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Sentence Fixers - Year 2

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Teacher quick-start

Purpose and starting point

Five 45-minute lessons for Year 2. Children check two complete ideas, repair unclear messages and write for a reader. Begin with short sentences, an action word, capitals and full stops. Read text aloud when decoding would hide what a child understands.

Prepare once

Display Check Both Ideas and Read, Check, Fix, Read Again. Cut the 16 cards along the dashed lines. Use the Sentence Fixer Mat and Message Workshop board with pencils or whiteboards. Make worksheet copies as needed; keep the first and answer pages for teaching and checking. Have the presentation and guide ready.

Teach and use

Model aloud, practise together, then let children work. Ask each part to stand alone. Use and for an added idea, but for contrast, so for a result and or for a choice. Keep good simple sentences. Two complete sentences are a valid run-on repair; when a task asks for compound, use a meaningful joining word.

Access and evidence

Children may talk, point, move a card, use pictures or have an adult record an oral response. Enter independent writing as appropriate and note support used. Judge complete ideas, the link and message separately from spelling. Use the exit ticket, fresh assessment and rubric to choose a precise next step.

Sentence accuracy

A compound sentence joins independent clauses: each can stand alone. A shared subject or two objects joined by and can make a grammatical simple sentence. Do not call these wrong. Use explicit subjects in target models. A comma alone cannot join independent sentences. Follow your classroom punctuation convention; a comma is not compulsory in every short example.

Lesson 1 • Check both ideas

Learning intention and success

We can recognise a complete idea and check both parts of a compound sentence.
Success: tell who or what the sentence is about, say what happened, and read each joined part on its own. Materials: presentation slides 1–6, Check Both Ideas display, mat, Worksheet 1 and answer.

0–5 minutes • Find the starting point

Say “The beans grew.” and “The little beans.” Ask: Which tells something complete? What is missing from the other? Invite oral, pointing or written answers. Note children who rely only on sentence length or the word and.

5–15 minutes • Model the test

Read “Mia dug a hole and Leo planted a seed.” Cover the joining word and read each idea separately. Ask: Who dug? What did Leo do? Explain compound sentence as two complete ideas linked together. Briefly model and, but, so and or using the slide examples; children say how the message changes.

15–25 minutes • Practise together

Use the mat as a Clause Check station. Read “The soil was dry so we watered it.” Partners say each full idea. Compare “We packed fruit and bread.” It is a good complete simple sentence, fruit and bread are not two independent ideas. Keep it rather than making every sentence longer.

Lesson 1 • Practice and evidence

25–40 minutes • Independent check

Children complete Worksheet 1 after oral rehearsal. Read its instructions together. A star marks the one compound example with two standalone ideas. Children explain why “The hungry worms.” needs more. Confer with two children while others work, asking them to show the complete idea rather than only count words.

40–45 minutes • Review

Reveal the answer page. The first three examples are complete; only the first clearly contains two independent clauses. “Mia watered the pots and filled the bucket.” is a grammatical sentence with a shared doer. Ask: How can you tell the message without guessing?

Support and challenge

Support: read examples aloud, use the garden picture to let the child point or say an added action; record the support here: identify and explain the four examples.

Extension: turn the shared-subject sentence into “Mia watered the pots and she filled the bucket”, then explain why the explicit second subject makes the target structure clearer. Do not label the original wrong.

Anticipated errors and evidence

If a child marks every sentence compound, compare coordinated objects with two subject action ideas. If a fragment is accepted, ask what happened. Collect Worksheet 1 and a short oral explanation. Next lesson, group children needing action completion separately from those already checking both clauses.

Lesson 2 • Repair the missing piece

Learning intention and success

We can finish an incomplete idea without changing the message. Success: add the missing person or action, check both ideas and accept more than one clear fix.

Materials: presentation slides 7–10, cards 1–6, mat, Worksheet 2 and answer.

0–5 minutes • Recall

Show the display. Partners read “The pots were dry so we watered them” as two full ideas. Ask why the link fits. Give a brief complete/unfinished check using a new spoken example.

5–15 minutes • Think aloud

Read “Filled the pots.” Say: I do not know who did it. “The class filled the pots.” Then read “The picnic was fun but the rain.” Ask what happened to the rain. Model “The picnic was fun but the rain soon started.” The second part now has a subject and action.

15–25 minutes • Guided repairs

Use three Missing Pieces cards. Partners offer two repairs for each. For “Ava was ready and the bus”, try “the bus was late” or “the bus was on time”; discuss which event the writer wants to tell. Check both ideas separately. Do not reject a correct answer just because its vocabulary differs from the teacher exemplar.

