

TEACHING MATTERS

SCIENCE OF LEARNING
NATIONAL SUMMIT

One Sentence at a Time: Early Writing Instructional Routines

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Catholic
Education
Tasmania

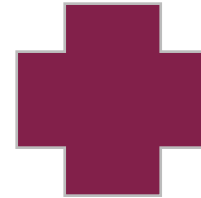


CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Once upon a time...

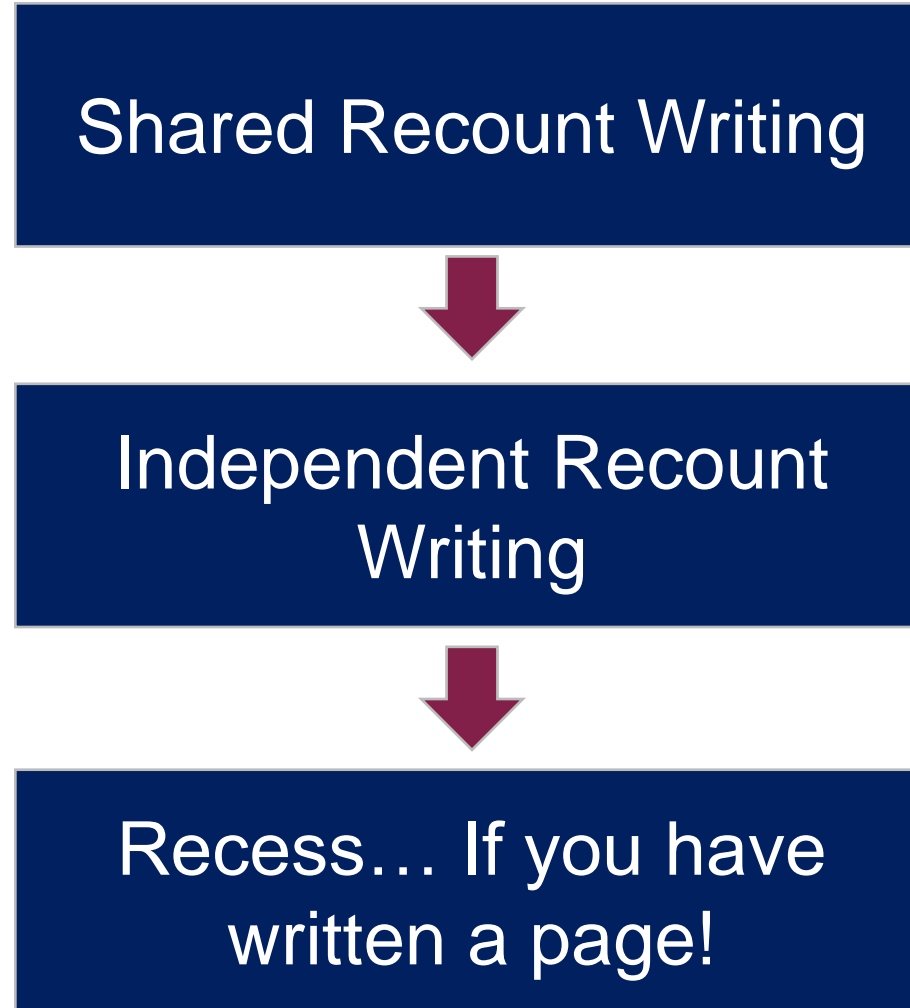
Writing Instruction =

Spelling

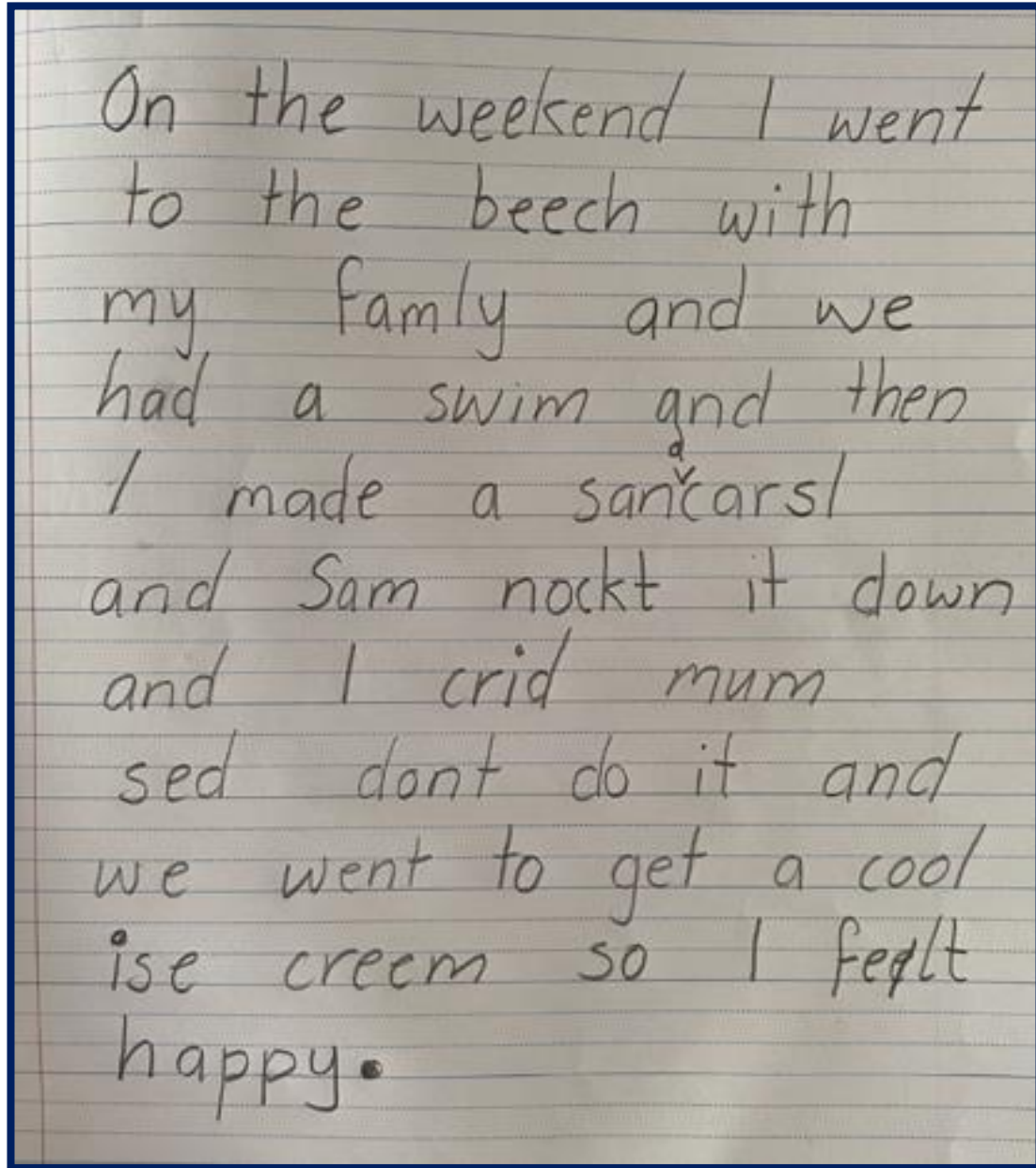


Text Level

Monday mornings looked like this...



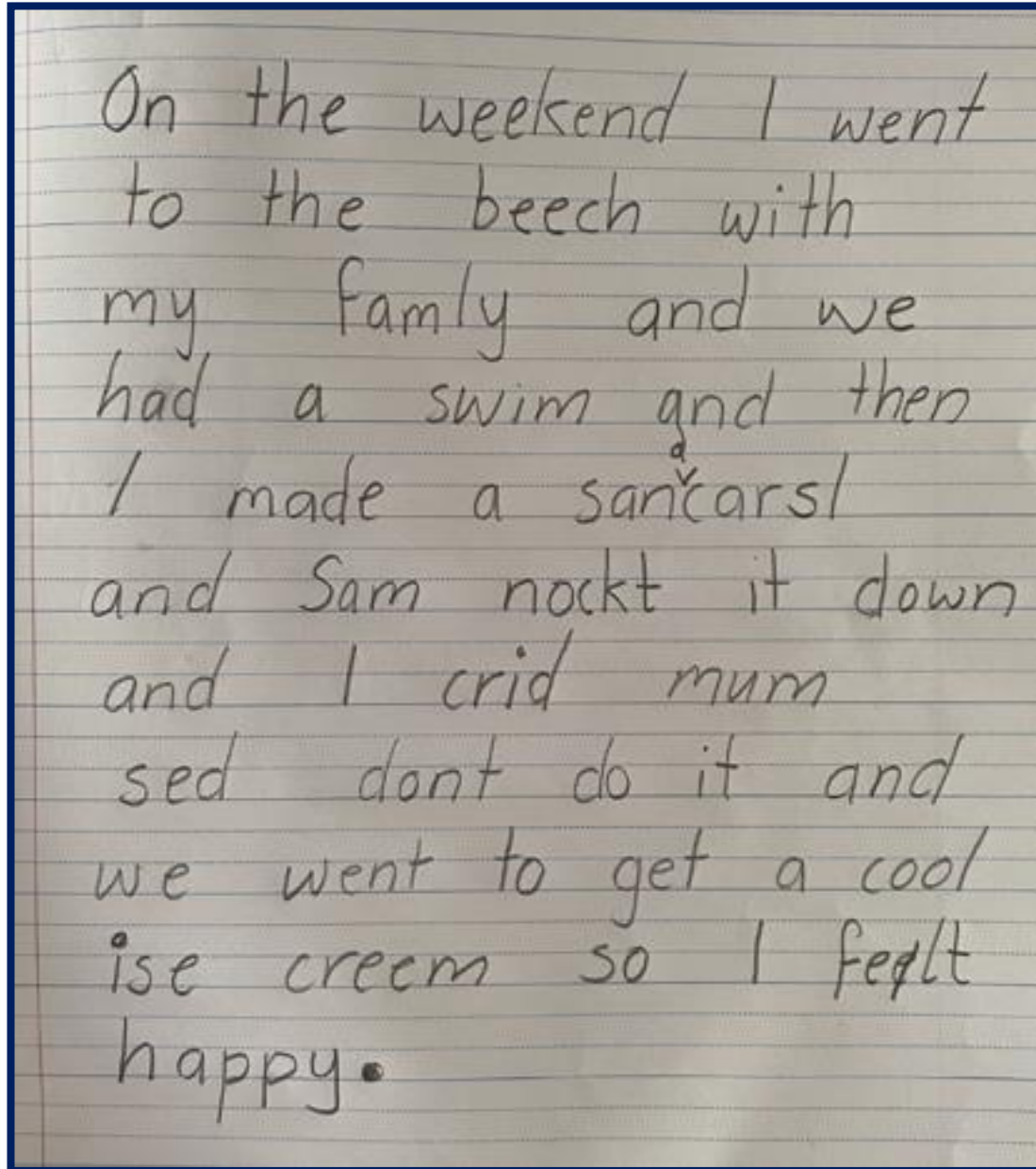
Often, student's writing looked like this...

A photograph of a piece of lined paper with handwritten text in cursive. The text describes a weekend trip to the beach with family, including swimming, building a sandcastle, and getting ice cream. The writing is somewhat messy and contains several misspellings.

On the weekend I went
to the beech with
my famly and we
had a swim and then
I made a sancarsl
and Sam nockt it down
and I crid mum
sed dont do it and
we went to get a cool
ise creem so I feplt
happy.

