

Study Guide for Unit 5 Assessment (Thursday, April 13th)

1. Students should be able to identify the following parts of speech in a sentence:

Noun - person, place, thing, or idea

Verb - action word; describes what is being done

Adverb - describes a verb and tells how, when, or where a verb happens

Adjective - describes a noun

Example of parts of speech within a sentence:

The scared boy ran quickly.

Noun: boy Adjective: scared (describes the boy)

Verb: ran Adverb: quickly (tells how the boy ran)

Example of a question students might be asked:

Draw a triangle around the adverb and a wiggly line under the verb. Write whether the adverb tells how, when, or where on the line following the sentence.

2. Students should know the meanings of the following suffixes and be able to infer the meaning of a word based on the word's suffix:

Suffix Chart

Suffix	Meaning	Example	Example meaning
-ist	A person who plays or makes	Organist	A person who plays the organ
-ian	A person who is skilled in	Mathematician	A person who is skilled in mathematics
-er	A person who	Dancer	A person who dances
-or	A person who	Sailor	A person who sails in a boat
-y	Full of	Leaky	Full of holes that lets something in or allows something to escape
-ly	In a _____ way	Famously	In a famous way
-ous	Full of or having	Joyous	Full of joy; having joy

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3. Students should be able to fill out the following chart and write a more complex sentence based on the words they chose. Examples are found in the chart. Students will be allowed to use the Synonym wall in the classroom during the test.

Starter Sentence: The child spoke.			
Adjectives to describe the child .	Adverbs to describe how the child spoke .	Adverbs to describe when the child spoke .	Adverbs to describe where the child spoke .
Small Green-eyed	loudly	Today	at birthday party
Synonyms for spoke : Chatted			

New Sentence: *The small, green-eyed child chatted loudly today at the birthday party.*

4. Students should be able to identify the subject and predicate in each sentence, as well as be able to join two simple sentences and add the conjunction and to make it a compound sentence.

I. Example sentence: My cat is purring.

To identify a subject, ask the student, "Who or what is the sentence about?"

In this sentence, the subject is "my cat."

To identify a predicate, ask the student, "What is the subject doing?"

In this sentence, the predicate is "is purring."

Have students draw a line in between the subject and predicate and label them "S" and "P."

II. Example sentence: My dog is barking.

In this sentence, the subject is "my dog" and the predicate is "is barking." Have students draw a line in between the subject and predicate and label them "S" and "P."

Then have students join both sentences using the conjunction AND.

Example: "My cat is purring, and my dog is barking." Note the comma after purring. A comma should be placed BEFORE the conjunction AND.