Lesson 2 • Practice and evidence

25–40 minutes • Write and reread

Use Worksheet 2. Before writing, each child says the whole repaired message to a partner. The prompts have genuinely unfinished second ideas; make them complete. Circulate with “Who or what is this part about?” and “What happened?” rather than giving a word to copy.

40–45 minutes • Compare answers

Read two children’s different valid repairs. Compare with the red exemplars. Check completeness and sensible meaning first. Ask a child to point to the second subject and tell its action or state.

Support and challenge

Support: offer a choice of pictured actions, read the first clause aloud, or record the child’s oral repair. Core: independently finish three messages and reread. Extension: make a second valid repair and explain how it changes what the reader learns. A correct simple sentence must not be called incomplete merely because it is not the target structure.

Anticipated errors and evidence

If children add a pronoun or noun, ask the second part to stand alone. If they copy the first action without checking meaning, ask what the picture or event shows. Keep one repaired example and note whether a prompt was needed. Use this evidence to select movable clause support in Lesson 3.

Lesson 3 • Stop the run-on

Learning intention and success

We can separate or meaningfully join two ideas that run together. Success: make the requested compound sentence, choose a fitting link and use clear sentence boundaries. Materials: presentation slides 11–14, cards 7–18, mat, Worksheets 3–4 with answers; optional cut clause strips.

0–5 minutes • Hear the problem

Read “Rain fell we moved the picnic inside.” Ask where the listener hears a new idea. Children hold up two fingers for the two complete ideas. Explain that the ideas need a proper boundary or link.

5–15 minutes • Model two valid repairs

Write “Rain fell. We moved the picnic inside.” Then “Rain fell so we moved the picnic inside.” Both repairs are grammatical; the second compound and tells the result. A comma alone is not a suitable join. Touch the task wording, not a rule that all full stops should become and.

15–25 minutes • Match the meaning

Try a Run-On card together, then use Meaning cards: the stated result, surprise, choice or addition guides the joining word. Ask “Why this word?” Change so to but in a spoken example and discuss the new meaning, rather than treating all links as interchangeable.

Lesson 3 • Practice and evidence

25–40 minutes • Apply

Children complete Worksheet 3, then selected Worksheet 4 items. Spread the tasks across a follow-up group if needed. Each Worksheet 3 response is one compound sentence. Worksheet 4 explicitly asks for a result, surprise or choice; children explain one decision. Check a capital, fitting link, two complete ideas and full stop.

40–45 minutes • Explain

Invite one compound repair and one two-sentence repair. Say why each is valid and which meets this task. Use the red answers to discuss alternatives that change the meaning sensibly.

Support and challenge

Support: separate the complete clauses into movable sentences and read them aloud. Offer two joining-word choices before four. Core: repair fresh messages and justify a link. Extension: change a joining word, re-read and explain the changed relationship; retain meaningful complete ideas.

Anticipated errors and evidence

For repeated tasks, check the specified relationship. For comma-only repairs, return to the two complete ideas and add an actual coordinator or full stop. For an internal capital copied over a join, model lowercase unless a name or I needs a capital. Record grammar and meaning separately from spelling.

Lesson 4 • Message workshop

Learning intention and success

We can read, diagnose, repair and reread a message with a partner. Success: name a real problem, keep a good sentence and check the repair. Materials: slides 15–17, displays, all 24 cards, mat, Message Workshop board, rules/key, organiser, Worksheets 5–6 and exemplars.

0–5 minutes • Keep a good sentence

Show “We packed fruit and bread.” Ask what it tells. Keep this valid simple sentence. Compare a clearly unfinished message so children see that a fix must solve a real problem.

5–15 minutes • Model one turn

Place card 23 on the mat: “The bell rang we lined up. I am the issue: two ideas have no suitable link or full stop. Say “The bell rang so we lined up.” Read both parts separately, then the whole message. The partner checks and explains agreement before roles swap.

15–30 minutes • Workshop rotation

Pairs follow Reader → Checker → Fixer → Partner. Choose a card from a different sheet each turn. Keep cards 1–21 when appropriate; do not earn success by changing everything. Use the key for feedback after an attempt. A child explains why, not just gives a replacement sentence.

Lesson 4 • Plan and transfer

30–40 minutes • Plan a real message

Use Plan a Message. Choose a garden update or club invitation and name the reader. Say two things to tell. Choose a link that fits, then check both standalone ideas. Use Worksheet 5 for structured garden sentences or Worksheet 6 for an independent invitation according to need.

40–45 minutes • Partner review

Partners read one message aloud and identify a successful connection. Ask “Does this say what you mean?” and “Is anything already good enough to keep?” Save plans for Lesson 5.