- ✓ Orientation
- ✓ Event in order
- ✓ Conclusion
(Finish with feeling or a comment)
- ✓ 1 page long

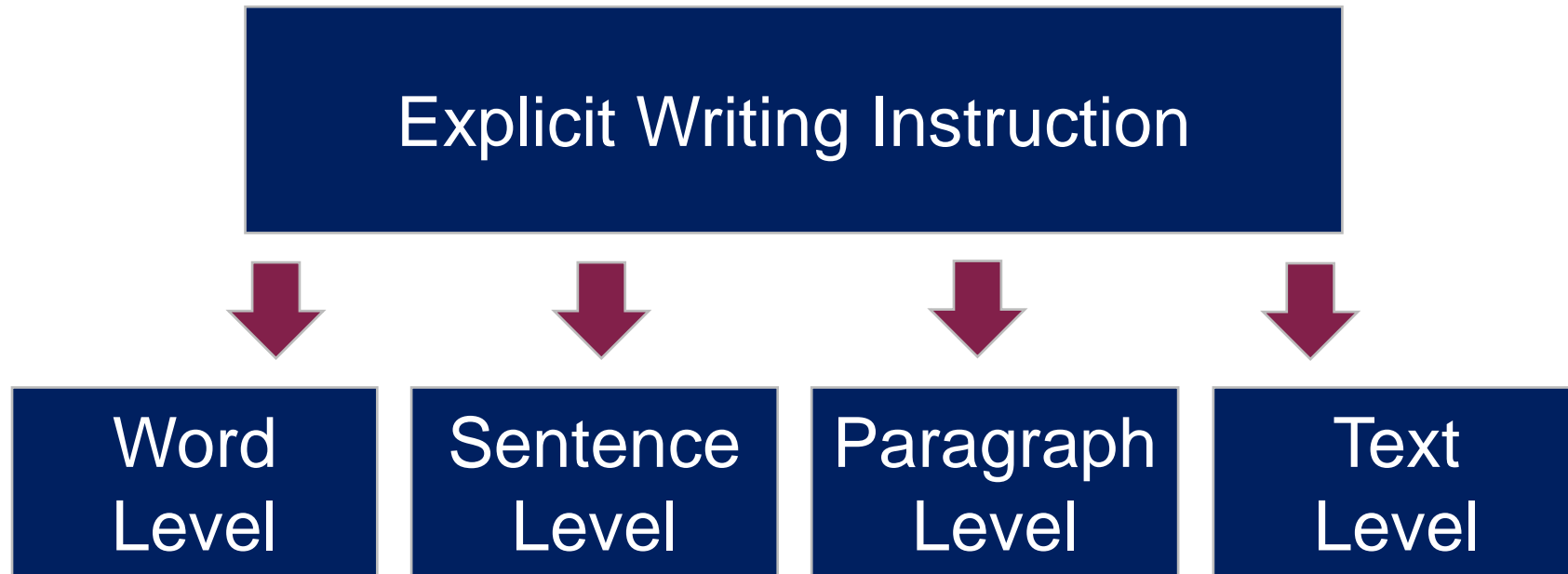
Often, student's writing looked like this...



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- ✓ Run on sentences
- ✓ Simple declarative sentences
- ✓ Lack of punctuation
- ✓ Lack of descriptive language – adjectives & adverbs
- ✓ Lack of transitions to link sentences and create cohesion

Task Analysis & Explicit Writing Instruction



Quality VS Quantity



“Every day, in every class,
students should read, write and
speak.”

***“Short writing often not just
long writing seldom”.***

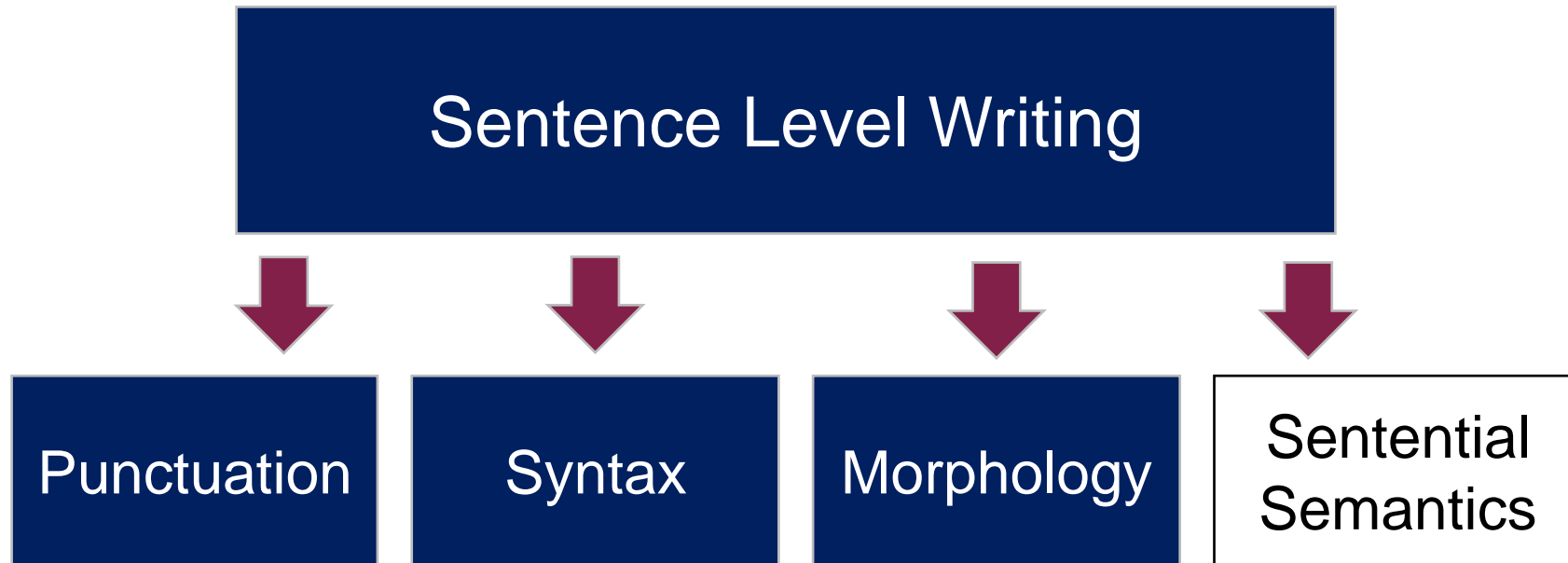
- Anita Archer

reading – writing – content knowledge

The Sentence

*“The sentence lies at **the heart of communicating thought and meaning** whether you are the writer or the reader. Syntax allows for the creation of an infinite number of sentence that serve as the ‘worker bees of text’.”*

(Scott, 2004, p.340)



So, where do we start?

