

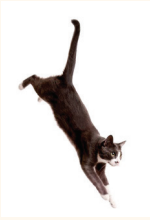


Protocol: Oral Practice with Complete Sentences

	<ul style="list-style-type: none">• Setting: This activity can be used in whole group or a targeted small group.• Knowledge Goal: Students will identify the noun (namer/who) and verb (action/do)• Definitions to Know:<ul style="list-style-type: none">◦ Complete Sentence: a group of words that includes a subject (the namer or “who”) and predicate (the action or “do”)
 <p>Why This Matters:</p>	<p>The structures of oral language are simpler than the structures of written language. Therefore, introducing new language concepts through oral language provides the opportunity for “rehearsal” before children transition to print. This activity helps students to combine nouns and verbs to create complete sentences orally.</p>
 <p>Activity: Oral Practice with Pictures</p>	<p>Teacher Tip: Keep pictures simple, where the verb can be used in past tense (to avoid helping verbs or other more complicated structures).</p> <p>Step 1: Assemble a set of pictures. Consider using pictures from content that students are learning in science/social studies or from a current ELA read-aloud.</p> <p>Step 2: Ask students to identify the noun (the name of a person, place or thing) they see in the picture. You may also refer to this as the “namer” or the “who.”</p> <p>Step 3: Ask students to identify what the namer/who is doing.</p> <p>Step 4: Put the namer/who and the action/do together to create a complete sentence that describes what is happening in the picture.</p> <p>Step 5: Do several more examples following this same structure. Utilizing a gradual release of responsibility, provide guided and independent practice.</p> <p>Sample: Today we are going to practice putting together namers and actions to make complete sentences! Remember, a namer is a noun- a person, place or thing. An action, or a verb, is what it is doing. We can also call these the “who” and the “do.” Show students a picture, such as the one below:</p>  <p>The first thing I’m going to identify is what is in the picture. This picture is of a cat. Next, I’m going to identify what the cat is doing. The action is jumps. (Some students may think the cat falls, or hops, or something similar. That’s okay too!) Now, I will put the two together to make a complete sentence... ‘the cat jumps’. Did you notice I added “the” to cat? I could have also added “a” to make my sentence ‘a cat jumps’. This is a complete sentence because it includes a noun and a verb—or a namer and an action! Let’s try some more!</p>

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Do several more examples following this same structure.

Utilizing a gradual release of responsibility, provide guided and independent practice.

- *Extension:* Once students have gotten fluent with namers/who and actions/do, include pictures with objects. For example, a boy kicking a ball. In this example, the namer/who would be “boy”, action would be “kick”, object would be “ball”.

Adapted from Syntax: Knowledge to Practice from Literacy How