The writing activities included in the Language Links were developed in partnership with **The Writing Revolution, Inc.** a national non-profit organization that trains educators to implement **The Hochman Method**, an evidence-based approach to writing instruction. The Writing Revolution provides training, support, and resources to educators in all grades and subjects.

There is a strong correlation between students' ability to write, reading comprehension and critical thinking skills. **The Hochman Method** is most effective when the strategies are embedded in content and taught in a sequence starting with sentences and building to paragraphs and compositions. The sentence level writing activities in these Language Links, provide the foundation students need to write with clarity and fluency. They are also effective tools for teaching content and assessing comprehension.

For more information including resources and teacher training, visit

www.thewritingrevolution.org.

Language Link 1:
Can I distinguish between sentences and fragments?
Aligned to Guidebooks 2.0 Unit *Flowers for Algernon*, Lesson 1

Purpose: When students distinguish between sentences and fragments, and correct fragments, it helps them understand the concept of a complete sentence and discern sentence boundaries. You can assess your students' comprehension of content by having them convert fragments into sentences.

Activity description: In this activity, students are asked to identify whether something is a fragment or a sentence. The fragments and sentences that are presented to students do not contain any capitalization, including that of proper nouns, or end punctuation. If it is a fragment, students will turn the fragment into a complete sentence with the appropriate capitalization and punctuation. If it is a sentence, students will re-write the sentence, adding the appropriate capitalization and punctuation.

Technical tips:

- *Explain to students that when they correct the fragment, the sentence they create should be related to the text.*

- *To model this strategy with students prior to completing the exercise about "The Story of Prometheus," a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

---

1. _____ wants to give humans fire

2. _____ refuses to allow

3. _____athena tells pandora not to open the box

4. _____sneaks fire to the humans

5._____jupiter is worried that humans will take over

---

2. Say: "A sentence contains a subject (or 'who or what' of the sentence), a predicate (part of the sentence that tells what the subject does or is, and has at least one verb), and is a

1

complete thought. A fragment is a phrase or part of the sentence that cannot stand on its own as a complete sentence."

3. Directions for students:
- Write an "S" if the words form a sentence. Capitalize and punctuate the sentence.
- Write an "F" if the words form a fragment. Change each fragment into a complete sentence.

4. After several minutes, ask a few students to share their corrected fragments and capitalized and punctuated sentences.

Student Look-Fors:
1. F- Prometheus wants to give humans fire and help make them better.
2. F- 2. F Jupiter refuses to allow Prometheus to give fire to mankind.
3. S -Athena tells Pandora not to open the box.
4. F Prometheus sneaks fire to the humans.
5. S Jupiter is worried that humans will take over.

*These are sample student responses. Your students' responses to 1, 2 and 4 may vary.

5. Note: According to the Grammar Guide, students learn how to correct fragments in grade 4. As needed, provide small-group instruction for students who need additional support with this skill.

_____

Practice activity:

1. ___ rich history

2. ___ millions of people visit each year

3. ___ is a festival

Student Look-Fors:

1. F- Louisiana has a rich history.

2. S- Millions of people visit each year.

3. F- Mardi Gras is a festival in New Orleans.

Language Link 2:
Can I sequence words into correctly punctuated sentences?
Aligned to Guidebooks 2.0 Unit *Flowers for Algernon*, Lesson 2

Purpose: When students rearrange words into sentences, it promotes their ability to discern sentence boundaries. Rearranging scrambled sentences can help review and reinforce content and vocabulary.

Activity description: In this activity, students are given scrambled sentences about the text to rearrange.

Technical tips:

- *The scrambled sentences do not contain end punctuation. The word that should appear first is not capitalized in the scrambled sentence (proper nouns are capitalized). When students rewrite the sentence, they will supply the correct capitalization and end punctuation.*

- *For students who need additional support, consider making the first word in the sentence bold.*

- *To model this strategy with students prior to completing the exercise about "The Story of Prometheus," a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1.	better tries to humankind wiser Prometheus make and
2.	in to keep conditions Jupiter humans wants terrible the
3.	the to Prometheus gods Pandora punish sent
4.	author's word a to reader the an choice convey helps message

2. Say: "Sentences need to be clear so that the reader understands what we are writing."

3

3. Have students work independently, in pairs, groups, or as a class to rearrange the words into sentences. Remind students to add the correct capitalization and punctuation.

