

Grade 5

English

Teacher Manual



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Introduction

This teacher manual is intended to help you support your student's learning. In addition to factual answers to assignment questions, you will find suggestions for ways to guide your student's learning, and tips on how to assess their responses. Along with the learning assessments found in each lesson of the coursebook (which highlight learning goals for each lesson), these tools will help you evaluate, track, and document your student's progress.

You are encouraged to use a weekly planner and the assignment checklist in each lesson. Help your child learn to use these organizational tools as well. Time management is an essential skill for students to learn, and one that will be useful for their entire lives.

In this teacher manual, you will find the full text for all assignments. Teacher manual answers are shown in **orange**. If more information is needed about any assignment, you can refer to the full text and reading material in the student's coursebook.

For obvious reasons, it is best not to share this teacher manual with your student. Each student should be encouraged to come up with their own answers, and sometimes a student might go beyond what is required for the assignment. This is to be encouraged! When a student gets a factual answer wrong, you can share the correct answer. The focus should always be on the learning process rather than on a sense of judgment. Several incorrect answers related to a particular topic point to an area the student will benefit from revisiting.

If you notice a student's answers matching those of the teacher manual word for word, initiate a discussion about plagiarism and the importance of doing original work. Students in fifth grade are just beginning to learn about this concept, and any discussion about it should be approached as a learning opportunity. The issue of plagiarism and properly attributing sources is addressed in this course.

We encourage you and your student to explore the topics introduced this year in active, experiential ways. We believe a real understanding and appreciation of the wonder of the world and the joy of learning only comes about when you and your student are fully participating in it.

Lesson

1

Subjects and Predicates

Grammar Instruction

Subjects and Predicates

Reading

Find a book about Christopher Columbus in the library and begin reading it. Here are some recommended titles:

- *Columbus* by Ingri and Edgar Parin d'Aulaire
- *I Sailed with Columbus* by Miriam Schlein
- *Christopher Columbus* by Ann McGovern
- *Christopher Columbus, Sailor and Dreamer* by Bernadine Bailey
- *Pedro's Journal* by Pam Conrad
- *The Value of Curiosity: The Story of Christopher Columbus* by Spencer Johnson and Ann Donegan Johnson

You have two weeks to read this book. (You will find additional book suggestions in the Further Study section of lesson 2.)

Assignments

1. Write the following vocabulary words in alphabetical order.

sphere migrate exotic magnetic
hazard artifact technology

Add three to five spelling words to the list. Spelling words can be taken from your reading or can be any word that you have trouble spelling.

For each vocabulary word, write a definition. If there is more than one definition, use the one that matches the context of the lesson material where it appears. Finally, use each word on the list (both vocabulary words and spelling words) in a sentence that shows you understand the meaning of the word.

ASSIGNMENT SUMMARY

- Begin reading a book of your choice about Christopher Columbus.
- Alphabetize and define vocabulary words, and use them in sentences.
- Take a spelling quiz.
- Identify subjects and predicates in sentences.
- List subjects and predicates and compose original sentences.
- Edit and proofread writing assignment.

When writing definitions for vocabulary words, use your own words, but do not use the root word or any other form of the vocabulary word in the definition. For example, to define *magnetic* as *having to do with magnets* does not really explain what *magnetic* means. The definition needs to include information on what a magnet is, or what magnetism is and does.

When writing vocabulary sentences, try to use the word in the form in which it appears in the list (for instance, *magnetic* instead of *magnet* or *magnetized*), and make sure that the sentence clarifies what the word means.

It may take you a while to learn how to write good definitions without using the word you are defining, and it may take a while to learn how to write sentences that use the word in a way that shows its meaning. You might want to ask your parent to help you at first by going over what you've written and pointing out whether or not it follows these guidelines.

Each week, your student will be alphabetizing and defining vocabulary words, and creating original sentences. Encourage your student to write definitions in their own words, but understand that this is difficult (try it yourself, if you'd like!). The main goal is for your child to learn to look up words in the dictionary or online, and then write a definition based on what they have learned, rather than copying a definition word for word.

