

Really Good Stuff® Activity Guide

Writing Complete Sentences Banner Set

Congratulations on your purchase of this Really Good Stuff® **Writing Complete Sentences Banner Set**—an easy-to-remember way to present the parts of a complete sentence and the different types of sentences.

This Really Good Stuff® product includes:

- *Writing Complete Sentences Banner*, laminated
- *Types of Sentences Banner*, laminated
- This Really Good Stuff® Activity Guide

Displaying the Writing Complete Sentences Banner Set

Before displaying the **Writing Complete Sentences Banner Set**, 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 *Banners* one at a time as you introduce the concepts on each—or together as a complete sentence writing set—where students will be able to see them easily.

Activities for the Writing Complete Sentences Banner

Introducing and Using the Writing Complete Sentences Banner

While pointing to the *Banner*, explain the following characteristics of a complete sentence:

- A complete sentence is a complete thought.
- A complete sentence has a subject.
- A complete sentence has a predicate.

Pointing to the *Subject* header on the *Banner*, explain to students that a subject can be a simple subject or a complete subject. Read the sentence on the poster aloud to students and ask them to identify the simple subject and the complete subject. Once they give the answers of *frog* and the *spotted green frog*, tell students that the subject tells who or what is doing something in a sentence. Show students that the simple subject is in red and the complete subject is underlined in red. Then point to the *Predicate* header on the *Banner* and remind students that a predicate can be a simple predicate or a complete predicate. Read the sentence on the *Banner* again and ask students to identify the simple predicate and the complete predicate. Point out that the simple predicate is in green and the complete predicate is underlined in green. Explain to students that the predicate describes the subject or tells what the subject does in the sentence. Reinforce with students that complete sentences have a subject and a predicate.

Write five complete sentences on your whiteboard where students will be able to identify the subjects and predicates. Call students up to the board one at a time: Have each student read one sentence you wrote on the board, identify the simple subject by circling it with a red dry erase marker, and identify the simple predicate by circling it with a green dry erase marker. Instruct students to explain why they circled what they did. Then ask a student to underline the complete subject and predicate in each sentence. Challenge a few volunteers to come up to the board and write their own

complete sentences, circle the simple subjects and simple predicates, and underline the complete subjects and predicates.

Writing Complete Sentences Reference

Copy and distribute the *Writing Complete Sentences Reference Reproducible*. Have each student write four sample sentences at the bottom and follow the directions. Check their sentences to be sure they're correct, then tell students to keep the reproducible in their writing folder to use as a reference when completing writing projects. You might want to make an extra copy for students to leave at home to use for writing homework assignments.

Identifying Simple and Complete Subjects and Predicates

Copy and distribute the *Identifying Simple and Complete Subjects and Predicates Reproducible*. Have students complete the reproducible to reinforce their knowledge of subjects and predicates and then check their work together as a class.

Simple Subject and Predicate Answers:

1) simple subject: I, simple predicate: want; 2) simple subject: Kathryn, simple predicate: is going; 3) simple subject: vegetables, simple predicate: come; 4) simple subject: T-shirt, simple predicate: is missing; 5) simple subject: vacation, simple predicate: begins; 6) simple subject: cat, simple predicate: is lying; 7) simple subject: I, simple predicate: want; 8) simple subject: class, simple predicate: will attend; 9) simple subject: Jesse, simple predicate: mowed; 10) simple subject: Chickadees, simple predicate: eat.

Complete Subject and Predicate Answers:

1) complete subject: I, complete predicate: want to have a turkey sandwich for lunch. 2) complete subject: Kathryn, complete predicate: is going to the library after school. 3) complete subject: Marco's favorite vegetables, complete predicate: come from his grandmother's garden. 4) complete subject: My favorite purple T-shirt, complete predicate: is missing. 5) complete subject: Summer vacation, complete predicate: begins in June this year. 6) complete subject: My lazy cat, complete predicate: is lying in the sun. 7) complete subject: I, complete predicate: want to go to the science museum this weekend. 8) complete subject: Our whole class, complete predicate: will attend a concert this Thursday. 9) complete subject: Jesse, complete predicate: mowed the lawn last weekend. 10) complete subject: Chickadees, complete predicate: eat insects.

Writing Complete Sentences

Make copies of the *Writing Complete Sentences Reproducible* and give one to students for practice in writing complete sentences. Tell students to use the given nouns in the subjects of their sentences and the given verbs in the predicates of their sentences. Then have students use red and green pencils to circle the simple subjects and predicates in their sentences and underline the complete subjects and predicates.

Name: _____

Writing Complete Sentences

A sentence is a complete thought that is made up of a subject and a predicate.

The subject tells who or what the sentence is about.

The simple subject is just the noun or pronoun.

The complete subject is the noun or pronoun and its modifiers.

The predicate tells what the subject is or does.

The simple predicate is just the verb.

The complete predicate is the verb and its modifiers.

The spotted green frog jumped into the pond.

Write four complete sentences and circle the simple subject with red and the simple predicate with green. Underline the complete subject with red and the complete predicate with green.

My sample sentences:

Name: _____

Date: _____

Identifying Simple Subjects and Predicates

Directions: Circle the simple subject and circle the simple predicate in each of these sentences.

1. I want to have a turkey sandwich for lunch.
2. Kathryn is going to the library after school.
3. Marco's favorite vegetables come from his grandmother's garden.
4. My favorite purple T-shirt is missing.
5. Summer vacation begins in June this year.
6. My lazy cat is lying in the sun.
7. I want to go to the science museum this weekend.
8. Our whole class will attend a concert this Thursday.
9. Jesse mowed the lawn last weekend.
10. Chickadees eat insects.

Identifying Complete Subjects and Predicates

Directions: Underline the complete subject and underline the complete predicate in each of these sentences.

1. I want to have a turkey sandwich for lunch.
2. Kathryn is going to the library after school.
3. Marco's favorite vegetables come from his grandmother's garden.
4. My favorite purple T-shirt is missing.
5. Summer vacation begins in June this year.
6. My lazy cat is lying in the sun.
7. I want to go to the science museum this weekend.
8. Our whole class will attend a concert this Thursday.
9. Jesse mowed the lawn last weekend.
10. Chickadees eat insects.

Name: _____

Date: _____

Writing Complete Sentences

Directions: Use the nouns (subjects) and verbs (predicates) below to write 10 complete sentences, remembering to include a complete subject and a complete predicate in each sentence! Make your sentences as serious or as silly as you would like and add any other words to make your sentences more interesting. You may use two of the nouns and two of the verbs in more than one sentence if you need to.

Example: This old apple tastes rotten.

Nouns:

Verbs:

bicycle

Isabella

eat

is

gorilla

Nicholas

like

go

tennis shoes

grandmother

taste

choose

friend

kitten

want

run

apple

teacher

buy

think

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Use red and green pencils to circle each simple subject and simple predicate and underline each subject and complete predicate.

Writing Complete Sentences Banner Set

Activities for the *Types of Sentences Banner*

Introducing and Using the *Types of Sentences Banner*

Pointing to the *Banner*, remind students that they should try to use all three of these types of sentences in their writing to give their writing variety, which will make it more interesting. Point to the *Simple Sentence* section and explain that a simple sentence contains one independent clause, which has a subject and a predicate, presents a complete thought, and can stand alone as a sentence. Read the simple sentence of *The spotted green frog jumped into the pond*. Ask students to identify again the subject and the predicate in the sentence.

Then, point to the *Compound Sentence* section of the *Banner* and read the example sentence of *The spotted green frog jumped into the pond, and it splashed water on me*. Remind students that a compound sentence is made up of two independent clauses. Ask students to identify the independent clauses as well as the subject and the predicate in each of the independent clauses. Then, instruct students to identify the coordinating conjunction used in the sentence and introduce other coordinating conjunctions that can be used to make a compound sentence such as *or*, *but*, and *so*.

Write the following example sentences for coordinating conjunctions other than *and* on your board to share with students:

- 1) We can go swimming today, or we can play miniature golf.
- 2) The bus does not stop near the library, but it does stop at a bookstore.
- 3) I finished all my chores today, so I can go to the movie tonight.

For each of these examples, have students identify the two independent clauses in the sentence and the subject and predicate in each of the independent clauses.

Finally, point to the *Complex Sentence* section of the *Banner* and read the example sentence of *When the hawk flew overhead, the spotted green frog jumped into the pond*. Remind students that complex sentences are made up of an independent clause and a dependent clause. Point out that *When the hawk flew overhead* is the dependent clause and that *the spotted green frog jumped into the pond* is the independent clause in the sentence.

