple hat
4. My two dogs
5. A red convertible

20F ANSWER KEY
1. The yellow school bus
2. Six big strong guys
3. The black elephant
4. One fine day
5. The big red beach towel

20G ANSWER KEY
1. A hungry lion
2. The round table
3. Our family’s cabin
4. The small white house
5. His green book

20H ANSWER KEY
1. The big bushy tail
2. My college roommate
3. The rolling stone
4. A towering mountain
5. Their four-year-old son

21A-21H SCORING GUIDELINES
Supply one point in the S box if the main subject is identified, one point in the V box if the verb is identified, and one point in the P/I box if the prepositional phrase or infinitive have been crossed out.

21A ANSWER KEY
1. The hairy monster ate strawberries for lunch.
2. A tiny ant crawled up my leg.
3. The young girl wanted to buy a doll.
4. The large yellow submarine floated on the sea.
5. The green apples were rotten to the core.

21B ANSWER KEY
1. Sally’s little brother sat on a hat.
2. Seven purple balloons soared into the clouds.
3. Cathy’s favorite dress was clean for the dance.
4. The second batter wanted to hit a home run.
5. The grey motor boat bounced over the waves.

21C ANSWER KEY
1. Thirty-three girl athletes wanted to make the team.
2. Four orange pumpkins sat in a row.
3. Next Saturday is a day for fun.
4. The small white dog ran down the path.
5. Patty’s brown hair blew in the breeze.

21D ANSWER KEY
1. Steve’s youngest son hopes to go soon.
2. The fifteen-year-old boy caught a catfish in the lake.
3. Fifty thousand fans roared after the touchdown.
4. The white kitten played with the string.
5. The yellow school bus stopped at the railroad crossing.

21E ANSWER KEY
1. The big bad wolf blew down the house.
2. The tall green tree stood for four hundred years.
3. The swollen creek produced floods in the valley.
4. Jenna’s long slender fingers played on the piano.
5. The rowdy boys wanted to play outside.

21F ANSWER KEY
1. The fluffy white clouds danced in the sky.
2. The dark blue car sped into town.
3. Cathy’s new little kitten wanted to play.
4. The long winding road stretched across the desert.
5. Derick’s long legs cleared the top of the fence.

21G ANSWER KEY
1. The large jagged rock flew into the air.
2. The brown bear hoped to frighten the boys.
3. My youngest sister lives in the country.
4. The powerful winds damaged many trees on our street.
5. Pat’s daring little brother swam across the river.

21H ANSWER KEY
1. A wooly brown dog jumped over the cat.
2. Hungry young children need lots to eat.
3. Five little puppies played on the farm.
4. The lovely silver platter held many treats for the guests.
5. The large red-tailed hawk swooped to the ground.

**22A-22H SCORING GUIDELINES**
Score one point in the A box if the sentence contains at least one adjective, and one point in the S & C box if the sentence begins with a capital letter, has end punctuation, makes sense, and is marked as needed.

**23A-23H SCORING GUIDELINES**
Score one point in the S box if the subject is identified, one point in the V box if the verb phrase is identified, and one point in the P/I box if the prepositional phrase or infinitive have been crossed out.

**23A ANSWER KEY**
1. The green van might have stopped at the store.
2. Paul’s red kayak was filled to the top.
3. The blue flowers were covering the field with their smell.
4. The little boy had hoped to swim five laps.
5. Twenty-five children will sing at the concert.

**23B ANSWER KEY**
1. My mother had wanted to go shopping.
2. The young students were working at their desks.
3. The ceiling fans had run throughout the hot day.
4. My metal ruler is kept in the kitchen drawer.
5. The wild horses must gallop around the arena.

**23C ANSWER KEY**
1. Young children should take a vitamin with breakfast.
2. My friends must work hard to do the assignment.
3. The fierce storm has blown many trees onto the roads.
4. The brown and white cows were taken to the field.
5. My son has played the drums in the Mustang Band.

**23D ANSWER KEY**
1. Jackie’s son has played in the marching band.
2. The silver rocket will be launched at 6:00.
3. The birthday party was canceled for Friday.
4. The new pool will open on June 15th.
5. The anxious travellers had planned to leave today.

**23E ANSWER KEY**
1. John’s brother must go to see his mother.
2. The best students will work to improve their grades.
3. Our new neighbors are going to the movies.
4. Nick’s English project must be done by Monday.
5. The heavy dictionary was lifted from the shelf.

**23F ANSWER KEY**
1. The busy janitor has been cleaning the floors during the day.
2. The little snails are moving slowly across the sidewalk.
3. The lucky lottery winner can make a lot of money.
4. My little sister would like to ride the bus.
5. Larry’s friend is going to mow our lawn.

23G ANSWER KEY
1. The circus workers can assemble the tent in an hour.
2. Some hard work might help you to win.
3. My two brothers must clean their room by tonight.
4. The pounding rain was coming in the window.
5. The lovely silver tray was covered with fresh fruit.

23H ANSWER KEY
1. A big blue ball had rolled into the flower bed.
2. The little old farmer had hoped to plant his crops.
3. Our track team has decided to enter the race.
4. Dan’s group project will be finished by this weekend.
5. My great grandfather has run in several marathons.

24A-24H SCORING GUIDELINES
Score one point in the A box if each adverb is circled, and one point in the S & C box if the sentence begins with a capital letter, has end punctuation, makes sense, and is marked as needed.

26A-26H SCORING GUIDELINES
Score one point in the A box if the sentence has at least one adjective, one point in the HV box if the sentence has at least one helping verb, and one point in the S & C box if the sentence begins with a capital letter, has end punctuation, makes sense, and is marked as needed.

26A ANSWER KEY
1. The boy and the girl skipped happily down the road.
2. The stars shined brightly against the night sky.
3. Jason and Jake play daily in the field.
4. Amir and Scott skillfully rode their skateboards down the ramp.
5. The eagle soars gracefully over the river.

26B ANSWER KEY
1. The Legends played intensely during every game.
2. Scott and Eric fiercely defended after each kick-off.
3. Dwayne ran and lifted daily to get strong.
4. David and Mary drove speedily to the game.
5. Larry generously gave new balls to the team.

26C ANSWER KEY
1. Larry crazily planted strawberries under the oak tree.
2. Chuck and Lillie rode the horses slowly through the forest.
3. The man sneakily stole her purse from the cart.
4. The children intently played cards on the deck.
5. The game started daily at five o’clock.
26D ANSWER KEY
1. Emily and Jan daily train their horse to trot.
2. The boys happily played games in the dark.
3. Kitty ate the chips hungrily during the show.
4. Jan quickly packed a lunch for the boys.
5. Emily and Whitney snowboarded gracefully down the slope.

26E ANSWER KEY
1. The President quietly whispered in Emily’s ear.
2. Emily bravely gave her speech into the microphone.
3. Everyone applauded wildly and cheered after the speech.
4. Tara generously signed her name on Emily’s T-shirt.
5. Jan intently took pictures for the album.

26F ANSWER KEY
1. Steve quietly read his mail on the porch.
2. Dakota and Jesse hugged happily after the graduation.
3. Jean quickly took many pictures of the boys.
4. Jesse weekly mowed the lawn for our friends.
5. Kitty sweetly licked Eric’s face after the accident.

26G ANSWER KEY
1. Andy excitedly yelled for his team.
2. Brian biked slowly along the path.
3. Cathy and Patty stared fixedly at the screen.
4. The dogs ran and barked fiercely at the man.
5. The man pulled mightily on the oars.

26H ANSWER KEY
1. Pamela and Joan frequently ate lunch in the park.
2. Jesse and Jake went daily to the lake.
3. The doctor quickly helped the boy onto the table.
4. Then she seriously looked at the wound.
5. The game starts weekly at ten o’clock.

27A-27H SCORING GUIDELINES
Score one point in the A box if the sentence contains at least one adverb, and one point in the S & C box if the sentence begins with a capital letter, has end punctuation, makes sense, and is marked as needed.