

Sentence Building: Sentence Building (Stage 2)

Objective: To generate complete sentences (i.e., S + P; S + P + O) and identify sentence parts—subject, predicate and object

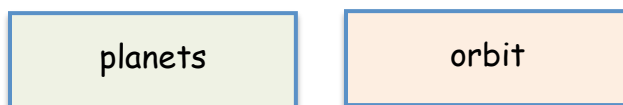
Target students: 2 – 3

Materials needed: Pocket chart to display words; word cards to label columns on the pocket chart: Noun, Verb; word cards to label parts of the sentence Subject, Predicate, Object; a set of text-based word cards¹ that are nouns to use for subject and object and a set that are verbs —have approximately the same number of words for each category and combinations that make sense when combined to form a sentence; blank strips in both colors²—subject and predicate—for expansion words and phrases.

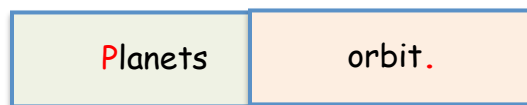
How to do the activity:

Introductory lesson³

1. Review with students that some words are called **namers**, because they name something—either a person, a place or a thing. We can also call these words **nouns**. Place the “Noun” card in the top row of the pocket chart. Other words are called **actions** because they tell us what someone or something can do. Actions are also called **verbs**. Place the “Verb” card next to the “Noun” card in the top row of the pocket chart. Sort the set of text-based word cards into the correct category.
2. Review with students that they can use nouns and verbs to build sentences. Explain that nouns and verbs work together to create a complete thought – that is, a sentence. A sentence answers two important questions: *Who or what did it?* and *What did he/she/it or they do?* Illustrate this by selecting a noun (e.g., **planets**) and a verb (e.g., **orbit**) from the pocket chart. Place the words side-by-side and read as a sentence: **Planets orbit.**



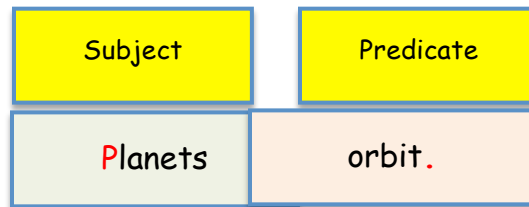
Review with students that a sentence begins with a capital letter. Mark over the “p” in **planets** to make it a capital. And, a sentence ends with a period. Add a period after the word **orbit**. In this sentence, **planets** answers the questions *Who or What did it?* and **orbit** answers the questions *What did they do?*



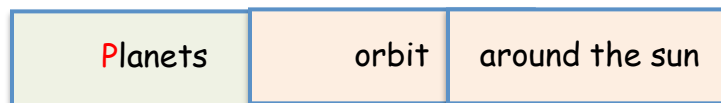
See Sentence Building “**Background information for these activities**” section for the why and how of this activity.

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3. Next review that each part of a sentence has a name. Hold up the “**Subject**” word card. Remind students that the part of the sentence that answers the question *Who or what did it?* is called the **subject**. Place the “**Subject**” word card over the word **planets**, the *What did it?* in this sentence. Next, hold up the “**Predicate**” word card. Remind students that the part of the sentence that answers the question *What did they do?* is called the predicate. Place the “**Predicate**” word card over the word **orbit**.



4. Review with students that they can add more information about the action (verb) by asking the questions **when**, **where**, and **how** about the action.⁴ Have students use what they know about the orbit of planets to add information. For example, **around the sun** answers the questions **where** about the orbit of the planets. Add the phrase to the sentence.



5. Review with students that they can add more information to namers (nouns) by asking the questions **how many**, **what kind**, and **which one** about the namer.⁴ Have students use what they know about the planets to add information. For example, **eight** answers the questions **how many** about the planets orbiting the sun. Add the word to the sentence. Adjust the capitalization and punctuation for a sentence.

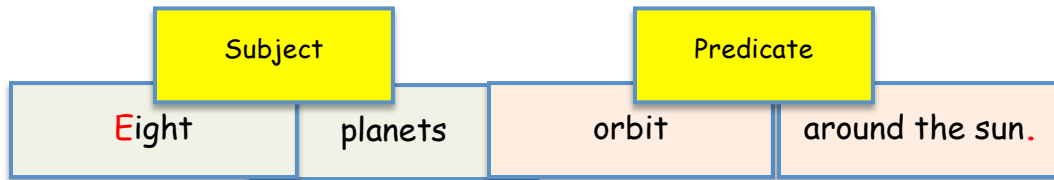


6. Explain that the words used to expand the namer are part of the subject. Place the “**Subject**” word card over **Eight planets**. This is the complete subject—the main noun and the word(s) that modify it (shaded in green). Similarly, the words used to expand the action are part of the predicate. Place the “**Predicate**” word card over **orbit around the sun**. This is the complete predicate—the main verb and the words that modify it (shaded in orange).

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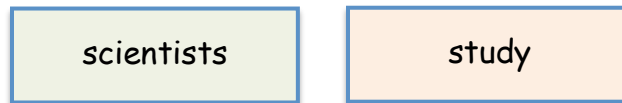
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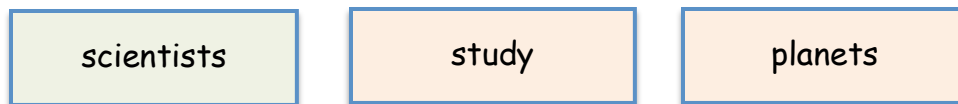


Continue to build other sentences expanding the namer and action. Identify the complete subject and complete predicate in each sentence.

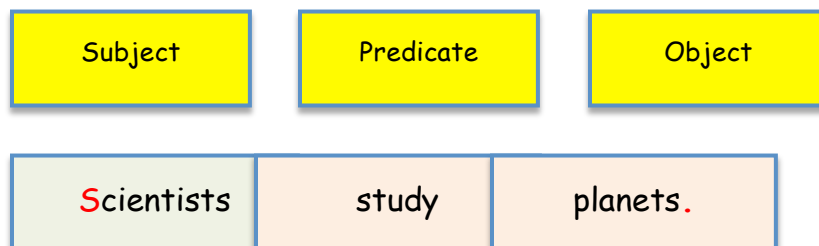
7. Once students accurately and consistently identify the subject and predicate sentence parts, model building a sentence with an object (i.e., the receiver of the action answering the question *What did they do it to?*). For example, begin with the subject **scientists** and the action **study**.



Point out that we want to know *what* the scientists study. Add a word to answer this question (e.g., **planets**) and to complete the thought.



Read the sequence of words and adjust the capitalization and punctuation to signal it is a sentence. Place the subject, predicate and object word cards over the corresponding parts of the sentence.



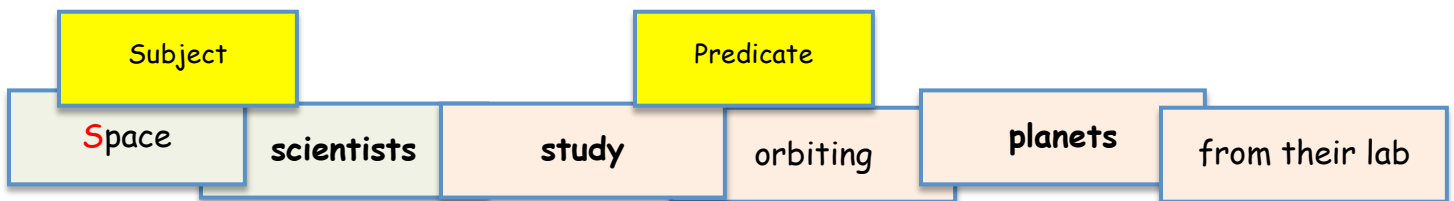
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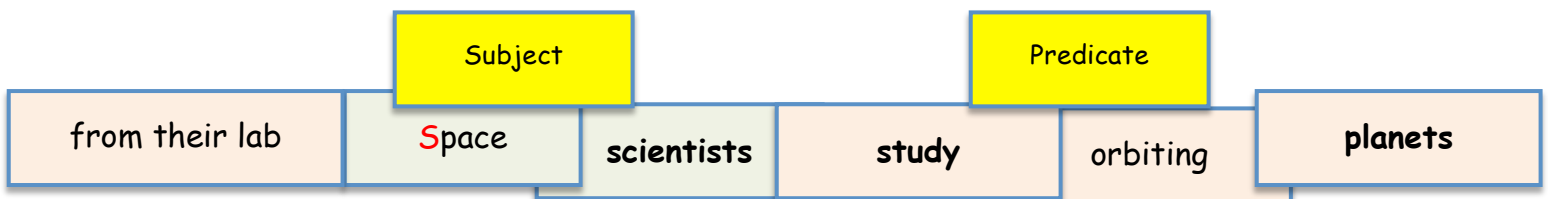
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Continue to model the process by expanding the namers and the action. For example, add *what kind of* scientists (e.g., **space**), *what kind of* planets (e.g., **orbiting**) and *where* they study (e.g., **from their lab**). Adjust capitalization and punctuation as needed.

Review that the words used to expand the main namer (noun) are part of the complete subject (shaded in green). Place the “**Subject**” word card over **Space scientists**. Explain that the object, as well as the word(s) expanding the object and the action, is part of the complete predicate (shaded in orange). Place the “**Predicate**” word card over **study orbiting planets from their lab**. Point out that **orbiting** tells more about the planets (i.e., *what kind*) in this sentence, rather than functioning as an action.



Illustrate how words and phrases used to expand the action—*where*, *when* and *how*—can occur before the subject and not change the meaning. The phrase **from their lab** continues to answer the questions *where* the scientists **study** after moving to the beginning of the sentence. For this reason, the color of the sentence strip remains orange to indicate it is part of the predicate.

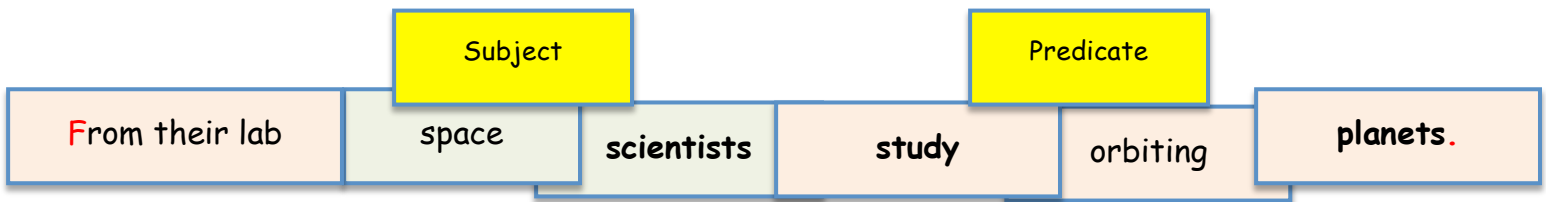


Demonstrate adjusting the capitalization and punctuation for the rearranged sentence strips.

See Sentence Building “**Background information for these activities**” section for the why and how of this activity.

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Continue to build other sentences expanding the namer and action, including the namer that is the object.

Identify the complete subject and complete predicate in each sentence.

¹The goal is for students to be able to read the words used for the activity. For this reason, select words from authentic text that students are able to read.

²Color coding of the sentence parts concretely illustrates the words that function together for the complete subject and complete predicate. For the Stage 2 version of **Sentence Building**, select and consistently use one color for the words for subject and another color for words for predicate. In the example, green signifies words that are part of the subject and orange signifies words that are part of the predicate. The same colors are used for the **Namer: Tell Me More** activity (i.e., same color as the subject) and the **Action: Tell Me More** activity (i.e., same color as verb).

³Depending on the level of language and the time available for the lesson, break the lesson into several parts. Suggested lessons: Steps 1 – 6; Steps 7

⁴If needed, refer to **Action: Tell Me More** (see page 51) and **Namer: Tell Me More** (see page 59) to review the steps in these activities.

See Sentence Building “**Background information for these activities**” section for the why and how of this activity.