Support and challenge

Support: use Worksheet 5’s pictures and explicit clause bank; the teacher reads and the child chooses, says and writes or dictates. Compound and write a brief clear message. Extension: Worksheet 6 allows an optional meaningful three-clause sentence after two-clause accuracy. Keep to main demand at two accurate compound connections, not excess length.

Anticipated errors and evidence

If children invent compressed clauses to fill a quota, return to the named audience and message. If one partner merely says “good”, ask them to check one specific feature. Note whether a child diagnoses the issue, keeps valid sentences and transfers beyond the current stems. Plan a focused reteach before the assessment where needed.

Lesson 5 • Write for a reader

Learning intention and success

We can repair a new message and write a short update for a reader. Success: use two meaningful compound sentences, keep a useful simple sentence and reread.

Materials: slides 18–20, exit ticket/answer, fresh assessment/exemplar, rubric and quiz.

0–5 minutes • Quick check

Use the exit ticket orally or on paper. Keep the valid peas sentence and explain why. Repair the new picnic run-on. Use the response to give a brief prompt to children who still miss complete ideas.

5–15 minutes • Model writing

Think aloud before writing: “We planted beans and the class watered them. It rained so we stayed inside. Please visit our garden. I am the reader. Show the two complete-idea connections and use a final simple sentence. Check each part, joining words, capital and full stop, do not forget and that every sentence be long.

15–35 minutes • Independent assessment

Read the fresh assessment instructions aloud, without supplying a joining word or missing action. Children repair two new messages, then write a three-sentence garden update using the two pictures. Offer the usual response access and record exactly what is used. Give an independent writing opportunity where appropriate.

Lesson 5 • Feedback and next steps

35–45 minutes • Quiz and reflection

Use the eight-question native quiz as a short whole-class read-aloud review or a separate small-group check. Pause before each answer screen; let children speak or write. For Questions 3, 7 and 8, compare valid alternatives with the exemplar. Ask each child to name one thing they now check.

Assess the intended learning

Use the rubric's five observable criteria. Look for two complete independent ideas in each intended compound, a meaningful coordinator, readable boundaries and a message for the audience. A three-sentence response can meet the task with two compound sentences and a useful simple one. Judge grammar separately from incidental spelling and handwriting.

Support, extension and fairness

Record read-aloud, pictures, oral response, adult recording or other support. Do not count an adult-supplied repair as independent. For secure writers, invite a new audience or a meaningful three-clause extension after the assessment; no mandatory extra length.

Next teaching choices

Incomplete second idea: rehearse one full subject–action clause at a time. Unclear link: name the intended result, contrast or choice and compare meanings. Boundary error: practise the two valid run-on repairs. Weak message: name the reader and select relevant ideas. Use the exemplars as examples, accepting other complete, meaningful repairs and updates.

Check Both Ideas



Read the whole sentence.



Say each part on its own.



Does each part tell a complete idea?



Check the joining word.

Mia dug a hole and Leo planted a seed.



Mia dug a hole.

Leo planted a seed.

Two complete ideas make a compound sentence.

Read, Check, Fix, Read Again

1

Read the message.



2

Check both ideas and the link.



3

Fix the problem.



4

Read again. Does it make sense?



Before

The bell rang we lined up.

Two ideas need a link.

After

The bell rang **so** we lined up.



Keep a sentence that already makes sense.

Missing Pieces

1

The soil was dry
and the flowers.

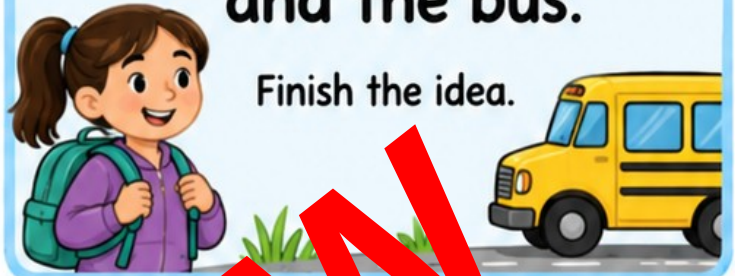
Finish the idea.



2

Ava was ready
and the bus.

Finish the idea.



3

The worms were
hungry and the class.

Finish the idea.



4

The club was open
and our new game.

Finish the idea.



5

Filled the pots.

Finish the idea.



6

In the school garden.

Finish the idea.



Run-On Repairs

Make one compound sentence.

Read

Think

Fix

7.

Rain fell we moved
the picnic inside.



8.

Mia dug a hole
Leo planted a seed.



9.

We wanted to play
the grass was wet.



10.

You can join the
garden club you can
try the art club.



11.

The pots were dry
we watered them.



12.

The beans grew
the peas grew too.





Meaning Match

and / but /
so / or



13. Show the result:

It rained ____ we
stayed inside.



