

Learning together

Improving Simple Sentences

ACTIVITY #10

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 write clearer sentences.



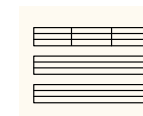
Relevance of the activity

Starting in the second cycle of primary school, children are asked to write longer sentences, embellish them or enrich them. Children must therefore carefully choose the word or group of words that would be relevant to add. For some children, this is not an easy choice: How do you ensure that the information added is relevant and that the sentence is worded correctly?



Supplies

- Your child's vocabulary words to build sentences
- Simple sentences in texts or books to read
- Tables (in Appendix, if needed)



LET'S GO!

What?



Today, we will learn how to clarify our ideas in a sentence.

Why?



In the *What is a Sentence?* activity, I showed you several statements, including the following: My dog sleeps on the rug. This sentence is well written, because it is marked by a capital letter and a period, it makes sense and it is complete. However, if I asked you to expand on this sentence, what would you do? Why? How would you know that the information you've added is relevant?

When?



When writing, it's important to be clear and interesting. When you want to expand on your ideas, you must ask yourself how this new information will allow the reader to better understand your message.

How?



Let's take the following example: *My dog sleeps on the rug.*



This sentence is well constructed, it makes sense and it is marked by a capital letter and a period. **So, how and why do we need to improve it since it is well formulated?** To find out, let's check to find out where we could add information by observing the parts of the sentence.

In this sentence, we are talking about my dog. We could therefore build on this first group of words. What information can we add that could be relevant to the reader? You could say the name of the dog¹ or something about its size,² for example.

That might look something like this:

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)
My dog Gus ¹	sleeps on the rug.	x
My huge ² dog	sleeps on the rug.	x

Let's look at the second group of words. Since we're saying that the dog sleeps on the rug, we could also be more specific with this group of words. You could say how the dog sleeps¹ or locate the rug in one of the rooms of the house.²

That might look something like this:

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)
My dog	sleeps soundly ¹ on the rug.	x
My huge dog	sleeps on the living room rug. ²	x

As you can see, there are different ways to enrich your sentences. All of these examples meet the three criteria for confirming that it is a sentence:

- They are punctuated;
- They make sense and;
- They have the required parts.

By asking yourself the right questions, you will be able to formulate more complex sentences that are well constructed, as in this example.

Who or what are we talking about? SUBJECT	What are we saying about it? PREDICATE	And this is happening (where, why, how)? SENTENCE COMPLEMENT
My huge dog Gus	sleeps soundly on the living room rug.	x



Don't forget!

Encourage your child to ask themselves three questions:

Where?

When?

How?

These clues will help them enrich their sentences naturally and better organize their ideas!



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 (not required)	Full sentence or not

Examples of using the table

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)	Full sentence or not
My dog	sleeps on the rug.	X	Yes
My dog Gus	sleeps on the rug.	X	Yes
My huge dog	sleeps on the rug.	X	Yes
My dog	sleeps soundly on the rug.	X	Yes
My dog	sleeps on the living room rug.	X	Yes
My huge dog Gus	sleeps soundly on the living room rug.	X	Yes