

Just Write: A Sentence

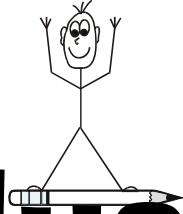
by Kathryn Robinson



Grades K-5



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Just Write: A Sentence

(Grades K - 5)

Kathryn Robinson

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- I dedicate this book to my greatest friend and husband who supported me throughout all of my educational endeavors and performed the ultimate sacrifice of giving up his own career to support my dreams and make my writing possible.
- I would also like to express my thanks to my parents, Daniel & Lorraine Sullivan and my sister, Sharon Ghormley for believing in me and always letting me know that anything is possible - if you try hard enough.

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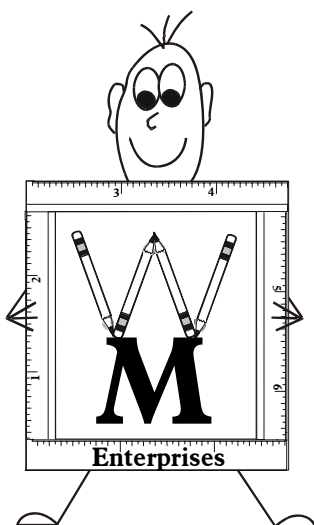
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About the Author

- **Kathryn Robinson** has taught elementary level school children for the last 20+ years in widely diverse cultural and challenging international settings in the United States, Germany, Pakistan, and Bangladesh. Due to the paucity of Math and Language Arts materials in Bangladesh, Kathy wrote *Just Turn and Share Math Centers* and day-by-day writing lessons for use in her international classroom. Settling in the Florida Suncoast area in 1994, Kathy uses these centers and writing lessons as an adjunct activity for day-to-day classroom, textbook-based lessons. *Just Turn and Share Math Centers Series*, and *Just Write: Expository*, and *Just Write: Narrative* lessons continue to challenge, invigorate, and motivate her students in the classroom.

