

Simple to Complex Sentences

Devised by Liz Taylor, Advisory Teacher in Suffolk and Stuart Scott in January 2002.

Every player has the same list of six simple sentences.

Players take turns to pick a card. They have to decide on the grammatical function (some bits of sentences have more than one function!) of the bit of a sentence they have chosen and place the card on the connect four board. They should then try to incorporate the word, phrase or clause into any one of their simple sentences so that it definitely makes grammatical sense, but also contextual sense as it grows more complex. Players agree together to allow how nonsensical sentences may be!

The winner is the first to get four cards in a row. Second winner is the player with the most complex sentence. If you like the game we would encourage you to develop your own game with your own bits of sentences cards!

The address for this activity is:

<http://www.collaborativelearning.org/complexsentences.pdf>

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COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885 Fax: 0044 (0)20 7704 1350

Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP".

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

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Simple to Complex Sentences -Six Simple Sentences

1 The boy ate some sweets.

2. The headteacher taught the children.

3. The window was broken.

4. The boys were brothers.

5. The banana is a fruit.

6. The man opened the door.

You can draft your complex sentences inside the spread out simple sentences.

Complex Sentence Connect Four Game Board

subordinate clause	adjective	adverb	any phrase	alternative verb	adjectival phrase	prepositional phrase	subordinate clause
adjective	prepositional phrase	subordinate clause	any clause	adverbial phrase	any clause	adjectival phrase	adjective
adverb	any phrase	adjective	adverb	alternative verb	any phrase	subordinate clause	adverb
adjective	alternative verb	adjectival phrase	any phrase	any clause	alternative verb	any phrase	adverbial phrase
adjectival phrase	subordinate clause	adverbial phrase'	adverb	adjective	subordinate clause	adjectival phrase	adverb
adjective	prepositional phrase	alternative verb	adverbial phrase	adjective	adjective	prepositional phrase	any phrase

Bits of sentences cards

Cards to be printed in two colours and cut out.

energetically	carefully	sports	tall	three	with one leg	well behaved	who wants to be a footballer
double glazed	where I go every day	who lives next door	where my friend works	ginger	with green hair	who came yesterday	with the bright red car
very quickly	as often as we wished	last night	under the table	who lives on Mars	with purple socks	who left school early	unfortunately
quickly	noisily	curly haired	against	enormous	who liked to be popular in class	who spent all night marking books	although it was high up
despite being eaten by a monster	who suddenly felt hungry	as often as we wished	polite	politely	in the park	without any friends	exotic
This card can be placed anywhere, but you must change a noun.	This card can be placed anywhere, but you must change a noun.	we met in the park	guzzled	entertained	punished	appears	tickled

Spaces for your bits of sentences cards:

A large grid of dashed lines forming a 10x10 grid of boxes for writing sentence fragments. The grid consists of 10 horizontal rows and 10 vertical columns, creating a total of 100 individual boxes. The grid is bounded by a thick outer frame and internal dashed lines.