

vocabulary concepts grammar writing

# Sentence School

Quick, Active Lessons that Build Sentence Skills

The Sentence School™ program works alongside the HWT handwriting curriculum to teach the skills kindergarten children need to build sentences and become confident, skillful writers.

## The Sentence School curriculum supports your teaching:

- Integrates with your existing curricula
- Engages students and reinforces concepts through movement, sight and sound
- Fits into your language arts time block
- Takes only 10–15 minutes a day

## Children will:

- **Increase vocabulary**—learn words and their meanings; use words in sentences
- **Develop conceptual understanding**—understand the relationship among words and reinforce their meanings
- **Build grammar skills**—speak in complete sentences and learn correct grammar through example and practice
- **Cultivate writing skills**—follow the basic rules: begin with a capital, leave space between words and end with punctuation

## SENTENCE START

## Subject + Verb.

These first sentences ease children into the lesson routine. Children learn by doing and moving. This lesson uses two words to teach the basics of every sentence: Subject + verb.

Subject	Verb
Corks	float.
Forks	sink.

### Objectives

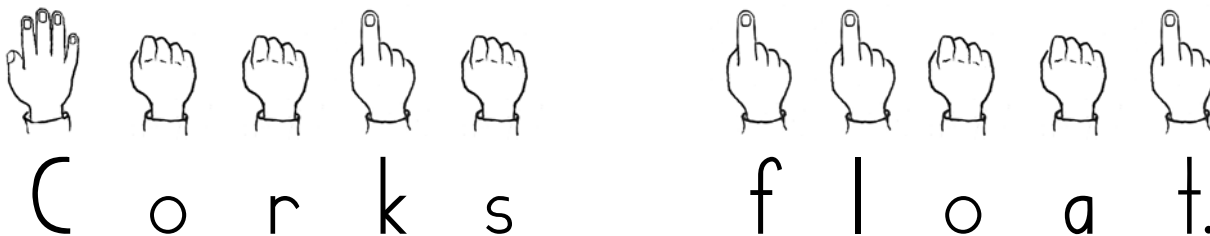
1. Recognize two action verbs: **float** and **sink**.
2. Learn the word order for a statement. Subjects come before verbs.
3. Speak with subject/verb agreement in the present tense. No verb change is needed.
4. Learn how to write a complete sentence with capitalization, word spacing, and punctuation.

### Setup

1. Sentence Board: large board, pre-marked with writing lines
2. Sentence Box with:
  - Word Cards: **float sink**
  - Props: corks, metal forks, container for water
3. Children:
  - Sentence Helper
  - Class facing the board, seated on the floor

### Hand Activity

Children do not write at first, but they do participate in the Hand Activity. Use these hand positions to indicate features of each letter: capital, tall, small, or descending.



**C** is a capital letter.

**o** is a small letter.

**r** is a small letter.

**k** is a tall letter.

**s** is a small letter.

Show me **C** with your hands like this.

Show me **o** like this.

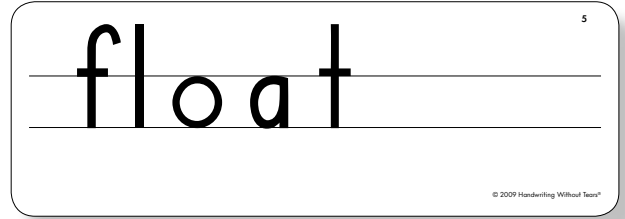
Show me **r** like this.

Show me **k** like this.

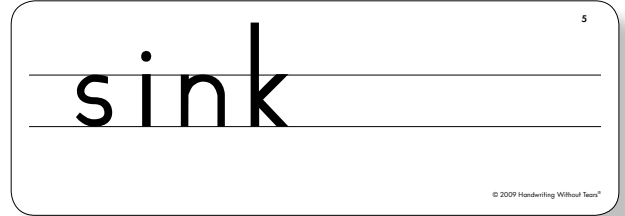
Show me **s** like this.

Continue with **f-l-o-a-t**.

Corks float.



Forks sink.



### Opening

Sing "Sentence Song" with children to signal the start of Sentence School. Ask Helper to get the Sentence Box.

### Lesson Plan

**Read** the Word Cards.

Ask Sentence Helper to show each word.

