

**LEVEL 5**

**REFERENCE**

**SECTION**

## Reference Section

### Reference 1: Study Skills

#### Get Organized . . .

1. **Be prepared!** Have pencils sharpened and supplies handy before you begin the day. Keep an assignment notebook. Record assignments, page numbers, and due dates.
2. **Organize your desk!** Each time you put something in it, know exactly where it goes. Avoid “stuffing.” Start today by having a complete clean-out and fix-up. Put all folders and notebooks on one side of your desk and put all textbooks on the other side. Small items should be kept to the front in a zipper bag.
3. **Everything has a place!** Keep each subject in a separate folder so that you can find papers easily.
4. **Directions are important!** Take time to read and understand each direction even if you know what to do. Look at your teacher and concentrate on what he/she is saying.
5. **Proofread your work!** Check it over. Read everything you have written. Do your answers make sense? Have you skipped any problems?

#### Listen . . .

1. **Listen with your whole body!** Look right at the person who is talking. Turn your body toward the speaker and watch him as he speaks. Keep your legs and hands still. Try to be interested in what the person is saying. You will learn more, and you will also show that person that he/she is an important human being.
2. **Ask questions!** Try to understand what the person is saying. When the person says something you don't understand, raise your hand and wait to be called on. Remember to ask your question before your teacher gets busy with something else.
3. **Write it down!** Write down anything you think you might forget.
4. **Concentrate!** Save other thoughts for times when you are not listening. Think about what the person is saying. Listen with your brain as well as your ears.
5. **Listen to directions!** Listen to understand each step. Ask questions if you do not understand the directions.

#### Plan Your Time . . .

1. **Set goals for yourself!** Choose one study skill at a time that you need to improve. Think of reasons why you need help in this area. Make a list of the things you can do to improve. Then, stick to it.
2. **Plan your day!** Check your assignment folder everyday. Know what you need to do and plan time to work on it. Check off completed assignments.
3. **Do what is important first!** Assignments that are due first should be completed first.
4. **Make each minute count!** Concentrate on the job at hand. If you don't waste time, you will have more time to do the things you like to do. Keep your eyes on your work and keep your pencil moving. Don't give yourself a chance to stop working by breaking your concentration.
5. **Reward yourself!** When you are able to complete a goal, allow yourself to feel proud for a job well-done. Reward yourself.

#### Do Your Homework . . .

1. **Think before you leave school!** Check your assignment book and decide what you need to take home. Put books and folders you will need in a book bag.
2. **Schedule a time to study!** Think about your family's routine and decide on a good study time. Stick to your schedule.
3. **Study where you can concentrate!** You can get homework done in a very short time if you do it away from TV, conversations, etc., and without stopping for distractions. Have all supplies at your study area.
4. **Set a time limit to study!** See how long you can concentrate. You might use a timer to set a time to concentrate and then give yourself a break or a reward at the end of that time.
5. **Have a special place to keep homework!** When your homework is finished, put it in your book bag, and you will always have it ready to take to school.

## Reference Section

### Reference 2: Beginning Setup Plan for School

You should use this plan to keep things in order!

1. Have separate color-coded pocket folders for each subject.
2. Put unfinished work in the right-hand side and finished work in the left-hand side of each subject folder.
3. Put notes to study, graded tests, and study guides in the brads so you will have them to study for scheduled tests.
4. Have a trash folder to put all paper to be thrown away. If it doesn't belong in a folder, throw it away!
5. Have a paper folder to store extra clean sheets of paper. Keep it full at all times.
6. Have an assignment folder to be reviewed every day. (This is a very important folder. It must go home every night!)

#### Do these things and put them in your assignment folder

- A. Keep a monthly calendar of homework assignments, test dates, report due-dates, project due-dates, meeting times, after-school activities, dates and times, review dates, etc.
  - B. Keep a grade sheet to record the grades received in each class. (You might also consider keeping your grades on the inside cover of each subject folder. However you keep your grades, just remember to keep up with them accurately. Your grades are your business, so keep up with them! Grades help you know what areas need attention.)
  - C. Make a list every day of the things you want to do so that you can keep track of what you finish and what you do not finish. Move the unfinished items to your new list the next day. (Yes, making this list takes some time, but it's your road map to success. You will always know at a glance what you set out to accomplish and what still needs to be done.)
7. If you have a locker, organize your locker, get rid of unnecessary papers; keep locker trips to a minimum. (There should be **no loose papers** in your locker!)
  8. Keep all necessary school supplies in a handy, heavy-duty Ziploc bag or a pencil bag.