When writing original sentences, encourage your child to add enough detail to provide relevant context for the word.

- **artifact *n*:** man-made object of historical interest. *The archeologist found a carved wooden bowl, an artifact that showed a human settlement had once been there.*
- **exotic *adj*:** strange, unusual. *Traders traveling to the Far East brought home exotic artifacts, gems, silks, spices, and other wonderful things.*
- **hazard *n*:** danger, risk. *There were no monsters in the seas, but there were strong currents, rocks, and other hazards, just as there are today.*
- **magnetic *adj*:** having properties of attracting iron and of pointing approximately north when suspended. *The magnetic properties of a compass make it a reliable indicator of direction.*
- **migrate *v*:** move from one place in order to settle in another. *Ancient people migrated from Asia thousands of years ago, traveling throughout North and South America.*
- **sphere *n*:** ball, globe. *Ancient people believed the world was flat, not shaped like a sphere.*
- **technology *n*:** application of knowledge for practical purposes. *Early advances in technology led to the development of important navigational tools.*

2. Identify the **subject** and **predicate** in each of the following sentences (identify the subject by underlining it once, and the predicate by underlining it twice).
 - a. **The Vikings sailed across the sea.**
 - b. **They visited the coast of America.**
 - c. **The nighttime stars helped them find their way.**
 - d. **Marco Polo and other explorers worried about monsters in the ocean.**
 - e. **Many explorers thought they would fall off the edge of the world.**
3. List five different subjects and five different predicates. Make them interesting! Then use them to make five to ten different complete sentences. Some of your sentences might come out pretty silly, but they should still make sense.

This exercise is designed to help students clarify the role of subjects and predicates in sentences. Have fun reading your child’s sentences. If necessary, help your child differentiate between the subject (“Who or what is the sentence about?”) and the predicate (“What is happening?”).

4. Find an essay you have recently written for another course you are taking. Review it carefully to look for mistakes or ways to make it better. Begin by reading it aloud. Listen to each sentence, and see if it says what you intended it to say. If not, make a note about what you can add or rearrange to improve it. This is called *editing* and is something you will be expected to do for each essay and report you write. Check for capital letters and correct ending punctuation. Make all the necessary corrections and write your final draft in your best penmanship.

Once you have written your final version, read it one more time to check for any final mistakes—this is called *proofreading*. Proofreading is done after all the editing changes have been made, and usually only requires a few tiny little corrections. By taking the time to review, edit, and proofread your work, your writing will be more clear and expressive.

Corrections should be made by the child to clarify the main points in the essay. They will rewrite the report, incorporating all the changes made. Point out the difference between the first and second drafts.

Lesson

2

Independent and Dependent Clauses

Grammar Instruction

Independent and Dependent Clauses

Reading

Finish reading your Christopher Columbus book.

Assignments

1. Alphabetize the following list of vocabulary words and add three to five more spelling words.

dowel convert stern bow
parallel rectangle dimension savage (noun)

Write definitions for each vocabulary word and use it in a sentence that shows you understand the meaning of the word. (You do not have to define your additional spelling words, but please use each one in a sentence.) Put your definitions into your own words. Do not use the root word or any other form of the vocabulary word in the definition. If there is more than one meaning of the word, use the one that matches the context of your reading material.

When practicing how to spell words, always look for a variety of ways to work with the words throughout the week. Here are some ideas:

- Practice writing them down
- Spell them aloud
- Play a fill-in-the-blank spelling game (have a parent write blanks for the letters, including two or three letters and letting you fill in the rest)
- Use Scrabble letters to spell the words, and then trying to hook them together into a Scrabble grid
- Write spelling/vocabulary words using alphabet refrigerator magnets

ASSIGNMENT SUMMARY

- Finish reading your Christopher Columbus book.
- Alphabetize and define vocabulary words, and use them in sentences.
- Take a spelling quiz.
- Identify dependent and independent clauses.
- Compose sentences and indicate subjects and predicates.
- Edit and proofread writing assignment.

Try to come up with new ways to work with your list of words each week. At the end of the week, take a spelling quiz (the quiz will include vocabulary words and spelling words).