**This is float, f-l-o-a-t, float. This is sink, s-i-n-k, sink.** Have class repeat with you.

**Float and sink are verbs that show action. These words are also opposites.**

**Do** the activity.

Ask Sentence Helper to drop corks into water and observe.

Have Helper drop forks into water and observe.

**Say** the sentences.

While corks float, say, **Corks float.**

While forks sink, say, **Forks sink.**

**Write** one sentence. (Sentence Helper's choice)

Have Helper decide which sentence to write.

Write the sentence on the board for children to observe. Write large and leave a big space.

Teach sentence rules (below) as you write.

Help pre-writers use their hands to show each letter.



**1.** Start with a capital.

**2.** Put space between words.

**3.** End with a period.

### Closing

The class reads the sentence aloud. Everyone thanks the Sentence Helper.

Note: See pages 16–17 for Tuesday/Thursday Activities.

float

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sink

5

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**ACTION SENTENCES****Subject + Action Verb (+s) + Object.**

Here are more three-part action sentences with a subject, action verb, and an object noun. Because the subject is your Helper, an **s** is added to the verb to make it agree with the subject.

Subject	Action Verb	Object
Ben	read + s	words.
Ben	draw + s	pictures.

**Objectives**

1. Recognize two nouns: **words** and **pictures**.
2. Learn the word order for a statement. Subjects come before verbs. Objects come after verbs.
3. Change the verb. In present tense, add **s** to make the verb agree with the subject (Ben).
4. Write a complete sentence with correct capitalization, word spacing, and punctuation.

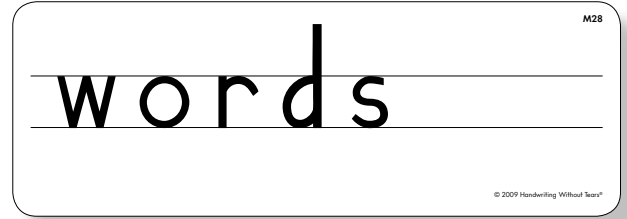
**Setup**

1. Sentence Board
2. Sentence Box with:
  - Word Cards: **words** **pictures**
  - Props: *Mat Man Hats* or other familiar picture book
3. Children:
  - Sentence Helper
  - Class facing the board, sitting on the floor or at desks

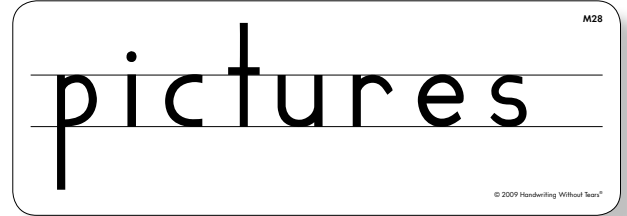
**Thinking About the Lesson**

- *A person who draws pictures for a job is called an artist or illustrator. On Friday we will learn about a person who was a writer and illustrator.*
- *Can pictures tell stories? Look at the pictures in a story before you read. See if you can predict what will happen in the story by using the pictures.*

Ben reads words.



Ben draws pictures.



### Opening

Signal the start of Sentence School by singing, **Sentences are fun to do**, having children echo. Helper gets the Sentence Box.

### Lesson Plan

**Read** the Word Cards.

Ask Sentence Helper to open the envelope and show each word.

**This word is words, w-o-r-d-s, words.** Continue with **pictures**. Have children repeat with you.

**Books can have both words and pictures. We can learn from words and pictures.**

**We can share messages in words and pictures.**

**Do** the activity.

Have Helper open the book to a favorite page. Have Helper point to words and read with you.

Have Helper point to a picture of Mat Man. Have Helper draw Mat Man on the board.

**Say** the sentences.

While Helper reads words, say, **Ben reads words.**

While Helper draws Mat Man, say, **Ben draws pictures.**

**Write** one sentence. (Sentence Helper's choice)

Write the sentence on the board for children to observe. Write large and leave big spaces.

Say and demonstrate, **Add the letter s to the verb.**

Help writers by teaching sentence rules and letter formation. Children should imitate letter by letter.

Help pre-writers use their hands to show each letter.



**1.** Start with a capital.

**2.** Put space between words.

**3.** End with a period.

### Closing

The class reads the sentence aloud. Everyone thanks the Sentence Helper.

