

*Canadian Writing Series*

# SENTENCE WRITING

## GRADES 1 TO 3

Written by Marie-Helen Goyetche

In this book are 10+ lessons to teach different types of sentences and an overview of the 6-Trait Writing Process. Plus lessons on nouns, proper nouns, verbs, adjectives, adverbs, preposition, conjunctions and interjections. A look at verb tenses, past-tense, present-tense and future-tense are also practised.



**Marie-Helen Goyetche** is an elementary school principal and freelance writer. Marie-Helen received her Bachelors in Education from Concordia University and her Masters in Educational Leadership from Bishops University. She has over 100 articles and over 40 curriculum books published.

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## At A Glance

In this book you will find how to introduce, explain and practise:

Declarative Sentences

Interrogative Sentences: Yes/No, Alternative, WH-Questions, Tag Questions

Exclamatory Sentences

Imperative Sentences

Compound Sentences

Practise Worksheets

Answering Questions

A look at parts of speech: nouns, proper nouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections.

Word List/Book for each student with word lists for nouns, proper nouns, verbs, adjectives, adverbs, prepositions, interjections, conjunctions.

A look at verb tenses; past-tense, present-tense and future-tense.

Tips on creating a Writing Centre.





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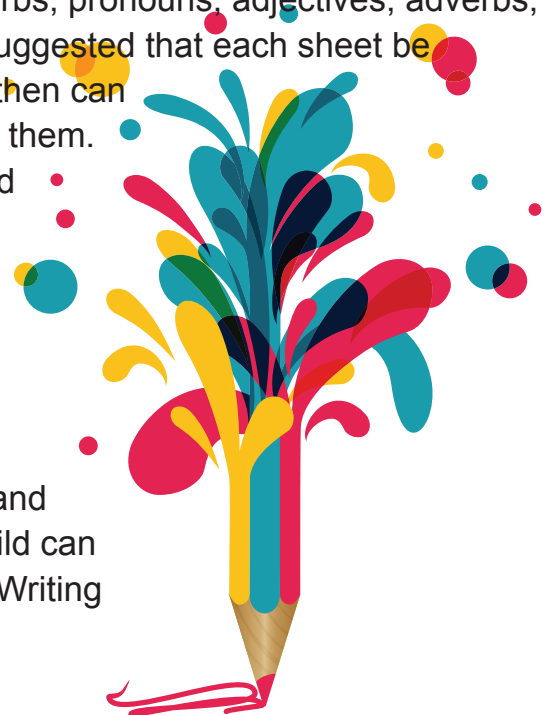


## How to use this book



### In this book you will find:

- An overview of the Trait-Based Writing.
- Writing Task Rubrics for both teacher and student use based on the Trait-Based Writing.
- A teacher/peer and student writing checklist to work on between the draft and good copy.
- An explanation to give students on the different categories of sentences.
- Writing sentence activities, at least two pages per kind and most have a box where children can connect their knowledge with a picture that they draw.
- Different worksheets to have students practise each sentence.
- Because sentences are made up of a group of words, it is important for the students/the writer to understand the function of each word. Included in this book, you will find a page for each part of speech.
- A lesson plan for each of the six writing styles with questions to ask students and a model of what should be: nouns, proper nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions and interjections. It is suggested that each sheet be photocopied and given to each student. Students then can continue their list with words that have meaning to them. Words with meanings and connections will be used more often than those without.
- This book is fully reproducible. It is recommended to make photocopies of the Parts of Speech as a personal dictionary.
- The Sentence Creator cards can be photocopied and lamination is recommended for durability. Each child can then have access to the Sentence Creator during Writing Workshop or as an extra individual activity.