Note the variety of ways suggested for your child to work with the vocabulary words each week. More suggestions will be made throughout the year. Encourage your child to try new ways to work with the words.

- **bow *n***: front end of a boat or ship. *A drawn line to the center of the narrowest end of the boat will form the bow.*
 - **convert *v***: to change belief. *Christopher Columbus believed he was meant to take the Christian religion across the ocean and convert the people there.*
 - **dimension *n***: any measurable extent. *The dimensions for the bottom of the model boat are 4" × 10".*
 - **dowel *n***: cylindrical peg for holding a structure together. *A $\frac{1}{4}$ " dowel is used for a model boat.*
 - **file *n***: tool with rough surface for smoothing wood, fingernails, etc. *A half-round file is helpful when building a model sailboat.*
 - **mast *n***: upright pole to which a ship's sails are attached. *A sail is placed over a mast.*
 - **parallel *adj***: extending in the same direction, but never meeting. *The slit cut into the paper has to be parallel to the 6" sides.*
 - **rectangle *n***: plane figure with four straight sides and four right angles. *A first step in constructing the model boat bottom is to draw a 4" × 10" rectangle on a piece of wood.*
 - **savage *adj***: wild; member of a primitive tribe. *Because he arrived from what he thought was a superior country, Columbus saw the native people as little more than savages.*
 - **stern *n***: rear part of a ship or a boat. *The sail curves toward the stern of a boat.*
2. Decide whether each of the following groups of words is a complete sentence (independent clause) or an incomplete sentence (dependent clause). If the sentence is complete, capitalize the first word and add the appropriate ending punctuation. If the sentence is incomplete, add or subtract a word or phrase to make it complete, and then add beginning capitalization and ending punctuation.
- a. **Three ships went with Columbus. (IC)**
 - b. **They tried, but found no gold in that country. (DC)**
 - c. **They went running through (DC) the bushes.**

- d. **He wants to visit the moon. (IC)**
 - e. ***Look for the boy who has lots of freckles. (DC)***
 - f. **She turned a page in her book. (IC)**
 - g. **If they hurry, (DC) *they may succeed.***
 - h. ***I found the information in a book I read. (DC)***
 - i. ***We met before the race began. (DC)***
3. Compose three complete sentences and identify the subject and predicate of each. Identify the subject by underlining it once, and the predicate by underlining it twice. (Refer to “Subjects and Predicates” in the English manual.)

If your student has difficulty distinguishing between the subject and the predicate, it may help to focus first on the predicate by asking, “What is going on in this sentence? What is happening?” Once the action is determined, you can point out that anything left over (i.e., who or what is doing the action) is the subject.

4. Using a written assignment from one of your other courses, carefully review and edit your first draft to correct errors in spelling, grammar, and punctuation and to make sure your ideas are coming across clearly. Check to be sure all of your sentences are complete. When your report is the way you want it, write your final draft neatly. Proofread this final draft to catch and fix any little mistakes.

You will be expected to review, edit, and proofread all your essays and reports this year, so you’ll want to get into the habit and make it a regular part of your writing process.

It is important that students get into the habit of reviewing their written work to make corrections, clarify ideas, and produce a final draft that is their best work. While students are expected to provide a neat final form for longer assignments, such as essays, stories, or reports, they are encouraged to read over short answer responses as well to make sure each answer expresses ideas in a clear way and is free of errors in spelling, punctuation, capitalization, and grammar. Corrections can be made to short answers without the student having to copy it over into a polished final form.

Learning to revise, edit, and proofread work is a process that will continue to be developed throughout middle school, so while you’ll want to encourage your child in the development of these habits, keep in mind that fifth graders are just beginning to engage in these important elements of the writing process. Notice and acknowledge your child’s efforts in this area, no matter how small, and don’t expect too much at once.

Lesson

6

Sentence Fragments

Grammar Instruction

Sentence Fragments

Run-on Sentences

Using a Dictionary

Reading

Continue reading *The Witch of Blackbird Pond*. Each day, look up words you don't understand. Be sure you don't miss the meaning of the story you are reading. Become comfortable with using a dictionary because you will need it frequently in years to come.

