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LEARN IT. UNDERSTAND IT. TRY IT.

Help a child turn an idea into a sentence

Practice worksheet - English · Parent guide

Name: _____ Date: _____

Show your working. Answers and explanations follow on a separate page.

These are practice decisions for parents and learners, not an assessment or diagnosis. Compare the suggested response with the explanation and adapt it to the actual task.

Write an answer and your reason before opening the explanation. Check the reasoning as well as the final answer.

1. Complete "The little boat" in one possible way.

2. What is missing from "Carried the heavy bag"?

3. Is "The room is quiet" complete?

4. Should a longer sentence always replace a shorter one?

5. What does writing down a child's spoken idea help separate?

6. Add one useful detail to "The dog carried a slipper."

7. Complete "Because it was raining".

8. Should punctuation be the first discussion if the sentence does not mean what the child intended?

Practice continued

9. Why keep a Science observation separate from an explanation?

10. Is an adult-dictated sentence independent composition?

11. What can reading the sentence aloud reveal?

12. What can precede writing for an early learner?

13. How can you see whether the scaffold is still needed?

14. What evidence helps a teacher understand persistent difficulty?

Answers and explanations

Answer key - English · Parent guide

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1. The little boat floated in the bowl.

Many complete statements are possible.

2. Who or what carried it.

For this ordinary statement, supply the intended subject.

3. Yes.

A sentence may describe a state rather than a physical action.

4. No.

Extra detail should help communicate the intended idea.

5. Composing from handwriting or spelling.

Label adult support and follow school rules for assessed tasks.

6. For example: The dog carried a muddy slipper.

The detail helps a reader picture the object.

7. We played indoors because it was raining.

The reason clause needs the rest of the idea here.

8. No.

Clarify meaning before polishing surface features.

9. What was seen and a proposed reason are different claims.

This helps avoid presenting a guess as an observed fact.

10. No.

Record the support accurately.

11. Missing words or a meaning different from the intended idea.

The child can compare speech with the written result.

12. A drawing and a spoken sentence.

These give a concrete idea to express.

13. Try a different scene with less help.

A fresh attempt shows more than copying the earlier sentence.

14. A spoken idea, the written attempt and the support needed.

It locates the difficult step without assigning a diagnosis.