

Learning together

Presence Required!

ACTIVITY #9

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 focus on the components of a sentence.



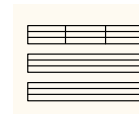
Relevance of the activity

In the second cycle, children learn more about the components of a sentence as they learn more about grammar. The simple sentence model can still be used to help your child identify them more easily, as they probably write more complex sentences than before. When a child learns to identify the components 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 in texts or books to read
- Table (in Appendix, if needed)



LET'S GO!

What?



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

Why?



In the *What is a Sentence?* activity, I showed you several statements, including the following: *My friend's blue and green ball.* 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 friend's blue and green ball. 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.

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 you now write more often and the sentences you compose are more and more complex. This strategy will help you make more sense of the sentence.

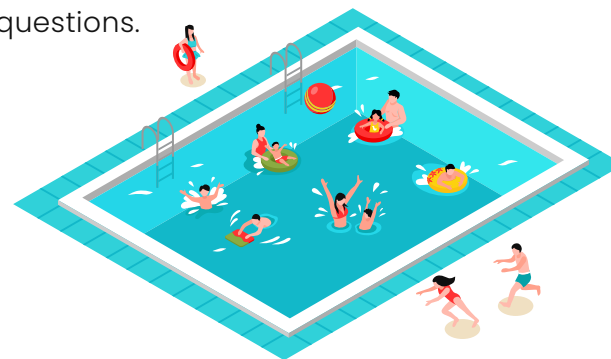
How?



Let's take the following example: *On a hot summer day, go swimming at the public pool.*

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. 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? SUBJECT	What are we saying about it? PREDICATE	And this is happening (where, why, how)? SENTENCE COMPLEMENT (not required)
? ¹	(do not) ⁵ go swimming ^{4 and 6} at the public pool ²	On hot summer days ³ .

In this sentence, I don't know who or what we're talking about¹: Even if you might think that it is people who go swimming at the public pool² and that it happens on hot summer days³, the sentence is incomplete because it is not written word for word. I must add information so that the sentence is well constructed.

To help myself, I'm going to identify the verb in the sentence to get clues about the subject. I know that the verb in the sentence is *go swimming*⁴ because I can put *do not*⁵ in front of it and I can conjugate it (they go swimming). I can also see that the verb is conjugated in the third person plural.⁵ I know that "go" is used for the plural form of a verb. I can therefore use *they* or a plural noun.

Here's what that might look like:

Who or what are we talking about? SUBJECT	What are we saying about it? PREDICATE	And this is happening (where, why, how)? SENTENCE COMPLEMENT (not required)
They (them) ¹	go swimming at the public pool ³	on hot summer days ⁴ .
People in the neighbourhood ¹		

Now, we can say that it is them (they)¹ or people in the neighbourhood who go swimming at the public pool³ and that this happens on a hot summer day. The sentence is therefore complete.

As you can see, a verb is used to mark the beginning of the predicate "What are we saying about it?" Often, there is 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:

- On a hot summer day, they **do not** go swimming at the public pool...

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



Don't forget!

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? SUBJECT	What are we saying about it? PREDICATE	And this is happening (where, why, how)? SENTENCE COMPLEMENT	Full sentence or not?
		(not required)	

Tools to identify the parts of a sentence: Syntactic manipulations

Who or what are we talking about? SUBJECT	What are we saying about it? PREDICATE	And this is happening SENTENCE COMPLEMENT (not required)
Surrounded by It is... who... These are... who...	Surrounded by do not, does not, is not, are not ... to find the verb (core of the verb group)	Can be removed And this is happening (where, why, how?)... And he/she does it...
Can be replaced by he, she...	What remains in the sentence once the subject and the sentence object have been identified	Can be replaced by there (when it is a place)
Cannot be removed	Cannot be removed	Can be removed
Does not move in the sentence	Cannot be moved in the sentence	Can be moved