

Building Better Sentences

Lesson 2: Sentence Types Teacher Instructions

Learning Focus:

This resource has been designed to help students identify the key language features of a simple sentence and a compound sentence. Students are required to use pre-prepared materials to build sentences. The language features focused on in this resource are clauses.

Learning Intentions:

- I can find the main idea in a sentence.
- I know what a sentence looks like.
- I can join two short ideas together to make a longer sentence.

Success Criteria:

- I can underline the part of the sentence that tells a complete idea.
- I can add a coordinating conjunction to link two ideas.
- I can write a clear sentence that makes sense by itself.

Materials provided:

- Presentation
- Sentence starter cards
- Conjunction cards

Materials not provided:

- Whiteboards or mini writing booklets
- *Optional* - Images of heavy vehicles/mechanics as writing prompts
- *Optional* - Sentence structure posters (simple/compound/complex examples)

Lesson Sequence:

1. Hook & Introduction (5–7 mins)
2. Individual Work (15 mins)
3. Stretch & Share (10 mins)
4. Wrap-Up Reflection (5 mins)

Assessment Opportunities:

Formative: Thumbs-up during Hook. Teacher observation checklist (provided) during individual and group activity.

Exit ticket: Quick review of individual understanding

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Hook and Introduction – What makes a sentence (5 - 7 mins)

Introduce the lesson: “Today we’re learning what makes a sentence.”

Ask (*slide 4*): Who thinks they know what makes a sentence?

Explain (*slide 5 & 6*): A sentence is a group of words that has a subject and a verb and makes sense on its own. A sentence starts with a capital letter and ends with a full stop, a question mark, or an exclamation mark.

Show (*slide 7*): What makes a sentence? Read through the examples. Have students identify the verbs and nouns, to recap lesson one.

Run through (*slide 8*): The sentence checklist.

Quick Check (*slide 9*): Give students examples (mix of sentences and fragments). Ask them to hold up thumbs if it’s a sentence. Alternatively, you can turn this activity into a digital poll using Mentimeter, or whiteboards, to gain insights into which students are still fragment-writing versus sentence-writing.

Individual Work – Sentence Lab Activity (20 mins)

Task (*slide 10*): Students work individually to build simple sentences using pre-prepared cards.

Give: Hand out the sentence starter cards to each student, or students seated together can share.

Ask: Use these cards to form three simple sentences and write them on worksheets or whiteboards.

Show (*slide 11*): The checklist. Students can refer back to the checklist while building their sentences to make sure they have all the required elements.

Check: Do the sentences meet criteria (subject, verb, capital letter, punctuation)? Teacher to circulate and check this, or ask peers to review.

Stretch:

Sentence Challenge: Ask students to join two of their sentences together. This gets them started on compound sentences.

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Stretch and Share - Sentence Builders (15 mins)

Explain (*slide 12*): A compound sentence is made by joining two short sentences. It uses a word like 'and', 'or', or 'but' to make one longer sentence. Talk through the simple and compound examples.

Explain (*slide 13*): Joining words are called conjunctions. The most common type is coordinating conjunctions, also known as FANBOYS.

Task (*slide 14*): Run through various compound sentences, asking students to decide which connecting conjunction belongs in each sentence.

Task (*slide 15*): This fast-paced, group challenge uses sentence starters and conjunction cards from the lesson. Students can work in pairs or small groups to build different sentence types using FANBOYS cards.

Ask: Choose one member of your group to be the scribe. Use these starter cards and each member of your group adds one word at a time until the sentence is complete.

Optional: Once every group has completed their sentence, they can read them aloud to the class and the class can vote on whether it is a complete sentence.

Optional: Add a digital literacy element which can be used with lower ability groups to check sentences of more advanced groups.

<https://www.writinglab.io/sentence-structure-checker>

Check: Do the sentences meet criteria? Peers can reflect on the criteria and justify their votes.

Stretch: Give groups another starter card and ask them to link the sentences with a conjunction word.

Reflect & Share (5–10 mins)

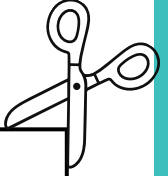
Ask (*slide 16*): What makes a sentence? What kind of sentences did you write today?

Ask (*slide 17*): Write one complete sentence in your own words before leaving today.

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Lesson 2: Sentence Lab

Sentence Starter Cards

**Example:**

The truck *is big*.

Your turn:

The engine

The tool

The workshop

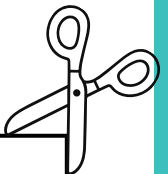
The driver

The mechanic

The road

The horn

Conjunction Words



for (because)

and

nor

but

or

yet

so