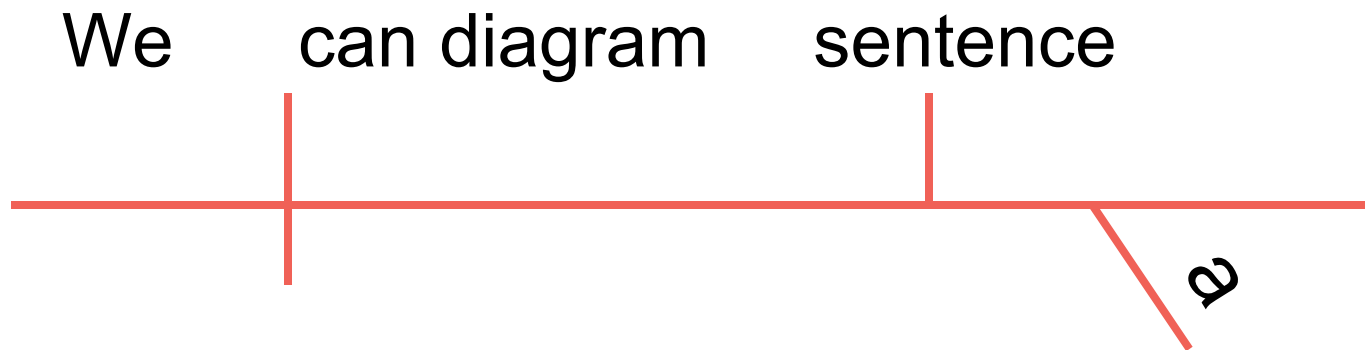


# Diagramming Sentences

- We can diagram a sentence to show its structure, and to see how its parts are related.



# Start with a horizontal line.

Artists

paint

- Write the simple subject and verb on the line.
- Artists paint.
- Separate them with a **vertical line** that crosses the base line.

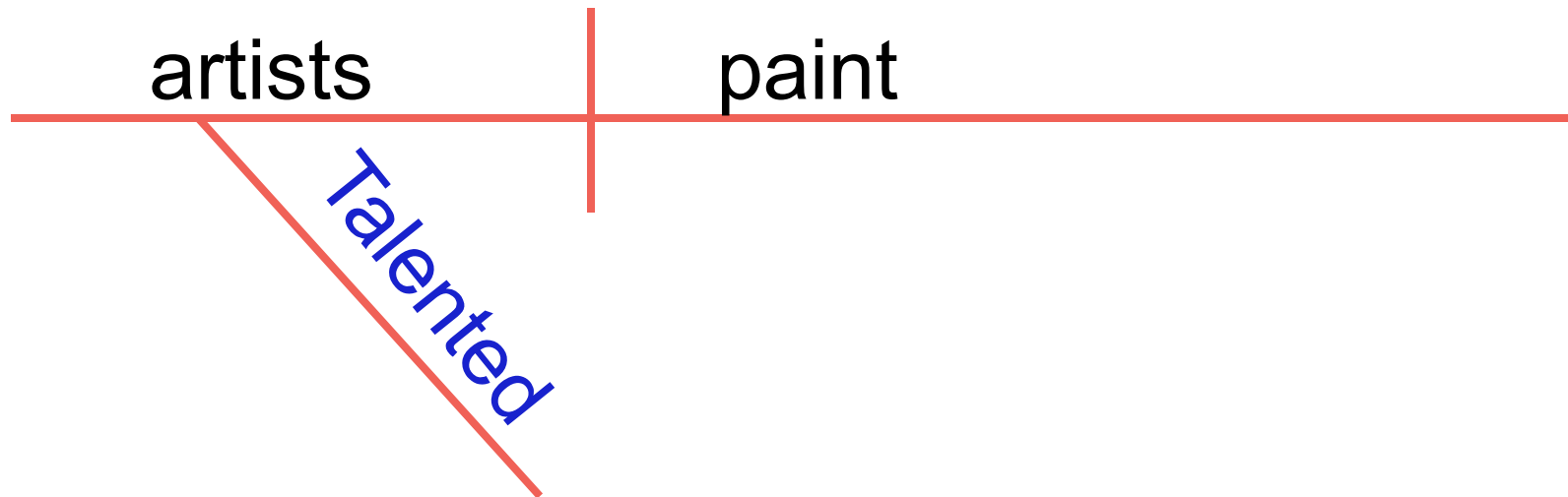
# Another example:

Birds

are singing

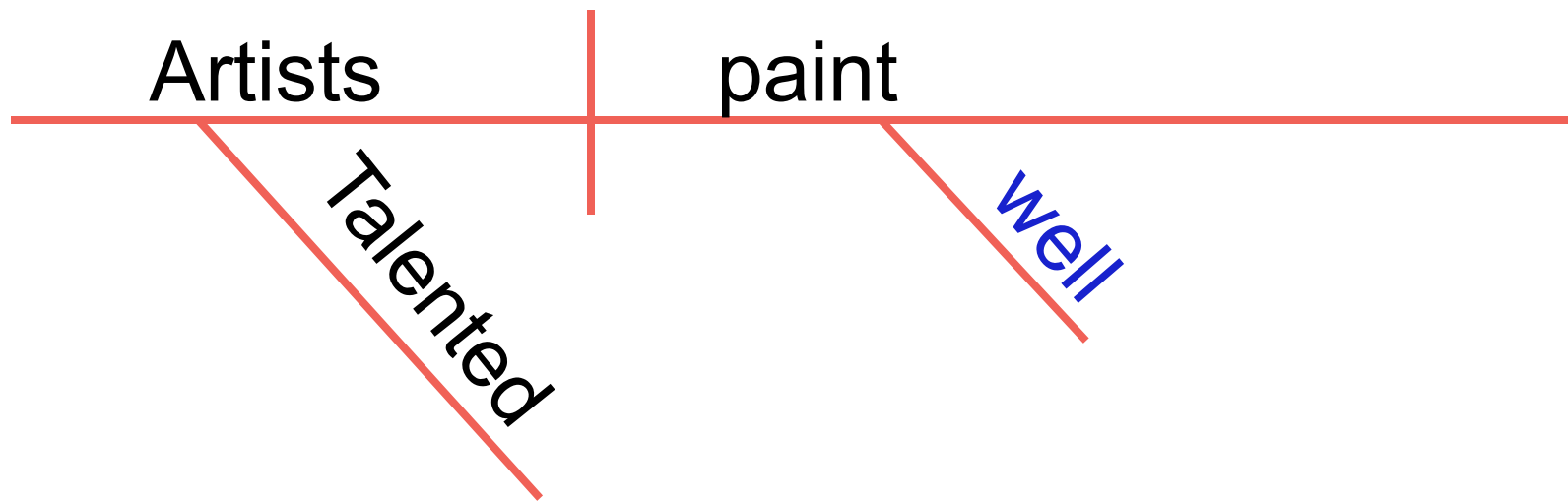
- Birds are singing.
- Write the simple subject and verb on the line.
- Separate them with a **vertical line** that crosses the base line.

# What if we describe the subject?



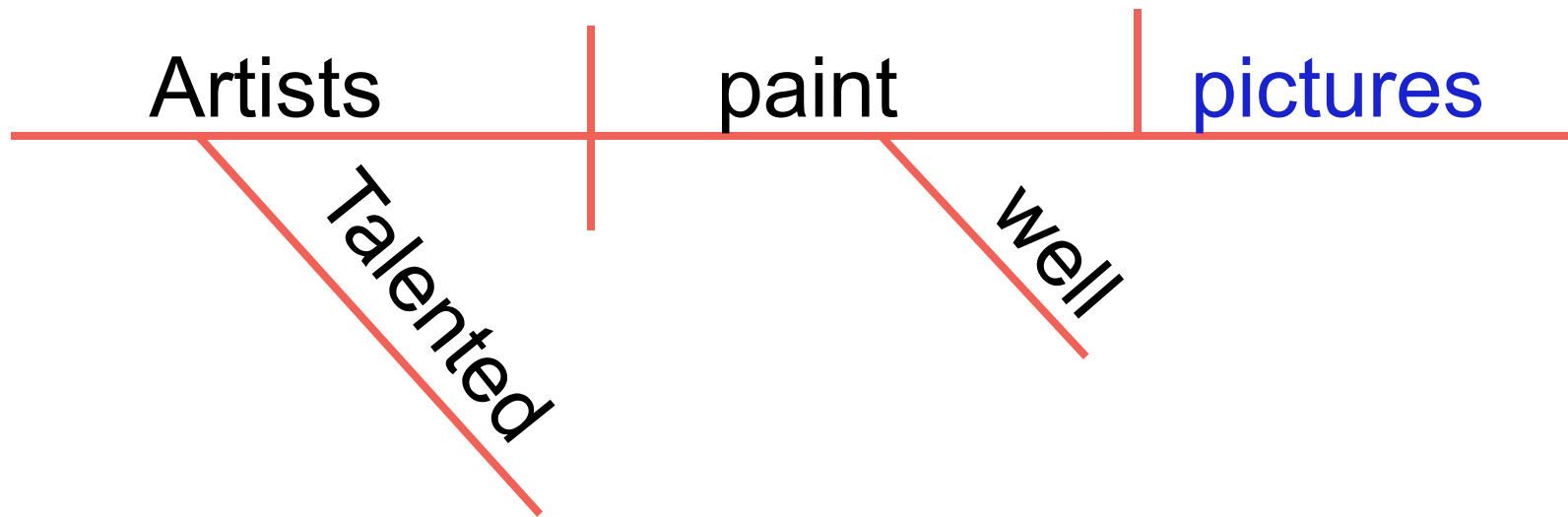
- Talented artists paint.
- “Talented” describes “artists.”
- Write it on a diagonal line below the word it describes.

# What if we describe the verb?



- Talented artists paint **well**.
- “Well” describes how they paint.
- Write it on a diagonal line below the word it describes.

# What if there is a direct object?



- **What** do artists paint?
- Talented artists paint **pictures** well.
- Write the direct object after the verb.
- Draw a **vertical separator** which stops at the line.