4. After several minutes, ask a few students to share their sentences with the class.

   Student Look-Fors:
   1. Prometheus tries to make humankind better and wiser.
   2. Jupiter wants to keep the humans in terrible conditions.
   3. The gods sent Pandora to punish Prometheus.
   4. An author's word choice helps convey a message to the reader.

5. If necessary, direct students to correct their sentences based on what their peers shared.

_____

Practice activity:

1. through River flows the Mississippi Louisiana

   The Mississippi River flows through Louisiana.

2. Louisiana is Rouge capital the Baton of

   Baton Rouge is the capital of Louisiana.

4

Language Link 3:
Do I understand how to construct different sentence types?
Aligned to Guidebooks 2.0 Unit *Flowers for Algernon*, Lesson 4

Purpose: When students write varied sentence types, their writing is more interesting. The sentence types can be used to write better topic and concluding sentences. Writing sentences with the four sentence types can be used to assess students' comprehension of content.

Activity description: In this activity, students are asked to write two statements and two questions about the given topic. All sentences should be related to the content of the text.

Technical tips:

- *When completing the activity, explain to students that they cannot copy sentences directly from the text; each sentence they write should be original and about the text.*

- *To model this strategy with students prior to completing the exercise about* Flowers for Algernon, *a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

Topic: Charlie Gordon

- Statement (.)

  _____

- Statement (.)

  _____

- Question (?)

  _____

- Question (?)

  _____

5

2. Prompt students to write two statements and two questions about Charlie Gordon. Be sure students use information gained from reading *Flowers for Algernon.*

3. After several minutes, ask a few students to share their sentences with the class.

Student Look-Fors:
Statement: Miss Kinnian says the doctors could make Charlie Gordon smart.
Statement: Miss Kinnian says Charlie Gordon is her best pupil in night school because he is a hard worker and really wants to learn.
Question: Why does Charlie Gordon fail the "Thematic Apperception Test?"
Question: What motivates Charlie Gordon?

*These are sample student responses. Your students' sentences may vary.

_____

Practice activity*:

Topic: Louisiana

- Statement (.)
  _____

- Statement (.)
  _____

- Question (?)
  _____

- Question (?)
  _____

Student Look-Fors:

- Statement: Louisiana is a diverse state.
- Statement: Millions of tourists visit Louisiana each year.
- Question: How many people live in Louisiana?
- Question: What famous people were born in Louisiana?
*For the practice activity, you can give students a different topic that they have prior knowledge about.
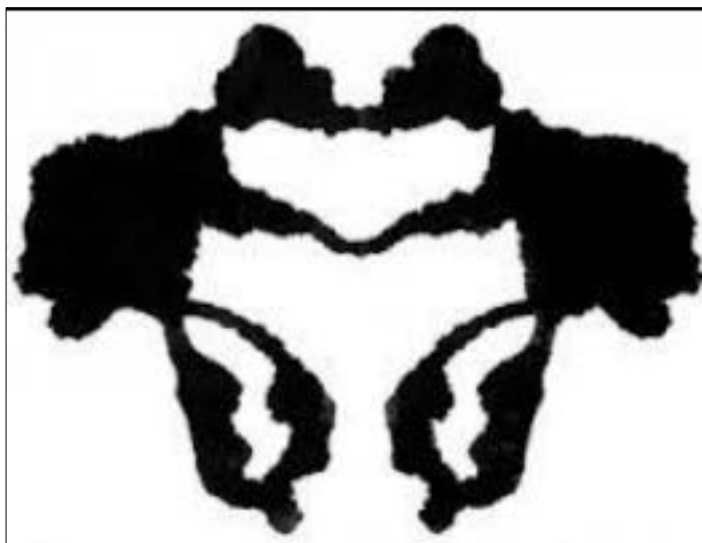
Language Link 4:
Can I write a question about what I am reading?
Aligned to Guidebooks 2.0 Unit *Flowers for Algernon*, Lesson 5

Purpose: When students write questions about pictures or text, it encourages them to think about key elements and important features.

Activity description: In this activity, students are asked to write questions about the given picture.

1. Display or project:

2. Prompt students to write questions about the picture.

3. After a few minutes, ask students to share their questions with the class.

Student Look-Fors:
          1. What are these inkblots showing?

          2. Who are the figures in this image?

          3. What does someone's interpretation of this image tell you about them?

*These are sample student responses. Your students' questions may vary.