14. Show a surprise:

The bag looked small
____ it held all our lunch.



15. Offer a choice:

You can bring fruit ____
you can bring sandwiches.



16. Add an idea:

Mia planted beans ____
Sam planted peas.



17. Show the result:

The soil was dry ____
we watered it.



18. Show a surprise:

We watered the seeds ____
they did not grow.





19.

Mia dug a hole and
Leo planted a seed.



20.

We packed fruit
and bread.



21.

We wanted a picnic
but rain fell.



22.

The seedlings.



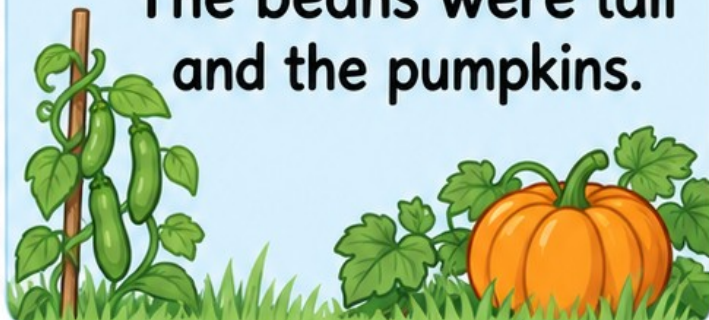
23.

The bell rang we
lined up.



24.

The beans were tall
and the pumpkins.





Sentence Fixer Mat



1 Place your message card here.

2 What needs fixing?

3 Say your sentence.

4 Read again and check.

☐ Both ideas complete? ☐ Joining word fits? ☐ Capital and full stop?



PREVIEW



1 Reader
Read a card.

A boy with brown hair and a blue hoodie is holding a white card. Next to him is a wooden box labeled "Message Cards" containing several colorful cards.

2 Checker
Keep or fix? Say why.

A girl with brown hair in a ponytail and a green shirt is thinking. A speech bubble next to her says "Keep or fix? ?".

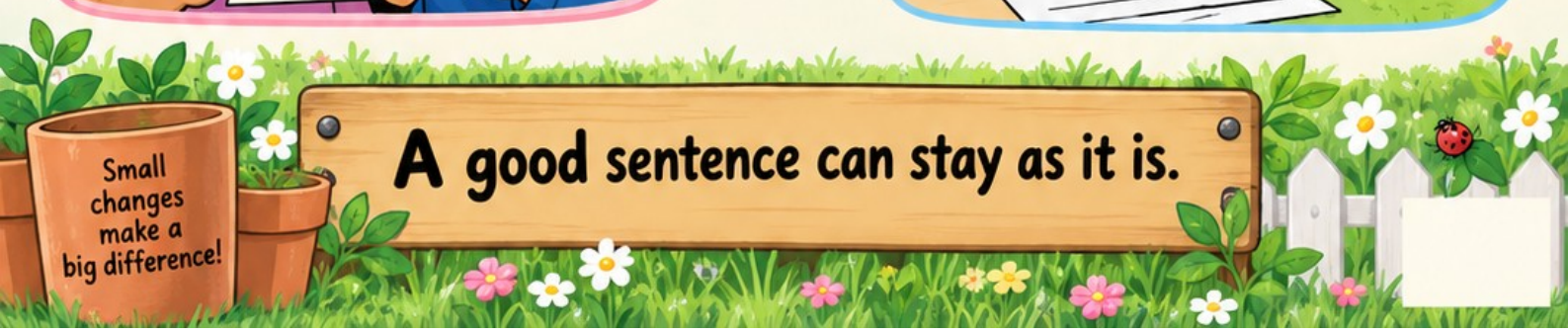
4 Partner
Check and read again.

A girl with dark hair and a purple shirt and a boy with brown hair and a blue shirt are looking at a white card together.

3 Fixer
Say or write a clear message.

A boy with dark curly hair and a red shirt is writing on a piece of paper. Next to him is a blue cup filled with colored pencils, labeled "Good sentences help!".

Work with a partner.
Start at Reader.
Finish all four jobs.
Then swap roles
and choose a
new card.





Workshop Rules and Card Key



Read a card. Name the issue. Repair it if needed.
Ask a partner to check. Swap roles.

Missing pieces 1 – 6

- 1 The flowers needed water.
- 2 The bus arrived.
- 3 The class fed them.
- 4 Our new game was ready.
- 5 The class filled the pots.
- 6 We worked in the school garden.

Run-ons 7 – 12

- 7 Rain fell so we moved the picnic inside.
- 8 Mia dug a hole and Leo planted a seed.
- 9 We wanted to play but the grass was wet.
- 10 You can join the garden club or you can try the art club.
- 11 The pots were dry so we watered them.
- 12 The beans grew and the peas grew too.

