



## For Teaching Fundamentals in the Sentence Writing Strategy

### Lesson 1: Requirements of a Complete Sentence

- Make sure that students understand the concepts of subjects and verbs. For older students, supplemental review lessons on subjects and verbs may be needed before discussing the 5 requirements of a sentence. Take some time with younger students to work on subjects and verbs through the development of picture noun and verb banks.
- Keep a visual of the 5 requirements of a sentence in the room as a constant reminder for students. The following visual can be used as an alternate to the “capital” visual in the manual. It can be printed on a poster or on bookmark sized strips that can be taped to the students’ desks or attached to their writing folders



### Lesson 2: PENS and MARK

- Let students use noun and verb banks when exploring words for their sentences (the E Step). Model how to select a noun from the bank and then search for a verb from the verb bank that makes sense with the noun. Show students how the two go together to form an SV sentence. For younger students, you select a noun and let students pick the verb to put in the sentence. Young students can also select a noun from noun picture flash cards and a verb from verb picture flash cards to form basic SV sentences.
- For older students, take examples of short text messages and ask students to use the MARK steps to search and check these sentences and then make corrections to form complete sentences. Remind them to always check for the verb first and then find the subject by asking “who or what (insert verb).”
- As a quick warm-up before class, display a sentence each day for the students to Search and Check and make corrections when needed.

### Lesson 3: Linking Verbs

- Create a list of sentences that contain linking verbs. Remove the linking verbs and replace with a blank. Have students select linking verbs to fill in the blanks. They can then draw an arrow from the subject in the sentence to the information that is linked to the subject by the linking verb.

### Lesson 4: Infinitives

- Display examples of infinitives and ask students to identify their common characteristics:
  - They always start with the word “to”
  - They always end with a verb
    - Infinitives can include mind or body action verbs such as the ones found in the infinitives “to run” or “to think”

- They can also include linking or helping verbs such as the ones found in the infinitives “to be” or “to have”
- Conduct a brainstorming activity with students to complete infinitives. Use prompts such as the ones listed here. Students can work individually or in teams:
  - I want to \_\_\_\_
  - I like to \_\_\_\_
  - I intend to \_\_\_\_
  - I prefer to \_\_\_\_
- Let students use verb banks to form a list of infinitives. Time the activity and see how many infinitives students can create in the assigned time. They can then pick 2-3 of their infinitives to put in a sentence
- Create sentences with infinitives. Remove the infinitives from the sentences and replace with a blank. Have students fill in the blanks with their own infinitives.

### **Lesson 5: Prepositional Phrases**

- Find a short paragraph that has several prepositional phrases in it. Copy the paragraph for students but leave out the phrases and replace with a blank. Students have to create a new story by coming up with their own prepositional phrases to put in the blanks, or they could match the sentence to the prepositional phrase bank that you provide for them. Students can share and compare stories when they are done.
- Prepositional Phrase Scavenger Hunt: Hide a few objects in the room. Tell students they will receive several clues that are prepositional phrases intended to guide them to the hidden objects – such as - under a desk, or behind a chair, or above the door, etc. This can be done in teams, with time limits, or by taking turns. There are a lot of different options.

### **Lessons 6-8: Sentence Formulas**

- Provide students with a simple SV sentence. Ask students to take the sentence and make additions to convert it to a SSV sentence. Do the same for a SVV sentence and a SSVV sentence. Students can then pair up to compare their sentences.
- Provide students with a list of silly sentences. The list should contain all of the sentence types (SV, SSV, SVV and SSVV). Students need to write the correct formula by each sentence. Instead of a list of sentences, you could use a paragraph from a text or storybook. Students could code each of the sentences with the correct formula.

### **Lesson 9: Adjectives and Main Subjects**

- Play a “Describe the Object” game. Show students an object (such as a book, a hat, or a backpack, etc.) Students need to list as many adjectives as possible that might describe that particular object. The list should only contain adjectives. This game could be reversed and called “What Is It” game – the teacher lists as many adjectives as possible that would describe a hidden object. Students must guess what the mystery object is.
- Provide a list of nouns and ask students to list adjectives that might describe each of the nouns. Example: bus: Students might list adjectives such as: new, big, yellow, shiny.
- Choose a character from a picture book or cartoon. Ask students to write sentences about the character using as many adjectives as possible. Discuss the main subjects in the sentences that they create.

## **Lesson 10: Helping Verbs and Complete Verbs**

- The following helping verb song can be found on Youtube:  
<https://www.youtube.com/watch?v=LtiLljZCc7I>
- Provide students with a list of sentences. Students must examine each sentence and decide whether that sentence has an action verb, linking verb or helping verb. They should circle all complete verbs.

## **Lesson 11: Adverbs**

- Prepare verb/adverb combinations, such as “run quickly” or “tiptoe quietly” on individual strips or flashcards. Have students select a strip or card and then act it out for the other students to see if their classmates can guess the combination. You can modify this activity by telling the verb that will be acted out, so they only have to guess the adverb. You may also want to model how to act out certain adverbs before expecting students to act things out.
- Provide students with a list of verbs and a list of adverbs. Have students select a verb from the verb list and then select an adverb from the adverb list to pair with the verb. Students will then use their verb and adverb combinations to write in a sentence.

## **Additional Resources:**

- There are a lot of informative and detailed videos found on the GrammarSongs by Melissa Youtube channel. Topics include some of the concepts found in Fundamentals in Sentence Writing such as linking and helping verbs and prepositions.
- Free writing worksheets for download can be found at:  
<https://www.education.com/worksheet/article/building-sentences/>
- Ideas for writing activities can be found at:  
<https://www.jumpstart.com/parents/activities/writing-sentences-activities>