### Reference 3: Study Plan for School

You should check this plan every day!

1. Attend class regularly after eating breakfast to start your day.
2. Schoolwork is your job – make it an important part of your daily life.
3. Develop the “I’m-willing-to-do-what-it-takes-to-get-the-job-done” attitude.
4. Work with your teachers and parents to correct any attitudes or habits that keep you from learning.
5. Make the effort to really listen, ask questions if you don't understand, and answer questions if asked.
6. Write it down! Write it down! Write it down! Make taking notes in class a habit. Then, put them in the correct folder.
7. Ask about make-up work and turn it in on time.
8. Turn your daily assignments in on time.
9. Check your assignment folder every day. Know what is on your calendar. Remember to record everything on your calendar so you won't get behind!
10. Concentrate on the job at hand. If you don't waste time, you will have a chance to finish your work. Keep your eyes on your work and keep your pencil moving. Don't give yourself a chance to stop working by breaking your concentration. Every time your eyes leave your paper to look around, you lose working time.
11. Do what is important first! Assignments that are due first should be completed first.
12. Think before you leave school! Check your assignment folder and decide what you need to take home. Put books and folders you will need in a book bag so you won't forget them.

## Reference Section

### Reference 4: Study Plan for Home

Stick to this plan every evening!

1. Schedule a time to study. Think about your family's routine and decide on a good study time. Stick to your schedule.
2. Study where you can concentrate. Sorry! No TV or telephone while you study! (Get your studying job finished and then watch TV or talk on the telephone, if you must. Remember, TV does not get you ahead in life – education will!)
3. Make a personal decision to concentrate 100 percent on completing your homework assignments. You will get more accomplished in less time with 100 percent concentration than if you give 25 percent of your concentration for a longer period of time.
4. Check your assignment folder every day. Get control of your life!
5. Have a special place to keep homework. When your homework is finished, put it in your book bag right then, and you will always have it ready to take to school, no matter how hassled your morning is.
6. Use your home study time to complete your assignments or to review for a test. Don't wait until the last minute to study for a test. Study a little every night so that you won't overload the night before. (And, of course, you'll probably have company the night before the big test! That's why you don't wait until the last minute to study--take charge!)
7. If possible, set a weekly meeting time to discuss your progress with your parents. If it is not possible, meet with yourself. You need to discuss your progress and problems. See which study skill you did not follow. Figure out what to do to "fix" it, and try again! You'll get better with practice.
8. You are old enough to help yourself! Remember, school is your business, your job, and your responsibility.

## Reference Section

### Reference 5A: Vocabulary

#### Unit 1

<b>Grp 4 Test</b>	<b>Definition</b>	<b>Sentence</b>	<b>Synonym</b>	<b>Antonym</b>
1. prior	earlier in time or order	Rehearsal will be <i>prior</i> to the play.	before	after
2. tranquil	free from turmoil	We relaxed by the <i>tranquil</i> lake.	calm	hectic
3. salvage	the act of saving something	The sailors will <i>salvage</i> the cargo of the ship.	rescue	lose
4. strenuous	great effort	Loading the logs was <i>strenuous</i> work.	energetic	weak
5. abrupt	happening suddenly	The <i>abrupt</i> change of topic confused Mary.	instantly	slowly
6. ignite	to set something on fire	We <i>ignited</i> the fire in the grill.	kindle	extinguish
7. peril	danger	The children lost in the jungle were in <i>peril</i> .	unsafe	safe
8. petition	an earnest request	The voters submitted a <i>petition</i> for lower taxes.	plea	demand
<b>Grp 10B Test</b>	<b>Definition</b>	<b>Sentence</b>	<b>Synonym</b>	<b>Antonym</b>
9. shrewdly	cunning	The red fox <i>shrewdly</i> covered his tracks.	cleverly	clumsily
10. imitate	to act the same	The monkeys <i>imitated</i> the humans around them.	copy	alter
11. intricate	having many detailed parts	The needlework on the sampler is very <i>intricate</i> .	complex	simple
12. absurd	lacking order or value	That idea is <i>absurd</i> !	ridiculous	sensible
13. evade	to avoid something	The criminal tried to <i>evade</i> the cops.	avoid	pursue
14. endorse	to approve	The congressman <i>endorsed</i> the new policy.	support	disagree