Many students are reluctant to stop reading to look up words in the dictionary. Encourage your child to circle the unknown words or mark them somehow, and then when the chapter is finished, you and your child can discuss the meanings of the words and/or look them up together. Encourage your child to guess at the word's meaning based on the context of the sentence. This will help your student when they are writing original sentences that put vocabulary words into context.

Assignments

1. Write definitions for the following vocabulary words. Alphabetize them and use each one in a sentence. Remember to add a few spelling words to your list.

kettle skillet trundle indigo frontier apprentice

Look for new ways to practice your vocabulary/spelling list throughout the week so that you are very comfortable with the words before your spelling quiz. Here are a few more ideas:

- Make a crossword puzzle using the words (graph paper makes this easier).

ASSIGNMENT SUMMARY

- Begin reading *The Witch of Blackbird Pond*.
- Look up unknown words in the dictionary.
- Alphabetize and define vocabulary words, and use them in sentences.
- Take a spelling quiz.
- Transform sentence fragments into complete sentences.
- Repair run-on sentences.
- Revise previous writing to fix run-on sentences.

- Spell the words aloud with a partner, each one saying one letter at a time.
- Spell words using pipe cleaners, alphabet noodles, dough, etc.
- Recite spelling words in rhythm as you jump rope, skip, bounce a ball, etc.
- Print the word on a piece of paper and then cut it into letters. Scramble the letters up and see how fast you can recreate the word. Do this with several words at once for a real challenge.

Note the new ideas for ways to work with spelling/vocabulary words. It may help your child immensely if you also participate in these playful ways to explore words.

- **apprentice** *n*: person learning a trade by working for an agreed period of time. *At age 13, young girls were hired out to be servants in wealthier households, or apprenticed as cooks or seamstresses.*
 - **frontier** *n*: border between settled and unsettled countryside. *Immigrants ventured into the frontier hoping for a better life.*
 - **indigo** *n*: plant used to make a type of violet-blue dye. *Early crops that did well here were rice, cotton, and indigo.*
 - **kettle** *n*: container for boiling water in. *Huge kettles were hung over the fire for cooking.*
 - **skillet** *n*: long-handled metal cooking pot; frying pan. *The women often cooked in skillets on grates over a fire.*
 - **trundle** *v*: roll or move, especially noisily or heavily. *A heavy cart drawn by four oxen trundled down Main Street.*
2. Correct these sentence fragments so each one is a complete sentence. You may add to either the beginning or the end of the fragment. Make sure to punctuate your complete sentence properly.
- a. **Johnny, who loved to play baseball, was thrilled to be in Little League.**
 - b. **The children were so happy that they went running and jumping all the way across the field.**
 - c. **Throughout the colony of Virginia, tobacco, rice, cotton, and indigo were thriving crops.**
 - d. **Paul Revere was more than a legendary figure.**
 - e. **All those who believed in freedom from England worked hard to achieve it.**
 - f. **Reading *Where the Wild Things Are* is highly recommended.**

3. Identify the following sentences as correct or run-on sentences. Repair any run-on sentences.

There is often more than one way to repair a run-on sentence. Examples are below, but your child may suggest another solution.

- a. **I've had a cold for a week and I'm feeling very tired.**
 - b. **The sun shone brightly. It was a hot day.**
 - c. **It might rain tonight, so wear your raincoat.**
 - d. **The British were guarding the roads, so Paul Revere had a hard time getting through.**
 - e. **The colonists needed a new flag, but they had trouble deciding on one.**
 - f. **A new flag was finally chosen. It had 13 stars and 13 stripes.**
 - g. **When the cat played with yarn, it got all tangled up. (Correct)**
 - h. **The kettle was pushed into the fire and got very hot. It was too hot to handle, so I had to use a rag to pull it out.**
4. Read through your written work this week and repair any run-on sentences you find by breaking them into separate sentences or using conjunctions and punctuation to separate the complete thoughts. (You might want to review "Conjunctions" in the English manual.)