Meaning 13 – 18

- 13 so.
- 14 but.
- 15 or.
- 16 and.
- 17 so.
- 18 but.

Keep or fix 19 – 24

- 19 Keep: two complete ideas.
- 20 Keep: a good simple sentence.
- 21 Keep: two complete ideas.
- 22 Fix: The seedlings grew.
- 23 Fix: The bell rang so we lined up.
- 24 Fix: The beans were tall and the pumpkins were small.

Missing-piece repairs are examples: add a complete idea that makes sense. Accept other clear repairs. A good simple sentence may be kept. For run-on cards, the task asks for one compound sentence; two complete simple sentences are another valid repair when allowed.





Plan a Message

Name: _____

Garden update

Club invitation

Choose one message. Say your ideas before you write.

Who will read it?



First thing to tell:



Second thing to tell:



A joining word that fits:

and but so or



Read both ideas on their own. Then join them.



Can Each Part Stand Alone?

Worksheet 1

Name: _____

Tick Complete or Needs more. Put a star beside a compound sentence with two complete ideas.

1. The beans grew and the peas flowered.

☐

Complete

☐

Needs more



2. Mia watered the pots and filled the bucket.

☐

Complete

☐

Needs more



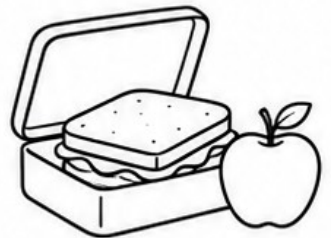
3. We packed lunch.

☐

Complete

☐

Needs more



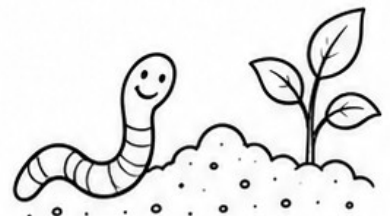
4. The hungry worms.

☐

Complete

☐

Needs more



Tell why one message needs more.

Can Each Part Stand Alone?

Worksheet 1

Name: ANSWERS

Tick Complete or Needs more. Put a star beside a compound sentence with two complete ideas.

1. The beans grew and the peas flowered.



Complete



Needs more



2. Mia watered the pots and filled the bucket.



Complete



Needs more



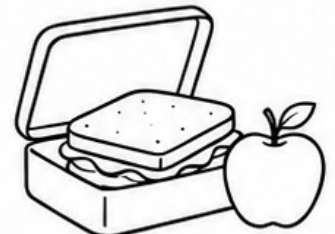
3. We packed lunch.



Complete



Needs more



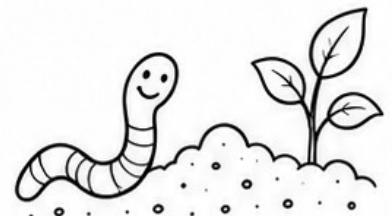
4. The hungry worms.



Complete



Needs more



Tell why one message needs more.

We need to say what the worms did, such as wriggled.

2 is a good simple sentence with one shared doer.

Fix the Missing Piece

Worksheet 2

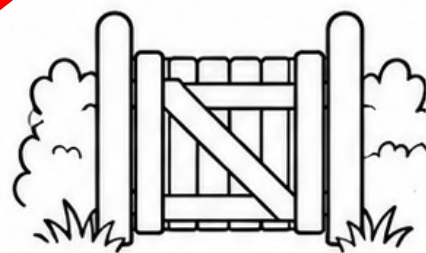
Name: _____

Finish each message. Make the second idea complete.

1. The beans were ready and the carrots.



2. Mia was at the gate and the class.



3. The picnic was fun but the rain.



Say each part on its own. More than one clear repair can work.

Fix the Missing Piece

Worksheet 2

Name: **ANSWERS**

Finish each message. Make the second idea complete.

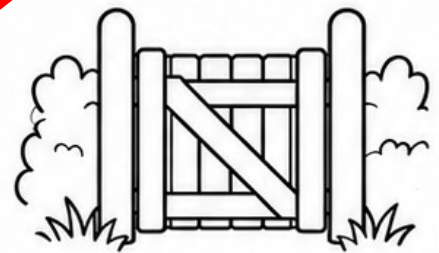
1. The beans were ready and the carrots.

The beans were ready and the carrots stayed in the soil.



2. Mia was at the gate and the class.

Mia was at the gate and the class walked in.



3. The picnic was fun but the rain.

The picnic was fun but the rain soon started.



Say each part on its own. More than one clear repair can work.

Accept other complete ideas that make sense.

Fix the Run-On

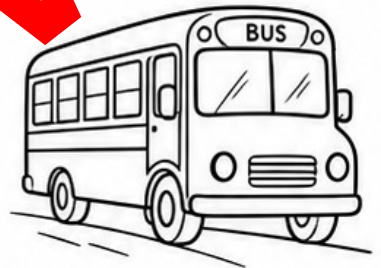
Worksheet 3

Name: _____

Make each message one compound sentence. Choose a joining word that fits. Add a capital and a full stop.

and / but / so / or

1. We packed lunch the bus arrived.



2. The soil was dry we watered it.



3. We wanted to sit outside the wind was cold.



Read your repaired messages aloud.

Fix the Run-On

Worksheet 3

Name: **ANSWERS**

Make each message one compound sentence. Choose a joining word that fits. Add a capital and a full stop.

and / but / so / or

1. We packed lunch the bus arrived.

We packed lunch and the bus arrived.



2. The soil was dry we watered it.

The soil was dry so we watered it.



3. We wanted to sit outside the wind was cold.

We wanted to sit outside but the wind was cold.



Read your repaired messages aloud.

Accept another joining word if both ideas and the new meaning make sense.

Two full sentences also repair a run-on, but this task asks for a compound sentence.

Make the Message Match

Worksheet 4

Name: _____

Choose the word that shows the meaning asked for.

and but so or

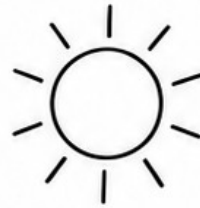
1. Show the result:

The grass was wet _____ we ate inside.



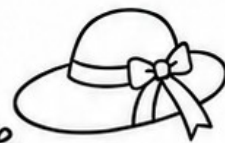
2. Show the surprise:

It was sunny _____ the air was cold.



3. Offer a choice:

You can buy a hat _____ you can borrow one.



Explain one choice:

I chose _____

because _____.

Make the Message Match

Worksheet 4

Name: ANSWERS

Choose the word that shows the meaning asked for.

and but so or

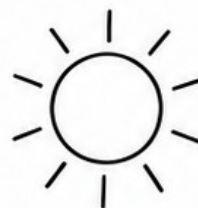
1. Show the result:

The grass was wet so we ate inside.



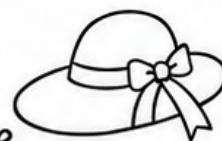
2. Show the surprise:

It was sunny but the air was cold.



3. Offer a choice:

You can borrow a hat or you can borrow one.



Explain one choice:

I chose so

because eating inside was the result of the wet grass.

Other words can be grammatical; these match the meanings asked for.

Our Garden Message

Worksheet 5

Name: _____

Say each idea. Join each pair. Write two compound sentences.

Mia dug a hole.



Use
and

Leo planted a seed.



The soil was dry.



Use
so

We watered the soil.

☐

Both ideas complete

☐

Joining word fits

☐

Capital and full stop

Our Garden Message

Worksheet 5

Name: **ANSWERS**

Say each idea. Join each pair. Write two compound sentences.

Mia dug a hole.



Use
and

Leo planted a seed.



Mia dug a hole and Leo planted a seed.

The soil was dry.



Use
so

We watered the soil.



The soil was dry so we watered the soil.



Both ideas complete



Joining word fits



Capital and full stop

Invite a Friend

Worksheet 6

Name: _____

Write 3 or 4 short sentences inviting a friend to our garden club.
Use at least two compound sentences.



Tell what we can
grow and what
to bring.

My reader: _____

- ☐ Two complete ideas in each compound sentence
- ☐ Joining words fit
- ☐ Capital and full stop
- ☐ Message makes sense

If ready, join three
complete ideas.

Invite a Friend

Worksheet 6

Name: **ANSWERS**

Write 3 or 4 short sentences inviting a friend to our garden club.
Use at least two compound sentences.



Tell what we can
grow and what
to bring.

My reader: **a friend**

Please join our garden club.

We can plant beans or we can grow peas.

You can bring a hat and I will bring a watering can.

☒ Two complete ideas in each compound sentence

☒ Joining words fit

☒ Capital and full stop

☒ Message makes sense

Example only. Accept a clear
invitation with at least two
compound sentences.

Check the ideas and meaning,
not length alone.

If ready, join three
complete ideas.

Sentence Fixer Exit Ticket

Name: _____

① Keep or fix?

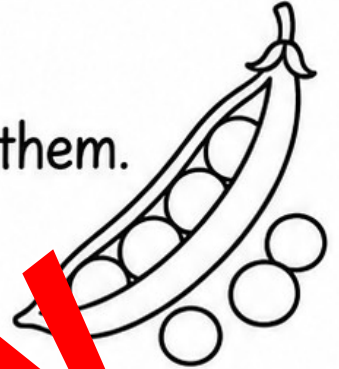
We picked peas and the class cooked them.