7

Language Link 5:
How can I use the conjunctions *because, but,* and *so* to construct complex sentences?
Aligned to Guidebooks 2.0 Unit *Flowers for Algernon*, Lesson 6

Purpose: Writing sentences using the conjunctions because, but, *and* so *encourages analytical thinking, promotes extended student responses, and enables students to write linguistically complex sentences. This activity can be used to assess students' comprehension of content.*

Activity description: In this activity, students are given a sentence stem and are asked to complete the sentence three different ways, using the conjunctions because, but, *and* so.

Technical tips:

- *Remind students that they should think about the text when writing their sentences.*

- *Be sure that the conjunction* **so** *is used to show an effect.*

- *To model this strategy with students prior to completing the exercise about* Flowers for Algernon, *a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

Projective tests are controversial…

   1. Projective tests are controversial because _____

      _____

   2. Projective tests are controversial, but _____

      _____

   3. Projective tests are controversial, so _____

      _____

8

2. Say: "will help us write complex and interesting sentences. We are going to learn about three important conjunctions: *because, but,* and *so*. *Because* tells why, and *but* is used to show a change of direction. "*So* is a conjunction that tells the result, or effect, of something. For example, 'It was a hot day, so we went to the beach.'"

3. Say: "Remember, conjunctions connect words, phrases, and clauses in order to signal relationships and ideas in sentences."

Note: As needed, create anchor charts to display conjunctions and the relationships they signal.

4. Prompt students to complete the given sentence stems using **because, but,** and **so.**

Note: According to the Grammar Guide, students learned how to use coordinating and subordinating conjunctions in grade 3. Provide small-group instruction for students who need additional support with this skill.

5. After several minutes, ask a few students to share their sentences with the class.

Student Look-Fors:
1. Projective tests are controversial because they may not provide useful information.
2. Projective tests are controversial, but they are still used as evidence in custody disputes and parole board hearings.
3. Projective tests are controversial, so Dr. Lilienfeld wants to raise awareness of the problems with using the tests in court.

*These are sample student responses. Your students' sentences may vary.

_____

Practice activity:

Louisiana is a great place to visit …

1. Louisiana is a great place to visit because _____

_____

2. Louisiana is a great place to visit, but _____

_____

3. Louisiana is a great place to visit, so _____

_____

Student Look-Fors:

1. Louisiana is a great place to visit because <u>it has unique cuisine, jazz, and Mardi Gras.</u>

2. Louisiana is a great place to visit, but <u>the summer months are extremely hot.</u>

3. Louisiana is a great place to visit, so <u>millions of tourists vacation here each year.</u>

Language Link 6:
How can I use the conjunctions *because, but,* and *so* to construct complex sentences?
Aligned to Guidebooks 2.0 Unit *Flowers for Algernon*, Lesson 7

Purpose: Writing sentences using the conjunctions because, but, *and* so *encourages analytical thinking, promotes extended student responses, and enables students to write linguistically complex sentences. This activity can be used to assess students' comprehension of content.*

Activity description: In this activity, students are asked to write a sentence using the given term and conjunction. Each sentence should be based on the text.

Technical tips:

- *The given term can appear anywhere in the sentence; the conjunction should be used in the middle of the sentence.*

- *Be sure that the conjunction* so *is used to show an effect.*

- *This activity is more challenging than Link 5 because the students have to write the entire sentence.*
    - *Differentiation: For students who need more support, you can modify this activity by giving them sentence stems to complete.*

- *To model this strategy with students prior to completing the exercise about* Flowers for Algernon, *a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

> 1. Rorschach / because
>
> 2. diagnosis / but
>
> 3. score / so

2. Prompt students to write a sentence using the given term and conjunction.

11

Note: According to the Grammar Guide, students learned how to use coordinating and subordinating conjunctions in grade 3. Provide small-group instruction for students who need additional support with this skill.

   3. After several minutes, ask a few students to share their sentences with the class.

Student Look-Fors:

1. Many doctors believe that the Rorschach test is useful because it provides information about a person's psychological strengths and weaknesses.

2. Projective tests provide information about a patient's psychological well-being, but should not be the only method used in diagnosing a patient. / clinicians should still give the final diagnosis.

3. Projective tests take a lot of time to score, so some doctors believe they are not useful/ some doctors question using them.

*These are sample student responses. Your students' sentences may vary.

_____

Practice activity*:

1. New Orleans Saints / because

2. New Orleans / but

3. music / so

Student Look-Fors:

1.The New Orleans Saints won the Super Bowl in 2010 because they had a great offense and defense.