Build pedagogical content knowledge in the area of sentence level writing instruction, so that we can teach it in an explicit and systematic way.

We cannot teach what we do not understand.

Words

aggressive

dog

loudly

the

barked



Parts of Speech

Part of Speech	Question
Pronoun	Who, what, or whose?
Noun	Who or what?
Verb	Is or was doing?
Adjectives	Which one, how many, what kind?
Adverb/adverbial	When, where, how, why?
Preposition	What is the relationship between the words before and after?
Conjunctions	What is connected or needs to be connected?

Phrase

A phrase is a small group of words that adds meaning to a sentence.
A phrase is ***not a sentence*** because it is not a complete idea with BOTH a subject and a predicate.

Noun Phrases (who/what)

The boy

The old man

The first people of Australia

Verb Phrases (what it did)

loved his dog

felt very tired

were unjustly treated

Clause

A clause consists of a **subject** and a **predicate** and is the smallest grammatical unit that expresses a thought.

Ben ran.

The boy loved his dog.

The old man felt very tired.

The first people of Australia were unjustly treated.

The Sentence

One to more clause.

The plump cat slept.

The plump cat slept on the small red mat.

The plump cat slept on the small red mat, for he had been up late chasing mice.

Late one afternoon, the plump cat slept on the small red mat, for he had been up late chasing mice.

As the sun was setting, the plump cat, a.k.a Scruffy, slept peacefully on the small red mat, for he had been up late chasing mice.



Simple Sentences

A simple sentence contains **one independent clause**.

It requires both a subject (*who/what*) and a predicate (*what the subject does*).

The dog ran.

Two part sentence = Who + what doing (stand alone verb)

Sally threw a ball.

Three part sentence = Who + what doing + what

Sally threw a ball in the garden.

Four part sentence =
Who + what doing + what + where

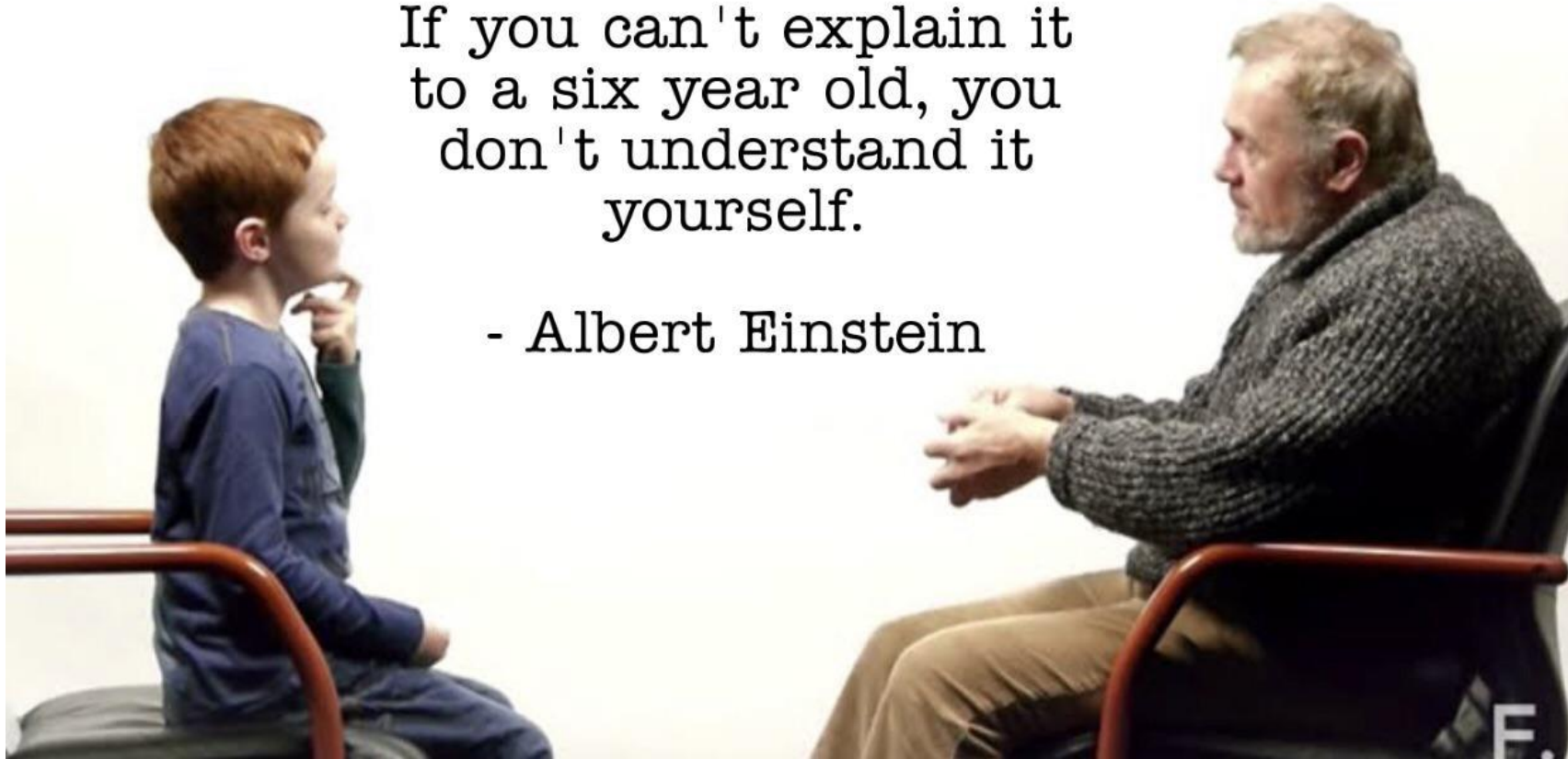
On Monday, Sally threw a ball
in the garden.

Five part sentence =
When, + who + what doing + what + where

But, how do we teach this to young children?

If you can't explain it
to a six year old, you
don't understand it
yourself.

- Albert Einstein



Defining Simple Sentences

Simple sentences = COIP

Capital Letter

One Idea

Punctuation



I like to play football.



Defining Simple Sentences

Which simple sentence is punctuated correctly?

