

Learning together

Does My Sentence Make Sense?

ACTIVITY #8

SEQUENCE: SPELLING AND SENTENCE STRUCTURE
2ND CYCLE – PRIMARY

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Purpose of the activity

The goal of this activity is to help your child ensure that the sentence they have written makes sense.



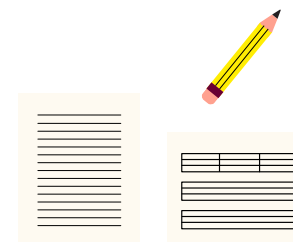
Relevance of the activity

Learning to formulate well-constructed sentences can be a challenging task, especially at first. One strategy is to ask yourself whether or not the sentence is right using your knowledge of grammar. You must also check if the words are placed in the correct order. Finally, you must ask yourself whether all the words are present to express your idea or, on the contrary, if there are too many.



Supplies

- A text or sentences to analyze
- A pencil
- A sheet of paper
- Table (in Appendix, if needed)



LET'S GO!

What?



Today, we will learn how to check if the sentence you formulated makes sense.

Why?



When you write, it is important to make sure your message is clear. Sometimes a word is missing or the word order is not quite correct, and that can make the sentence difficult to understand. This strategy will help you spot these errors and improve your sentences!

When?



Since we write in order for it to be read by someone else, we must make sure that our message is clear. As a result, you need to pay special attention to punctuation marks every time you write, whether it's for an assignment at school or to send a message to someone you know.

How?



Let's take this example: "He is unable to move his legs are weak he is so scared."

Let's check if this sentence is worded correctly. To do so, we will ask ourselves two questions. To answer them, I will use the same table as in the *What Is a Sentence?* activity.

1 Am I able to get a clear picture of the sentence in my head?

When I read this sentence, I see someone who is frozen with fear. Even if I could create a clear picture in my mind (this often happens when we write the text ourselves), I still have to check other elements.

2 Are the words or groups of words placed in the correct order?

In this sentence, we talk about *He*¹*et*² and his legs.³ It says that this person is unable to move⁴ he is so scared.⁵ These ideas go together, because they express a link between cause (he is scared) and effect (he can't move). It also says that the person's legs are weak.⁶

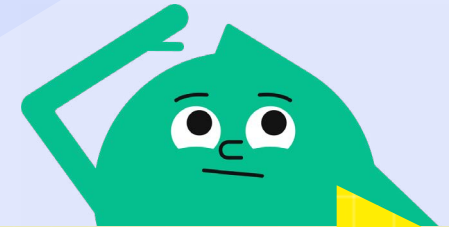
Who or what are we talking about?	What are we saying about it?	And this is happening (where, why, how)? (not required)
He ¹	is unable to move ⁴	x
his legs ³	are weak ⁶	
he ²	is (so) scared ⁵	

You see, here, I just grouped the ideas that relate to the main character and I ended with the one that relates to his legs. We can therefore formulate two well-constructed simple sentences using a comma and a period:

"He is unable to move, he is so scared. His legs are weak."

Simple sentences	Who or what are we talking about?	What are we saying about it?	And this is happening (where, why, how)?
P1	He	he is unable to move,	x
	he	is (so) scared.	
P2	His legs	are weak.	x

Now the sentence is well formulated!



Don't forget!

When your child rereads their sentence, ask them to explain it out loud. Sometimes, saying the sentence aloud helps them spot mistakes more easily!



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)?