2. New Orleans is a great place to visit, but it's very hot and humid in the summer.

3. New Orleans has a lively music scene, so many tourists come to visit each year.

12

* There are many possible sentences students can create using these terms and conjunctions. You can change the given terms to other vocabulary that your students have prior knowledge about.

Language Link 7:
How can I use subordinating conjunctions to construct complex sentences?
Aligned to Guidebooks 2.0 Unit *Flowers for Algernon*, Lesson 8

Purpose: Conjunctions enable students to write more linguistically complex sentences. Sentences that begin with subordinating conjunctions and dependent clauses are frequently seen in written language. Writing sentences with dependent clauses improves reading comprehension, promotes extended student responses, and enables students to vary their sentence structure. It is a helpful tool for writing topic and concluding sentences. Completing sentence stems that begin with subordinating conjunctions can be used to assess students' comprehension of content.

Activity description: In this activity, students are asked to complete sentences based on given dependent clauses that begin with a subordinating conjunction.

Technical tips:

- *To model this strategy with students prior to completing the exercise about* Flowers for Algernon, *a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

---

1. Since Charlie has trouble spelling words and communicating, _____

_____

2. Before taking the test, _____

_____

3. If doctors want to see a "complex picture of people's psychological strengths and weaknesses,"

_____

_____

4. When Charlie is asked to find "what is in the ink,"_____

_____

14

2. Say: "When a subordinating conjunction and dependent clause are at the beginning of sentence, it's a more mature sentence structure. Writers frequently place a dependent clause at the beginning of a sentence. Writing sentences with dependent clauses creates variety and gives a reader more information."

3. Say: "In the sentence 'Although New Orleans is a great place to visit, the summers are hot and humid,' the dependent clause is 'Although New Orleans is a great place to visit.' It is a dependent clause because it cannot stand alone. Since it starts with 'although,' you need to supply contrasting independent clause to complete the sentence."

4. Prompt students to complete the sentence stems.

Student Look-Fors:

1. Since Charlie has trouble spelling words and communicating, projective tests can help the doctors understand what he is thinking.

2. Before taking the test, Charlie states that he is "very skared."

3. If doctors want to see a "complex picture of people's psychological strengths and weaknesses," they may want to use projective tests.

4. When Charlie is asked to find "what is in the ink," he is unable to describe exactly what he sees.

*These are sample student responses. Your students' sentences may vary.

Note: According to the Grammar Guide, students learned how to use subordinating conjunctions and create complex sentences in grade 3. Provide small-group instruction for students who need additional support with this skill.

_____

Practice activity:

Topic: Weather in Louisiana

1. When there is a lot of rain, _____

    _____

2. While residents in the northern parts of Louisiana can expect one to three snowfalls

    per year, _____

    _____

3. If there is a hurricane, _____

    _____

4. Before a hurricane, _____

    _____

5. Since the summer is hot and humid, _____

    _____

Student Look-Fors:

1. When there is a lot of rain, the flooding can be dangerous. (or: …the driving conditions may be dangerous.)

2. While residents in the northern parts of Louisiana can expect one to three snowfalls per year, snow is generally rare in the state.

3. If there is a hurricane, people should seek shelter.

4. Before a hurricane, there are many steps to prepare. (or: …some people are forced to evacuate.)

5. Since the summer is hot and humid, people try to find things to do indoors. (or: …many people go to the beach.)

16

Language Link 8:
How can I use subordinating conjunctions to construct complex sentences?
Aligned to Guidebooks 2.0 Unit *Flowers for Algernon*, Lesson 9

Purpose: Conjunctions enable students to write more linguistically complex sentences. Sentences that begin with subordinating conjunctions and dependent clauses are frequently seen in written language. Writing sentences with dependent clauses improves reading comprehension, promotes extended student responses, and enables students to vary their sentence structure. It is a helpful tool for writing topic and concluding sentences. Writing sentences that begin with subordinating conjunctions can be used to assess students' comprehension of a text or content.

Activity description: In this activity, students are asked to write a sentence using the given subordinating conjunction and term.

