

Sentence Analysis Introduction

Hunt the Action

Age

6years

Aim

Direct: to increase vocabulary

Indirect: to prepare for sentence analysis

Materials

unmarked sentence analysis circles and arrows, oral games picture card, rug

Presentation 1

1. "Today, I would like to give you a lesson on a new game."
2. Place the unmarked circles and arrow on the rug in the resting position.
3. Ask a child to observe what another child in the classroom is doing. (Jason reads)
4. "In your sentence, Jason reads, what is the action?" (reads) Give the child the large red circle.
5. Ask another child, "Who reads?" (Jason). Hand that child the largest black circle.
6. Show the children how to build the kernel sentence.
7. Use pictures to help generate sentences.



Follow Up

1. Introduce sentences with 2 subjects
2. Introduce sentences with one subject, one object
3. Introduce sentences with two subjects and one object
4. Introduce sentences with one subject and two objects
5. Introduce sentences with two subject, two objects
6. Introduce sentences with no subject, and two objects
7. Introduce sentences with the different adverbials.

Oral Games



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Oral Games



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Reading Analysis

Level 1

Age

6+ years

Aim

Direct: to introduce the kernel sentence

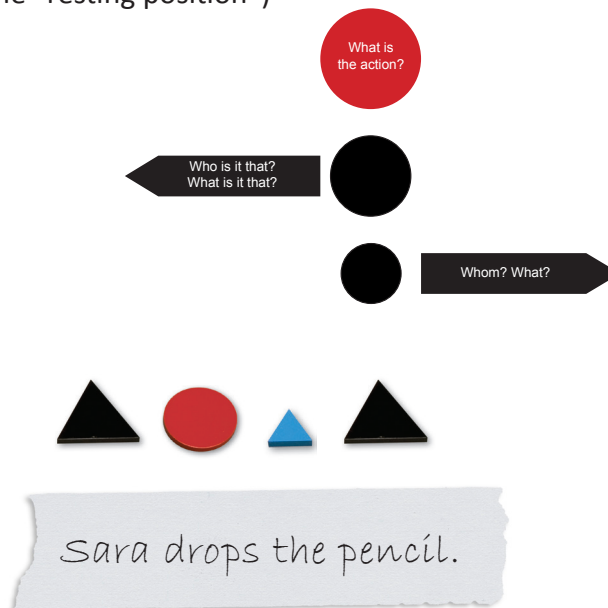
Indirect: to prepare for the analysis of sentences

Materials

Slips of paper, colored pencils, flat grammar symbols, circles and arrows for kernel sentence, follow up task cards, reading analysis recording sheet

Presentation 1

1. "Today, we are going to do something different with our Hunt the Action Game. We will use some new materials."
2. Lay the large red circle at the top of the rug; beneath it place the largest black circle and to its left place the arrow that says, "What/who is it that?"
3. Beneath the largest black circle place the medium black circle and to its right place the arrow that says, "What/Whom?" (This is the "resting position")



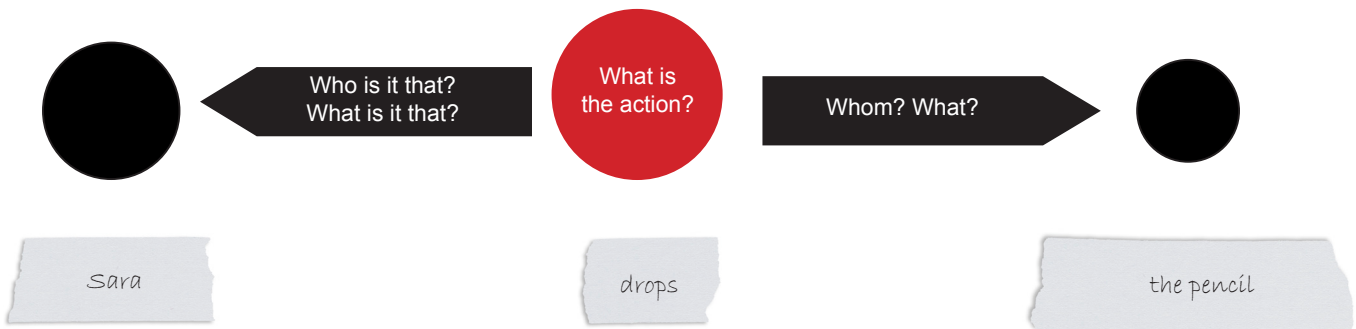
4. Write the following sentence on the slip of paper. *Sara drops the pencil.*
5. "What is the action? Yes, *drops.*" Take the large red circle and place it in the middle of the rug. Tear the slip of paper with the word *drops* and place it under the red circle.



