



# Write a Basic Sentence

In this video, students will learn how writing surrounds us in our daily lives and how to expand sentences to share information.

## Vocabulary:

**Sentence** — A group of words that tells a complete thought. A simple sentence has a subject and a verb and relays information.

## Discuss:

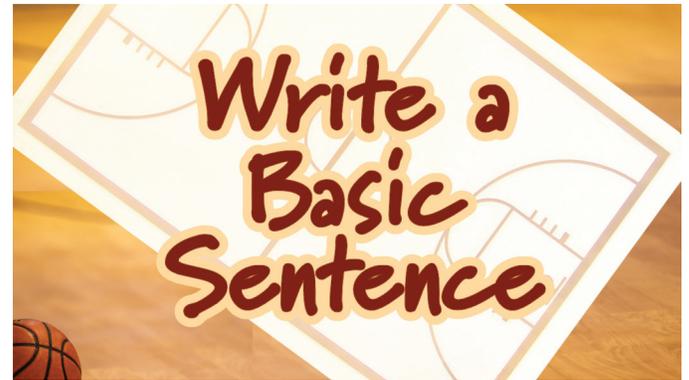
Use the following questions as a guide for a class discussion after viewing the video:

- *Where can you find writing?* (Everywhere! Point out places around you that have different types of writing.)
- *Why is writing important?* (It tells a message, can explain, can entertain.)
- *What is a sentence?* (A sentence is a group of words that tells a complete thought. A simple sentence has a subject and a verb and relays information.)
- *How can we expand sentences?* (By adding more detail. Think about the five Ws plus H: who, what, where, when, why and how.)

## Ohio Standards:

W.K.2, W1.2, W2.2, W3.2, LK1f, L1.1c, L2.1f, L3.1i

## Watch:



Watch the video "Write a Basic Sentence."

## Review:

- Being a writer means you can be creative and write information in different ways.
- Writing is everywhere!
- Writing is important.
- Writing can tell a message, explain something or entertain you with a story.

# About Student Handouts:

When using the differentiated handouts, teachers should model their own example using the student handout before students begin their own. The following is an example of a sentence that can be used for model instruction. As you build the sentence, narrate your thinking aloud for students to hear the thought process.

"I am going to start with the sentence, 'The girl played.' This is a sentence because it has a subject ('the girl') and a verb ('played')."

## The girl played.

"This *is* a sentence, but it is very basic and does not tell my reader much detail. I could tell my reader more if I think about *where* the girl played. She played at the park, so I will add the words 'at the park' to the sentence."

## The girl played at the park.

"I can give my reader even more detail if I write *when* she played at the park. 'She played at the park in the morning.' I will add 'in the morning' to the sentence."

## The girl played in the morning at the park.

"By thinking about when and where, I give the reader more detail to understand what happened. Before I finish, I will check my sentence by rereading it. I have a checklist to make sure my sentence is complete."

Display the following questions to model checking your writing:

- Did I use a capital letter to start my sentence?
- Do I have punctuation at the end of my sentence?
- Does my sentence make sense when someone else reads it?
- Do I need a comma to separate thoughts in my sentence?

When using the following handouts make adjustments and give support to students as needed. Hesitant writers may need additional prompting or adjustment of a topic to encourage ideas.

## Expanding a Sentence Handout A:

Students fill in the blanks to expand the kernel sentence.

## Expanding a Sentence Handout B:

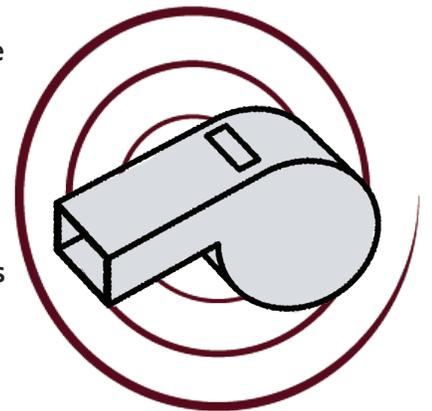
Students are given a word bank of subject and verb choices. Students circle their choice and write the basic sentence. Then students expand their sentences by choosing when and where their event happened and write the final sentence.

## Expanding a Sentence Handout C:

Students expand the sentence by answering the questions where, why and when.

After students have completed their sentences, encourage them to reread and check their writing. Display the following questions for students to check their work:

- Did I use a capital letter to start my sentence?
- Do I have punctuation at the end of my sentence?
- Does my sentence make sense when someone else reads it?
- Do I need a comma to separate thoughts in my sentence?



# Expanding a Sentence: Handout A

Name \_\_\_\_\_

Fill in the blank spaces to expand the sentence.

The fish swims.

(how? or where? or when?)

The fish swims \_\_\_\_\_.

(a word to describe the fish)

The \_\_\_\_\_ fish

swims \_\_\_\_\_.

(another word to describe the fish)

The \_\_\_\_\_,

fish swims \_\_\_\_\_



# Expanding a Sentence: Handout B

Name \_\_\_\_\_

Circle a subject and a verb.

**Pronoun**

She

We

He

**Verb**

ran

ate

jumped

Write your subject and verb sentence on the line.

\_\_\_\_\_

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\_\_\_\_\_

Circle where and when your event happened.

**Where**

outside

inside

**When**

today

yesterday

Now put your whole sentence together.

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_



# Expanding a Sentence: Handout C

Name \_\_\_\_\_

Expand the simple sentence by answering the questions when, where and why.

## Example: The dog barks.

**When?** In the morning **the dog barks**.

**Where?** In the morning **the dog barks** in the house.

**Why?** In the morning **the dog barks** in the house to go outside.

Read the simple sentence below.

## The boy played.

Answer these questions about the sentence.

When did the boy play? \_\_\_\_\_

Where did the boy play? \_\_\_\_\_

Why did the boy play? \_\_\_\_\_

Now write your expanded sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

