



# Super Sentence Structures - Verb, Person Sentences

**Learning Intention:** Enhancing my writing with 'Verb, Person' Sentences.

## WHAT YOU'LL NEED

---

- Markers
- Whiteboards
- Paper
- Post-it notes

## SUCCESS CRITERIA

---

- I can construct a sentence/s starting with a verb, followed by a person's name /personal pronoun to add interest to my writing.

## LESSON

---

### Modelled

1. Bring attention to the lesson's learning intention and introduce the mini-unit which will expose students to a range of sentence structures, as we work to enhance their writing ability - for both fiction (e.g. narrative text types) and nonfiction pieces (e.g. information report text types).
2. Introduce students to the structure that will be explored today - *Verb, Person*, showing them a written example- *Running, Kate nearly tripped over her own feet.*

Ask students what they think the rule might be for this sentence structure. After some discussion, share the rule with them: The sentence starts with a verb to give it importance (this shows the reader that something exciting and significant is happening). The verb needs to be followed by a comma, and then either a person's name or personal pronoun (e.g. he, she, they etc), followed by the rest of the sentence - i.e. Verb + comma + name/personal pronoun + rest of sentence.

### **Guided**

3. Think aloud as you orally construct a few *Verb, Person* sentences, then encourage students to do the same. Record some examples on the board. Discuss the effectiveness of these sentences - what makes them engaging? What impact do they have on the reader? Ask students if a *Verb, Person* sentence would be most effective in a fiction or nonfiction text. Discuss why using this sentence type would work well in fiction, as it helps to create excitement and build tension, but not quite so well in a nonfiction text.
4. As a class, brainstorm a list of verbs and model constructing some more sentences before having students do the same, practising together in pairs/small groups. Share student examples and record these on the board/butcher's paper. Ensure students are including the comma as they share their example, allowing them to add where necessary. Discuss why it is necessary to pause at the comma (it helps to make sense of the sentence and to engage the reader).

### **Independent**

5. Students will now have a go at independently selecting 3-4 verbs (more/less depending on ability level) from the class brainstorm, using these as sentence

starters to practise writing *Verb, Person* sentences of their own.

*Allow 10 minutes before stopping students and checking if any need redirection or more detailed scaffolding.*

6. To finish the lesson, students can share and compare the *Verb, Person* sentences they have constructed, reminding them to pause at the comma.

## DIFFERENTIATION

---

- Support Students: Provide students with some picture prompts (e.g. images of people doing various things, e.g. swimming, dancing, sleeping etc) to guide them.
- Extension Students: Challenge students to include as much detail as possible in their sentences - an extension could also be to include an adverb (ie. *Verb + adverb + comma + rest of sentence*).

## ASSESSMENT

---

- Formative assessment:
- Have my students successfully constructed '*Verb, Person*' sentences?

## CURRICULUM (AU 9.0)

---

### Grade 6 - AC9E6LA06

Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups

### Grade 6 - AC9E6LA09

Understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue

### Grade 5 - AC9E5LA04

Understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text

#### **Grade 4 - AC9E4LA06**

Understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality

#### **Grade 4 - AC9E4LA04**

Identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas

### **CURRICULUM (NSW)**

---

#### **Stage 2 - EN2-CWT-01**

Plans, creates and revises written texts for imaginative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience

#### **Stage 3 - EN3-CWT-01**

Plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language

### **CURRICULUM (VIC)**

---

#### **Grade 6 - VCELA351**

Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases

#### **Grade 6 - VCELA349**

Understand the uses of commas to separate clauses

#### **Grade 5 - VCELA321**

Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold

**Grade 4 - VCELA292**

Understand that the meaning of sentences can be enriched through the use of noun groups /phrases and verb groups/phrases and prepositional phrases

**Grade 4 - VCELA290**

Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives