

Introduction to Sentence Structure

Read the following introduction to understand the basics of sentence structure:

A sentence is a group of words that expresses a complete thought. It typically has a subject, a verb, and an object. The subject is the person, place, or thing that the sentence is about. The verb is the action that the subject is doing. The object is the person, place, or thing that receives the action of the verb.

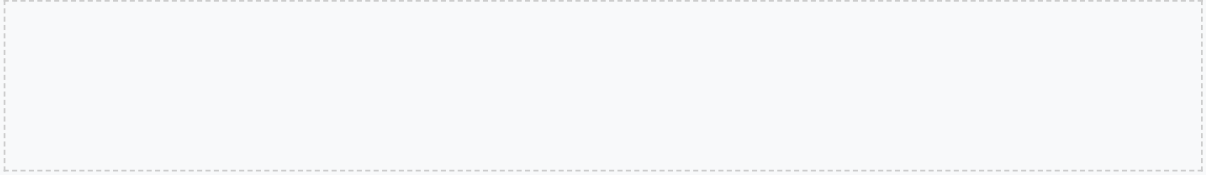
Multiple Choice Questions

Choose the correct answer for each question:

1. What is a sentence?
- a) A group of words
 - b) A group of letters
 - c) A group of numbers
 - d) A picture

2. Which of the following is a complete sentence?
- a) The cat
 - b) The cat sleeps
 - c) Sleeps
 - d) The

3. What is the main part of a sentence that tells us what is happening?
- a) Noun
 - b) Verb
 - c) Adjective
 - d) Adverb



Short Answer Questions

Write a short answer to each question:

1. Write a simple sentence about your favorite animal.

2. What is your favorite thing to do outside? Write a short sentence about it.

3. If you could be any type of fruit, what would you be and why? Write a short sentence explaining your choice.

Picture-Based Questions

Look at the picture and write a short sentence to describe what is happening:



Picture of a cat sleeping



Picture of a child playing

Page of 10



Picture of a sunny day

Marking Guide

Use the following guide to mark your answers:

Multiple Choice Questions

1. Answer: a) A group of words
2. Answer: b) The cat sleeps
3. Answer: b) Verb

Short Answer Questions

Look for complete sentences that convey a clear meaning. Check for basic sentence structure (subject-verb-object). Evaluate the use of everyday vocabulary.

Picture-Based Questions

Assess the ability to describe the picture with a simple sentence. Look for understanding of basic sentence components (subject, verb, object). Evaluate the use of descriptive words (adjectives, adverbs).

Implementation Guidelines

Follow these guidelines to implement the assessment:

Time Allocation: 10-15 minutes.

Administration Tips: Ensure each child has a pencil, paper, and the assessment booklet. Read the instructions clearly and provide examples if necessary. Encourage children to ask questions if they are unsure.

Accommodations: For children with visual impairments, provide braille or large print versions of the assessment. For children with hearing impairments, provide the instructions in writing or through an interpreter.

Differentiation Options

Use the following options to differentiate the assessment:

For Advanced Learners

Provide more complex sentence structures to identify and create, such as compound sentences.

For Learners with Special Needs

Use visual aids and simplify the language in the questions. Offer one-on-one assistance if needed.

For English Language Learners

Provide a word bank of common vocabulary related to the pictures and sentence structures.

Bloom's Taxonomy Alignment

The assessment aligns with the following Bloom's Taxonomy levels:

Knowledge/Remembering: Identifying basic sentence components.

Comprehension/Understanding: Describing how words work together to convey meaning.

Application/Applying: Creating simple sentences using everyday vocabulary.

Multiple Intelligence Approaches

The assessment incorporates the following multiple intelligence approaches:

Linguistic Intelligence: Creating sentences, identifying parts of speech.

Spatial Intelligence: Understanding the structure of sentences, visualizing the meaning of pictures.

Interpersonal Intelligence: Communicating effectively through written sentences.

Clear Success Criteria

The assessment evaluates the following success criteria:

Recognize and identify basic sentence components (subject, verb, object).

Understand how words work together to convey meaning.

Demonstrate the ability to create simple sentences using everyday vocabulary.

Evidence Collection Methods

The following methods will be used to collect evidence:

Completed assessment booklets.

Observations of children during the assessment.

Samples of children's writing from the short answer and picture-based questions.

Feedback Opportunities

The following feedback opportunities will be provided:

Immediate feedback during the assessment for multiple-choice questions.

Constructive feedback on short answer and picture-based questions, highlighting strengths and areas for improvement.

Whole-class feedback on common misconceptions and successes.

Conclusion

The assessment is designed to evaluate the understanding of basic sentence components, word relationships, and simple sentence construction in children aged 5-6 years old.

The assessment consists of multiple-choice questions, short answer questions, and picture-based questions.

The marking guide provides answers and evaluation criteria for each section.


Additional Activities

The following additional activities can be used to support the assessment:

Sentence Building

Use the following words to build simple sentences: cat, dog, run, play, happy.

Picture Description

Describe the following picture in a short sentence:  Picture of a child reading a book

Word Bank

Use the following words to create simple sentences: sun, hat, beach, swim, fun.