#### Unit 2

<b>Grp 10A Test</b>	<b>Definition</b>	<b>Sentence</b>	<b>Synonym</b>	<b>Antonym</b>
15. catastrophe	a momentous tragic event	The broken rudder caused a <i>catastrophe</i> at sea.	disaster	triumph
16. optimistic	to expect the best outcome	She was <i>optimistic</i> about her business.	hopeful	cynical
17. complicated	difficult to understand	That math problem is <i>complicated</i> .	involved	simple
18. illiterate	unable to read or write	My grandfather is <i>illiterate</i> .	uneducated	educated
19. controversy	discussion of opposing views	There is great <i>controversy</i> over the new sales tax.	dispute	agreement
20. valor	personal bravery	The soldier won a medal for <i>valor</i> .	courage	cowardly
21. agility	moving with quick, easy motions	The gymnast has great <i>agility</i> .	nimbly	sluggishly
22. wary	alert to possible danger	The children were <i>wary</i> of strangers.	cautious	reckless

#### Unit 3

<b>Grp 10B Test</b>	<b>Definition</b>	<b>Sentence</b>	<b>Synonym</b>	<b>Antonym</b>
23. withered	to lose vitality, freshness	The plant was <i>withered</i> because of the drought.	shriveled	healed
24. venture	to undertake the dangers of	The bear <i>ventured</i> out into the woods.	attempt	quit
25. commotion	a disturbance	He caused a <i>commotion</i> in the classroom.	uproar	inactivity
26. inquisitive	inclined to ask questions	The new kitten was very <i>inquisitive</i> .	curious	bored
27. lenient	mild and tolerant	Mom was very <i>lenient</i> with our punishment.	moderate	severe
28. sinister	evil	There was something <i>sinister</i> about the stranger.	threatening	favorable

#### Unit 4

<b>Grp 10C Test</b>	<b>Definition</b>	<b>Sentence</b>	<b>Synonym</b>	<b>Antonym</b>
29. allegiance	loyalty to a person or cause	He pledged his <i>allegiance</i> to his country.	devotion	rebellion
30. meager	lacking in quality or quantity	He was still hungry after the <i>meager</i> meal.	skimpy	abundant
31. immaculate	perfectly clean	After she mopped, the floor was <i>immaculate</i> .	spotless	dirty
32. inconspicuous	not readily noticeable	I put the ugly statue in an <i>inconspicuous</i> place.	hidden	obvious
33. ample	more than adequate	We have <i>ample</i> supplies for everyone.	plenty	deficient
34. menace	showing intention to harm	The dog had a <i>menacing</i> growl.	threaten	reassure

(Vocabulary is continued on the next page.)

## Reference Section

### Reference 5B: Vocabulary (continued)

#### Unit 5

##### Grp 8 Test

Definition	
35. coax	to persuade by gentle urging
36. vocation	a job, trade, or profession
37. indicate	to point out
38. solitary	singly and not as part of a group
39. fatal	causing death
40. abolish	to end or eradicate
41. amplify	make bigger
42. loathe	to dislike greatly

##### Sentence

She *coaxed* the kitten out from under the bed.  
 The *vocation* I have chosen is nursing.  
*Indicate* the correct answer with a check mark.  
 I took a *solitary* walk by the lake.  
 That snake's bite is sometimes *fatal*.  
 Egyptian kings *abolished* statues of former kings.  
 Those speakers *amplify* the sound of the band.  
 I *loathe* brussel sprouts.

