

# Learning together

## Presence Required!

ACTIVITY #9

SEQUENCE: SPELLING AND SENTENCE  
STRUCTURE 3<sup>RD</sup> CYCLE — PRIMARY

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### Purpose of the activity

The goal of this activity is to help your child focus on the parts of a sentence.



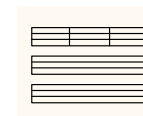
### Relevance of the activity

In the third cycle, learning related to the parts of the sentence is consolidated. Your child also uses certain syntactic manipulations to help them identify them more quickly. That said, the simple sentence model can still be used to help your child identify them more easily, since your child is probably writing more complex sentences than before. When a child learns to identify the parts of a sentence, they develop their knowledge of grammar, their ability to formulate well-constructed sentences and their reading fluency.



### Supplies

- your child's vocabulary words to build sentences
- simple sentences from texts or books
- table (in appendix, if needed)



## LET'S GO!

### Explain the activity:



Today, we are going to focus on the parts of a sentence.

### Explain why:



In the activity What is a Sentence?, I showed you several statements, including the following: *My brother and my mother's favourite sport*. We said that the words were well organized, that the idea made sense, but that an important part was missing to complete the idea. To identify what was missing, we tried to answer the following questions: **Who or what we are talking about (subject) – my brother and my mother's favourite sport.** **What are we saying about it (predicate)?** ...This is when we realized that we could not answer this question and that we had to complete the sentence so that it was well constructed. By asking yourself these questions each time you write, you will learn to formulate complete sentences. This will help you in your future learning.

### Explain when:



It's quite simple: Every time you write, and even when you read a sentence, you have to be able to answer these questions. This allows you to check if all the parts are present in the sentence you formulated, especially since that, now, you write more often and the sentences you compose are more and more complex. This strategy will help you make more sense of the sentence.

### Try it together:



Let's take the following example: Every morning, on the way to school on her phone with her headphones.

To find out if this sentence is well constructed, we will ask ourselves the following questions.

- **Who or what are we talking about?**
- **What are we saying about it?**
- **And this is happening (where, when, why, how?)** If you don't have this information, it doesn't matter, because it's not mandatory. This is why this group of words can be removed. It can also be moved.

To answer this, I will use the same table as in the past activities:

Who or what are we talking about?	What are we saying about it?	And this is happening? (where, when, why, how...)
? <sup>1</sup>	? <sup>2</sup> (on her phone and with headphones) <sup>3</sup>	Every morning <sup>4</sup>  on the way to school <sup>5</sup> .

In this sentence, I don't know who or what we're talking about.<sup>1</sup> I also don't know what we are saying about it, because there is no conjugated verb. But we have a clue that could complete this part<sup>3</sup>. There are therefore two mandatory parts missing from this sentence. Even though I know when this is happening<sup>4</sup> and <sup>5</sup>, I have to add some information to make this sentence well constructed.

To help me find out who we are talking about in the sentence, I can rely on two clues: The determiner “her” refers to the 3<sup>rd</sup> person singular. It could be a pronoun or a first name. As in this example<sup>1</sup>. Then, to understand what the sentence is saying, we could say that it is Maya who listens to music on her phone with her headphones<sup>2</sup>. Now we have at least one conjugated verb in the sentence.

Who or what are we talking about?	What are we saying about it?	And this is happening? (where, when, why, how...)
Maya <sup>1</sup>	<b>listens to music</b> <sup>2</sup> on her phone with her headphones	Every morning on the way to school

Now we can say that this sentence is complete:

**Every morning, Maya listens to music on her phone with her headphones on the way to school.**

As you can see, a conjugated verb is used to mark the beginning of the predicate “What are we saying about it?” Often, there is at least one conjugated verb in a sentence.

**To help you, remember that you can check the presence of a conjugated verb by using “do not/does not” before the verb, as in the following example:**

- Every morning, Maya does not listen to music on her phone with her headphones on the way to school.

It will also help you check if the verb is conjugated in the right person and the right number with the subject.



## Quick tips!

Encourage your child to read their sentences out loud. If they hesitate, it's often because something is missing or out of place. Invite them to rephrase by asking the right questions!



## Table that you can use at home

Who or what are we talking about?	What are we saying about it?	And this is happening? (where, when, why, how...)	Full sentence or not

## Tools to identify the parts of a sentence: Syntactic manipulations

Who or what are we talking about?	What are we saying about it?	And this is happening? (where, when, why, how...)
<b>Surrounded by</b> It is ... who ...	<b>Surrounded by</b> do not, don't, does not, doesn't... to find the conjugated verb (core of the verb group)	<b>Can be removed</b> And this is happening (where, why, how?)... And he/she does it...
<b>Can be replaced by</b> he, she...	What remains in the sentence once the subject and the sentence complement have been identified	<b>Can be replaced by</b> there (when it is a place)
<b>Cannot be removed</b>	<b>Cannot be removed</b>	<b>Can be removed</b>
<b>Does not move in the sentence</b>	<b>Does not move in the sentence</b>	<b>Can move</b>