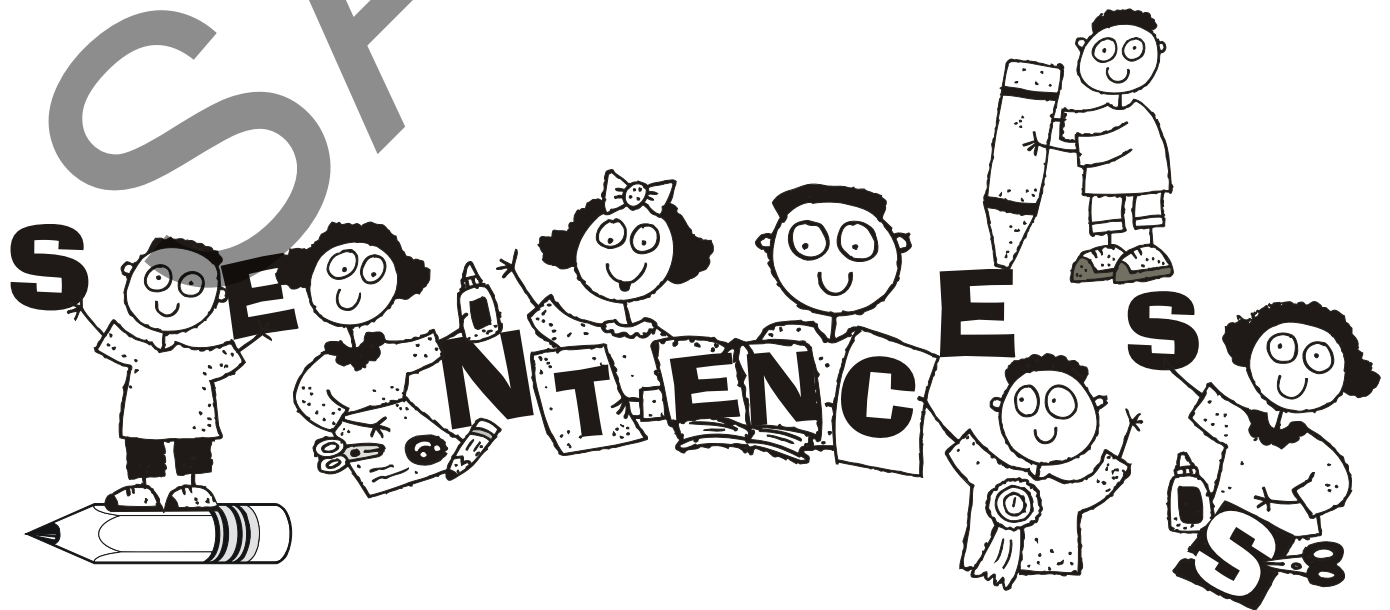
Highlights of Kathy's career

- College of St Elizabeth – BA (Elementary Education & French)
- Cameron University – MA (Special Education)
- Elementary Teacher – Germany, Oklahoma, Pakistan, Bangladesh, Florida
- P.E.P. Writes co-author
- PTA President, American International School
- UCF Project Central Participant
- ESOL Instructor – Hillsborough County
- FIN Multiple Intelligences Workshop Presenter
- Florida Writes Workshop Presenter
- Just Turn & Share Math Centers Series author
- Just Write: Expository & Just Write: Narrative Writing Books



Contents

Introduction	v
Melt Down.....	1
Football Call.....	3
Not!	5
Who-Did What Activity	8
People Sentences	15
Sentence Building	19
Sentence Chart for Centers.....	27
Brainstorming Chart for Sentences	29
Flip Chart Sentences	31
Silly Sentences	32
Triangulating	34
Create-A-Picture	41
The Lady Was In The Room.....	44
Sentence Magic	48
Grammar Rhyme Rock	51
The Sound of Punctuation.....	53
Daily Sentences	55
Peer Editing Checklist.....	57
Punctuation Race.....	58
And-Out.....	59
Switch.....	61



Introduction



“The quick brown fox jumped over the lazy dog.”

- is just a sentence. Simple, right? NO! It is NOT! Writing a sentence seems like such a simple task. Usually however, it is one of the rudimentary skills in the writing process that eludes young writers. The majority have not developed a firm grasp of the abstract concept of a ‘sentence’. During the early years of a writer’s primary education, they may acquire a “sense” of a sentence – but hardly a true understanding of such a difficult concept!

Re-enactments, physical manipulation, and implanting the idea of “Does this make sense?” guides young writers to basic concepts that may be too abstract for their concrete-sequential understanding of the world. This book provides several hands-on examples of activities that will help young writers obtain a ‘notion’ of a whether or not they have written a ‘sentence’. From the basic concept of a sentence, paragraphs, essays, and stories are born. So enjoy the following activities and lead your youngest writers into the wonderful world of writing.

Practice, practice, practice and they will learn.

Melt Down

Objective: To recognize a sentence.

Grades: K-2

Supplies: Overhead

Sentences

Space to melt down (*Room for children to lie down on the floor*)

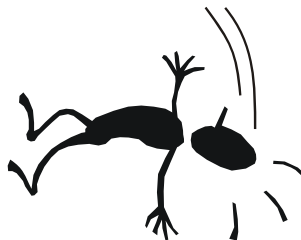
Directions:

1. Seat students in a circle.
2. Explain to students that a group of words constitutes a sentence if it contains a subject (who), verb (did what/action), and expresses a complete thought.
3. Teacher reads and reveals #1 on the overhead. The sentences do not contain periods so that students do not make a decision based upon the period rather than content shown/dictated.
4. If the group of words is a sentence, students stand up.
5. If the group of words is not a sentence, students “melt down” flat on the floor.
6. Repeat activity with each group of words.

sentence



not-a-sentence



Melt Down Overhead

sentence



not-a-sentence

or



1. Mike ran down the street
2. The little brown cow
3. over the rainbow
4. Alex is carrying a kitten
5. Did you see the leprechaun
6. Mrs. Robinson, my teacher,
7. I ate seven chocolate bars
8. jumped over the rock
9. My mother cooked spaghetti
10. sang three beautiful songs in front of our class

Football Call

Objective: To recognize a sentence.