##### Synonym

influence  
 occupation  
 show  
 alone  
 deadly  
 destroy  
 enlarge  
 hate

##### Antonym

prohibit  
 unskilled  
 hide  
 together  
 harmless  
 build  
 shrink  
 like

##### Grp 10C Test

Definition	
43. annex	to join together
44. vigilant	alertly watchful
45. colossal	of great or astonishing degree
46. contemplate	to consider carefully
47. incessantly	without stopping
48. attain	to get by hard work; achieve

##### Sentence

The suburb was *annexed* to the city.  
 The lookout kept a *vigilant* watch from the tower.  
 That was a *colossal* mistake!  
 He *contemplated* his problem.  
 The noise continued *incessantly*.  
 I *attained* my goal.

##### Synonym

attach  
 observant  
 huge  
 think  
 continually  
 reach

##### Antonym

separate  
 negligent  
 tiny  
 disregard  
 occasionally  
 lose

#### Unit 6

##### Grp 4B Test

Definition	
49. intrude	force in without invitation
50. escalate	to increase
51. query	to ask a question
52. fertile	able to grow something
53. mandatory	necessary for something
54. replenish	to fill up again
55. knoll	a small round hill
56. ecstatic	feeling joyful

##### Sentence

She *intruded* on our conversation.  
 Our little business *escalated* into a corporation.  
 Martha *queried* the teacher about her assignment.  
 It's important to plant seeds in *fertile* ground.  
 That assignment is *mandatory* for passing math.  
 Please *replenish* the water in our canteen.  
 We stood on a small *knoll* and watched the band.  
 The class was *ecstatic* on the last day of school.

##### Synonym

trespass  
 expand  
 inquiry  
 fruitful  
 required  
 refill  
 mound  
 rejoicing

##### Antonym

invite  
 lessen  
 answer  
 barren  
 unnecessary  
 empty  
 valley  
 gloomy

### Reference 6: Synonyms and Antonyms

Identify each pair of words as synonyms or antonyms by putting parentheses ( ) around **syn** or **ant**.

1. odd, quaint	(syn) ant	3. fair, carnival	(syn) ant
2. myth, fact	syn (ant)	4. shuffle, strut	syn (ant)
		5. honesty, integrity	(syn) ant
		6. plan, design	(syn) ant

### Reference 7: The Four Kinds of Sentences and the End Mark Flow

- |   |   |
|---|---|
| <p>1. A <b>declarative</b> sentence makes a statement.<br/>                     It is labeled with a <b>D</b>.<br/>                     Example: John will rake the leaves today.<br/>                     (Period, statement, declarative sentence)</p>  | <p>3. An <b>interrogative</b> sentence asks a question.<br/>                     It is labeled with an <b>Int</b>.<br/>                     Example: Do we have any batteries for my radio?<br/>                     (Question mark, question, interrogative sentence)</p>            |
| <p>2. An <b>imperative</b> sentence gives a command.<br/>                     It is labeled with an <b>Imp</b>.<br/>                     Example: Go to the office for your medicine.<br/>                     (Period, command, imperative sentence)</p> | <p>4. An <b>exclamatory</b> sentence expresses strong feeling.<br/>                     It is labeled with an <b>E</b>.<br/>                     Example: That dog chewed my new tennis shoes!<br/>                     (Exclamation point, strong feeling, exclamatory sentence)</p> |

**Examples:** Read each sentence, recite the end mark flow in parentheses, and put the end mark and abbreviation at the end of each sentence.

- |  |   |
|--|---|
| <p>1. Our house is on fire ! <b>E</b><br/>                     (Exclamation point, strong feeling, exclamatory sentence)</p> | <p>3. The snow has been falling since early morning . <b>D</b><br/>                     (Period, statement, declarative sentence)</p> |
| <p>2. Close the door on your way out . <b>Imp</b><br/>                     (Period, command, imperative sentence)</p>        | <p>4. Where are you going in such a hurry ? <b>Int</b><br/>                     (Question mark, question, interrogative sentence)</p> |

## Reference Section

### Reference 8: What is Journal Writing?

**Journal Writing** is a written record of your personal thoughts and feelings about things or people that are important to you. Recording your thoughts in a journal is a good way to remember how you felt about what was happening in your life at a particular time. You can record your dreams, memories, feelings, and experiences. You can ask questions and answer some of them. It is fun to go back later and read what you have written because it shows how you have changed in different areas of your life. A journal can also be an excellent place to look for future writing topics, creative stories, poems, etc. Writing in a journal is an easy and enjoyable way to practice your writing skills without worrying about a writing grade.