1.

Ben is sad.

2.

Ben is sad

3.

ben is sad.

Sentences need a **subject** and a **verb**, and they must **make sense!**

The *subject* is *who* or *what* the sentence is about.

The *verb* tells us what the subject *did* or is *doing*.



or



Identifying the Subject & Verb

I will read the sentence and identify the subject – who or what the sentence is about. I will then write the answer on the line provided. Next, I will identify the verb in the sentence – what the subject is doing. I will then write it on the line provided.

The cat sat.

Subject: _____

Verb: _____

Identifying the subject, verb & object

I will read the sentence and identify the subject – who or what the sentence is about. I will then write the answer on the line provided. Next, I will identify the verb in the sentence – what the subject is doing. I will then write it on the line provided.

Ben throws a ball.

Subject: _____

Verb: _____

Object: _____

Identifying the subject and predicate

Read the sentence and identify the subject – who or what the sentence is about. Write the answer on the line provided. Next, identify the verb in the sentence – what the subject is doing. Write it on the line provided.

Young Evonne, who was the third of eight children, taught herself to play tennis.

Subject: _____

Predicate: _____

Distinguishing between fragments and sentences

the old man fell

f

s

Distinguishing between fragments and sentences

ran on the path

f

s

Distinguishing between fragments and sentences

the stunning young girl is

f

s

Distinguishing between fragments and sentences

Lorraine Hammond, a benevolent
and courageous educator,



Scrambled Sentences

Here is a sentence that has been mixed up. I will read the words and then put them in the correct order, so they make sense. I will then write the sentence out, making sure it start with a capital letter and end with a full stop.



swam

fish

the

Scrambled Sentences

who + doing + what

deck

sweeps

dad

the



Scrambled Sentences

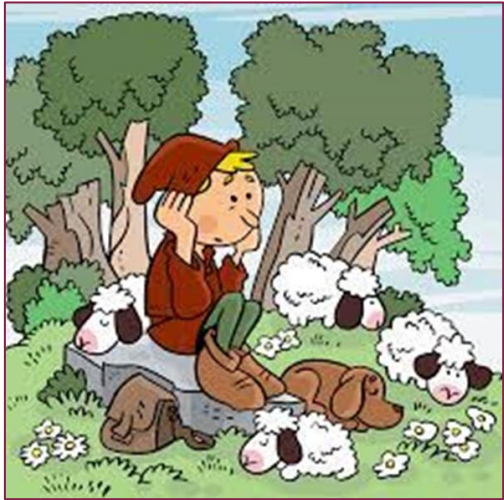
boy

young

cried

the

wolf



Scrambled Sentences

*Here is a sentence that has been mixed up. Read the phrases and then put them in order, so they make sense.
Write the sentence out, making sure it starts with a capital letter and end with a full stop.*

an African American
woman

Rosa Parks

in December 1955

took a stand against segregation

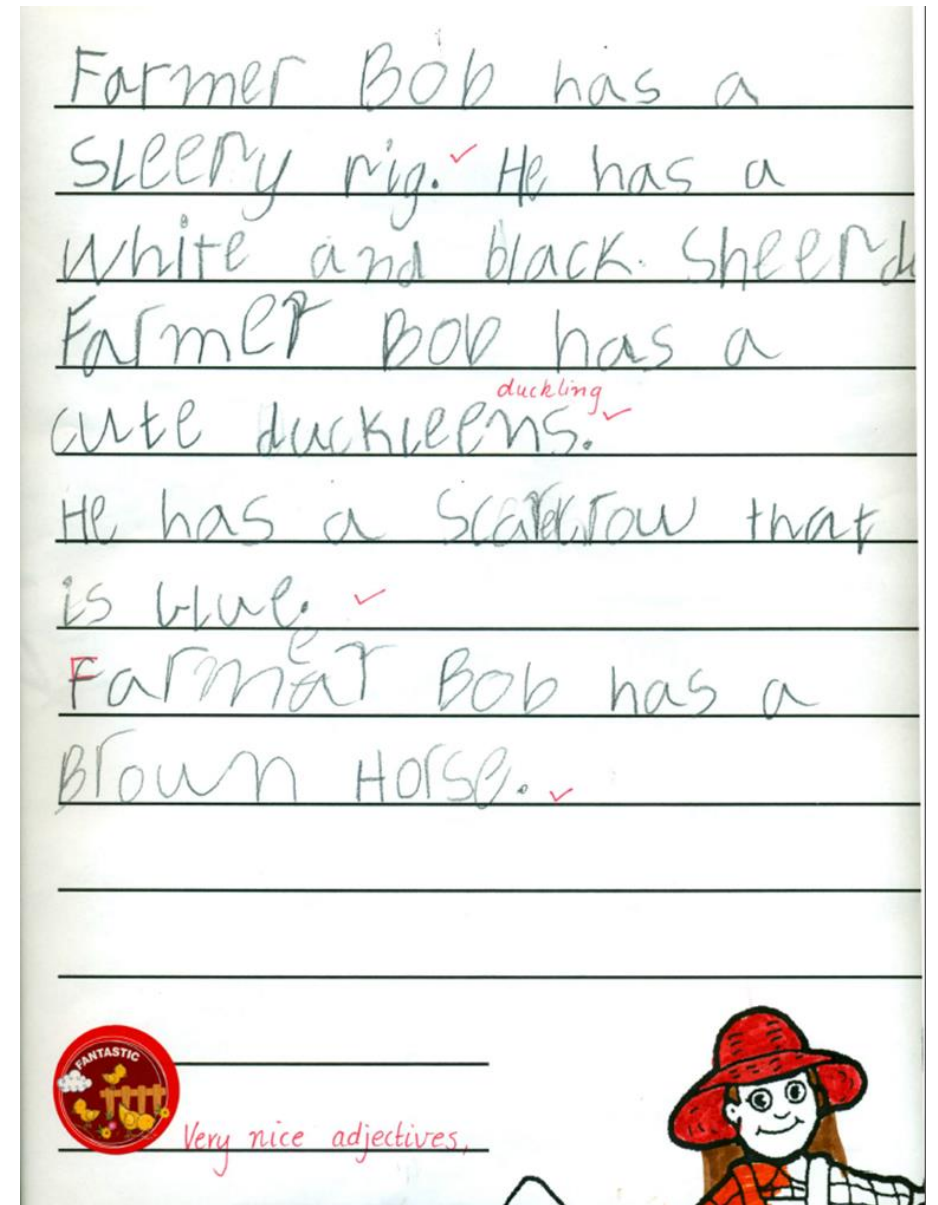


Sentence Formulas



Who + what doing + adjective + what.