# Trait-Based Writing



Organization	Voice
<ul style="list-style-type: none"><li>● Sequencing</li><li>● Using beginning, middle and end</li><li>● Writing a complete piece</li><li>● Logical order</li><li>● Transition</li></ul>	<ul style="list-style-type: none"><li>● Looking at Point-of-view</li><li>● Choosing right point-of-view for the right purpose</li><li>● Using different voices</li><li>● Using own words</li></ul>
Ideas	Conventions
<ul style="list-style-type: none"><li>● Good knowledge of topic</li><li>● Stays on topic</li><li>● Elaborating and developing ideas on topic</li><li>● Is specific on topic</li></ul>	<ul style="list-style-type: none"><li>● Writes clear sentences (no run-ons)</li><li>● Mechanics of writing</li><li>● Uses punctuation</li><li>● Spelling</li><li>● Grammar</li></ul>
Word Choice & Details	Sentence Fluency
<ul style="list-style-type: none"><li>● Using action words</li><li>● Adding and using descriptive words (Adjectives and Adverbs)</li><li>● The details are staying on topic</li><li>● Using expressions the audience will understand</li></ul>	<ul style="list-style-type: none"><li>● Flowing sentences</li><li>● Smooth paragraph</li><li>● Use of short and long sentences</li></ul>



## Writing Centre



If you want your students to write, you have to have them writing. Writing for children not well equipped, not understanding how-to, having too many ideas and not sure how to put them down on paper will be very frustrating. Create a Writing Centre within your classroom. It won't take you too much time to set up and you can use many recycled items to lure your students into creative writing. Make it fun rather than making it a chore and they will be asking you if they can write!

You will need an area or corner away from the main door.

A few tables and chairs. Foot stools are great too so they don't get distracted with dangling feet.

Use prompts and posters; i.e. transition words, connecting words, adjectives etc. and change them regularly to inspire them. Have a few dictionaries too: English, Rhyming, and Thesaurus.

On the tables, have different types of paper available for writing. Have on hand recycled paper for their drafts and for their good copy: stationary, index cards, lined paper, coloured-paper, writing pads, envelopes, postcards, greeting cards, stickers and stamps. A laptop/ computer to publish on the web.

Include a tray/box with writing examples: a map, a flyer, a menu, a recipe, a craft, a poem, etc.

Include a tray/box where the students can put their drafts when they feel it is ready for editing.

Include a tray/box of various worksheets such as those found in this book to allow children to practise, refresh and learn at their own pace.

Allow each student to have access to the Sentence Creator in this book. Let them take their imagination and write, write and write!

Make a big deal of published pieces. Create a Reading Corner with lots of their stories. Upload them to the school web sites. Have a monthly Author's Tea to celebrate the wonderful writings your students create. If you make a big deal of it – they will reward you with interest and many, many stories!



# Teacher Rubric Evaluation: Writing Tasks

Name of Student: \_\_\_\_\_

Title: \_\_\_\_\_

	1	2	3	4
Beginning Middle End (Organization)	The sentences are not in any order	There is some attempt at Beginning/Middle/End	Beginning/Middle/End are all present	Interesting and complete Beginning/Middle/End
Ideas	The main idea is not clear	The main idea needs to be worked on	There is one main idea	There is one main idea and sub (ideas)
Details	Details need to be added	More details are needed	You have many details	You have many excellent details
Word Choice	The same words are used over and over again	You use one or two new words	You used many new words and expressions	Excellent vocabulary
Sentence Fluency	The piece does not make sense	The piece is somewhat clear	The piece is clear	The piece is clear, and the audience is targeted
Voice	The piece does not have a voice	The piece has somewhat a voice	The voice matches the purpose of the text	Point of view is clear and maintained
Conventions	Too many spelling & grammatical errors, text doesn't make sense	There are some spelling and grammatical errors	There are few spelling and grammatical errors	Spelling, grammar and mechanics of writing are clear
Creativity	No creativity is shown in the piece	There is an attempt made to be creative	There is some creativity and originality	Very creative and original