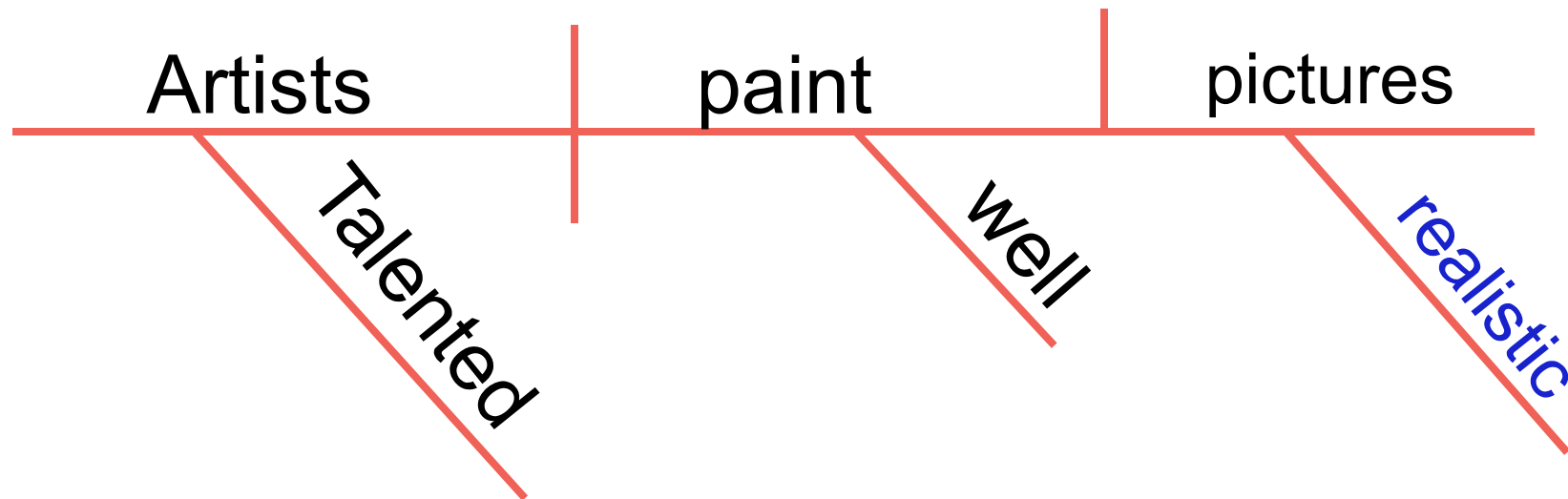
# Have you noticed?



The vertical line that separates the subject from the verb **crosses** the base line.

The vertical line that separates the verb from the direct object **stops** at the base line.

# What if we describe the direct object?



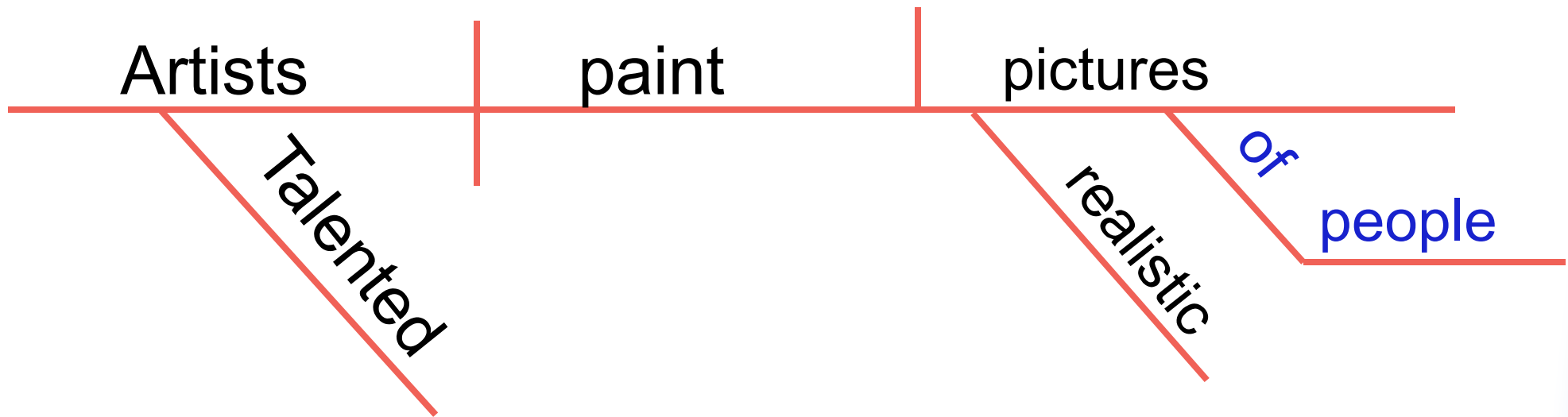
- Talented artists paint realistic pictures well.
- What kind of pictures do artists paint?
- “Realistic” describes “pictures.”
- Write it on a diagonal line under “pictures.”

# That's All . . .

- For now

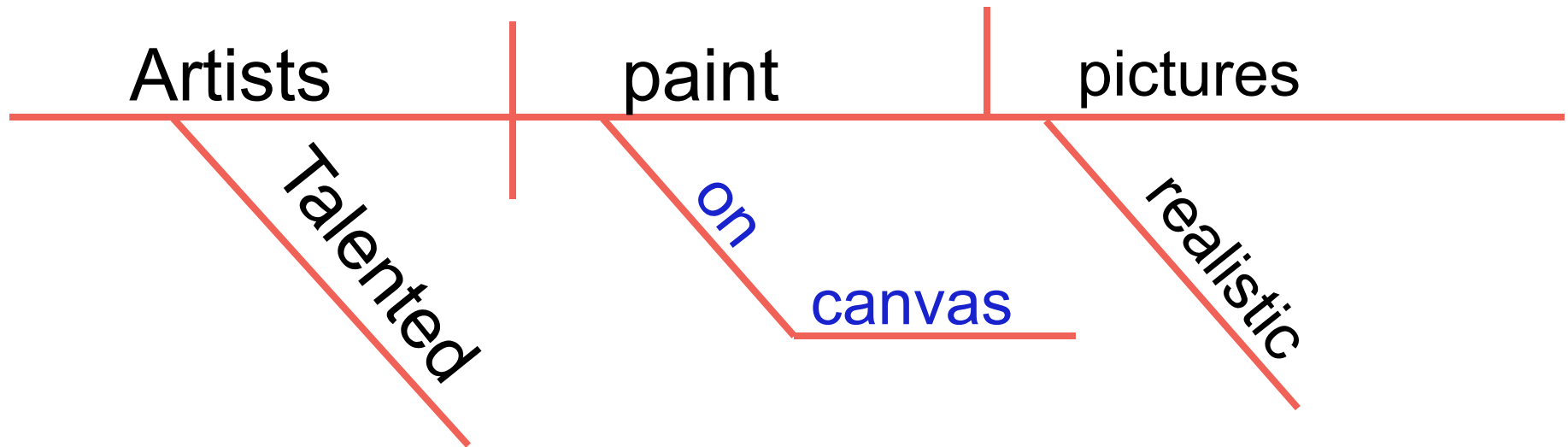
- 
- Next up:
  - Prepositional phrase

# What if there is a prepositional phrase?



- Talented artists paint realistic pictures of people.
- What do artists paint pictures of?
- “Of people” describes the pictures.
- Write it on a frame under “pictures.”