Technical tips:

- *Instruct students to place the subordinating conjunction at the beginning of the sentence. While subordinating conjunctions can appear in the middle of the sentence, placing the dependent clause at the beginning of the sentence is frequently a written language structure.*

- *The given terms in the activity—good health, sledding, and community—can be used anywhere in the sentence.*

- *Notice that the subordinating conjunction is given first and capitalized, to encourage students to use it to begin the sentence.*

- *This activity is more challenging than Link 7 because the students have to write the entire sentence.*
  - *Differentiation: For students who need more support, you can modify this activity by giving them sentence stems to complete.*

- *To model this strategy with students prior to completing the exercise about* Flowers for Algernon*, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

---

1. When / pictures of people

2. While / doctors

3. Since / tests

---

2. Prompt students to use the words and conjunctions to write complete sentences.

_____

Practice activity:

1. When / rain

2. Since / tornado

3. While / storm

18

Language Link 9:
How can I use appositives to tell more?
Aligned to Guidebooks 2.0 Unit *Flowers for Algernon*, Lesson 12

Purpose: Appositives are nouns, noun phrases, or noun clauses placed beside another noun to rename, or explain it more fully. They are often seen in written language. Using appositives enables students to provide more information to the reader, vary sentence structure, and write complex sentences. It is a helpful tool for writing topic and concluding sentences. Appositive activities can serve as a comprehension check.

Activity description: In the first activity, students are asked to identify the appositive in each sentence. In the second activity, students are asked to match the appropriate appositive to the given sentences.

Technical tips:

- *Appositives often, but not always, begin with **a**, **an**, or **the**.*
  - *Louis Armstrong, **a** talented musician, was born in New Orleans.*
  - *Baton Rouge, **the** capital of New Orleans, has a rich history.*
  - *The Louisiana Purchase, 827,000 square miles, doubled the size of the United States.*

- *Phrases that begin with **who**, **which**, **that**, or that begin with verb, are **not** appositives.*
  - *The phrases in the following sentences are NOT appositives:*
    - *Buck, <u>who was a former housedog</u>, experiences a transformation living in the wilderness.*
    - *The waves, <u>crashing on the shore</u>, grew larger as the storm approached. (While these sentences are grammatically correct, the phrases are not appositives. Students should practice writing appositives because they are structures often found in written, but not usually in oral, language.)*

- *Appositives provide more information, but are not grammatically necessary to the sentence. You can show students that the appositive can be removed from a sentence and that the sentence will still make sense. (Ex. Baton Rouge, the capital of Louisiana, has a rich history. With the appositive removed: Baton Rouge has a rich history.)*

19

- *To model this strategy with students prior to completing the exercise about* Flowers for Algernon, *a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

---

1. Daniel Keyes, the author of *Flowers for Algernon*, worked with mentally challenged young adults as a high school teacher.

2. Dr. Wayne Holtzman, an American psychologist, developed his own inkblot test to correct the deficiencies he saw in the Rorschach.

3. Mr. Donner, a family friend, gives Charlie a job at his bakery.

---

2. Say: "An appositive is a noun, noun phrase, or noun clause placed beside another noun to rename, or explain it more fully. An appositive gives the reader more information."

3. Prompt students to work with a partner to identify the appositive in each sentence and explain why it is an appositive.

Student Look-Fors:
1. "The author of Flowers for Algernon" is the appositive because it gives the reader more information about Daniel Keyes.
2. "An American psychologist" is the appositive because it gives the reader more information about Dr. Holtzman.
3. The appositive in this sentence is "a family friend" because it describes Mr. Donner.

4. Display or project:

---

1. Alice Kinnian, _____, recommends him for an experimental surgery.

2. Dr. Strauss, _____, performs Charlie's surgery.

3. Burt Seldon, _____, assists Dr. Strauss and Professor Nemur with conducting Charlie's experiment.

4. Algernon, _____, was the first successful test subject for the experimental surgery.

5. Dr. Nemur, _____, wants to increase Charlie's intelligence.

   a. a white mouse

   b. Charlie's teacher at the Beekman College Center for Retarded Adults

   c. the professor of psychology at Beekman University

   d. a graduate student

   e. a neurosurgeon

---

5. Ask students to write the sentences, filling in the appositives from the choices provided.

6. After several minutes, ask a few students to share their sentences with the class.

Student Look-Fors:

1. Alice Kinnian, <u>Charlie's teacher at the Beekman College Center for Retarded Adults</u>, recommends him for an experimental surgery.

