

Writing a Simple Sentence

Learning Objective: Students will apply the basic parts of a sentence as they write with increasing independence.

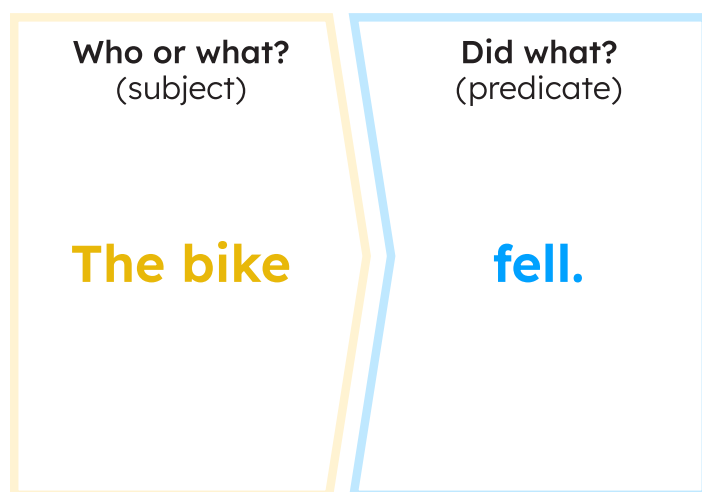
To begin, Say: "A sentence is a group of words that make a complete thought. When we write a sentence, we want to put our words in the correct order so readers can know what we mean. A sentence has two basic parts: a *who or what?* (subject) and a *did what?* (predicate)."

I DO

1. Model the New Skill

- First, tell your students that "it's my turn" and their job now is to watch and listen. Then model how to blend two parts of a sentence using sentence part cards.
- Display each of the two sentence part cards on the board or in a pocket chart. Join together the basic sentence parts to form a complete sentence.

Note: It is important to keep your card parts consistent colors to help English Learners and other students who may find the language on the card challenging. You can also add pictures or images to the cards to support these learners.



- Say, "Here are the two parts of a basic sentence. We need both parts for our sentence to be a complete thought. If we do not have both parts, it is a fragment and not a sentence."

Duration:

This lesson can happen over two days if needed.

Materials Needed:

- ☐ simple sentence cards
- ☐ pocket chart or display board
- ☐ sentence recording sheet for each student

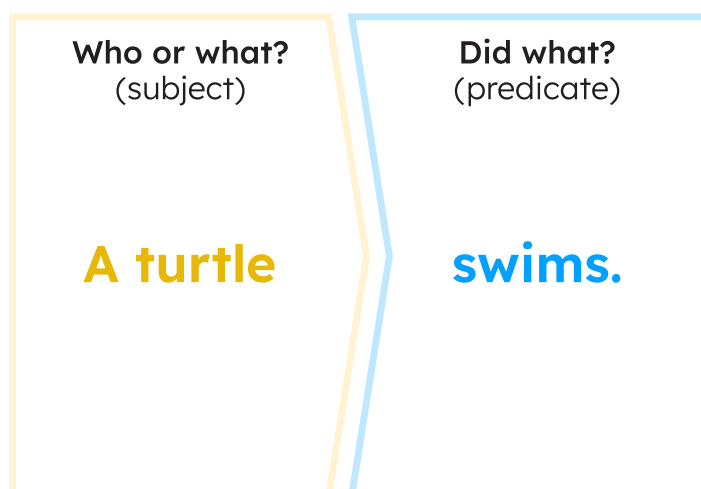
Teaching Tips:

By the time students are in third grade, you should be using the terms subject (for noun) and predicate (for verb).

- Point to the subject card. Say, "Our yellow card is the **who or what?** What part is this?" (*Children echo: the who or what?*)
- Say, "This part of the sentence is also called the **subject**. What is this part also called?" (*Children echo: the subject.*) "Right. It tells the reader **who or what** the sentence is about. Let's read who or what this sentence is about."
- Point to each word on the subject card as you read aloud: *The bike*.
- Point to each word again and ask students to echo: *The bike*.
- Point to the predicate card and say, "Our blue card is the **did what?** What part is this?" (*Children echo: the did what?*) "This part of the sentence is also called the **predicate**. What is this part also called?" (*Children echo: the predicate.*)
- Say, "It tells the reader what the subject is doing. Let's read about what the bike is doing."
- Point to the word on the subject card as you read aloud: *fell*.

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- Push the two sentence cards together and read aloud: The bike fell.
- Model a second example writing out the sentence as you think aloud.
- Say, **"Let's try another example, but this time I am going to write it out."**
- On two sentence part cards, or on a blank sentence strip, model writing the sentence: *A turtle swims.* Think aloud that your sentence will need both parts of a sentence (a *who or what?* and a *did what?*) as well as a capital letter and end punctuation. Students should watch you construct and write the sentence.



- To wrap up your modeling, say, **"If we just had the noun — A turtle — we would have a fragment. When we added the verb — swims — we now have a complete sentence. A turtle swims. This sentence started with a capital letter and ended with our stop sign, a period."**

If needed, repeat the same modeling process with one more sentence, such as, *The king smiles.* Repeated practice is an important instructional support for English learners.

WE DO

2. Guided Practice

Invite children to join you in building basic sentences together. Provide prompts and feedback as needed. Students should work collaboratively with partners.

Distribute the sentence card parts to each partnership. Card parts should be cut out and mixed up. Go through guided practice with the following sentences:

The bug flew.

A dog barks.

A bird chirps.

Depending on the grade level and skill set of your students, this may be more teacher-led or could be more student-centered with the teacher circulating to support.

Say, **"Your goal is to read the sentence part cards and build basic sentences that contain both a *who or what?* (subject) and an *did what?* (predicate). Your sentences should make sense to the reader."**

Once student partners have successfully built sentences using the pre-filled sentence part cards, distribute a blank set of sentence part cards to each member of the student partnership. Ask students to generate a sentence that has both a *who or what?* (subject) and *did what?* (predicate). They should record the subject on their yellow card and the predicate on their blue card.

Remind students to use a capital letter and a period. Each student should record on their own sentence part cards.

YOU DO

3. Individual Practice

Your students will practice writing a simple sentence independently. Provide feedback as needed.

Have students use the sentence recording sheet to practice. Here is a prompt you can use: *Write a complete sentence about an activity you like to do or a place you like to go. You can draw a picture to help you plan your idea.*

Name _____ Date: _____

Sentence Recording Sheet Option 1

DIRECTIONS:

Write a complete sentence about an activity you like to do or a place you like to go.

You can draw a picture to help you plan your ideas.

Sentence Recording Sheet Option 2

DIRECTIONS:

Write a complete sentence about an activity you like to do or a place you like to go.
You can draw a picture to help you plan your ideas.



Who or what?
(subject)

The dog

Did what?
(predicate)

runs.



Who or what?
(subject)

A frog

Did what?
(predicate)

jumps.



Who or what?
(subject)

The cat

Did what?
(predicate)

sleeps.



The bug

flew.





A dog

barks.





A bird

chirps.





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