## Try a different prepositional phrase.



- Talented artists paint realistic pictures **on canvas**.
- **Where** do artists paint pictures? “**on canvas**.”
- **How**, **when**, and **where** describe verbs.
- Write it on a frame under “paint.”

# Build a new sentence.

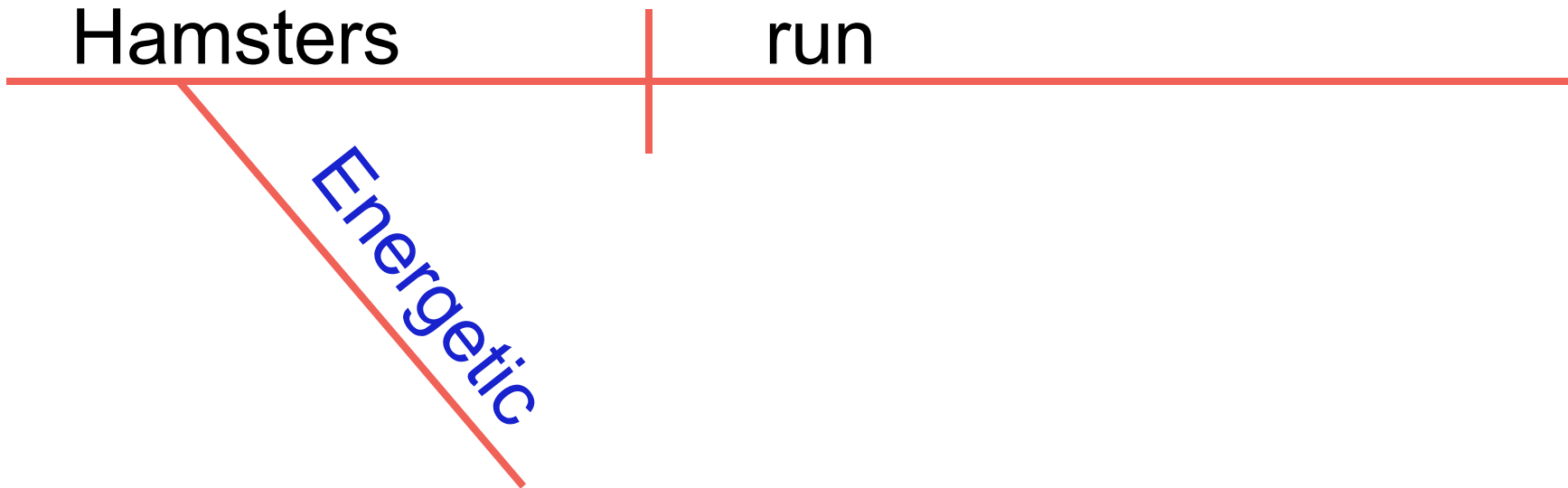
- Hamsters run.

Hamsters

run

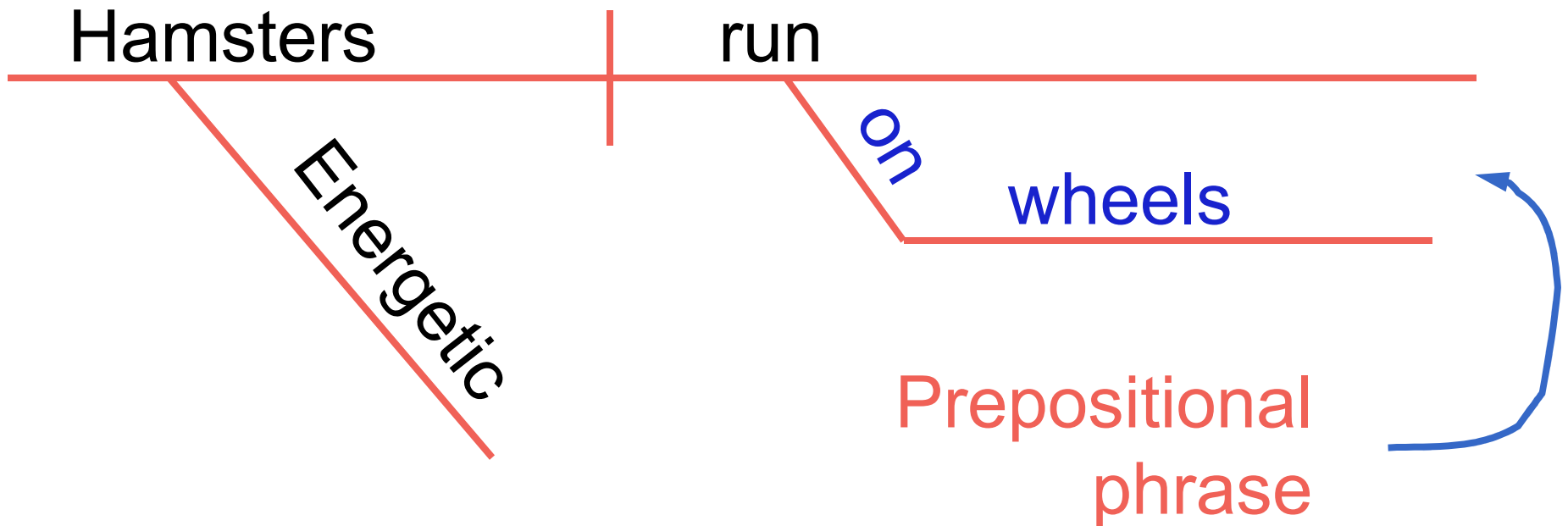
# Describe the hamsters.