2. Dr. Strauss, <u>a neurosurgeon</u>, performs Charlie's surgery.

3. Burt Seldon, <u>a graduate student</u>, assists Dr. Strauss and Professor Nemur with conducting Charlie's experiment.

4. Algernon, <u>a white mouse</u>, was the first successful test subject for the experimental surgery.

5. Dr. Nemur, <u>a professor of psychology at Beekman University</u>, wants to increase Charlie's intelligence.

7. Provide students with additional topics or appositives for writing practice.

_____

Practice activity: *You may use these examples to illustrate how an appositive is used in a sentence, ask students to identify the appositive in each sentence, etc.*

1. Baton Rouge, <u>the capital of Louisiana</u>, has a rich history.

2. Shreveport, <u>Louisiana's third-largest city,</u> is home to many great museums.

3. Louis Armstrong, <u>a talented musician</u>, was born in New Orleans.

4. Mardi Gras, <u>an exciting festival</u>, is celebrated throughout the state.

Language Link 10:
How can I use appositives to tell more?
Aligned to Guidebooks 2.0 Unit *Flowers for Algernon*, Lesson 13

Purpose: Appositives are nouns, noun phrases, or noun clauses placed beside another noun to rename, or explain it more fully. They are often seen in written language. Using appositives enables students to provide more information to the reader, vary their sentence structure, and write complex sentences. Appositive activities can serve as a comprehension check of a text or content.

Activity description: In this activity, students are asked to brainstorm different appositives that can be used to describe the subject of the sentence.

Technical tips:

- *Reminder: Appositives provide more information, but are not grammatically necessary to the sentence. You can show students that the appositive can be removed from a sentence and that the sentence will still make sense. (Ex. Baton Rouge, the capital of Louisiana, has a rich history. With the appositive removed: Baton Rouge has a rich history.)*

- *To model this strategy with students prior to completing the exercise about* Flowers for Algernon, *a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:
2. Say: "Remember, appositives are nouns, noun phrases, or noun clauses placed beside

> Brainstorm appositives that would complete the sentence.
>
> Charlie, _____, changes as a result of the experimental surgery.
>
>
> _____   _____
>
>
> _____   _____
>
>
> _____   _____

23

another noun to rename, or explain it more fully. An appositive gives the reader more information."

3. Students can work with a partner, group, or as a whole class to brainstorm appositives for "Charlie."

Student Look-Fors:
a thirty-seven-year-old mentally challenged man   the test subject
a motivated student   a likeable person
Ms. Kinnian's student   the main character of *Flowers for Algernon*

*Student responses will vary. Make sure that what they create is an appositive.

4. Ask students to rewrite the sentence using one of the appositives from their brainstorm.

Student Look-Fors:
Charlie, a thirty-seven-year-old mentally challenged man, changes as a result of the experimental surgery.
Charlie, the test subject, changes as a result of the experimental surgery.

*Student responses will vary. Make sure that what they create is an appositive.

_____

Practice activity: (You may choose to give students a different topic that students have extensive prior knowledge about.)

New Orleans, _____, is a popular place to visit.

_____   _____

_____   _____

_____   _____

Student Look-Fors:

a vibrant city   the "Big Easy"
the second-largest city in Louisiana   a city with great music and cuisine
an exciting city   a city in Louisiana

24

Language Link 11:
How can I combine sentences to make my writing more fluid?
Aligned to Guidebooks 2.0 Unit *Flowers for Algernon*, Lesson 15

Purpose: *Sentence combining is the most effective method of teaching grammar and usage.[1] Sentence combining allows students to see various options for crafting complex sentences and enhances syntactic flexibility.*

Activity description: In this activity, students are given multiple sentences to combine into a single sentence. When combining sentences, students can use pronouns, commas, conjunctions, and appositives.

Technical tips:

- *Students should understand that the sentences do not have to be combined in the order they are presented.*

- *Students should understand that writers often combine sentences that relate to one another to make the meaning clear to the reader and to create sentence variety and fluency.[2]*

- *There may be multiple ways to combine each set of sentences. Model for students how to combine the first set of sentences. Students should practice combining sentences as a whole class before doing this activity independently.*

- *To model this strategy with students prior to completing the exercise about* Flowers for Algernon, *a practice activity about Louisiana has been provided for you at the end of this link.*

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[1] Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education.

[2] L.5.3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

1. Display or project:

---

1. Charlie is a highly motivated person.
   Charlie is likeable person.

   Combined sentence: _____

2. Charlie starts feeling "normal."
   Charlie's friends cannot accept his changed self.

   Combined sentence: _____

3. Charlie's intelligence triples.
   People are turned off by Charlie's new intelligence.
   People are intimidated by Charlie's new intelligence.