6. "Who is it that *drops*?" Take the black arrow and the largest black circle and place them to the left of the red circle. Take the word *Sara* and place it below the largest black circle.



7. "Sara drops what?" Take the black arrow and the medium black circle and place them to the right of the red circle. Take the words *the pencil* and place them below the medium black circle.
8. "Notice that everything comes off of the red circle, which is because it is the most important part of a sentence."



9. Continue with several more examples.

Presentation 2

1. "Today, we are going to learn how to record our work."
2. Show the children the recording form.
3. "Let's take the sentence, *The dog barks*. Write this sentence on a slip of paper as before, but also record it on the Reading Analysis form at the top.
4. Place the sentence analysis circles and arrow in the "resting position" as before.
5. "What part of speech is *the*? Yes, it is an article." Place an article symbol above the word *the* on the slip of paper and color a small, blue, triangle symbol above the word *the* on the form.
6. "What part of speech is the word *dog*? Yes, it is a noun." Place a noun symbol above the word *dog* on the slip of paper and color a large, black triangle symbol above the word *dog* on the form.
7. "What part of speech is the word *barks*? Yes, it is a verb." Place a large red circle above the word *barks* on the slip of paper and color a verb symbol above the word *barks* on the form.
8. "What is the first question we ask? Yes, what is the action?" Tear the slip of paper, and move the red circle to the middle of the rug as before.
9. "We will record our first question on this form, and write the answer, *barks* on the form."
10. "What is the next question we ask? Yes, *what is it that (barks)?*" Move the arrow and the largest black circle to the left of the red circle as before. Write the question and the answer, *barks*, on the form.
11. "The last thing we need to do is to draw our sentence diagram." Draw the diagram on the form.
12. "Notice that everything comes off of the red circle, which is because it is the most important part of a sentence."
13. Continue with another example.

Follow Up

1. Task cards for remaining reading analysis.
 - a. 1 Subject, 1 predicate
 - b. 2 subjects, 1 predicate
 - c. 1 subject, 1 predicate, 1 direct object
 - d. 1 subject, 1 predicate, 2 direct objects



Sara drops the pencil

Question	Answer
What is the action?	drops
Who is it that?	Sara
What?	the pencil

Draw the sentence diagram:



Reading Analysis

Level 2

Age

6+ years

Aim

Direct: to introduce the indirect object and adverbials of a sentence

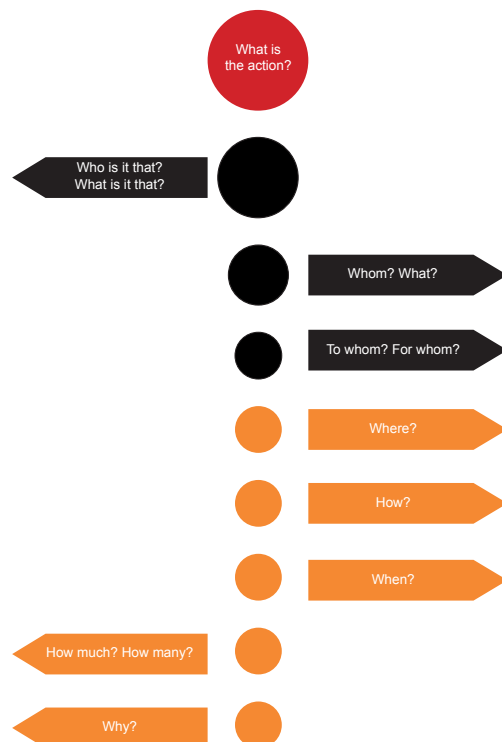
Indirect: to prepare for the analysis of sentences to improve writing

Materials

Slips of paper, colored pencils, flat grammar symbols, circles and arrows for adverbials, follow up task cards, reading analysis recording sheet

Presentation 1

1. “Today, we are going to do something different with our reading analysis. We will use some new materials.”
2. Lay the kernel sentence circle and arrows in the “resting position” and add the smallest black circle below these with the arrow that says *to what/to whom?* to the right.
3. Place the remaining orange circles and arrows below the smallest black circle and arrow.