Grades: K-2

Supplies: Overhead

Sentences (See example on page 4)

Directions:

1. Seat students in a circle.
2. Explain to the students that a group of words constitutes a sentence if it contains a subject (who), verb (did what/action), and expresses a complete thought.
3. Teacher reads and reveals #1 on the overhead. The sentences do not contain periods so that students do not make a decision based upon the period rather than content shown/dictated.
4. If the group of words is a sentence, students raise arms straight up similar to a "Score!" signal in football.



5. If the group of words is not a sentence, students cross arms similar to a "Time out!" signal in football.



6. Repeat activity with each group of words.

Football Call Overhead

sentence



not-a-sentence



or

1. The little kitten purred softly on the cushion
2. The large striped tiger
3. The alligator slept on the bank of the river
4. The cashier handed two dollars to the boy
5. Did you see the huge spider on the ceiling
6. My coach, Mr. Sullivan,
7. Chocolate ice cream melted all over the table
8. slid down the hill
9. Martin saw a snake on the bridge
10. won the race

Not!

Objectives: To recognize a sentence.

Grades: K-2

Supplies: Overhead

Sentences (See examples on page 4)

Pencils (Page 6)

Symbols (Page 7)

Activity A:

Directions:

1. Explain to the students that a group of words constitutes a sentence if it contains a subject (who), verb (did what/action), and expresses a complete thought.
2. Teacher reads and reveals #1 on the overhead.
3. If the group of words is a sentence, students raise pencils to indicate that the group of words constituted a sentence.



Activity B:

Directions:

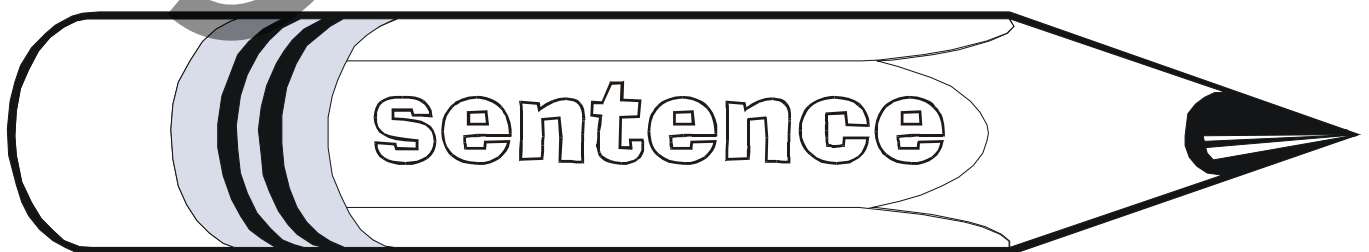
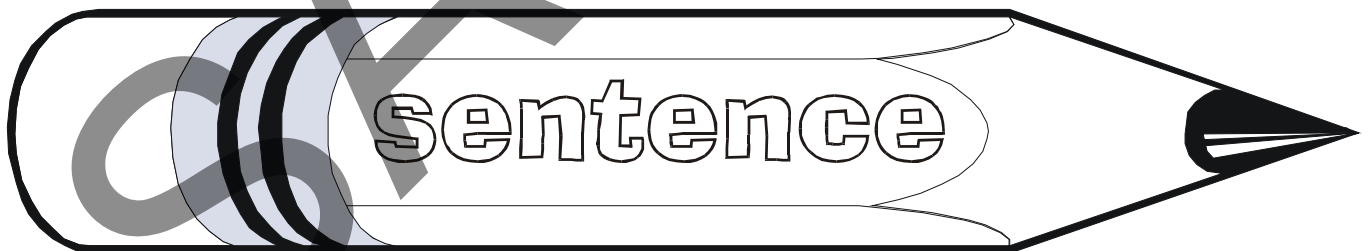
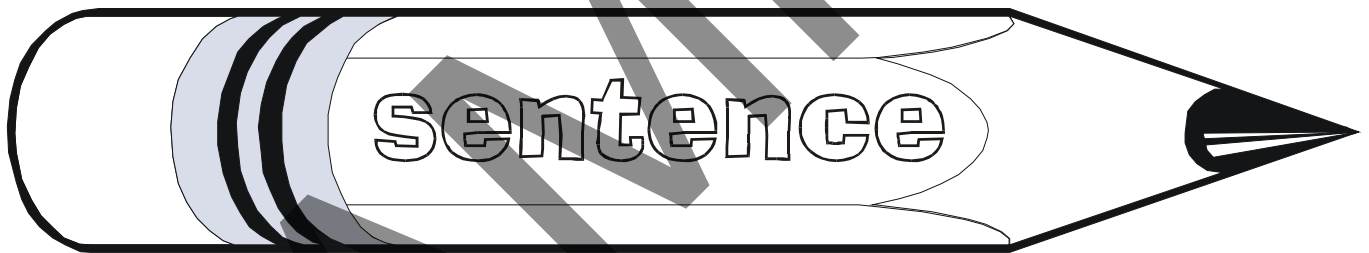
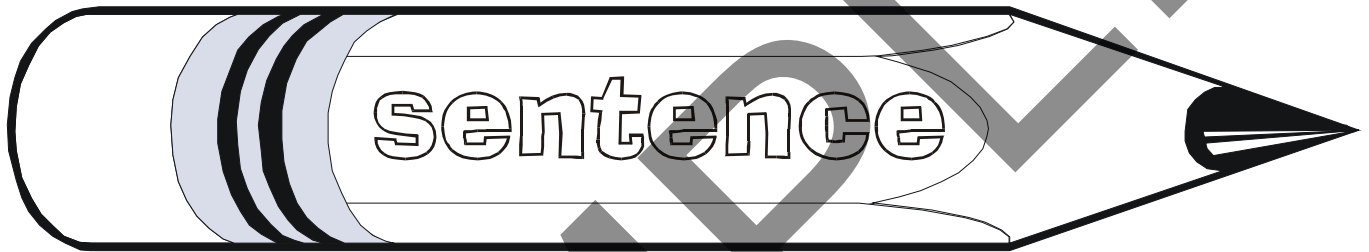
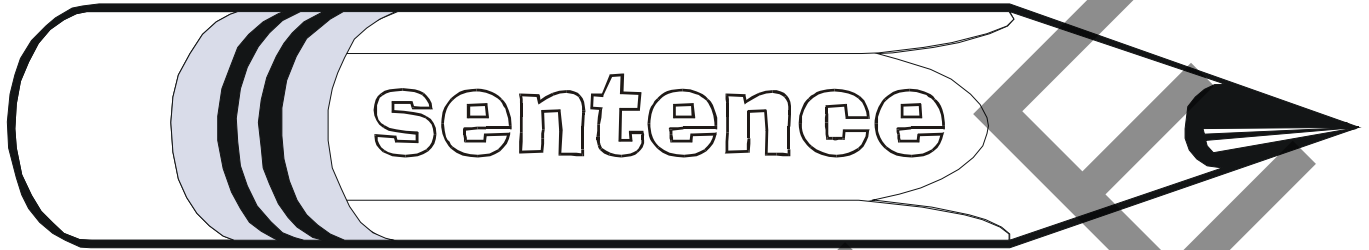
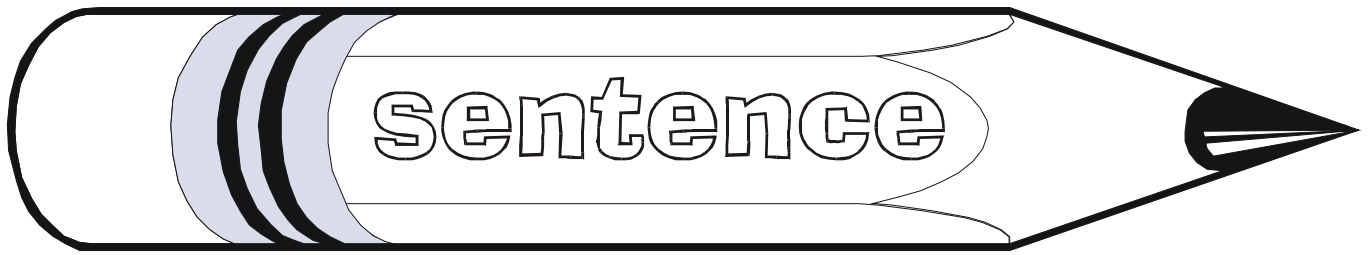
1. Repeat Activity A's directions #1 - 2.
2. If the group of words is not a sentence, students raise symbol to indicate that the group of words did not constitute a sentence.