M28

Words

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M28

pictures

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**DESCRIBING SENTENCES Subject + Linking Verb (are) + Adjective.**

These descriptive sentences use the linking verb *are* to connect the subject to the adjective. *Are* agrees with the third person plural subject. This lesson teaches word order for a describing sentence: subject + linking verb + adjective.

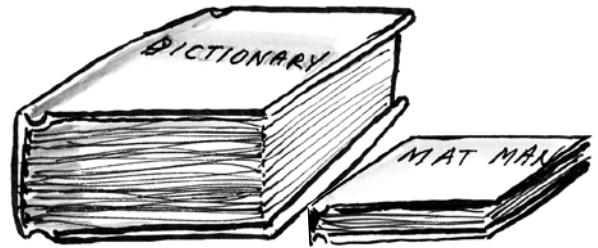
Subject	Linking Verb	Adjective
Books	are	thick.
Books	are	thin.

**Objectives**

1. Recognize two adjectives: **thick** and **thin**.
2. Learn the word order for a descriptive statement: Subject + linking verb + adjective.
3. Speak and write with subject/verb agreement in the present tense.
4. Write a complete sentence with correct capitalization, word spacing, and punctuation.

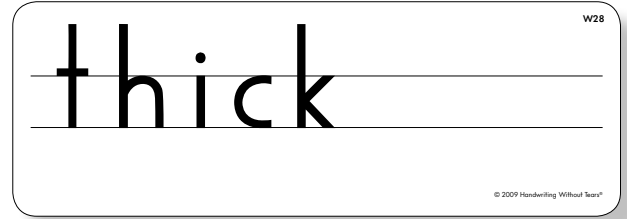
**Setup**

1. Sentence Board
2. Sentence Box with:
  - Word Cards: **thick thin**
  - Props: two thick books, three thin books
3. Children:
  - Sentence Helper
  - Class facing the board, sitting on the floor or at desks

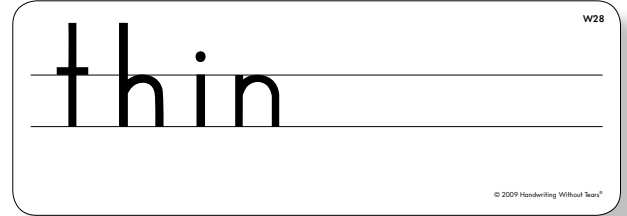
**Thinking About the Lesson**

- *Do books always have words and pictures? Which books have more pictures, thick chapter books or thin books? Which have more words? Look at some thick and thin books to find out.*
- *What makes a book thick or thin? It's the number of pages. Compare the page count of thick and thin books.*

Books are thick.



Books are thin.



### Opening

Signal the start of Sentence School by singing, **Sentences are fun to do**, and having children echo. Helper gets the Sentence Box.

### Lesson Plan

**Read** the Word Cards.

Ask Sentence Helper to show each word.

**This word is thick, t-h-i-c-k, thick.** Continue with **thin**. Have class repeat with you.

**Thick and thin are adjectives that describe how things look and feel.**

**They are also opposites.**

**Do** the activity.

Ask Helper to measure the thickness of a thin book and a thick book with thumb and forefinger.

Have Helper place the word **thick** in front of the thick book and **thin** in front of the thin book.

Then have Helper sort the remaining books into the **thin** or **thick** stack.

**Say** the sentences.

Point to the thick books and ask, **Are books thick or thin? Books are thick.**

Point to the thin books and ask, **Are books thick or thin? Books are thin.**

**Write** one sentence. (Sentence Helper's choice)

Write the sentence on the board for children to observe. Write large and leave big spaces.

Help writers by teaching sentence rules and letter formation. Children should imitate letter by letter.

Help pre-writers use their hands to show each letter.

↓  
Books are thick. ↓

1. Start with a capital.
2. Put space between words.
3. End with a period.

### Closing

The class reads the sentence aloud. Everyone thanks the Sentence Helper.

W28

thick

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W28

thin

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## QUESTIONS & ANSWERS

## Who + was + Subject? He/She + was + Noun.

Questions and answers are both sentences. These questions ask about a person: Who + linking verb (was) + subject? The linking verb was shows past tense. The answers tell the person's occupation. Children also answer using the subject pronoun he or she: He/She + linking verb (was) + noun.

Question Word	Linking Verb	Subject
Who	was	Dr. Seuss?