The cheerful pig rolls in the sticky mud.



Sentence Formulas



Word Bank

repulsive
abhorrent
pungent
revolting

Adjective **who** + **what doing** + adjective **what** + how.

The repulsive rat nibbled on the pungent cheese quickly.

Sentence Combining

The rat sat. It was fat. It was sad. It sat quietly.

The cat ran. It was thin. It was mad. It ran fast.

Simple Sentences

A simple sentence does not have to be short and easy to understand. A simple sentence can be short, with uncomplicated ideas – but a simple sentence can be long with complicated ideas.

A simple sentence can be full of ‘phrases’ but still contain just one ‘independent clause’.

Ben ate ice cream.

After school, Ben Jenkins, an over weight and greedy teenager, ate an entire bowl of vanilla ice-cream in the kitchen.

Extending Sentences

The robber crept silently.



WHERE

through on in at under
next to beneath beside
inside outside around between
by near above below behind

Extending Sentences

The robber crept silently.

WHEN
yesterday, on Monday,
one miserable evening
as the wind howled
when the clock struck 12



Extending Sentences



The robber crept silently.

WHEN

yesterday, on Monday,
one miserable evening
as the wind howled
when the clock struck 12

WHERE

through on in at
next to beneath beside
inside outside around
between by near above

Quality Vs Quantity

Guided Practice



The spine tingling ghost floated.

1) Read the simple sentence.

2) Think of a 'when' detail to start your sentence. Write it down and end with a comma.

3) Write the 'original' sentence.

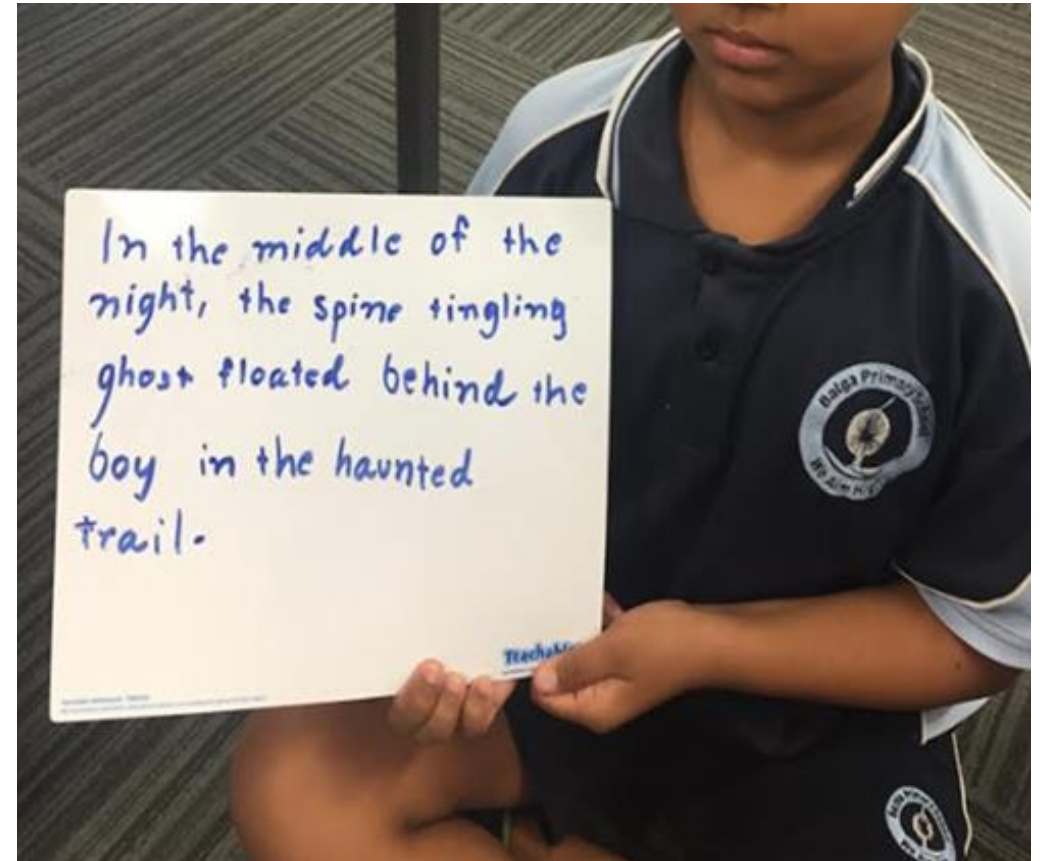
4) Think of a 'where' detail. Write it down and end with a punctuation mark.

