

Learning together

Presence Required!

ACTIVITY #9

SEQUENCE: SPELLING AND SENTENCE STRUCTURE
1ST CYCLE – PRIMARY

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Purpose of the activity

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



Relevance of the activity

In the first cycle, children often learn about the parts of a sentence through discovery. The simple sentence model is often used to illustrate the parts of a sentence.

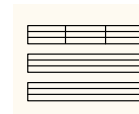
- Who or what are we talking about?
- What are we saying about it?

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
- Charts (appendix) if needed



LET'S GO!

What?



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

Why?



In the *What Is a Sentence?* activity, I showed you several statements, including the following: *My dad's car*. 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 are we talking about – my dad's car.
- 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.

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 of the parts are present in the sentence you created.

How?



Let's take the following example:

The children in the classroom.

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, why, how?)... If you don't have this information, it doesn't matter, because it's not mandatory.

To answer this, I will use the same table as in the "What Is a Sentence?" activity.

Who or what are we talking about?	What are we saying about it?	And this is happening (where, why, how)?
The children ¹	? ²	in the classroom ³ .

In this sentence, the children are the ones who...¹ But we don't know what is being said about them.² Even if we know that this is happening in the classroom,³ the sentence is incomplete. That means we need to add information so that it is constructed correctly. Here's what that might look like:

Who or what are we talking about?	What are we saying about it?	And this is happening (where, why, how)?
The children	are eating their snack ¹	in the classroom ³ .

Now, I know what is being said about them: they are eating their snack.¹ I can now make a clear image of it in my head! We also could have formulated the sentence another way:

Who or what are we talking about?	What are we saying about it?	And this is happening (where, why, how)?
The children ¹	are working as a team ²	in the classroom ³ .



In this sentence, we are still talking about the children,¹ but this time, it says that they are working as a team³ and that this is happening in the classroom. You see that the image in your head is not the same!

As you can see in both examples, we use a conjugated verb to answer the question: “*What are we saying about it?*” You will notice that there is often at least one verb in a sentence. To help you, remember that you can check the presence of a verb by using “do not/does not or is not/are not” before the verb, as in the following example:

The children **are not** eating a snack in the classroom. OR The children **are not** working as a team in the classroom.

You can now practise this strategy with sentences adapted to your child’s writing level.



Don't forget!

Find who you are talking about and what they are doing. If one is missing, your sentence is not complete!



Examples of using the table

Who or what are we talking about?	What are we saying about it?	And this is happening (where, why, how)?	Full sentence or not?
The children	?	in the classroom	No
The children	are (not) eating their snack	in the classroom	Yes
The children	are (not) working as a team	in the classroom	Yes

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, why, how)?	Full sentence or not?