#### What do I write about?

Journals are personal, but sometimes it helps to have ideas to get you started. Remember, in a journal, you do not have to stick to one topic. Write about someone or something in school. Write about what you did last weekend or on vacation. Write about what you hope to do this week or on your next vacation. Write about home, school, friends, enemies, hobbies, special talents (yours or someone else's), present and future hopes and fears. Write about what is wrong in your world and what you would do to "fix" it. Write about the good things and the bad things in your world. If you think about a past event and want to write an opinion about it now, put it in your journal. If you want to give your opinion about a present or future event that could have an impact on your life or the way you see things, put it in your journal. If something bothers you, record it in your journal. If something interests you, record it. If you just want to record something that doesn't seem important at all, write it in your journal. After all, it is your journal!

#### How do I get started writing in my personal journal?

You need to put the day's date on the title line of your paper: **September 3, 20\_\_**. Skip the next line and begin your entry. You might write one or two sentences, a paragraph, a whole page, or several pages. Except for the journal date, no particular organizational style is required for journal writing. You decide how best to organize and express your thoughts. Feel free to include sketches, diagrams, lists, etc., if they will help you remember your thoughts about a topic or an event. You will also need a spiral notebook, a pen,\* a quiet place, and at least 5-10 minutes of uninterrupted writing time.

\*(Use a pen if possible. Pencils have lead points that break and erasers, both of which slow down your thoughts. Any drawings you might include do not have to be masterpieces – stick figures will do nicely.)

### Reference 9: Question and Answer Flow Sentence

#### Question and Answer Flow for Sentence 12: The yellow ball rolled away.

- |   |   |
|---|---|
| 1. What rolled away? ball - SN                    | 6. Subject noun Verb Pattern 1 Check (Say: <i>Subject Noun, Verb, Pattern 1, Check.</i> ) |
| 2. What is being said about ball? ball rolled - V | 7. Period, statement, declarative sentence.   |
| 3. Rolled where? away - Adv                       | 8. Go back to the verb - divide the complete subject from the complete predicate.         |
| 4. What kind of ball? yellow - Adj                |   |
| 5. The - A  |   |

**Classified Sentence:**                      A    Adj    SN    V    Adv  
    SN V    The yellow ball / rolled away.    D  
    P1

### Reference 10: Noun Job

13. SN V                      Adj    Adj    SN    V    Adv  
    Several frightened girls / screamed loudly!    E  
    P1

Directions: Underline the complete subject once and the complete predicate twice in Sentence 13 above. Then, complete the table below.

List the Noun Used	List the Noun Job	Singular or Plural	Common or Proper	Simple Subject	Simple Predicate
girls	SN	P	C	girls	screamed

## Reference Section

### Reference 11: Adverb Exception Example

From: (The scorpions swiftly / retreated.) To show the adverb exception: (The scorpions / swiftly retreated.)  
 To add adverb exception to the question and answer flow, say, "Is there an adverb exception?" If there is not an adverb before the verb you say, "No." If there is an adverb before the verb, you say, "Yes - change the line."

### Reference 12: Natural and Inverted Word Order Examples

1. An adverb at the beginning of the sentence will modify the verb.  
 (Example: Yesterday we / went to the operetta.) (We / went to the operetta yesterday.)
  2. A helping verb at the beginning of a sentence will always be part of the verb.  
 (Example: Are we / going to the operetta?) (We / are going to the operetta.)
  3. A prepositional phrase at the beginning of a sentence will modify the verb.  
 (Example: After the operetta we / ate pizza and lasagna.) (We / ate pizza and lasagna after the operetta.)
- To add inverted order to the question and answer flow, say, "Is this sentence in a natural or inverted order?" If there are no predicate words in the complete subject, then you say, "Natural - No change." If there are predicate words at the beginning of the complete subject, then you say, "Inverted - Underline the subject parts once and the predicate parts twice." To show the inverted order, draw one line under the subject parts and two lines under the predicate parts.