Energetic hamsters run.



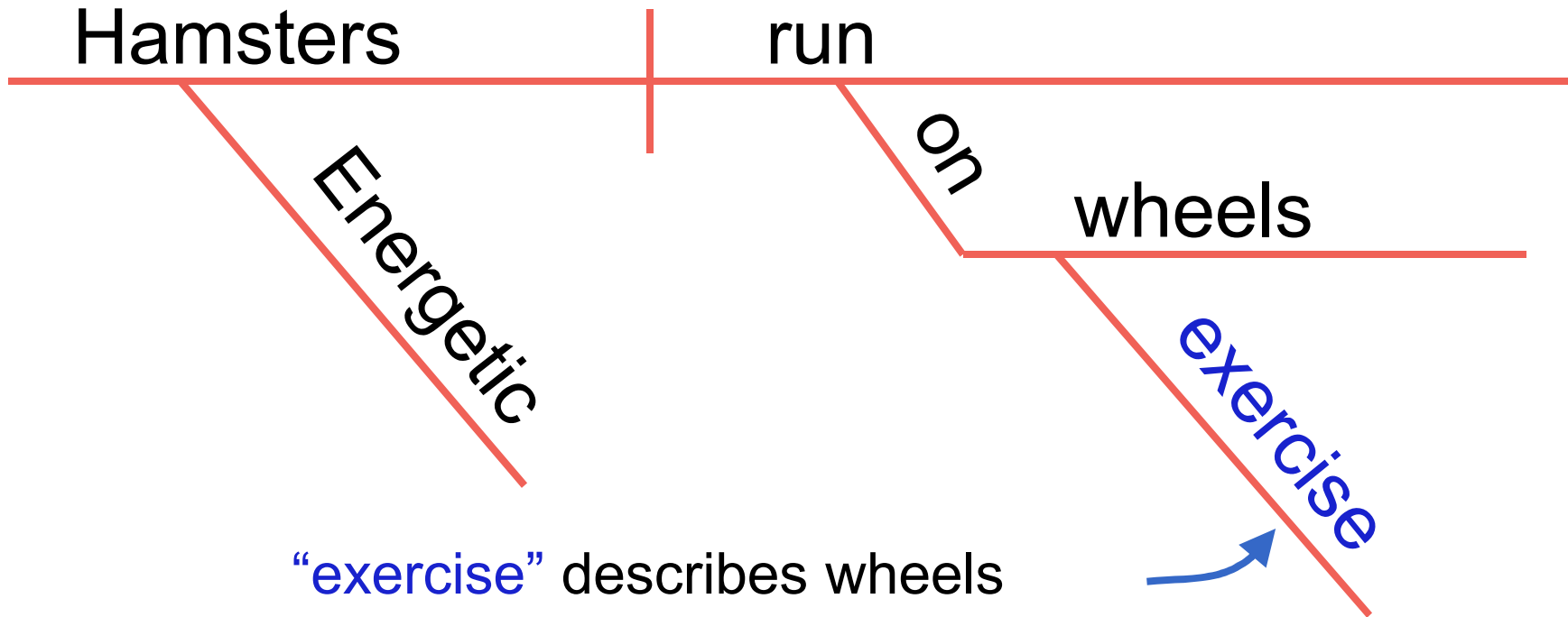
# Where do hamsters run?

Energetic hamsters run **on wheels**.



# What kind of wheels?

Energetic hamsters run on **exercise** wheels.



# Practice another sentence.

- Hamsters eat.

Hamsters

eat

# What do hamsters eat?

- Hamsters eat seeds.

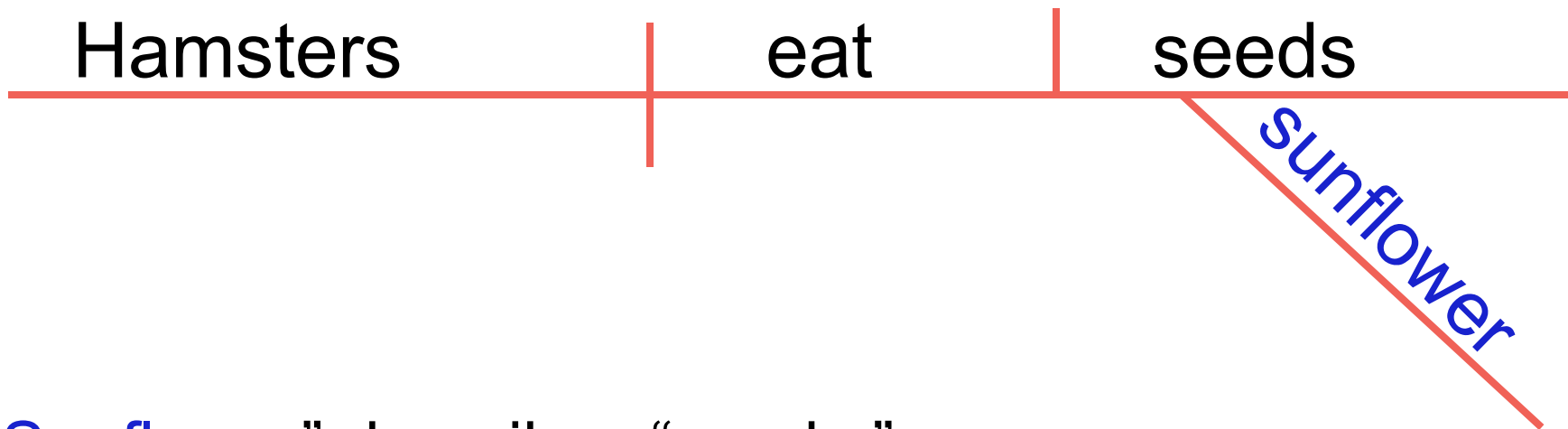


“Seeds” is the direct object.

