



Andrell Education
Raising Standards in Education

presents

Big Write® & VCOP®

Professional Development Conference

What is a Sentence?

Session 1 of 3

Series: Let's Learn to Write Star Sentences

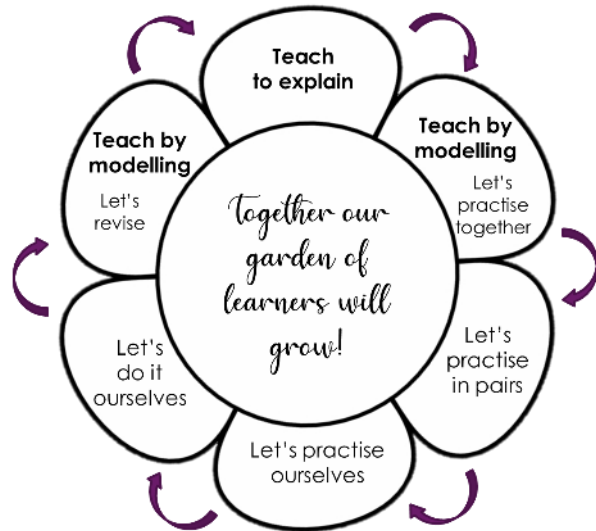
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Big Write & VCOP PowerPoint Notes



What is a sentence?

Session 1



Teach to Explain

What is a sentence?

What is a SENTENCE?

A sentence is a group of words that share a complete thought.

SENTENCES USUALLY HAVE TWO PARTS:

James like to play football.

James (naming part) **like to play football.** (telling part)

naming part The what or who in the sentence.

telling part The action: what is the naming part doing?

punctuation Don't forget: Sentences start with a capital letter and end with a full stop, question mark, or exclamation mark.

- A sentence is a group of words that shares a complete thought.
- **It has a naming part:** The subject or object of the sentence.
- **And a telling part:** The action part of the sentence or the part that tells what the subject is doing.
- **Boundary punctuation** helps tell the audience where the sentence starts and stops.

Teach by Modelling

What is a sentence?

These are letters.

These are words.

This is a sentence.



These are letters.

F d f B F

e c b l M A

These are words.

can be Me fun

at go be

do The Can

This is a sentence.

I went to the show.

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Let's practise in pairs

What is a sentence?

Identifying parts of a sentence

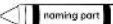
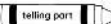
You could use texts from around the classroom with clear overlays, worksheets like the one pictured, manipulatives or a mix of the above.

Adapt the text and the support to suit the student's ability.

IDENTIFY THE PARTS OF A SENTENCE

Name: _____

1. Choose a crayon for the **naming part** and a crayon for the **telling part** of a sentence.
2. Read the sentence and **underline** each part of the sentence with the correct colour.
3. Draw a picture to match the sentence.

 **naming part**  **telling part**

The cat sat. 

Dad is tall. 

I see a bug. 

www.vcop.com.au Big Write & VCOP

Full worksheet pack available at
www.vcop.com.au



IDENTIFY THE PARTS OF A SENTENCE

Name: _____

1. Choose a crayon for the **naming part** and a crayon for the **telling part** of a sentence.
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3. Draw a picture to match the sentence.



The cat sat.

Dad is tall.

I see a bug.

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Teach to Explain

What is a sentence?



- Practise saying sentences and finding them around the school. (letters, words, groups of words to make a sentence).
- Complete sentence segmenting activities where you practise counting words in sentences.
- Draw lines for each word in the sentence.
- Write the sentence down and read it back to check that it makes sense.
- Have you used your boundary punctuation?

Teach to Explain

What is a sentence?

Build a Sentence

- When we provide most of the information for students to copy and complete a predictable sentence where they may only add a few words or two, we are '**building a sentence**' or '**fixing a sentence**'.
- We can differentiate based on the sentence support we give them.



Teach by Modelling

What is a sentence?

Sentence or Fragment?

Fragments of sentences are incomplete and must be fixed to ensure they include both the naming and telling parts.

James likes.

The sentence has boundary punctuation and it has a naming part, but the telling part is incomplete. James likes what?

James likes to play football.

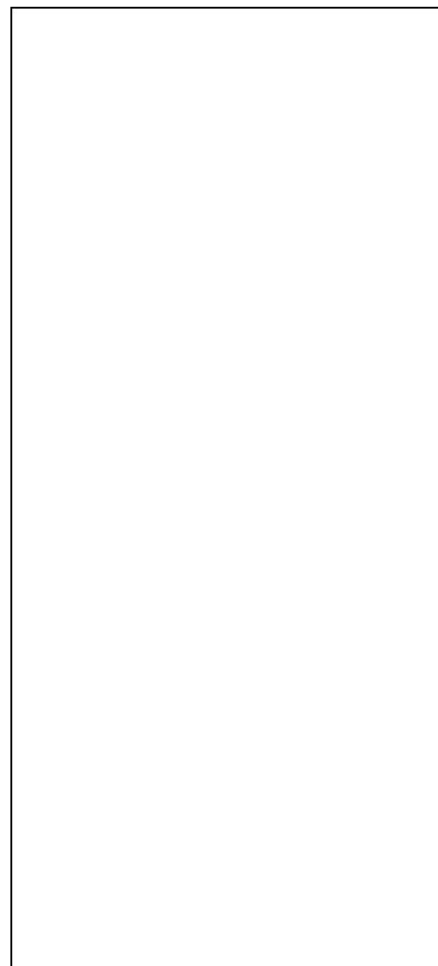


FINISH THE SENTENCE

Name: _____

Read the broken sentence below. Can you fix it by finishing the missing part?
Say your new sentence out loud.
Now can you draw a picture to match?

In Art, we ____.

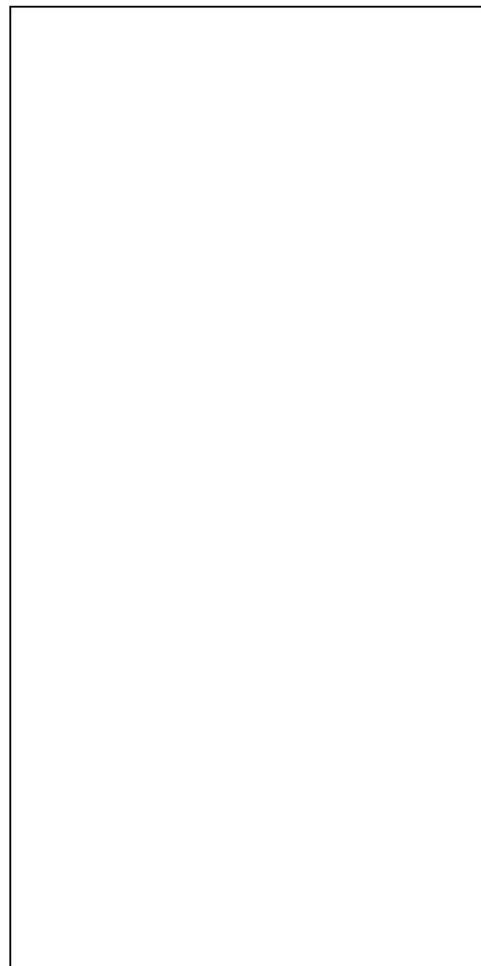



FINISH THE SENTENCE

Name: _____

Read the broken sentence below. Can you fix it by finishing the missing part?
Say your new sentence out loud.
Now write it on the lines below and draw a picture to match.

There is ____ in my
lunchbox.



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What is a sentence?

Sentence or Fragment?

Which of these examples are fragments?

Mum got.

She likes to eat apples.

They are.

Teach by Modelling

What is a sentence?

Complete the Fragment

Did we fix the fragments?

Mum got out her fruit.

She likes to eat apples.

They are good for you.

Now they all have both a naming and a telling part.

Let's practise in pairs.

Let's practise in pairs

What is a sentence?

Sentence or Fragment?

Which of these examples are fragments?

Likes to play football.

James and Emily went to.

James kicked a goal.

Over the holidays.

His team won.

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Let's practise in pairs

What is a sentence?

Complete the Fragment

Can you turn these fragments into complete sentences?

_____ likes to play football.

James and Emily went to _____.

James kicked a goal. (Complete sentence)

Over the holidays _____.

His team won. (Complete sentence)

Teach to Explain

What is a sentence?

Write a Sentence

- When we are only providing minimal support or scaffolding, we are asking students to 'write a sentence'.
- This can be a big step and may require more support, like alphabet charts, common word lists, or picture prompts.
- Talking to a partner before writing independently can also help generate ideas and clarity.



Teach by Modelling

What is a sentence?

Stop the Run-on

Once we have basic sentences occurring, if you asked students to write longer sentences or to 'add a bit more', it's likely that many of them will simply add more words resulting in long rambling sentences. These are called run-on sentences.

James likes to play football and he is good at kicking goals and marking the ball but sometimes he drops it and the other team gets it.

We need to explain what these are and how to broke them up into multiple sentences. Sometimes they need to be rewritten to ensure the new sentences are complete and the piece still makes sense.

* Often there are multiple ways to break up a run-on sentence, so there might be different answers across the class as long as it's correct.

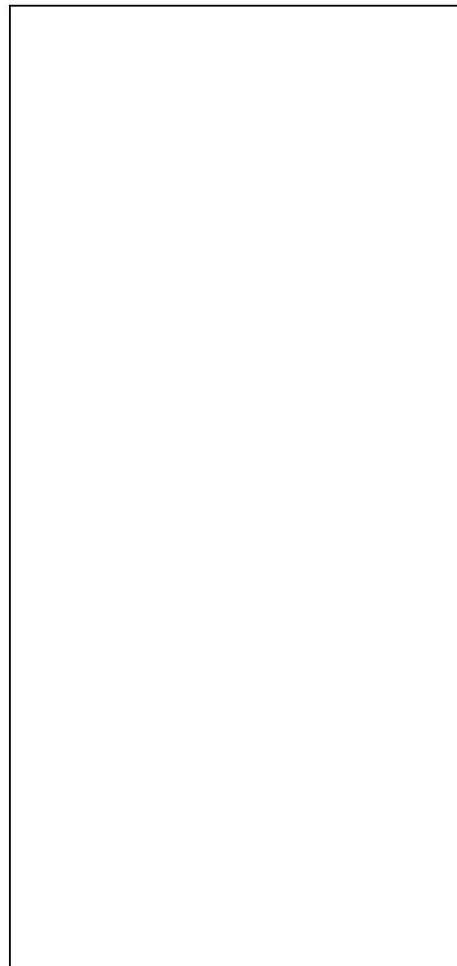


COMMON WORD SENTENCES

Name: _____

Read the common word out loud. Create a sentence using your common word.
Now write it on the lines below and draw a picture to match.

there

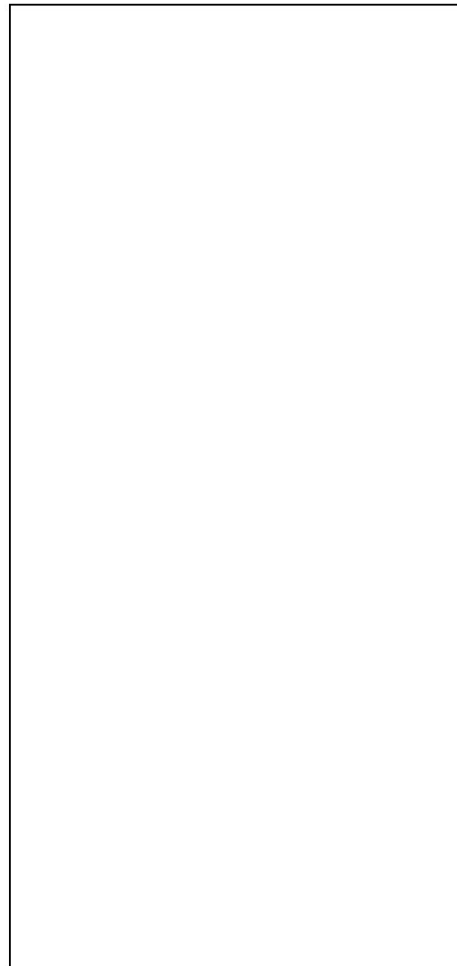



FINISH MY QUESTION

Name: _____

Read the broken sentence below. Can you fix it by finishing the missing part?
Say your new sentence out loud. Then write it on the lines below.
Now can you draw a picture to match?

Can I _____?



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Teach by Modelling

What is a sentence?

Stop the Run-on

Can we break up this run-on sentence into multiple complete sentences?

Remember, sometimes we might need to rewrite the sentences to ensure they are complete and the piece still makes sense.

James likes to play football and he is good at kicking goals and marking the ball but sometimes he drops it and the other team gets it.

Teach by Modelling

What is a sentence?

Stop the Run-on

You might have something like this:

James likes to play football and he is good at kicking goals and marking the ball but sometimes he drops it and the other team gets it.

James likes to play football. He is good at kicking goals. He is also good at marking the ball, but sometimes he drops it, and the other team gets it.

Let's practise in pairs

What is a sentence?

Stop the Run-on

Can you turn these run-one sentences into complete sentences?

James came home from school early he had been feeling sick all day.

Winnie likes to chase the ball and she gives me cuddles and licks my face it tickles she jumps on the couch which is naughty and Mum tells her off.
