

Complex Sentences and Essential Sight words

LEARNING ABOUT THE STRUCTURE OF SENTENCES WITH ROSIE

ESSENTIAL QUESTION

How do I say two things in once sentence?

WHAT ARE WE LEARNING?

- To recognise different text structures.
- How to write a complex sentence.
- To use written language features to create meaning and effect.

TRY THIS WITH

- Years 0-2
- Students who have an interest in adding detail to their writing.
- Students who love using visual aides to support their learning.

FIND

- Recognise Name
- Reproduce List
- Explain Extend

Watch the [Kids on Farms](#) cow cam video. Compile a list of things the Cotter kids do on the farm.

Write simple sentences about these actions. Discuss the sequence of the video.

Complete [Rosie's sequencing](#) activity

Split the video into 3 sections (start, middle, end)

Order the sentences to retell the story of the video in the correct sequence.

Turn the simple sentences into complex sentences by adding information about where the action takes place e.g. Caitlin brushes her horse by the fence.

Encourage students to add information to their sentence so the people who read them have more information about what is happening.

Present the story of the video in the correct sequence.

APPLY

- Practice Test
- Choose Connect
- Develop Use

Pair students with something to write on and a set of the sight word cards.

Give the students 2 minutes to record what they do in any given day (wake up, eat breakfast etc).

Allocate the different sections of the day to different students.

Write a number of simple sentences showing things that students do in "their" section. e.g. I run to school, I brush my teeth.

Use the sight word cards to add detail.

Decide on the sight word that best fits and use it to make their sentence complex.

Highlight the part of the sentence that was added.

Create a class story by adding the sentences in the correct sequence.

Add more detail by including a photo of each sentence in action.

Create a big book that shares the story.

PRODUCE

- Extend Create
- Consider Compare
- Choose Think

Make a list of all the exciting words from the big book as well as the sequencing activities.

Introduce the [Hats on Farm](#) video.

Ask students to take photographs, find pictures in magazines, cut pictures out of newspapers.

The photos will need to represent the different roles and activities in the video clip.

Show students the idea of a stacking story.

Create your own stacking story that retells the different "hats" on farm.

If students are confident you can turn their stories into an animation.

Share your photos or videos with the team at [Dairy NZ](#).



SUCCESS CRITERIA

Students can check they have successfully completed the challenge by:

- Ensuring their sentences are in the correct sequence.
- Adding relevant information to make complex sentences.
- Making a stacking story that tells a detailed story.

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	KEY CONCEPTS
High expectations Coherence	Innovation, inquiry and curiosity Integrity	Thinking Participating and contributing Using language, symbols and texts	English	Complex Sentence Sense Verb	Complex Sentences Creating Meaning Sequencing Express Ideas