It follows the verb, after a vertical separator.

# What kind of seeds?

- Hamsters eat **sunflower** seeds.

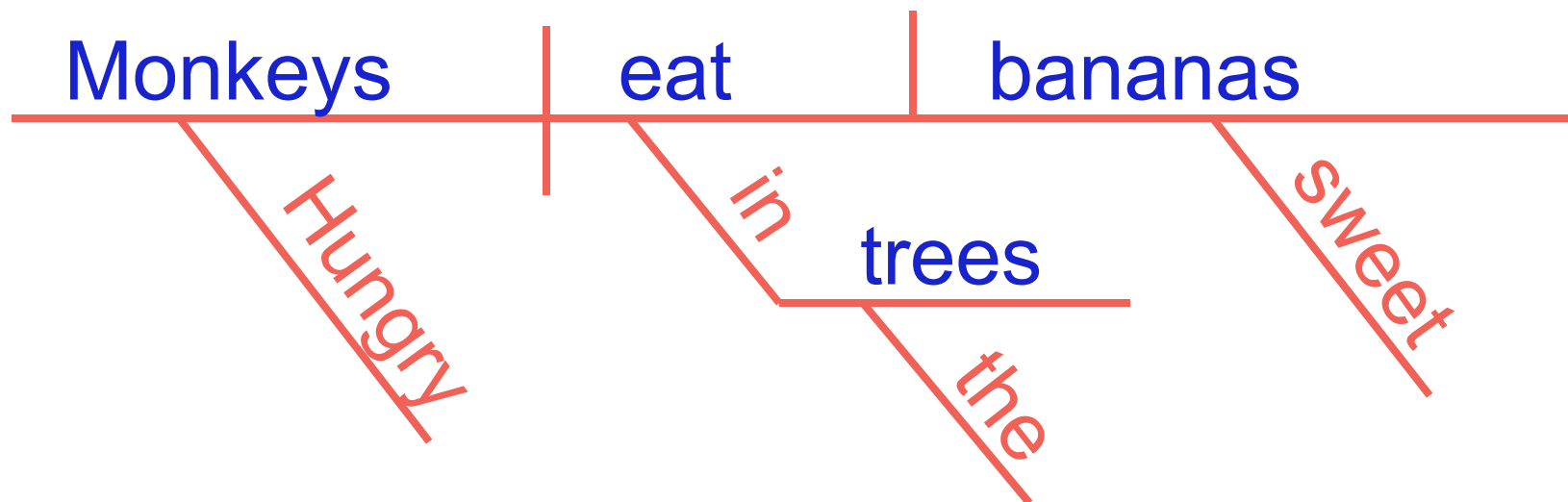


“**Sunflower**” describes “seeds.”

Write it on a **diagonal line** under “seeds.”

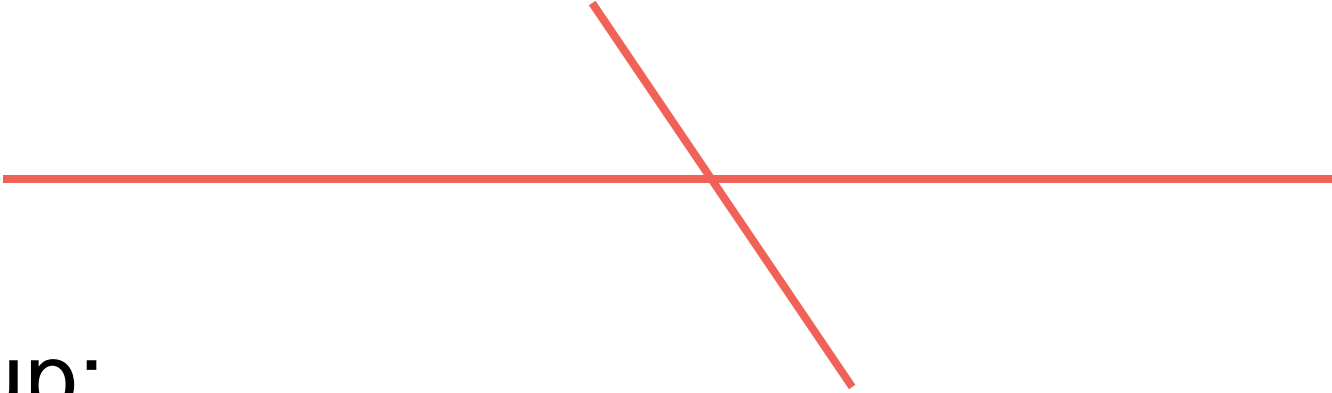
# Have you noticed?

- Only **subjects**, **verbs**, and **objects**
- Go on the **horizontal** line.
- Words that **describe** them go **below** them on **diagonal** lines.



