

## Implementation Ideas for Practice #2

1. Model the use of complete sentences and address by name to reflect a culture of respect.
2. Choose specific times to introduce, practice, and evaluate the use of complete sentences such as 1) beginning of a lesson to review previously learned materials or concepts, 2) during class to assess comprehension of materials presented, or 3) at the end of a lesson to assess levels of mastery.
3. Role play and practice procedures for addressing by name and speaking in complete sentences. Practice what this sounds like in different environments, i.e. addressing the school secretary, school nurse, cafeteria worker, janitor, bus driver, etc.
4. Use role playing to increase skill and proficiency with introductions. Consider having learners select a character from any book or play or the names of important contributors of the material being studied. i.e. Scout or Boo Radley from *To Kill a Mockingbird*
5. Use complete sentences and address by name to introduce guest speakers and visitors to the members of the classroom/group. Scripts may be used to support the introduction of the procedure, but should not be a crutch. Interpersonal communication should be natural and personable. Tone of voice and body language should reflect confidence and friendliness.
6. Redirect fragmented comments into complete sentences during discussion or summaries with statements such as, "I like your thinking, now let's put that into a complete thought." Hand signals or picture cards may also be used to redirect learners when using incomplete or run-on sentences. Caution: Insure the learner has a clear understanding of the material before they are required to formulate a complete sentence.
7. Use strategic questions to offer learners the opportunity to "show what they know" with the use of complete sentences.
8. Model appropriate formal language in the initial introduction of information/materials for a presentation. When a group is presenting, the leader should set the procedure either by introducing the members or by explaining the process they will use to introduce themselves.
9. Writing assignments should reflect the ability to formulate a complete thought and to construct a complete sentence. Displaying quality writing examples supports Practice 2, 10, and 14.

10. Greet students at the classroom door and call them by name.
11. Use variations of the name game to help students learn one another's names.
12. Learn student names quickly. Have students answer in a complete sentence during roll call.
13. Use Socratic questioning techniques and ask students to respond in complete sentences. This will support the practice of thinking and speaking in complete sentences.
14. Be the model in addressing students by name and speaking in complete sentences yourself.
15. As an introduction incorporate complete sentences in bell work or 'First Five' activities.
16. Use assemblies for students to make announcements or carry out some other portion of the program, and, in so doing, speak in complete sentences.
17. Use a signal for when complete sentences are to be used as opposed to merely answering with brief single words or phrase answers. The signal can be a hand gesture like the letter C. Students can understand this idea if you compare it to a baseball catcher who signals the pitcher how to deliver the ball. As a teacher, you are signaling how a student is to deliver his answer.
18. As an alternative to a hand signal, you can raise a "formal register" flag or turn a sign from "informal" to "business casual" to indicate when complete sentences are expected.
19. Have students make presentations to the entire class and remind them to speak in complete sentences.
20. Have students role-play job interviews with a clear explanation and discussion of the direct benefit of good communication skills in the work place.
21. Have students stand to respond to questions. This not only gives complete sentence practice but it also provides a quick state change, signals the entire class who has the floor, and provides painless public speaking experience.
22. Foreign-language teachers can call for complete sentences in language being studied.
23. Use situation puzzle games or stories with holes to introduce addressing others by name and speaking in complete sentences. [Stories with Holes](#)  
[Situation Puzzles](#)
24. Ask students to use complete sentences when they request passes, ask favors, inquire about assignments, etc.

25. Use pertinent quotes as example below and underscore the important message. Use quote as a redirection cue to remind learners to speak in complete sentences.

"Politeness costs nothing and gains everything." - Lady Montague