☐

Keep

☐

Fix



Why?

② Fix this as one compound sentence:

It rained so we took the picnic inside.



Read both parts on their own.

Sentence Fixer Exit Ticket

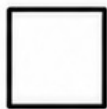
Name: ANSWERS

① Keep or fix?

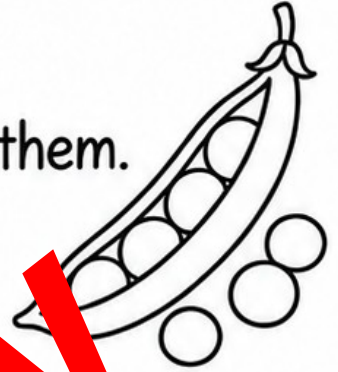
We picked peas and the class cooked them.



Keep



Fix



Why?

Both ideas are complete. The word and joins them.

② Fix this as one compound sentence:

It rained so we took the picnic inside.



It rained so we took the picnic inside.

Accept another meaningful compound repair.

Read both parts on their own.

Sentence Fixers Assessment

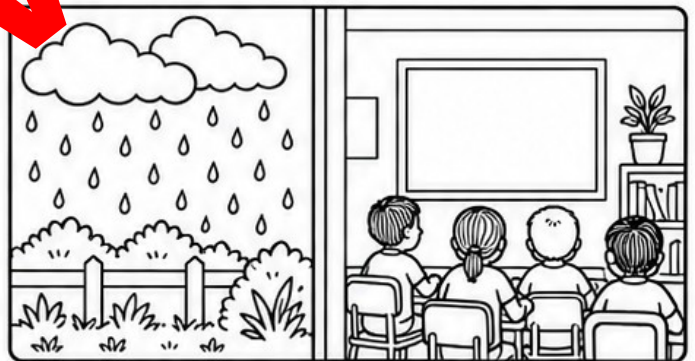
Name: _____

- ① Repair both messages as compound sentences.

The soil was dry we filled the cans.

Lunch was ready and the apples.

- ② Write a three-sentence garden update for our class.
Include two compound sentences.



☐

Two complete ideas

☐

Joining word fits

☐

Capitals and full stops

Sentence Fixers Assessment

Name: ANSWERS

- ① Repair both messages as compound sentences.

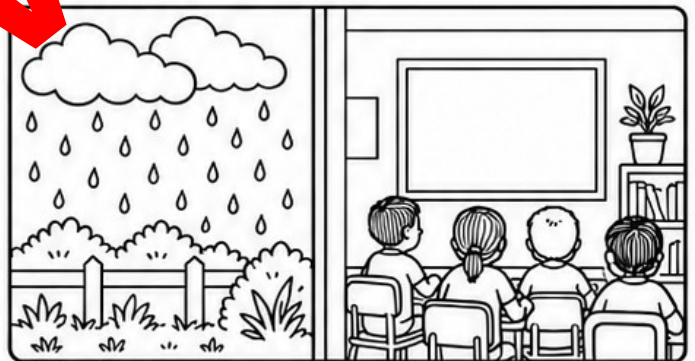
The soil was dry we filled the cans.

The soil was dry so we filled the cans.

Lunch was ready and the apples.

Lunch was ready and the apples were in a bag.

- ② Write a three-sentence garden update for our class.
Include two compound sentences.



We planted beans and the class watered them.

It rained so we stayed inside.

Please visit our garden.

Accept other complete, meaningful repairs and updates.

Mark two complete-idea connections separately from spelling.



Two complete ideas



Joining word fits



Capitals and full stops

Sentence Fixers Rubric

Name: _____ Date: _____

	Needs support	Getting there	Independent
Complete ideas	Needs help to finish an idea.	Finishes some ideas; checks with a prompt.	Both parts can stand alone.
Meaningful link	Needs help choosing a link.	Chooses a fitting link with a prompt.	Chooses a link that fits the message.
Punctuation	Needs help with sentence boundaries.	Adds capitals and full stops with a prompt.	Uses capitals and full stops clearly.
Message for a reader	Needs help saying what to tell.	Shares a clear message with a prompt.	Writes a clear message with two compound sentences.
Checking	Needs an adult to model checking.	Rereads and fixes with a prompt.	Rereads and fixes a specific problem.

Evidence noticed:

Next teaching step:

Response support used:

Judge complete ideas and meaning separately from spelling. Record the support used. ☐

Sentence Fixers

Year 2

PREVIEW





A message for our class

We planted seeds the pots were dry.

How could we make this message clear?

Today we will read, check and fix sentences.





Does it make sense?

The beans grew.