### Reference 13: Practice Sentence

Labels:	A	Adj	Adj	SN	V	Adv	Adv
Practice:	<b>The</b>	<b>strong</b>	<b>smart</b>	<b>cat</b>	<b>ran</b>	<b>slowly</b>	<b>away.</b>

### Reference 14: Improved Sentence

Labels:	A	Adj	Adj	SN	V	Adv	Adv
Practice:	The	strong	smart	cat	ran	slowly	away.
Improved:	<b>A</b>	<b>powerful</b>	<b>cunning</b>	<b>jaguar</b>	<b>leaped</b>	<b>swiftly</b>	<b>upward.</b>
	(word change)	(synonym)	(synonym)	(synonym)	(synonym)	(antonym)	(word change)

### Reference 15: Knowing the Difference Between Prepositions and Adverbs

Adv

In the example sentence, Mark jumped **down**, the word *down* is an adverb because it does not have a noun after it.

P      noun (OP)

In the example sentence, Mark jumped **down the steps**, the word *down* is a preposition because it has the noun *steps* (the object of the preposition) after it. To find the preposition and object of the preposition in the question and answer flow, say: **down - P** (Say: *down - preposition*)  
**down what? steps - OP** (Say: *down what? steps - object of the preposition*)

### Reference 16: Definitions and Jingles

Match the definition to the answer.

- |  |   |
|--|---|
| <p><u>C</u> 1. article adjectives</p> <p><u>D</u> 2. name two noun jobs</p> <p><u>A</u> 3. all subject parts</p> <p><u>B</u> 4. same meaning</p> | <p>A. complete subject</p> <p>B. synonyms</p> <p>C. a, an, the</p> <p>D. SN, OP</p> |
|--|---|

Answer the questions below.

5. What does a preposition do? **A preposition connects a noun or pronoun to the rest of the sentence.**
6. Write a prepositional phrase with two modifiers. **during the long ride\*** \*(Answers will vary.)
7. What is the Q & A Flow for a declarative sentence? **period, statement, declarative sentence**



## Reference Section

### Reference 17: General Q & A Flow Guide #1

This is a General Question and Answer Flow Guide that will help you remember the order of most of the questions you will use to classify sentences.

#### To find the subject:

1. Read the sentence: ***The big dog barked loudly at the fox.***
2. To find the subject, ask the subject question “who” or “what” and read the rest of the sentence. (Ask the subject question “who” if the sentence is about people. Ask the subject question “what” if the sentence is not about people.) Label the subject with an “SN” abbreviation.

***What barked loudly at the fox? Dog - SN (say “subject noun” not “SN”)***

#### To find the verb:

1. Make sure you have marked the subject with the “SN” abbreviation.
2. To find the verb, ask the verb question “what is being said about” and then say the subject. Next, say the subject and verb together to make sure they make sense together. Label the verb with a “V” abbreviation.

***What is being said about dog? Dog barked - V (say “verb” not “V”)***

#### To find the adverb:

1. An adverb modifies a verb, adjective, or another adverb. Go to the verb first and ask an adverb question.
2. To find an adverb, say the verb and ask one of the adverb questions “how, when, or where.” Label the adverb with an “Adv” abbreviation.

***Barked how? loudly - Adv (say “adverb” not “Adv”)***

#### To find the preposition and the object of the preposition:

1. A preposition is a connecting word. It connects a noun or pronoun to the rest of the sentence.
2. An object of the preposition is a noun or pronoun after the preposition in a sentence.
3. A preposition must always have a noun or pronoun (an object of the preposition) after it.
4. To find a preposition, say the preposition word and ask the question *what* or *whom* to find the object of the preposition. Label the preposition with a “P” abbreviation and label the object of the preposition with an “OP” abbreviation.

***At - P (say “preposition” not “P”)***

***At what? fox - OP (say “object of the preposition” not “OP”)***

#### To find the article adjective:

1. There are three article adjectives: *a, an, the*. Article adjectives are also called noun markers because they tell that a noun is close by. Article adjectives must be memorized.
2. To find the article adjective, just memorize *a, an, and the* as article adjectives and say “article adjective” each time you see one of them in a sentence. Label the article adjective with an “A” abbreviation.