   Combined sentence: _____

---

2. Say: "Good writers know how to use pronouns, commas, conjunctions, and appositives to combine short, declarative sentences. This helps writers vary their sentences and make them more interesting to the reader."

3. Prompt students to combine each set of sentences. Encourage students to use pronouns, conjunctions, and commas as needed.

> *Reminder: There may be multiple ways to combine each set of sentences. Model for students how to combine the first set of sentences. Students should practice combining sentences as a whole class before doing this activity independently.*

4. After several minutes, ask a few students to share with the class how they combined each set of sentences. As each student shares a sentence, prompt another student in the class to share another way to combine the sentences. Then, ask students to explain why they might combine sentences.

1. Charlie is a highly motivated person.
    Charlie is likeable person.
    Charlie is a highly motivated and likeable person.
    Charlie, a likeable person, is highly motivated.

2. Charlie starts feeling "normal."
    Charlie's friends cannot accept his changed self.
    Charlie starts feeling "normal," but his friends cannot accept his changed self.

3. Charlie's intelligence triples.
    People become turned off by Charlie's new intelligence.
    People become intimidated by Charlie's new intelligence.
    After Charlie's intelligence triples, people become turned off and intimidated by his new intelligence.
    Since Charlie's intelligence triples, people become turned off and intimidated by his new intelligence.

5. Direct students to revise or adjust their sentences based on what their peers shared.
_____

Practice activity:

1. Lafayette is a city in Louisiana.
   Slidell is a city in Louisiana.

   Combined sentence: _____

2. President Jefferson wanted control of the Mississippi River.
   President Jefferson authorized the purchase of the Louisiana Territory from France.

   Combined sentence: _____

3. New Orleans is the largest city in Louisiana.
   New Orleans is known for its French Quarter.

27

New Orleans is known for its jazz music.

Combined sentence: _____

Student Look-fors:

1. Lafayette and Slidell are cities in Louisiana.

2. President Jefferson wanted control of the Mississippi River, so he authorized the purchase of the Louisiana Territory from France. (or: President Jefferson authorized the purchase of the Louisiana Territory from France because he wanted control of the Mississippi River.)

3. New Orleans, the largest city in Louisiana, is known for its French Quarter and jazz music.

28

Language Link 12:
How do I expand sentences to give the reader more information?
Aligned to Guidebooks 2.0 Unit *Flowers for Algernon*, Lesson 16

Purpose: Sentence expansion activities enable students to focus on what a reader needs to know, to provide that information and to extend their responses. In addition, these activities can check comprehension and develop students' ability to summarize.

Activity description: In this activity, students are given a simple sentence, called a kernel sentence, to expand. Students will use the given question words to expand the kernel sentence. The dotted lines next to the question words indicate that students should only write notes (key words and phrases, abbreviations and symbols when possible), not sentences. To create the expanded sentence, students will add their answers to the question words to the kernel sentence.

Technical tips:

- *The activity should result in one expanded sentence.*

- *All question words relate to the kernel sentence.*

- *When writing the expanded sentence, the kernel must stay intact. The only change that can be made to the kernel is replacing a pronoun when* **who** *or* **what** *is asked (i.e. She studied → Jane studied). Students will add the words they wrote on the dotted lines to the solid lines of the expanded sentence. Students should use the same words in their expanded sentence that they used in their notes on the dotted lines. They may add function words (a, the, in, etc.). For example:*

She studied.

Who? Jane
When? after school
Where? library
Why? wanted good grades

Expanded sentence: After school, Jane studied in the library because she wanted good grades.
       when   *kernel*   *where*   *why*

29

- *Students should not add additional information to the expanded sentence. For example, if "where" is not asked, that information should not be included in the expanded sentence.*

- *Students should not omit or change any words from their answers to the questions when writing the expanded sentence.*

- *Direct students to begin their expanded sentence with the "when" (when applicable) because this structure is frequently seen in written language.*

- *To model this strategy with students prior to completing the exercise about* Flowers for Algernon, *a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

---

1. **Frankenstein observes it.**

   What?...

   Why? ………………………………………………………….

   Expanded sentence:

   _____

   _____

2. **He is feverish.**

   Who? …………………………………………………………

   When? …………………………………………………………..

   Why? ………………………………………………………….

   Expanded sentence:

   _____

   _____

---

2. Say: "When we write, we need to think about what the reader might or might not know about the topic. When the reader might need more information, we should expand our sentences to provide more information for the reader."