Activity C:

Directions:

1. Explain to students that a group of words constitutes a sentence if it contains a subject (who), verb (did what/action), and expresses a complete thought.
2. Teacher reads and reveals #1 on the overhead.
3. If the group of words is a sentence, students raise pencils to indicate that a sentence was written/spoken.
4. If the group of words is not a sentence, students raise symbols to indicate that a sentence was not written/spoken.





Who-Did What Activity

Objective: To recognize sentences.

Grades: K-2

Supplies: Teddy Bears or other stuffed animals

Who Charts Level 1 or Level 2 (photocopy on white card stock) (See pages 10 & 13)

Did What Charts Level 1 or Level 2 (photocopy on yellow card stock)

(See pages 11, 12, & 14)

Activity A:

Directions:

1. Students place the Teddy Bear (or other stuffed animal) to the right of the “*Did What*” Chart (Level 1).
2. Teacher explains that a “*who*” (subject) and a “*did what*” (verb) are necessary to create a sentence.
3. Students suggest an action from the *Did What* Chart and create a sentence.

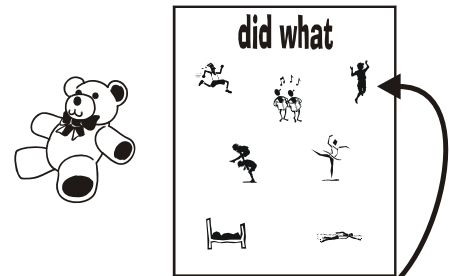
e.g.: *The Teddy Bear* (subject) *jumped* (did what).

Students can add to the sentence to create more interesting sentences:

e.g.: *The Teddy Bear jumped high.*

or

e.g.: *The Teddy Bear jumped high over the children’s heads.*



The Teddy Bear jumped.

Activity B:

Directions:

1. Students place the “*Who*” Chart (Level 1) right of the “*Did What ?*” Chart.
2. Teacher explains that a “*who*” (subject) and a “*did what*” (verb) are necessary to create a sentence.
3. Students choose a subject from the *Who* Chart and suggest a verb to create a sentence.

e.g.: *The frog* (subject) *hopped*.

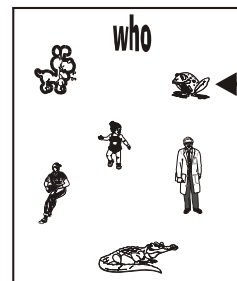
(Student suggests own action/verb.)

Students can add to the sentence to create more interesting sentences:

e.g.: *The frog hopped quickly.*

or

e.g.: *The frog hopped quickly from lily pad to lily pad.*



The frog



hopped.

Activity C:

Directions:

1. Students place the “*Who*” Chart (Level 1) to the right of the “*Did What*” Chart (Level 1).
2. Teacher explains that a “*who*” (subject) and a “*did what*” (verb) are necessary to create a sentence.
3. Students suggest one from each card and create a sentence.

e.g.: *The dog* (subject) *was running* (did what).

Students can add to the sentence to create more interesting sentences:

e.g.: *The dog was running quickly*

or

e.g.: *The dog ran into my yard.*

Activity D:

Directions:

1. Students place the “*Who*” Chart (Level 1) to the right of the “*Did What*” Chart (Level 1).
2. Teacher explains that if they choose a specific subject, the sentence will be more interesting.

e.g.: *The Dalmatian* (subject) *was running* (did what).

Students can add to the sentence to create more interesting sentences:

e.g.: *The Dalmatian was running quickly*

or

e.g.: *The Dalmatian ran into my yard.*

Activity E:

Directions:

1. Students place the “*Who*” Chart (Level 2) to the right of the “*Did What*” Chart (Level 2).
2. Students create a sentence using a variety of pictures.