Ask your child to point out run-on sentences that could use revision, and then check to see if adequate repairs are made. If they can't find any run-on sentences, you might point out one or two. Of course, not every child will use run-on sentences, but many do.

Alternately, if your child tends to write lots of very short, simple sentences, you can encourage the use of conjunctions and punctuation to create compound and complex sentences to provide more variety and interest in their writing.

Lesson

17

Verb Forms

Grammar Instruction

Verbs and Verb Forms

Reading

Finish your reading book.

Assignments

1. Write definitions and sentences for the following words. Make sure to work with this list in a variety of ways throughout the week before you take the spelling quiz.

treaty unified tyrant foment
emancipation compromise arbitrary maxim
subdue

- **arbitrary** *adj*: coming about seemingly at random. *A tyrant exercises arbitrary power.*
- **compromise** *v*: concede; negotiate; conciliate; agree through concession. *The Loyalists would not compromise their allegiance to Britain.*
- **emancipation** *n*: freedom from social, political, or moral constraints. *She wrote that although nations were being emancipated, men insisted on retaining absolute power over their wives.*
- **foment** *v*: instigate, stir up trouble. *“We are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation.”*
- **maxim** *n*: truth or rule of conduct expressed briefly. *A famous maxim in the Declaration of Independence states, “All men are created equal.”*

ASSIGNMENT SUMMARY

- Alphabetize and define vocabulary words, and use them in sentences.
- Take a spelling quiz.
- Write a book report.
- Compose sentences using present tense, past tense, past participle verb forms.
- Form plural nouns.
- Differentiate between different sentence types.

- **subdue v: conquer, suppress.** *The Loyalists were subdued after the American Revolution.*
- **treaty n: agreement between people, especially for use or purchase of property.** *Despite treaties, some Native American villages were burned or destroyed and their land given away in punishment for their support of the British.*
- **tyrant n: cruel leader.** *Abigail Adams wrote her husband saying that men would be tyrants if they could, probably because she had seen so many men act in domineering ways.*
- **unified adj: caused to be one; combined; cohesive.** *In order for a new country to succeed, it needed a strong, unified government.*

2. You should be finished with your chosen reading book. Write a book report using the notes you wrote last week.

Your book report should include a title page with the name of the book and the author, your name, and the date. The body of the report should briefly summarize the action of the story, introducing the main characters and telling something about how they were changed during the course of the book. It should also include comments on whether or not you recommend this book to others and why. Be sure to back up any comments with specific examples.

Revise and edit your book report for clarity and accuracy. Check to make sure your paragraphs have topic sentences and present one clear topic. Make sure your sentences are varied, of different lengths, and use descriptive words. Check spelling, punctuation, and other details. Read your report aloud. Do you think it sounds interesting? How could you make it more interesting?

After you have made all your corrections, copy the report in your best handwriting, and then proofread it to make sure you have done your best work. Feel free to illustrate the cover of your book report with a picture related to the story.

The student should finish writing a report on their book of choice. Attention should be paid to sentence and paragraph structure with an emphasis on including specific details about the book as well as opinion. The report should be interesting enough to motivate the reader of the report to read the book. The student should follow the steps of the writing process (particularly revise, edit, and proofread). In the final report, look for the information to be organized in a logical way, and for a clear delineation of opinion and fact.

3. Choose two words from each of the verb tense columns in the table above (present tense, past tense, past participle) and write a sentence for each one. You will be writing six sentences. Remember, you may need a helping verb when using the past participle form of the verb.

Examples of present tense: I go to the park and sit on the swing.

Examples of past tense: I went to the park and sat on the swing.

Examples of part participle: I had gone to the park and had sat on the swing.

4. Form the plurals of the following nouns. (Refer to “Nouns and Possessives” in the English manual if you need a refresher about the spelling rules.)

city **cities** mouse **mice** gypsy **gypsies** woman **women**
daisy **daisies** monkey **monkeys** turkey **turkeys** berry **berries**

5. In the following sentences, identify the **nouns**, **verbs**, **adjectives** and **adverbs**. Also identify each sentence as declarative (DEC), interrogatory (INT), exclamatory (EX), or imperative (IMP).

