



# Super Sentence Tubs

The Super Sentence Tubs are the perfect resource to explore aspects of grammar and sentence construction whilst also providing the opportunity for children to apply their reading skills.

All of these activities can be adapted depending on which of the Super Sentence Tubs you are using. The Booster Kits provide an extended range of words to choose from for each activity.

## 1 Build a sentence

- Lay out a selection of pieces from the tub.
- Children choose a range of pieces and then use them to build a sentence. You can set specific requirements for your sentences based on the objectives you are working on, such as the sentence must contain an adjective.
- Encourage children to read back their sentence to check that it makes sense.



Children can rearrange the words to create sentences

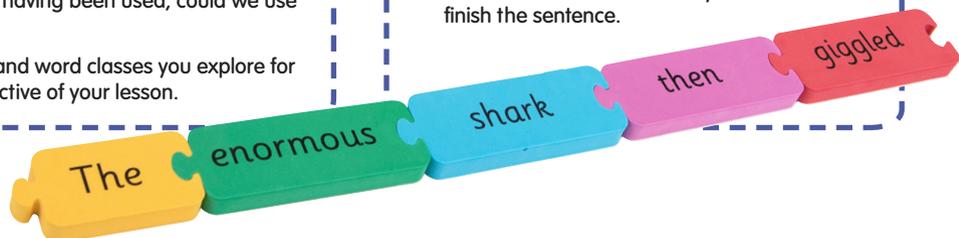
## 2 What's missing?

- Create a range of sentences with one or two words missing, e.g. 'The big swam'.
- Ask children to identify what word they think is missing and why, e.g. the missing word must be a noun because there is no noun in the sentence.
- Discuss suggestions about what word they could or could not include based on the other words within the sentence, for example, with the verb swam having been used, could we use the noun flower?
- You can adapt the sentences and word classes you explore for this activity based on the objective of your lesson.

## 3 Sentence Starters

This activity is perfect for exploring subordination and co-ordination using the conjunction pieces.

- Create a range of sentence starters before the lesson, e.g. The big hammer ... Alternatively, children could create sentence starters for each other as part of this activity.
- Lay out a selection of pieces and ask children to read the sentence starter and then choose pieces to finish the sentence.
- Children then share how they have chosen to finish the sentence.



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## 4 Extend the sentence

This activity is perfect for exploring concepts such as expanded noun phrases or using more than one clause in a sentence.

- Lay out a selection of pieces from the tubs and ask children to create a simple sentence, e.g. 'The shark swam'.
- Children then swap their sentence with someone else.
- Children must extend this new sentence by choosing and including more pieces, for example using adjectives, conjunctions or adverbs pieces (depending on the sentence tub being used).

## 5 Punctuation

- Before the lesson, create a range of sentences (statements, questions, commands or exclamations) but do not include the punctuation pieces. Alternatively, you could ask children to create these as the first part of the activity.
- Children choose one of the sentences, read it and then decide on the right punctuation.
- Discuss that the punctuation influences the way that we read a sentence. Look at the punctuation they have chosen and then read the sentences aloud.
- You could then explore how changing the punctuation and word order can change a statement into a question or vice versa. For example 'The big hammer was red.' becomes 'Was the big hammer red?'



## 6 Sort the Sentence

- Before the lesson, create a range of sentences using the foam pieces and then rearrange the words in each sentence, e.g. red - was - big - hammer - . - The
- Explain to the children that something has happened and your sentences have become jumbled, maybe a class puppet has been up to mischief! You need their help to sort it.
- Children have to read the words in the sentence and then rearrange the pieces so that the sentence makes sense
- Spend time discussing and exploring the sentence structure, looking for clues such as capital letters and identifying whether there is more than one option for the rearranged sentence..

Perfect for practising reading and grammar skills