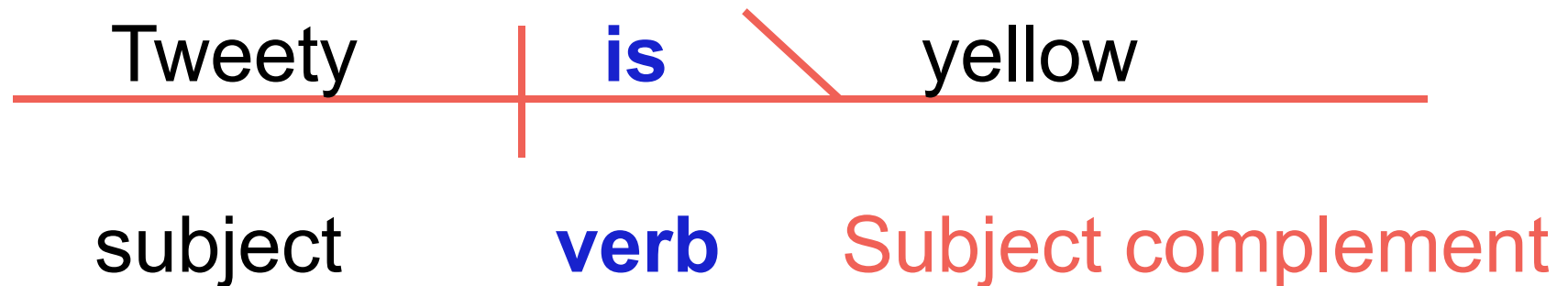
# That's All . . .

- For now

- 
- Next up:
  - Linking verbs
  - with subject complements

# Linking verbs

- Tweety **is** yellow.

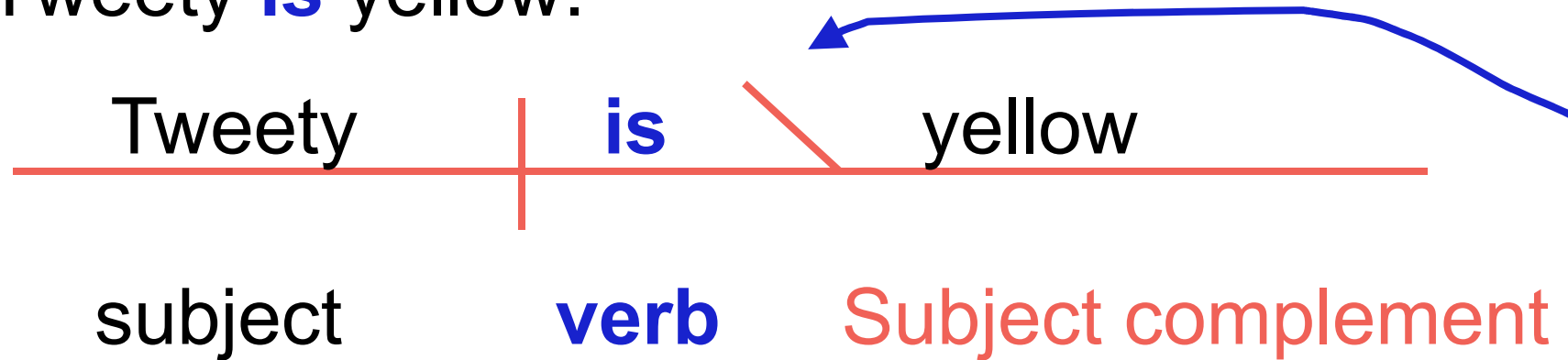


What follows a **linking verb** renames or describes the **subject**.

It is a **complement**, not a direct object.

# Linking verbs

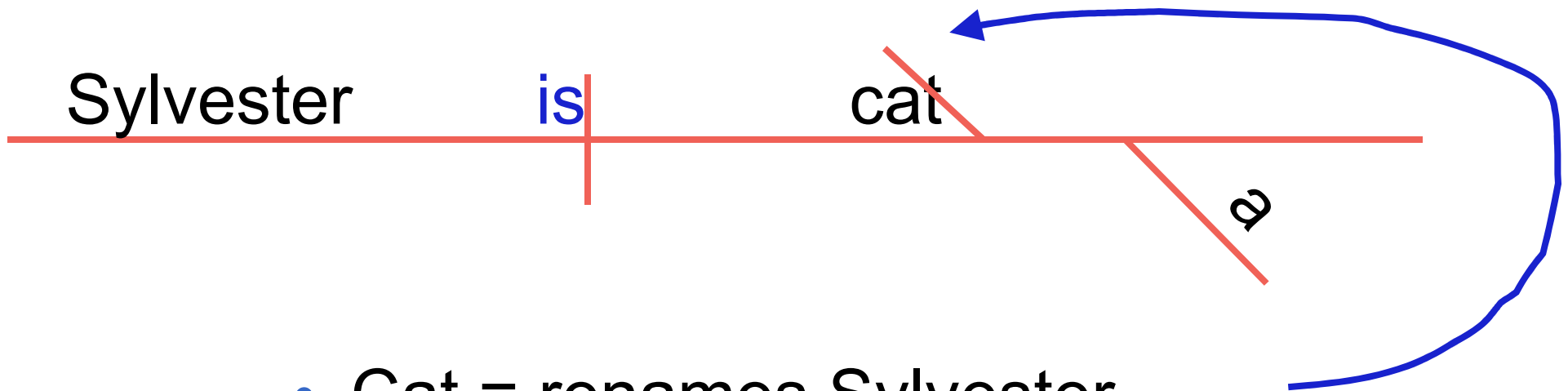
- Tweety **is** yellow.



Because the **complement** describes the **subject**, the **dividing line** tilts back toward the subject.