As you can see from the colorful sentences below, these four parts of speech make up the majority of words in a sentence. However, it may be challenging for your fifth grader to identify all of them. The most important element of this exercise is that your student correctly categorizes the words they highlight. That is, it is more important that your student labels the words correctly than that they identify each and every example of these parts of speech.

- a. **Have you seen** my **little black dog**? (INT)
- b. **I saw him running happily through** the **big meadow**. (DEC)
- c. **Harvey, you naughty little dog, come here right now!** (IMP)
- d. What a **good dog you are!** (EX)
- e. **Boris**, the **colorful African butterfly**, **flew slowly toward** the **huge yellow sunflower**. (DEC)
- f. **Along came** a **big black hungry crow**. (DEC)
- g. **When** the **cranky, black crow saw** the **brilliantly colored butterfly** float **by** on the **warm air, it cried raucously**. (DEC)
- h. **Does anyone know** if the **black crow hungrily gulped Boris down**? (INT)

Lesson

23

Grammar Review

Reading

Continue reading *Children of the Wild West* and *Buffalo Bird Girl: A Hidatsa Story*. Look up any words you do not understand, and take notes. Remember to put notes into your own words.

Assignments

1. Add several words to the list below and then define each word and use it in a sentence. Work with the words throughout the week and then take a spelling quiz.

lucrative volatile captor duel humble

- **captor** *n*: one who catches, wins or takes control, or imprisons another. *Andrew Jackson refused to shine the boots of his British captor.*
 - **duel** *n*: armed contest between two people, usually to the death. *He often challenged people to duels to solve simple disagreements and arguments.*
 - **humble** *adj*: modest. *Andrew Jackson was the first president to have come from a very humble beginning.*
 - **lucrative** *adj*: profitable. *Through his lucrative private law practice and by buying and selling land, Andrew Jackson became wealthy.*
 - **volatile** *adj*: changeable in mood; flighty, unstable. *He had a fierce and volatile temper.*
2. You already know that every sentence must have a capital letter at the beginning and a period, exclamation mark, or question mark at the end. You know also that every sentence must have a subject (which includes a noun) and a predicate (which includes a verb). You may want to review “Subjects and predicates” in the English manual.

ASSIGNMENT SUMMARY

- Alphabetize and define vocabulary words, and use them in sentences.
- Take a spelling quiz.
- Identify subjects and predicates in sentences.
- Compose simple, compound, and complex sentences.
- Create sentences and identify subjects and predicates.

Use colored pencils to shade the subject of each of the following sentences in blue and the predicate of each sentence in red (or circle them in the designated color), like the following examples:

The red-haired girl with the ponytail was playing soccer.

Soccer season is usually extremely hot.

Remember, the subject includes the noun and all the words related to it, and the predicate include the verb and all the words related to it.

- a. **The kitten raced up the tree.**
 - b. **The huge old tree was tall and stately.**
 - c. **The tiny cat's cries could be heard coming from the beautiful canopy of green leaves.**
 - d. **Peter, the neighborhood's best tree climber, decided to climb up and rescue the kitten.**
 - e. **The terrified cat's sharp claws dug into Peter's shoulder as he made his way down the tree.**
3. Compose two simple sentences, two compound sentences, and two complex sentences (refer to "Sentence Structures" in the English manual). In each of your sentences, shade or circle the **subject in blue** and the **predicate in red**. Use proper capitalization and ending punctuation.
4. Put together the following phrases to make sentences. Your sentences might be very silly, but you must include at least one subject and one predicate in each sentence. You can combine more than one phrase into a single sentence. Identify the **subjects** and **predicates**.
- ran down the hill
 - sailed out to sea
 - the gardener, John
 - was a huge giant
 - sobbed inconsolably
 - the magic green fish
 - Pip, the purple frog
 - the moon
 - rose majestically
 - the king of France

Sentence examples:

The king of France was a huge giant.

The magic green fish rose majestically.