***The - A (say “article adjective” not “A”)***

#### To find the adjective:

1. An adjective modifies a noun or a pronoun.
2. To find an adjective, go to a noun or a pronoun and ask one of the adjective questions: “what kind, which one, or how many.” Label the adjective with an “Adj” abbreviation.

***What kind of dog? big - Adj (say “adjective” not “Adj”)***

#### The Rest of the Q & A Flow

1. The - A
2. SN V P1 check. (The pattern goes in the blank. The check is to identify the other parts of the Q & A Flow.)
3. (At the fox) - Prepositional phrase.
4. Period, statement, declarative sentence. (Write a “D” at the end of the sentence.)
5. Go back to the verb - divide the complete subject from the complete predicate. (Put a slash in front of the verb. See the example below for a classified sentence.)

**A Adj SN V Adv P A OP**

6. **SN V** The big dog / barked loudly (at the fox). **D**

**P1**

## Reference Section

### Reference 18: Possessive Nouns

1. A possessive noun is the name of a person, place, or thing that owns something.
2. A possessive noun will always have an apostrophe after it. It will be either an *apostrophe s ('s)* or an *apostrophe (s')*. The apostrophe makes a noun show ownership. (*JoAnn's car*)
3. A possessive noun has two jobs: to show ownership or possession and to modify like an adjective.
4. When classifying a possessive noun, both jobs will be recognized by labeling it as a possessive noun adjective. Use the abbreviation **PNA** (possessive noun adjective).
5. Include possessive nouns when you are asked to identify possessives or adjectives. Do not include possessive nouns when you are asked to identify regular nouns.
6. To find a possessive noun, begin with the question *whose*. (*Whose car? JoAnn's - PNA*)

### Reference 19: Verb Chant Chart for Irregular Verbs

<u>PRESENT</u>	<u>PAST</u>	<u>PAST PARTICIPLE</u>	<u>PRESENT PARTICIPLE</u>
become	became	(has) become	(is) becoming
begin	began	(has) begun	(is) beginning
blow	blew	(has) blown	(is) blowing
break	broke	(has) broken	(is) breaking
bring	brought	(has) brought	(is) bringing
burst	burst	(has) burst	(is) bursting
buy	bought	(has) bought	(is) buying
choose	chose	(has) chosen	(is) choosing
come	came	(has) come	(is) coming
do	did	(has) done	(is) doing
drink	drank	(has) drunk	(is) drinking
drive	drove	(has) driven	(is) driving
eat	ate	(has) eaten	(is) eating
fall	fell	(has) fallen	(is) falling
fly	flew	(has) flown	(is) flying
freeze	froze	(has) frozen	(is) freezing
get	got	(has) gotten	(is) getting
give	gave	(has) given	(is) giving
go	went	(has) gone	(is) going
grow	grew	(has) grown	(is) growing
know	knew	(has) known	(is) knowing
lie	lay	(has) lain	(is) lying
lay	laid	(has) laid	(is) laying
make	made	(has) made	(is) making
ride	rode	(has) ridden	(is) riding
ring	rang	(has) rung	(is) ringing
rise	rose	(has) risen	(is) rising
run	ran	(has) run	(is) running
see	saw	(has) seen	(is) seeing
sell	sold	(has) sold	(is) selling
sing	sang	(has) sung	(is) singing
sink	sank	(has) sunk	(is) sinking
set	set	(has) set	(is) setting
sit	sat	(has) sat	(is) sitting
shoot	shot	(has) shot	(is) shooting
swim	swam	(has) swum	(is) swimming
take	took	(has) taken	(is) taking
tell	told	(has) told	(is) telling
throw	threw	(has) thrown	(is) throwing
wear	wore	(has) worn	(is) wearing
write	wrote	(has) written	(is) writing

### Verb Chant Chart For Regular Verbs

<u>PRESENT</u>	<u>PAST</u>	<u>PAST PARTICIPLE</u>	<u>PRESENT PARTICIPLE</u>
call	called	(has) called	(is) calling
play	played	(has) played	(is) playing
build	built	(has) built	(is) building
cry	cried	(has) cried	(is) crying
hop	hopped	(has) hopped	(is) hopping