3. Read the first kernel sentence: "Frankenstein observes it." Explain to students that this is a sentence because it has a subject and a predicate, but it provides little information to the reader.

4. Ask each question under the kernel sentence, and record student responses. (*What does Frankenstein observe? Why does Frankenstein observe it?*) Explain to students that when they see dotted lines, they should only write key words and phrases, not complete sentences. They should use abbreviations and symbols when appropriate. Then, expand the kernel sentence by adding the students' answers to the question words.

Student Look-Fors:
1. **Frankenstein observes it.**

   What? natural decay of human body
   Why? b/c he wants to discover the secret of creating life

   Expanded sentence: Frankenstein observes the natural decay of a human body because he wants to discover the secret of creating life.

   Note: There may be multiple correct responses for **Why?**

5. Read the second kernel sentence, "He is feverish." Prompt students to answer the questions (*Who is feverish? When is he feverish? Why is he feverish?*) using key words and phrases, abbreviations, and symbols, and expand the kernel sentence. Remind students to begin their expanded sentence with "when" if it is one of the question words.

6. After several minutes, ask a few students to share their answers to the question words and expanded sentences.

Student Look-Fors:
2. **He is feverish.**
   Who? Frankenstein
   When? every night
   Why? obsessed w/ finding secret of life

31

7. Note: Access the Grammar Guide to determine the skills students should have coming into grade 4, the skills that need to be reinforced in grade 4, and the skills that need to be explicitly taught in grade 4. As students construct their sentences, make note of students who need additional support with specific grammar skills to better target student needs during whole-class and small-group instruction.

_____

Practice activity:

They won the Super Bowl.

Who? …………………………………………………………………*
When? …………………………………………………………………..
Why? …………………………………………………………………..

Expanded Sentence:
_____
_____

Teacher will need to tell students "Think about Louisiana."

Student Look-Fors:

They won the Super Bowl.

Who? <u>NO Saints</u>
When? <u>2009</u>
Why? <u>great defense + offense</u>

Expanded Sentence: <u>In 2009, the New Orleans Saints won the Super Bowl because of their great defense and offense.</u>

Language Link 13:
How do I expand sentences to give the reader more information?
Aligned to Guidebooks 2.0 Unit *Flowers for Algernon*, Lesson 17

Purpose: Sentence expansion activities enable students to focus on what a reader needs to know, to provide that information and to extend their responses. In addition, these activities can check comprehension and develop students' ability to summarize.

Activity description: In this activity, students are given a simple sentence, called a kernel sentence, to expand. Students will use the given question words to expand the kernel sentence. The dotted lines next to the question words indicate that students should only write notes (key words and phrases, abbreviations and symbols when possible), not sentences. To create the expanded sentence, students will add their answers to the question words to the kernel sentence.

Technical tips: Reminders-

- *The activity should result in one expanded sentence.*

- *All question words relate to the kernel sentence.*

- *When writing expanded sentences, the only information that should be added to the kernel sentence is what is written in the answers to the question words. Additional information should not be added. For example, if "where" is not asked, that information should not be included in the expanded sentence.*

- *When writing the expanded sentence, the kernel must stay intact.*

- *Students should not omit or change any words from their answers to the questions when writing the expanded sentence.*

1. Display or project:

<div style="border:1px solid black; padding:10px;">

They are passionate about it.

Who? …………..……………………………………….

What? ………………………………………………

Why? ………………………………………………

Expanded sentence:

_____

_____

</div>

2. Say: "Remember, when we write, we need to think about what the reader might or might not know about the topic. When the reader might need more information, we should expand our sentences to provide more information for the reader."

3. Read the kernel sentence: "They are passionate about it." Explain to students that this is a sentence because it has a subject and a predicate, but it provides little information to the reader.

4. Ask each question below the kernel sentence, (*Who is passionate about it? What are they passionate about? Why are they passionate about it?)* and record the students' answers. Remind students that when they see dotted lines, they should only write key words and phrases, abbreviations, and symbols. Then, expand the kernel sentence by adding the student responses to the question words.

Student Look-Fors:

They are passionate about it.

Who? Dr. Nemur + Dr. Frankenstein
What? creating an intelligent being
Why? both want glory + recognition

Expanded sentence: Dr. Nemur and Dr Frankenstein are passionate about creating an intelligent being because they both want glory and recognition.

Note: Student responses for **why** *may vary.*

34