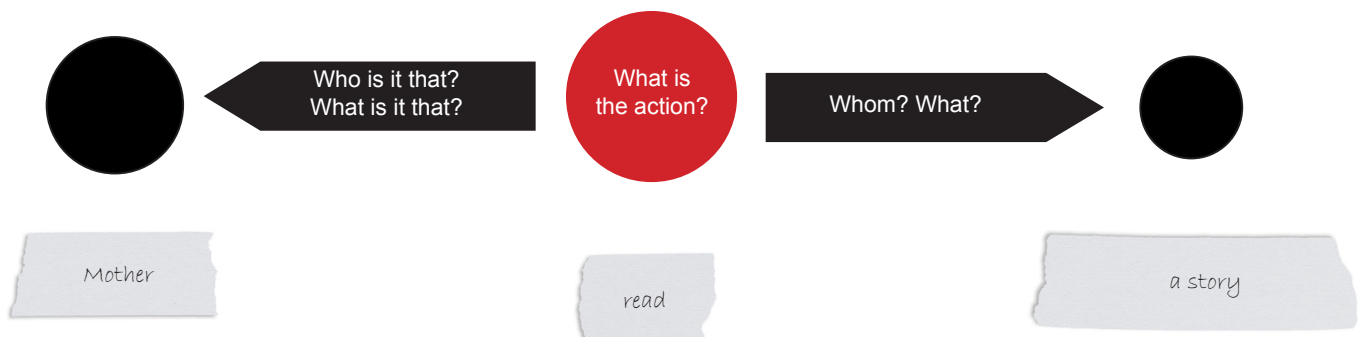
4. Write the following sentence on the slip of paper. *Mother read Sam a story.*
5. "What is the action? Yes, *read*." Take the large red circle and place it in the middle of the rug. Tear the slip of paper with the word *read* and place it under the red circle.



6. "Who is it that *read*?" Take the black arrow and the largest black circle and place them to the left of the red circle. Take the word *Mother* and place it below the largest black circle.