WHEN

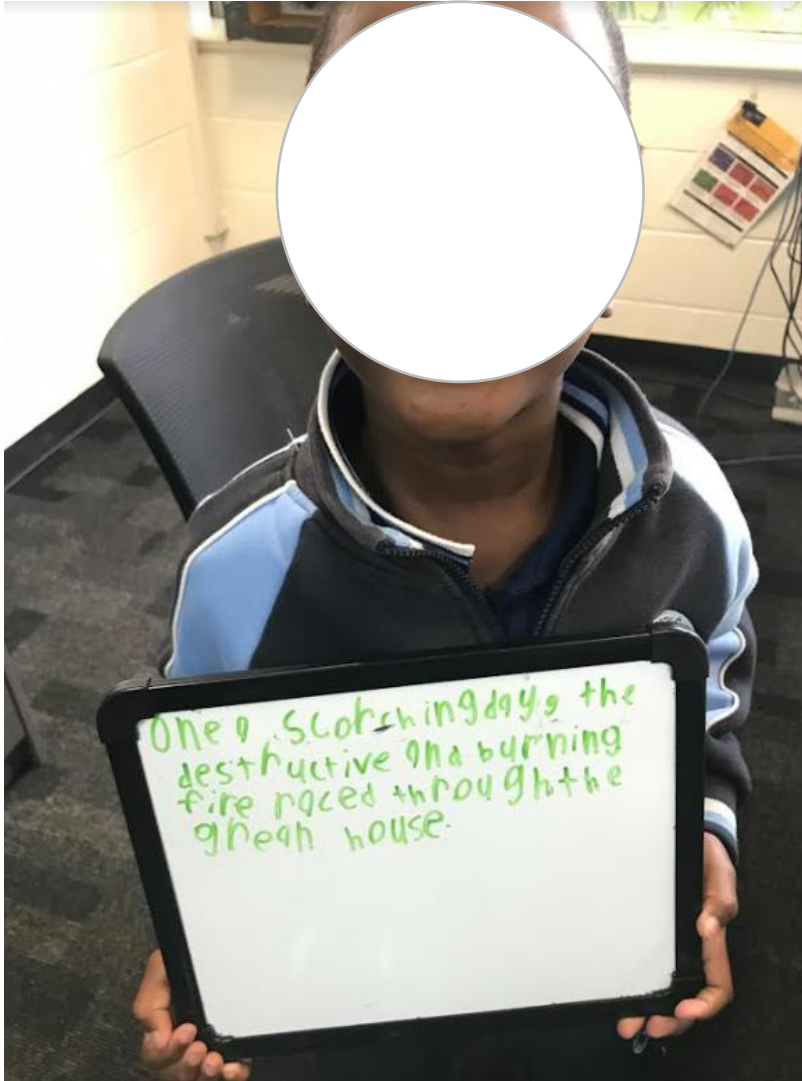
Yesterday Today On Monday
After Before At During
In the morning
In the evening
In the middle of the night

WHERE

through on in at under
next to beneath beside
inside outside around
between by near above
below behind above



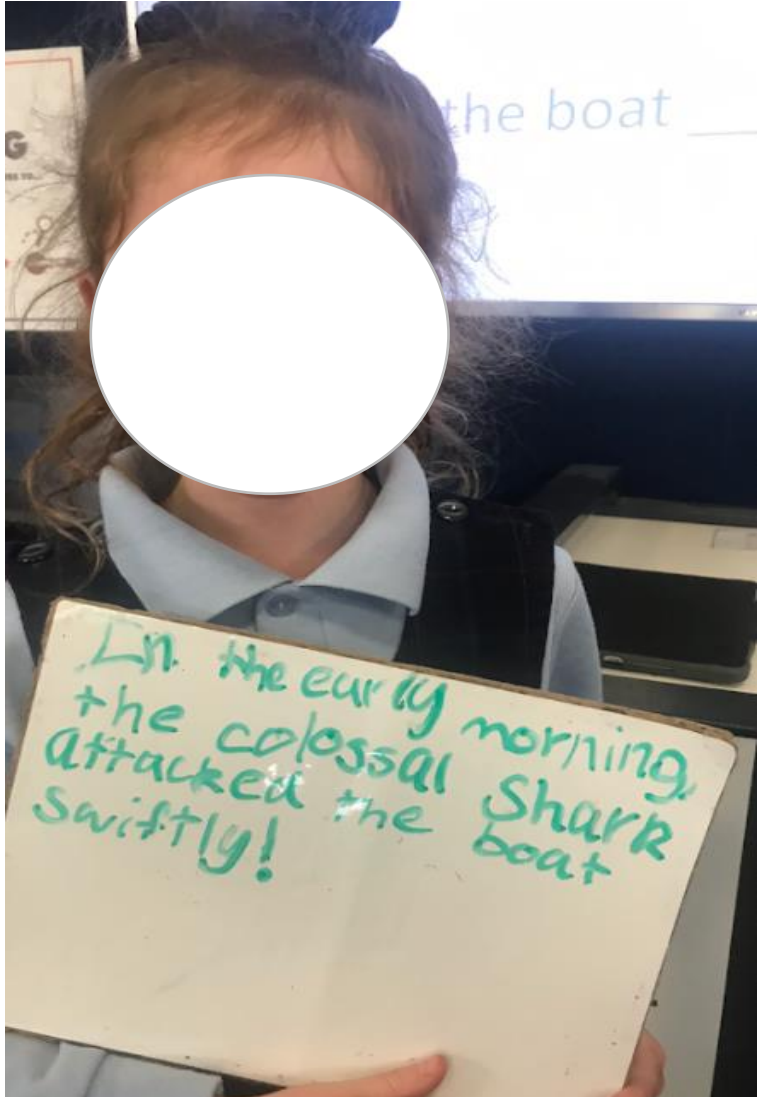
Quality VS Quantity



One scorching day, the destructive and burning fire raced through the green house.