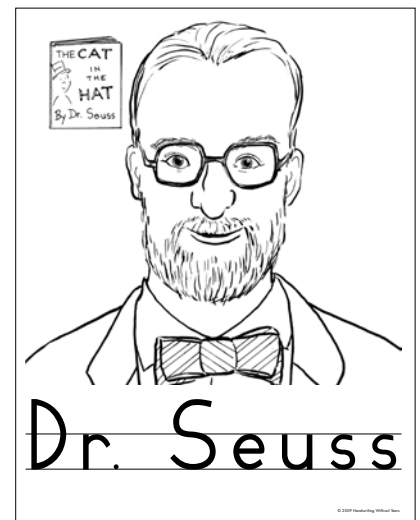
Pronoun	Linking Verb	Noun
He	was	a writer.

### Objectives

1. Recognize two nouns: **Dr. Seuss** and **writer**.
2. Ask a question using a complete sentence. Change word order from a question to a statement:  
Question word + linking verb + subject? → Pronoun + linking verb + noun.
3. Speak and write with subject/verb agreement in the past tense.
4. Write a complete sentence with correct capitalization, word spacing, and punctuation.

### Setup

1. Sentence Board
2. Sentence Box with:  
Word Cards: **Dr. Seuss** **writer**  
Props: picture of Dr. Seuss, book by Dr. Seuss
3. Children:  
Sentence Helper  
Class facing the board, sitting on the floor or at desks



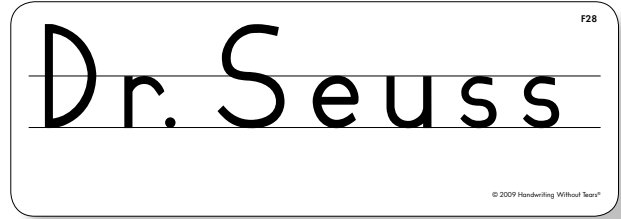
Go to *A Click Away* to download this coloring page.



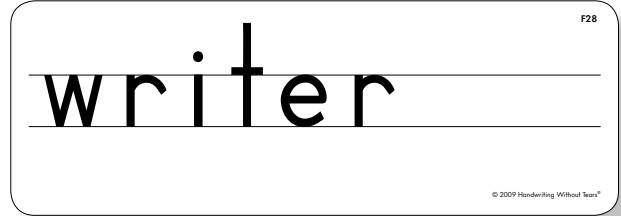
### Thinking About the Lesson

- *Dr. Seuss was a writer and illustrator. He wrote the words and drew the pictures for his books. His real name was Theodor Seuss Geisel. He also wrote some books using the pen name Theo LeSieg (Geisel spelled backwards).*
- *Read One Fish, Two Fish, Red Fish, Blue Fish. Dr. Seuss used many rhyming words. Pick out rhyming words in this book and think of other words that rhyme with his.*

Who was Dr. Seuss?



He was a writer.



### Opening

Signal the start of Sentence School by singing, **Sentences are fun to do**, and having children echo. Helper gets the Sentence Box.

### Lesson Plan

**Read** the Word Cards.

Ask Sentence Helper to show each word.

**This is Dr. Seuss, [capital] D-r-[period]-[space]-[capital] S-e-u-s-s, Dr. Seuss.**

Continue with **writer**. Have class repeat with you.

**Dr. Seuss and writer are nouns. We can use "Who was" to ask about a person from the past.**

**Do** the activity.

Ask Helper to hold the picture of **Dr. Seuss** and point to his name.

Ask Helper to hold the book and point to the author's name. Point out and read the title.

**Ask** the questions.

Say, **Let's ask about Dr. Seuss.**

**Who was Dr. Seuss?**

**Let's answer the question.**

**Dr. Seuss was a writer.**

**We could also say,**

**He was a writer.**

**Write** one sentence. (Sentence Helper's choice)

Write the sentence on the board for children to observe. Write large and leave big spaces.

Help writers by teaching sentence rules and letter formation. Children should imitate letter by letter.

Help pre-writers use their hands to show each letter.



**1.** Start with a capital.

**2.** Put space between words.

**3.** End with a question mark (or period).

### Closing

The class reads the question aloud. Have children answer the question in a complete sentence.

Everyone thanks the Sentence Helper.

Send the week's sentences home with children. Have them ask the question at home and share answers on Monday.

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Dr. Seuss

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writer

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