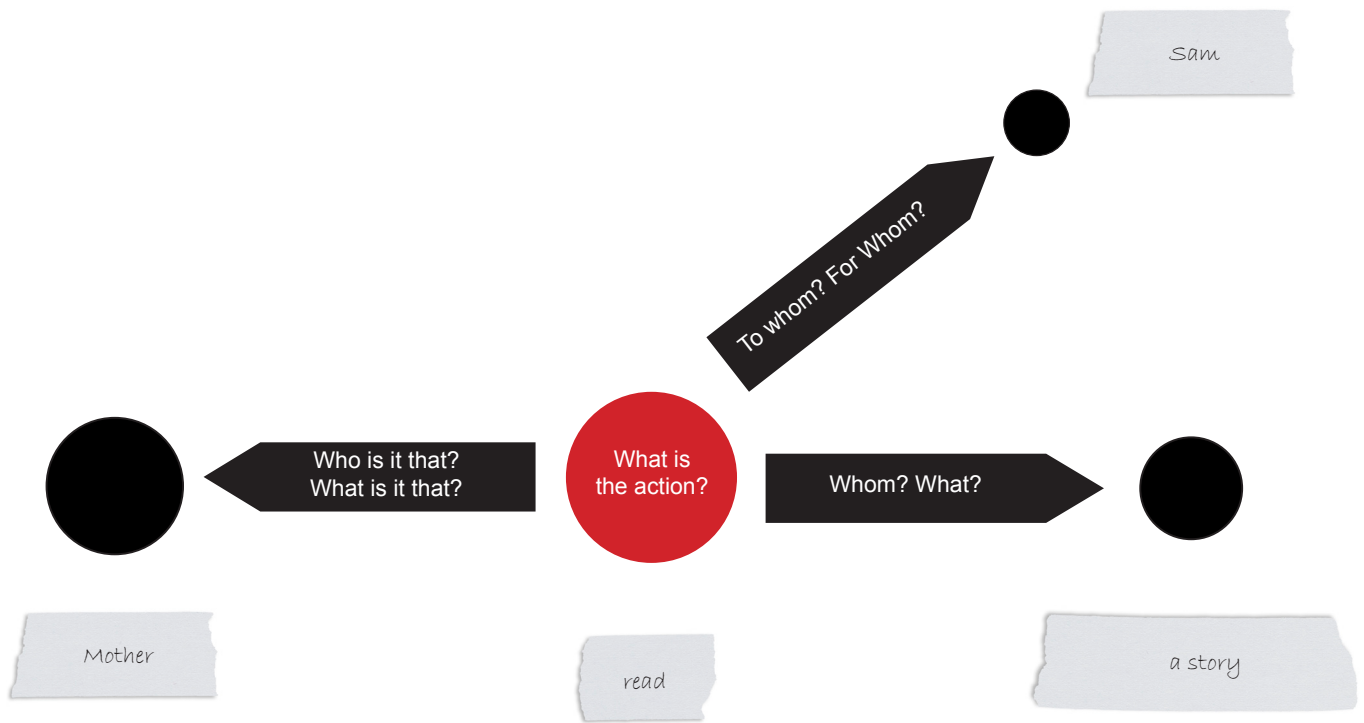


7. "Mother read what?" Take the black arrow and the medium black circle and place them to the right of the red circle. Take the words *a story* and place them below the medium black circle.



8. "Mother reads a story to whom? Yes, *Sam* is the answer." Take the black arrow and the smallest black circle and place them off of the red circle above the medium black circle.
9. "Notice that everything comes off of the red circle, which is because it is the most important part of a sentence."

10. Continue with another example using an indirect object.



Presentation 2

1. "Today, we are going to do something different with our reading analysis. We will use some new materials."
2. Lay all of the circles and arrows out in their "resting position".
3. Give the children a sentence, *Becky gave her father a kiss* and write it on a slip of paper.
4. Use the paper grammar symbols to symbolize the sentence on the slip of paper.
5. Write the sentence on the reading analysis form and symbolize it with the parts of speech.
6. Ask the questions, *what is the verb, who is it that, what, and to whom?* tearing the sentence apart.
7. Record the questions and answers on the reading analysis form.
8. Draw the sentence diagram at the bottom of the form.

Presentation 3

1. "Today, we are going to do something different with our reading analysis. We will use some new materials."
2. Lay all of the circles and arrows out in their "resting position".
3. Give the children a sentence, *Amanda wrote her paper at her desk* and write it on a slip of paper.

4. Use the paper grammar symbols to symbolize the sentence on the slip of paper.
5. Write the sentence on the reading analysis form and symbolize it with the parts of speech.
6. Ask the questions, *what is the verb*, *who is it that*, and *what?* tearing the sentence apart.
7. "We still have another part of the sentence that we have not used. What question could we ask that will give us the answer *at her desk*? Yes, where? will let us use all of the parts of the sentence.
8. Take the orange circle and arrow for *where* and place it off of the red circle.
9. Record the sentence, grammar symbols, questions and answers on the reading analysis form.
10. Draw the sentence diagram at the bottom of the form.

Reading Analysis and Sentence Construction. Set: _____

Card: _____

Amanda wrote her paper at her desk

Question	Answer
What is the action?	wrote
Who is it that?	Amanda
What?	her paper
Where?	at her desk

Draw the sentence diagram:



Follow Up

1. Task cards that introduce the indirect object
2. Task cards that introduce each adverbial
3. Task cards that introduce multiple adverbials.

Sentence Construction

Level 1

Age

7+ years

Aim

Direct: to reinforce the kernel sentence

Indirect: to prepare for logical analysis; to learn the elements of a sentence, to improve writing skills.

Materials

Slips of paper, colored pencils, flat grammar symbols, circles and arrows for kernel sentence, follow up task cards, sentence construction recording sheet

Presentation 1

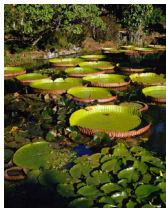

1. “Today, we are going to do something different with our sentence analysis work. Instead of giving you a sentence to analyze, you will make up a sentence based on a picture. Then you will analyze it.
2. Place the kernel sentence circles and arrows in their “resting position”.