# Try another sentence.

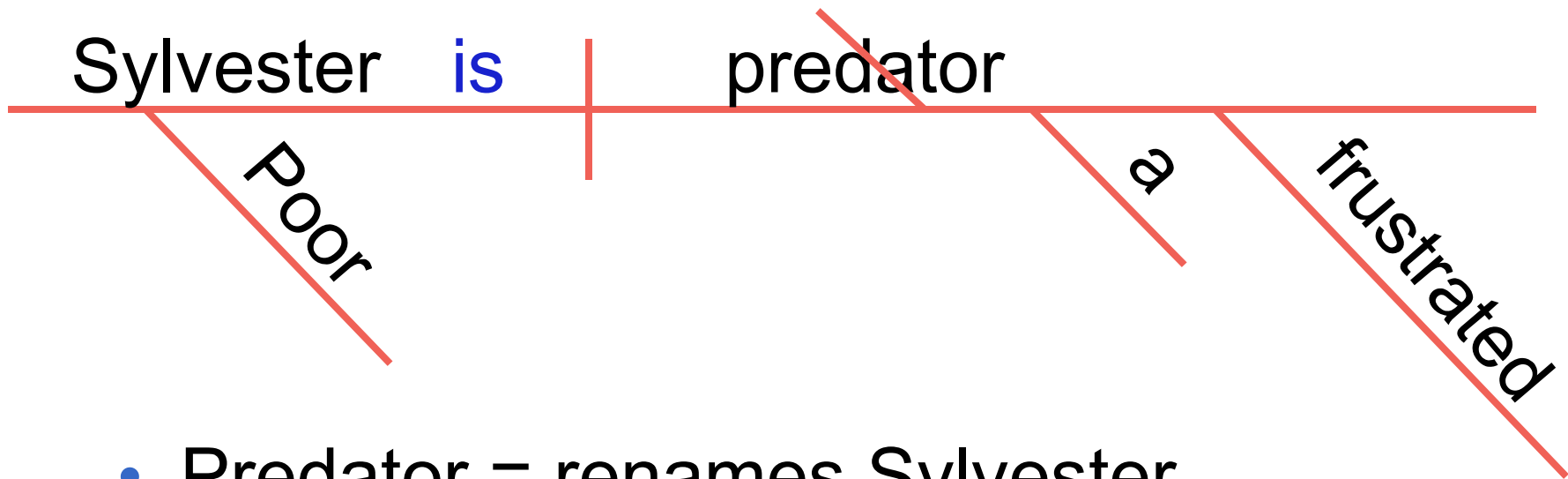
- Sylvester is a cat.



- Cat = renames Sylvester.
- Cat = predicate noun.

# Add more description.

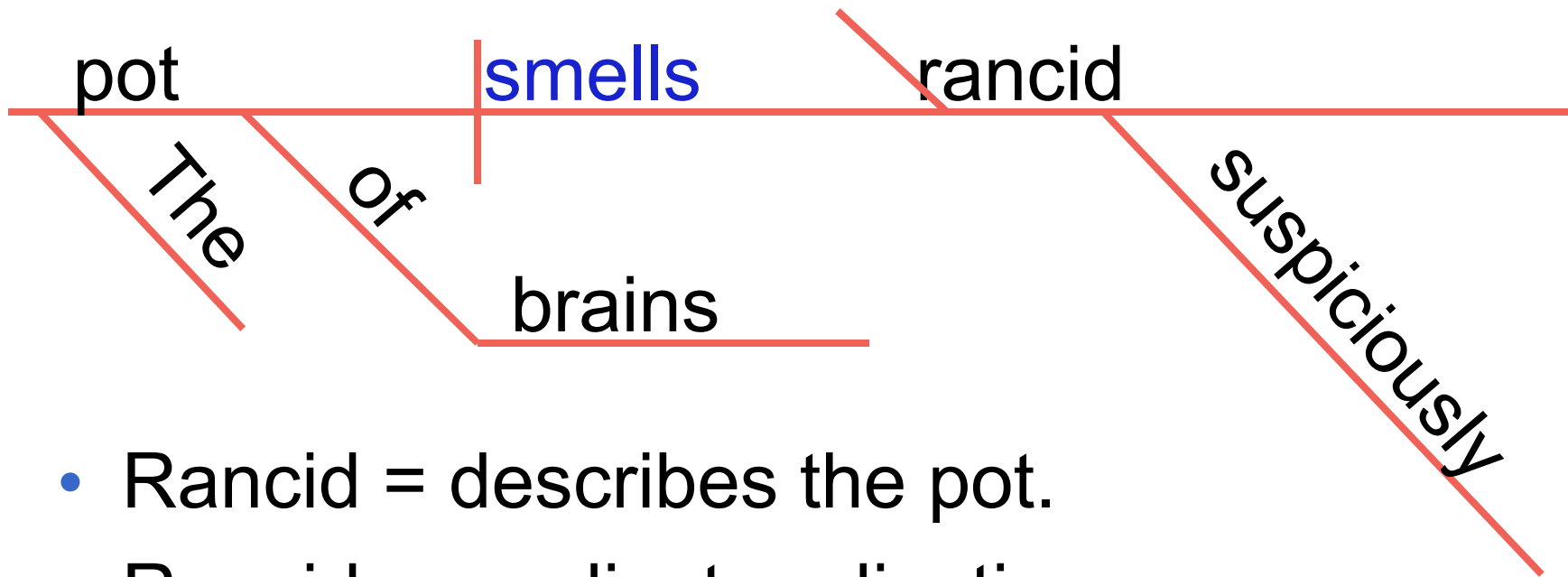
- Poor Sylvester **is** a frustrated predator.



- Predator = renames Sylvester.
- Predator = predicate noun.

# Other linking verbs

- The pot of brains smells suspiciously rancid.



- Rancid = describes the pot.
- Rancid = predicate adjective.

# That's All . . .

- For now