Write the following sentences on your board so students can get more practice in identifying complex sentences:

- 1) We will have a snack after we finish our art project.
- 2) Because her mother's car is not working, Maura will miss dance class today.
- 3) Although I love to ice skate, I cannot go to the skating party.

Have your students identify the independent and dependent clauses in each of these sentences.

Types of Sentences Reference

Copy and distribute the *Types of Sentences Reference Reproducible*. Have each student write three example sentences at the bottom and then keep the reproducible in their writing folder to use as reference when completing writing projects. You might want to make an extra copy for students to leave at home to use for writing homework assignments.

Simple, Compound, or Complex Sentence?

Copy and distribute the *Simple, Compound, or Complex Sentence? Reproducible*. Have students complete the reproducible to reinforce their knowledge of simple, compound, and complex sentences and then check their work together as a class.

Answers:

- 1) compound, 2) simple, 3) complex, 4) complex, 5) compound, 6) simple, 7) simple, 8) compound, 9) complex, 10) simple

Combining Sentences

Remind students that combining simple sentences into compound and complex sentences is a skill that they can utilize to make their writing more interesting and to help it flow better. Give them more practice in combining sentences by copying and distributing the *Combining Sentences Reproducible*. Read the directions together and direct students to complete the reproducible and then check their work together as a class.

Answers:

- 1) Miguel doesn't like to cook, but he made his mother dinner anyway. 2) The cat jumped onto the kitchen counter, and he knocked over the vase of flowers. 3) We can ride our bikes to the store, or we can take the bus there. 4) Jana got an A+ on her social studies quiz, so her dad took her out for dinner. 5) Katie's grandmother baked brownies, and Katie shared them with her friends. Answers for the second section will vary.

Name: _____

Types of Sentences

Simple

A simple sentence contains a subject and a predicate. This is called an independent clause.

The spotted green frog jumped into the pond.

Compound

A compound sentence contains two or more independent clauses joined by a coordinating conjunction.

The spotted green frog jumped into the pond, and he splashed water on me.

Complex

A complex sentence has an independent clause and a dependent clause.

When the hawk flew overhead, the spotted green frog jumped into the pond.

Write an example for each type of sentence.

simple sentence: (underline the complete subject and complete predicate)

compound sentence: (underline the two independent clauses)

complex sentence: (underline and label the independent and dependent clauses)

Name: _____

Date: _____

Simple, Compound, or Complex Sentence?

Directions: Read each of the sentences below. Write simple, compound, or complex on the line next to the sentence.

1. Justin ate too much pizza, and he got a stomachache. _____
2. Birds and squirrels are eating from my bird feeder this morning. _____
3. Luisa got a stomachache because she ate too much ice cream. _____
4. Because Janie didn't finish her homework, she can't go to the party this weekend. _____
5. The barking dog frightened Josh, but he knocked on the door anyway. _____
6. I need to mow the lawn, wash the car, and water the garden today. _____
7. The children sledged down the snowy slope. _____
8. The museum will be open tonight, so we can go there after dinner. _____
9. After their car broke down, Claire and her father had to walk to the gas station. _____
10. After dinner, Rodney washed the dishes for his mother. _____

Underline the complete subject and the complete predicate in the simple sentences.

Underline the independent clauses in the compound sentences.

Underline and label the independent and dependent clauses in the complex sentences.

Name: _____ Date: _____

Combining Sentences

Directions: Use a coordinating conjunction (and, or, but, or so) to combine the following sentences so they make sense.

1. Miguel doesn't like to cook. He made his mother dinner anyway.

2. The cat jumped onto the kitchen counter. He knocked over the vase of flowers.

3. We can ride our bikes to the store. We can take the bus there.

4. Jana got an A+ on her social studies quiz. Her dad took her out for dinner.

5. Katie's grandmother baked brownies. Katie shared them with her friends.

Directions: Combine each dependent clause with one of the independent clauses to create a complex sentence that makes sense. Write your new sentences next to the numbers. Be sure to use correct capitalization and punctuation.

Independent Clauses:

- I cannot go to the carnival
- the cats watched
- Louisa screamed
- the train will leave the station
- we cannot go to the party tonight

Dependent Clauses:

- when a snake slithered across the path
- as the birds ate the seed from the feeder
- after the workers finish loading the cargo
- because Clayton and I did not finish our chores
- until I finish my homework

1. _____

2. _____

3. _____

4. _____

5. _____