Level 1

Set 1 Card 1


Sentence Construction

Create a sentence for each picture that follows this pattern.





Who is it that?
What is it that?



What is
the verb?

Analyze your sentence on your sentence analysis form.

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3. “Look at the pattern on the card; we need to construct a sentence that follows this pattern. Let’s think of a sentence, using this picture of the castle, that follows this pattern.”
4. *The castle stands.*
5. Write the sentence on the slip of paper and place the correct grammar symbols above it.

6. Write the sentence on the sentence construction form and draw the grammar symbols above.
7. Analyze the sentence using the circles and arrows and torn sentence strip.
8. Write the questions and answers on the sentence construction form.
9. Draw the sentence diagram at the bottom of the paper.
10. Continue with the other picture.

Follow Up

1. Task cards for remaining sentence construction.

Reading Analysis and Sentence Construction. Set: 1 Card: 1

The castle stands.

Question	Answer
What is the verb?	stands
What is it that?	the castle

Draw the sentence diagram:



Sentence Construction

Level 2

Age

7+ years

Aim

Direct: to reinforce the adverbials of a sentence

Indirect: to prepare for logical analysis; to learn the elements of a sentence, to improve writing skills.

Materials

Slips of paper, colored pencils, flat grammar symbols, circles and arrows for adverbials, follow up task cards, sentence construction recording sheet

Presentation 1



1. Lay all of the circles and arrows out in their “resting position”.
2. Give the children the task card and ask them to construct a sentence using the pattern and picture on the card.

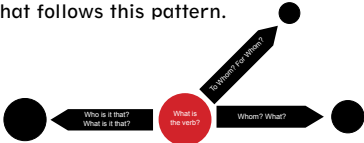
Level 2

Set 1 Card 1

Sentence Construction

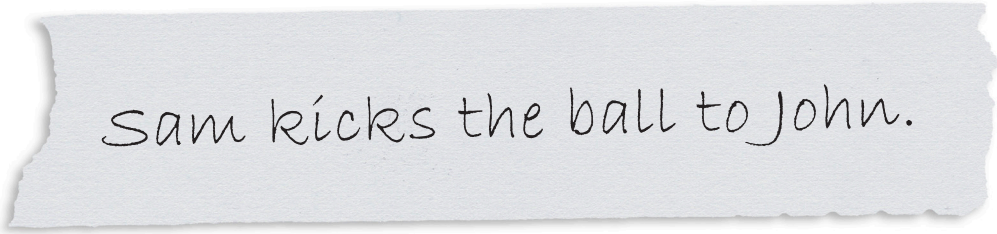
Create a sentence for each picture that follows this pattern.





Analyze your sentence on your sentence analysis form.

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sam kicks the ball to john.

3. Write the sentence on a slip of paper and use the paper grammar symbols to symbolize the sentence on the slip of paper.
4. Write the sentence on the sentence construction form and symbolize it with the parts of speech.
5. Ask the questions, *what is the verb*, *who is it that*, *what*, and *to whom*? tearing the sentence apart.
6. Record the questions and answers on the sentence construction form.
7. Draw the sentence diagram at the bottom of the form.

Follow Up

1. Task cards that introduce the indirect object
2. Task cards that introduce each adverbial
3. Task cards that introduce multiple adverbials.

Logical Analysis

Level 1

Age

8 years

Aim

Direct: to learn the sentence elements of a kernel sentence

Indirect: to improve writing skills.