The little beans.

Which one tells a complete idea?

Say what the beans did.





Check both ideas

Mia dug a hole and Leo planted a seed.

Mia dug a hole.

Leo planted a seed.

Each part can be its own sentence.





Joining words

and adds a connected idea.

but shows a difference or surprise.

so shows a result.

or offers a choice



PREVIEW



A compound sentence

The soil was dry so we watered it.

The soil was dry. / We watered it.

Two complete ideas + a joining word
make a compound sentence.





Who did it?

Packed a picnic.

Who packed it? Add someone.

Our class packed a picnic.

Now the idea is complete.





What happened?

The picnic was fun but the rain.

What happened when the rain came?

The picnic was fun but the rain soon started.

Read each part on its own.





Try a repair

Mia was at the gate and the class

What did the class do?

Say a complete second idea

Then read your whole sentence.





More than one good fix

Mia was at the gate and the class were reading.

Mia was at the gate and the class cheered.

Both make sense.

Which one matches our message?





Two ideas need a link

Rain fell we moved the picnic inside.

Two complete ideas are running together.

Rain fell so we moved the picnic inside.

so tells why we moved it.





Two ways to repair it

Rain fell. We moved the picnic inside.

These are two complete sentences.

Rain fell so we moved the picnic inside.

This is one compound sentence.





Check the punctuation

the pots were dry so we watered them.

The pots were dry so we watered them.

Start with a capital. End with a full stop.

A comma alone can't join two sentences.





Make the meaning clear

We wanted a picnic but the grass was wet
but shows the surprise.

The grass was wet so we ate inside.
so shows the result.





Keep a good sentence

We packed fruit and bread.

This is a good complete sentence.

It tells one idea. We can keep it!

Not every sentence needs to be compound.





An editing turn

Read: The bell rang we lined up.

Check: Two ideas have no link.

Fix: The bell rang so we lined up.

Read again. Ask a partner to check.





Plan your message

Who will read it? Our class.

Tell two things: We planted seeds. It rained.

Join: We planted seeds and it rained.

Read it aloud. Does it say what you mean?





Write for a reader.

We planted beans and the class watered them.

It rained so we stayed inside.

Please visit our garden.

Two compound sentences. One useful simple sentence.





Your message

Repair two new messages.

Then write three sentences for our class.

Use two compound sentences that make sense.

Read, check, fix and read again.





Well done!



PREVIEW

Sentence Fixer's Quiz

Year 2





I. Two complete ideas

Which sentence has two parts that can each stand alone?

- A. We carried pots and soil.
- B. Mia dug a hole and I also planted a seed.
- C. The tiny seedlings.





I. Answer

B. Mia dug a hole and Leo planted a seed.

Mia dug a hole.

Leo planted a seed.

Each part is a complete idea.





2. What is missing?

Which message needs an action after the joining word?

- A. The peas were ripe and the class
- B. We picked peas and ate them.
- C. We picked peas and the class cooked them.





2. Answer

- A. The peas were ripe and the class.
What did the class do? That part is unfinished.
- B is a good sentence with a shared subject.
- C has two complete ideas.





3. Finish the idea

Mia was in the garden and the class.

Finish the second idea.

Tell what the class did.

Read both parts of their own





3. Possible answers

Mia was in the garden and the class planted a seed.

Mia was in the garden.

The class planted a seed.

Other clear actions can work too.





4. Fix the run-on

The pots were dry we watered them.

Make one compound sentence.

Choose a joining word that shows the result.

Check the capital and punctuation.





4. Answer

The pots were dry so we watered them.
so shows the result.

The pots were dry. / We watered them.

Both ideas are complete.





5. Show the surprise

We wanted to eat outside ____ the wind was cold.

Which word shows the surprise?

A. and B. so C. but





5. Answer

C. but

We wanted to eat outside but the wind was cold.

but shows a difference from what we wanted.





6. Keep or fix?

The bell rang so we lined up.

Keep this sentence or fix it?

Tell a partner why.



PREVIEW



6. Answer

Keep it.

The bell rang. / We lined up.

Both ideas are completely

so makes the result clear.





7. A garden picture

Ava waters seedlings.

Noah plants a seed.

Write one compound sentence
about this garden picture.

Check both compound ideas.





7. Possible answer

Ava watered the seedlings and Noah planted a seed.

Each child has an action.

and adds the second idea.

Other clear, connected ideas can work too.





8. Find one error

The rain stopped we went outside

We checked our seedlings.

Fix the first sentence as a compound sentence.

Keep the good second sentence.





8. Possible answer

The rain stopped so we went outside.

We checked our seedlings.

The first sentence now has a meaningful link.

The second sentence was already complete.





Well done!



PREVIEW