# Student Self-Evaluation Rubric Evaluation: Writing Tasks

Name of Student: \_\_\_\_\_

Title: \_\_\_\_\_

	1	2	3	4
Beginning Middle End (Organization)	My sentences are not in any order	I have made an attempt to include a Beginning/Middle/End	I wrote a clear Beginning/Middle/End	I wrote an interesting and complete Beginning/Middle/End
Ideas	What is my main idea?	My idea needs to be worked on	I have one main idea	I have one main idea and some sub (ideas)
Details	I don't have any details	I need to add more details	I have many details	I have many excellent details
Word Choice	I use the same words over and over again	I added one or two new words	I added many new words and expressions	I added difficult and well-chosen words
Clearness	My work does not make sense	My work is somewhat clear	My work is clear	My work is clear, and I know who my audience is
Voice	My piece does not have a voice	My piece has somewhat a voice	My voice matches the purpose of the text	My point of view is clear and maintained
Conventions	Too many spelling & grammatical errors, my text doesn't make sense	There are some spelling and grammatical errors	There are few spelling and grammatical errors	Spelling, grammar and mechanics of writing are clear
Creativity	I do not show creativity	I have made an attempt to show creativity	I have shown some creativity and originality	I have clearly shown creativity and originality

# Teacher/Peer Sentence Writing Checklist

Name of Student: \_\_\_\_\_ Title: \_\_\_\_\_

Feedback by: \_\_\_\_\_

1.	There is a capital at the beginning of each sentence.	
2.	There is a punctuation mark at the end of each sentence.	
3.	There is a subject and a predicate in each sentence.	
4.	The idea is present and clear in each sentence.	
5.	The message is clear.	
6.	The writing category is clear.	
7.	The sentence is written with a finger space between each word.	
8.	There are new and some difficult words used.	
9.	There is no repetition.	
10.	There are adjectives and adverbs present.	
11.	The sentence flows well when read aloud.	
12.	The good copy is ready to be written.	

## Student Writing Checklist

Title: \_\_\_\_\_ Written by: \_\_\_\_\_

1.	I have used a capital at the beginning of each sentence.	
2.	I have used a period, a question mark or an exclamation mark.	
3.	I included a subject and a predicate in my sentence.	
4.	My idea is present and clear.	
5.	My message is clear.	
6.	The writing category is clear.	
7.	My sentence is clear and has a finger space between words on the written page.	
8.	I have used new and some difficult words.	
9.	I don't repeat.	
10.	I have used adjectives and adverbs.	
11.	My sentence flows well when I read it aloud.	
12.	I am ready to now do my good copy.	







# SENTENCE TYPES



There are 4 types of sentences:

- Declarative Sentences
- Interrogative Sentences
- Exclamatory Sentences
- Imperative Sentences

**Declarative Sentences:**

**A declarative sentence gives us information.**

**Interrogative Sentences:**

- Yes/No Questions
- Alternative Questions
- WH-Questions
- Tag Questions

**Exclamatory Sentences:**

**An exclamatory sentence expresses a feeling or a strong emotion.**

**Imperative Sentences:**

**An imperative sentence is used to give a command or make a request that needs to be done.**





Name: \_\_\_\_\_



## MY SENTENCES & WORD LISTS

There are 4 different types of sentences. Write a note on each of the different types and ways to help you remember them.

Declarative

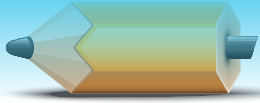
Exclamatory

Interrogative

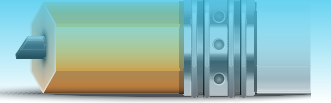
Imperative

Use this page as the cover for each student's word book (nouns, proper nouns, verbs, adjectives, adverbs, prepositions, interjections and conjunctions).





## DECLARATIVE SENTENCES



### What is a Sentence?

A Declarative Sentence gives us information.

You will see a declarative sentence when:

The first word of the sentence has a **CAPITAL** letter.

The Sentence tells us something.

The Declarative Sentence always ends with a period.

Here are some examples of Declarative Sentences:

- 1 We are happy.
- 2 The bag is green.
- 3 The sun shines.
- 4 The dancer dances.
- 5 The car is rusty.

Now write three declarative sentences below.

1

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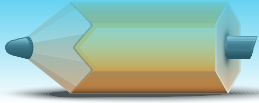
2

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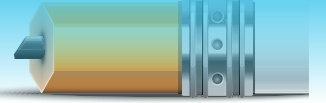
3

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## LET'S MAKE A SENTENCE WITH 3 WORDS



Rearrange the words to make a correct sentence and write it on the lines below.



bunny

jumps.

The

---

---



Draw a picture to explain your sentence.

Did you see any clues that helped you in placing the words in the right order?