Materials

Slips of paper, colored pencils, flat grammar symbols, circles and arrows for kernel sentence with sentence elements on the back, follow up task cards, logical analysis recording sheet

Presentation 1

1. "Today, we are going to do something different with our sentence analysis work. You know the questions to ask when analyzing a sentence, today we will learn what grammarians name these."
2. Place the kernel sentence circles and arrows in their "resting position".
3. Make up a sentence, *The dog eats the bone* for example.
4. Write the sentence on the slip of paper and place the correct grammar symbols above it.
5. Write the sentence on the logical analysis form and draw the grammar symbols above.
6. "What is the first question that we ask when we are analyzing a sentence? Yes, what is the verb? (*eats*) In grammar, the words that answer the question *what is the verb?*, is called the simple predicate."
7. Turn the red circle over and show the simple predicate term.
8. Record the question, answer, and sentence element on the logical analysis form.
9. "What is the next question that we ask in sentence analysis? Yes, *who is it that?*" (the dog)
10. Turn over the black arrow. "In grammar, the words that answer the question, *who is it that?* is called the subject of the sentence."
11. Record the question, answer, and sentence element on the logical analysis form.
12. "What is the next question that we ask in sentence analysis? Yes, *what?* (the bone)
13. Turn over the black arrow. "In grammar, the words that answer the question, *what?*, is called the direct object of a sentence."

14. Record the question, answer, and sentence element on the logical analysis form.
15. Draw the sentence diagram at the bottom of the form.
16. Continue with another example.

Follow Up

1. Task cards for logical analysis using Aesop's Fables.

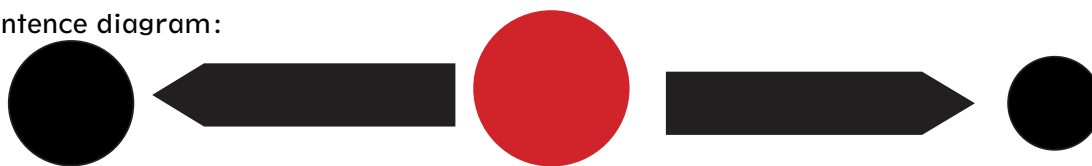
Logical Analysis. Set: _____ Card: _____



 The dog eats the bone.

Question	Answer	Sentence Element
What is the verb?	eats	simple predicate
What is it that?	the dog	subject
What?	the bone	direct object

Draw the sentence diagram:



Logical Analysis

Level 2

Age

8 years

Aim

Direct: to learn the sentence elements of a sentence with adverbials

Indirect: to improve writing skills.

Materials

Slips of paper, colored pencils, flat grammar symbols, circles and arrows for adverbials with sentence elements on the back, follow up task cards, logical analysis recording sheet

Presentation 1

1. Lay all of the circles and arrows out in their “resting position”.
2. Create a sentence, *Teri teaches John a rhythm pattern*.
3. Write the sentence on a slip of paper and use the paper grammar symbols to symbolize the sentence on the slip of paper.
4. Write the sentence on the logical analysis form and symbolize it with the parts of speech.
5. “What is the first question that we ask when we are analyzing a sentence? Yes, *what is the verb?* (teaches) In grammar, the words that answer the question *what is the verb?*, is called the simple predicate.”
6. Turn the red circle over and show the simple predicate term.
7. Record the question, answer, and sentence element on the logical analysis form.
8. “What is the next question that we ask in sentence analysis? Yes, *who is it that?*” (Teri)
9. Turn over the black arrow. “In grammar, the words that answer the question, *who is it that?* is called the subject of the sentence.”
10. Record the question, answer, and sentence element on the logical analysis form.
11. “What is the next question that we ask in sentence analysis? Yes, *what?* (a rhythm pattern)
12. Turn over the black arrow. “In grammar, the words that answer the question, *what?*, is called the direct object of a sentence.”

13. Record the question, answer, and sentence element on the logical analysis form.
14. “What is the next question that we ask in sentence analysis? Yes, *to whom?*”
15. Turn over the black arrow. “In grammar, the words that answer the question, *to whom?* is called the indirect object”
16. Record the question, answer, and sentence element on the logical analysis form.
17. Draw the sentence diagram at the bottom of the form.
18. Continue with another example.

Follow Up

1. Task cards that introduce the indirect object
2. Task cards that introduce each adverbial
3. Task cards that introduce multiple adverbials.

Logical Analysis. Set:

 Card:

Teri teaches John a rhythm pattern.

Question	Answer	Sentence Element
What is the verb?	teaches	simple predicate
Who is it that?	Teri	subject
What?	a rhythm pattern	direct object
To whom?	John	indirect object

Draw the sentence diagram:

