

Complex Sentences and Essential Sight Words

LEARNING ABOUT THE STRUCTURE OF SENTENCES WITH ROSIE

ESSENTIAL QUESTION

How do I say two things in one 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

Explain that extending sentences gives the reader more information. If appropriate introduce the term 'complex sentence'.

Watch the [Kids on Farms](#) cow cam video.

Identify a list of things the Cotter kids do on the farm such as brushing the horse and riding the motorbike. Write simple sentences about these actions eg. Ben rides his motorbike.

Remind students that they can add information to their sentence so the people who read them have more information about what is happening.

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**.



APPLY

- Practice Test
- Choose Connect
- Develop Use

Pair students up. They will need something to write on and a set of the sight word cards.

Write a number of simple sentences showing things that students do in a day 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. For example, I run to school so I am not late or I brush my teeth in the bathroom.

Read the sentences out loud to check they make sense. Highlight the part of the sentence that was added.

PRODUCE

- Extend Create
- Consider Compare
- Choose Think

Use the sentence builder to make sentences about Rosie the Cow.

Choose the first part of the sentence.

Pass the sentence builder to a buddy who has to decide which part to add from the appropriate section to turn it into a complex sentence.

Read the sentence together to check that it makes sense.

Share the sentences as a class.

If appropriate, identify the parts of the sentence such as nouns, verbs and the part of the sentence that makes it complex.

Come up with some 'silly' ones, e.g. Rosie fed the chickens in the milking shed.

SUCCESS CRITERIA

Students can check they have successfully completed the challenge by:

- Adding relevant information to make complex sentences
- Checking that their sentences make sense
- Identifying the correct sight words to help extend their sentences

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	RESOURCES REQUIRED
High expectations Coherence	Innovation, inquiry and curiosity Integrity	Thinking Participating and contributing Using language, symbols and texts	English	Complex Sentence Sense Verb	Recognising Patterns Lesson Sentence Builder activity Sight Word cards Kid on Farms video