

Build a Complete Sentence Banner

Congratulations on your purchase of this Really Good Stuff® **Build a Complete Sentence Banner**—a guide to help students focus on the basic parts of a sentence.

This Really Good Stuff® product includes:

- **Build a Complete Sentence Banner, Write Again®** wipe-off laminate
- This Really Good Stuff® Activity Guide

Displaying the Build a Complete Sentence Banner

Before displaying the **Build a Complete Sentence Banner**, make copies of this Really Good Stuff® Activity Guide and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Hang the **Banner** where students will be able to see and interact with it easily.

Introducing the Build a Complete Sentence Banner

Explain to students that a complete sentence must have two parts. The first part is the subject, which is a person, place, or thing. The second part is the verb, which is what the subject is doing. Point to the **Banner** and read the example sentence:

The cow dances. Ask students which part of the sentence is the subject. Explain that the sentence is about the cow so the cow is the subject of the sentence. Ask students what the cow is doing. Tell students that because the cow dances, *dances* is the verb.

Demonstrate for students common mistakes of sentences containing either a subject or a verb, but not both. Use a piece of paper to cover up the word *dances* on the **Banner**. Explain to students that because there is only a subject in the sentence, they cannot tell what the cow is doing. Then, use a piece of paper to cover up the words *The cow* and explain to students that because there is no subject, they do not know what *dances*.

Sentence Structure Practice

Use a dry erase marker to write a simple sentence on the **Banner**. Ask a volunteer to circle the subject in the sentence. Review with students the definition of a subject. Ask a volunteer to underline the verb in the sentence. Review the definition of the verb. Continue practicing with new sentences. Here are some simple sentences to get you started:

<u>Subject</u>	<u>Verb</u>
The boy	plays.
The mom	cooks.
The teacher	reads.
The baby	crawls.

The books	fell.
The bird	flies.
The dog	barks.
The fish	swims.
The ice cream	melts.

Sentence Puzzler

Write several simple sentences on a sentence strip and cut them apart separating the subject from the verb. Have students take turns putting each sentence together. Invite a student to stand up in front of the group with the subject and have another student stand next to them with the verb to complete a sentence. After they have completed a sentence, write it on the **Banner**.

Sentence Combinations Reproducible

Copy and distribute the *Sentence Combinations Reproducible*. Tell students to pick a word from the subject section and a word from the verb section to write a complete sentence. Have students write their sentences on the lines provided.

Sentence Identification Reproducible

Copy and distribute the *Sentence Identification Reproducible*. Tell students to use crayons to circle the subject in red and underline the verb in blue. Model the first sentence for students. Have students complete the rest of the reproducible independently. Either review the reproducibles as a class or collect them as a means of assessment.

Extension: Complex Sentences

Introduce students to complex sentences. Point to the example on the **Banner** and have students identify what the subject is and what the verb is. Explain that when more words are added to the sentence to describe further what the cow is doing, that part of the sentence is called a *predicate*. Tell students that this allows more descriptive words to be added to the sentence. Use a dry erase marker to write *The cow dances quickly in the barn* on the **Banner**. Explain that the cow is still the subject of the sentence but *dances quickly in the barn* is the predicate.

Complex Sentences Reproducible

Copy and distribute the *Complex Sentences Reproducible*. Tell students to use crayons to circle the subject in red and underline the predicate in purple. Model the first sentence for students. Have students complete the rest of the reproducible independently. Either review the reproducibles as a class or collect them for assessment purposes.

Name: _____

Date: _____

Sentence Combinations



Directions: Combine a subject and a verb to create a complete sentence. Write each sentence on a line below. Make sure that each sentence begins with the word *The* or *A*.

Subjects

Verbs

mom

sister

barks

plays

ball

cat

breaks

screams

brother

book

plays

climbs

radio

stick

falls

cleans

dog

baby

cries

bounces

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Name: _____

Date: _____

Sentence Identification

Directions: Circle the subject in red and underline the verb in blue in each sentence.

1. The monkey swings.
2. The worm wiggles.
3. The students laugh.
4. An egg cracks.
5. The popcorn pops.
6. A turtle hides.
7. His dad snores.
8. The fire burns.
9. The plants grow.
10. The sun shines.
11. My mom smiles.
12. The plane flies.

Name: _____

Date: _____

Complex Sentences

Directions: Circle the subject in red and underline the predicate in purple in each sentence.

1. The old man bumped his head.
2. The black sheep lived in the barn.
3. Little boy Blue played his horn.
4. The mouse ran up the clock.
5. The troll fell into the river.
6. The three little kittens found their mittens.
7. The old woman lived in a shoe.
8. Little Red Riding Hood walked to her grandmother's house.
9. Cinderella danced with the prince.
10. The billy goats ate the green grass.