*Foundation
Balga Primary School, WA*

Quality VS Quantity

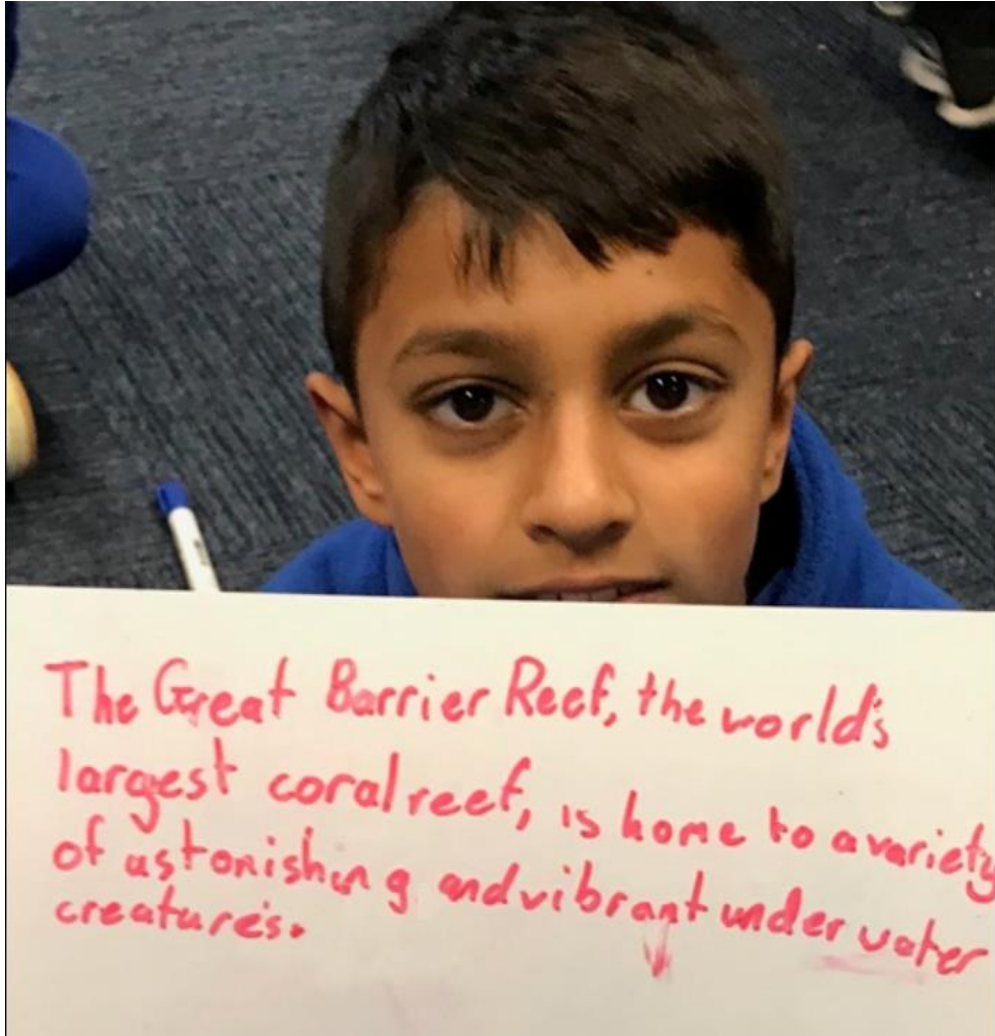


In the early morning, the colossal shark attacked the boat swiftly!

Year 1

St Michael's Primary School, ACT

Quality VS Quantity

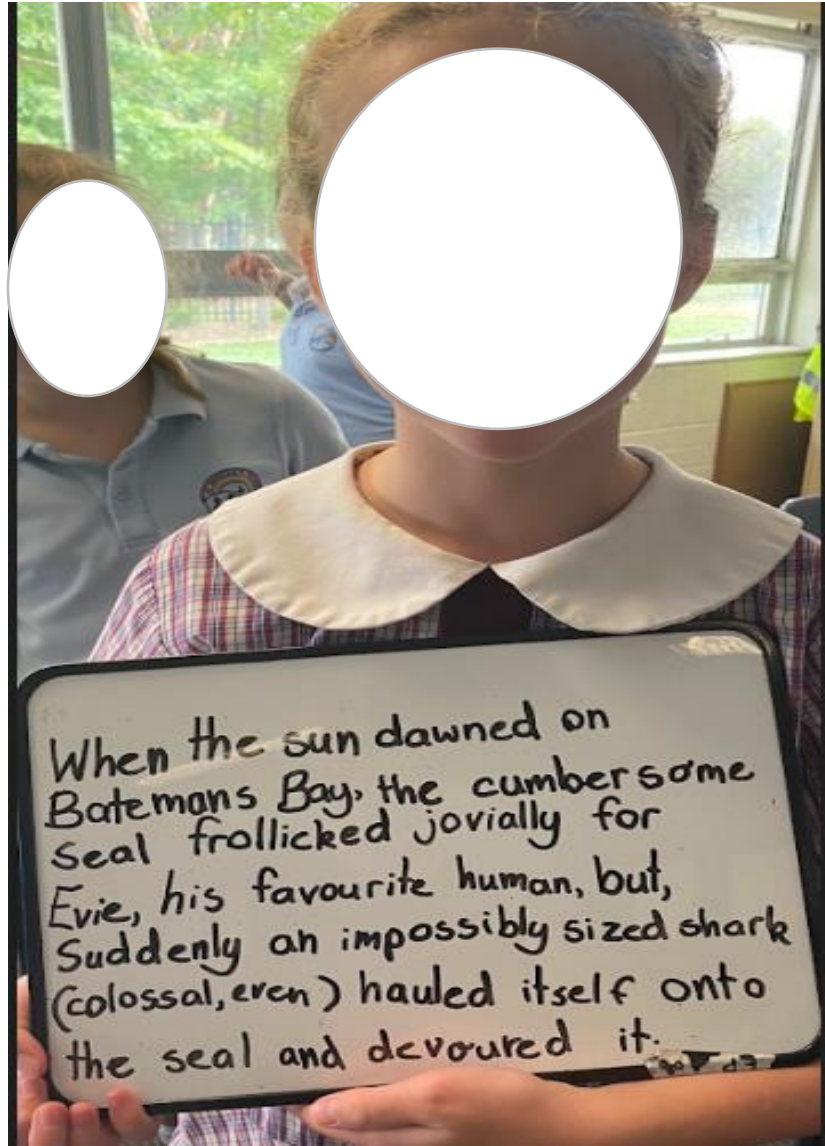


The Great Barrier Reef, the world's largest coral reef, is home to a variety of astonishing and vibrant underwater creatures.

Year 3

St Thomas of the Apostle, ACT

Quality VS Quantity



When the sun dawned on Batemans Bay, the cumbersome seal frolicked jovially for Evie, his favourite human, but suddenly, an impossibly sized shark (colossal even) hauled itself onto the seal and devoured it.

Year 3

St Michael's Primary School, ACT

Quality VS Quantity

On Sunday afternoon
mum, dad, Scott and
I went to Trigg Beach
because it was
going to be my
birthday on Monday. ✓
First we sat down
at a table. ✓
Next we had garlic
bread. ✓
Then we had
calamary. ✓ Finally
we went home in our
car. I felt ecstatic
because it was yummy. ✓

Foundation
Dianella Heights Primary School