

PATTERN 3: EXERCISE #1

NAME: _____

DIRECTIONS: All the sentences below are Pattern 3. Parse them and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. Mercy gave Kit the primary readers.
2. Hornbooks gave students a visual aid for their alphabet in the 1600s.
3. The children proudly made them a primary source of focus in their learning.
4. In 1687 Mr. Eleazer Kimberly appointed Mercy "lead teacher" in charge of that town's dame school.
5. The same schoolmaster gave Kit a rigorous test on her abilities in reading.
6. These young girls gave the children of Wethersfield many lessons on language with these tools.

DIRECTIONS: Write what job the underlined words are doing. Choose your answers from among the following:

| | <i>SUBJECT</i> | <i>DIRECT OBJECT</i> | <i>INDIRECT OBJECT</i> |
|-------------------|----------------------------------|----------------------|------------------------|
| | <i>OBJECT OF THE PREPOSITION</i> | <i>VERB</i> | <i>MODIFIER</i> |
| <u>SENTENCE #</u> | <u>WORD</u> | <u>JOB</u> | |
| 1 | gave | _____ | |
| 2 | Hornbooks | _____ | |
| 3 | them | _____ | |
| 4 | teacher | _____ | |
| 5 | rigorous | _____ | |
| 6 | language | _____ | |

PATTERN 3: EXERCISE #2

NAME: _____

DIRECTIONS: The sentences below are either Pattern 2 (N-V-N) or Pattern 3 (N-V-N-N). Parse the sentences and then, on a separate sheet of paper, diagram the entire sentence.

1. The town's children collected curly birch bark for use instead of costly paper.
2. Kit Tyler gave these eager children funny little rhymes on these small scraps of bark.
3. Mercy Wood named Kit "Mistress Tyler" for the purpose of her formal teaching.
4. Mistress Tyler broke almost every teaching rule in Puritan schooling.
5. In colonial days the Catechism comprised a very important part of a child's education.
6. After their hard work on their studies through the morning hours, Mistress Mercy gave the students a reward

of a story from their other teacher.

DIRECTIONS: Write what job the underlined words are doing. Choose your answers from among the following:

SUBJECT DIRECT OBJECT INDIRECT OBJECT

OBJECT OF THE PREPOSITION

VERB

MODIFIER

| <u>SENTENCE #</u> | <u>WORD</u> | <u>JOB</u> |
|-------------------|------------------|------------|
| 1 | bark | _____ |
| 2 | children | _____ |
| 3 | "Mistress Tyler" | _____ |
| 4 | Mistress Tyler | _____ |
| 5 | comprised | _____ |
| 6 | hard | _____ |

PATTERN 3: EXERCISE #3

NAME: _____

DIRECTIONS: The sentences below are either Pattern 1 (N-V), Pattern 2 (N-V-N), or Pattern 3 (N-V-N-N). Parse the sentences and then, on a separate sheet of paper, diagram the entire sentence.

1. Today Kit chose the parable of the Good Samaritan for her storytelling.
2. This gave her a sudden inspiration.
3. The children in their class quickly jumped at the opportunity for a new and unique experience.
4. Unfortunately, on that day Mr. Kimberly arrived at the wrong time for this new teacher.
5. He gave the two girls a harsh punishment for their playacting with stories from the Bible.
6. In a great panic the girl from Barbados fled out the door for the Great Meadow.

DIRECTIONS: Write what job the underlined words are doing. Choose your answers from among the following:

| | SUBJECT | DIRECT OBJECT | INDIRECT OBJECT |
|------------|---------------------------|---------------|-----------------|
| | OBJECT OF THE PREPOSITION | VERB | MODIFIER |
| SENTENCE # | WORD | JOB | |
| 1 | parable | _____ | |
| 2 | This | _____ | |
| 3 | jumped | _____ | |
| 4 | time | _____ | |
| 5 | girls | _____ | |
| 6 | great | _____ | |