

**Language Link 1:**  
**Can I distinguish between sentences and fragments?**  
Aligned to Guidebooks 2.0 Unit *Sugar*, 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 “Sugar Cane,” a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. \_\_\_\_ has a protective covering
2. \_\_\_\_ the plant appears strong
3. \_\_\_\_ when it is ripe
4. \_\_\_\_ it is weak and helpless

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 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- The sugarcane plant has a protective covering. (or: It has a protective covering to protect the juice inside.)
2. S- The plant appears strong.
3. F- When it is ripe, the sugarcane plant turns a yellow color. (or: The sugarcane plant turns a yellow color when it is ripe.)
4. S- It is weak and helpless.

\*These are sample student responses. Your students’ responses to 1, 3 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.

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**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 *Sugar*, 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 “Sugar Cane,” a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. describe uses poet the personification plant to sugar cane the
2. cold and shivers because is plant the scared it
3. is the yellow of coloring a skin jaundice

2. Say: “Sentences need to be clear so that the reader understands what we are writing.”
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. The poet uses personification to describe the sugar cane plant.
  2. The plant shivers because it is cold and scared.
  3. Jaundice is a yellow coloring of the skin.
5. If necessary, direct students to correct their sentences based on what their peers shared.
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**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.**

**Language Link 3:**  
**Do I understand how to construct different sentence types?**  
Aligned to Guidebooks 2.0 Unit *Sugar*, Lesson #5

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

***Activity description:** In this activity, students are asked to write two 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 Sugar Changed the World, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

Topic: sugar
<ul style="list-style-type: none"><li>• Statement (.) _____</li><li>• Statement (.) _____</li><li>• Question (?) _____</li><li>• Question (?) _____</li></ul>

2. Prompt students to write two statements and two questions about sugar. Be sure students use information gained from reading *Sugar Changed the World*.

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

**Student Look-Fors:**

1. Statement: Sugar was less expensive than honey.
2. Statement: The sugar trade caused slavery to increase.
3. Question: How did the sugar trade have a positive and negative impact?
4. Question: Where was sugar grown?

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

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**Practice activity:**

Topic: Louisiana

- Statement (.)

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- Question (?)

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**Student Look-Fors:**

1. Statement: Louisiana has a diverse culture.
2. Question: Why do millions of tourists visit Louisiana each year?

**Language Link 4:**

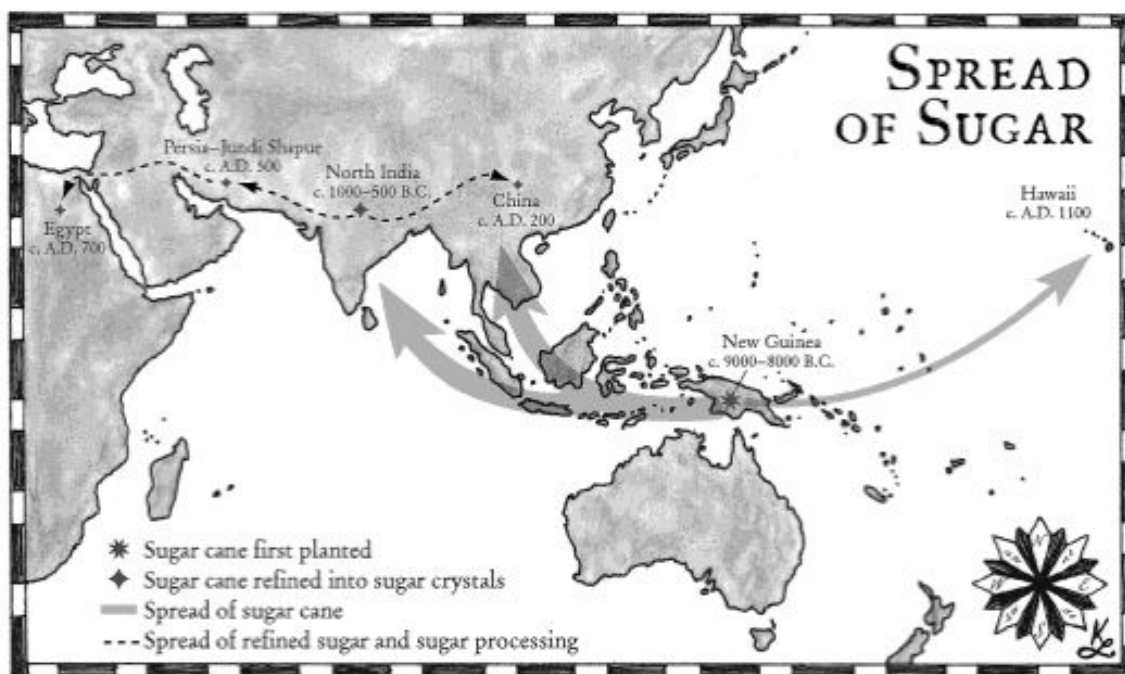
**Can I write a question about what I am reading?**

Aligned to Guidebooks 2.0 Unit *Sugar*, Lesson #6

***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 statements and questions about the given picture.*

1. Display or project:



Aronson, Marc and Marina Budhos. *Sugar Changed the World: a Story of Magic, Spice, Slavery, Freedom, and Science*. Houghton Mifflin Harcourt, 2017.

2. Prompt students to write one or two statements and one or two questions about the picture.
3. After a few minutes, ask students to share their statements and questions with the class.

**Student Look-Fors\*:**



- Statement: Around 9,000-8,000 B.C., sugar cane was first planted in New Guinea.
- Statement: Sugar cane spread from New Guinea to China, India, and Hawaii.
- Question: How did people in North India learn to refine and process sugar?
- Question: Why did it take so long for sugar cane to reach Hawaii?

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

**Language Link 5:**

**How can I use the conjunctions *because*, *but*, and *so* to construct complex sentences?**

Aligned to Guidebooks 2.0 Unit *Sugar*, 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 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 *Sugar Changed the World*, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

Sugar enhanced the European diet ...

1. Sugar enhanced the European diet because \_\_\_\_\_  
\_\_\_\_\_
2. Sugar enhanced the European diet, but \_\_\_\_\_  
\_\_\_\_\_
3. Sugar enhanced the European diet, so \_\_\_\_\_  
\_\_\_\_\_

2. Say: “Conjunctions help a writer give a reader more information. They 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. Sugar enhanced the European diet because it added flavor to their food.
2. Sugar enhanced the European diet, but it caused tooth decay./ not everyone could afford it./ it was not easy to get at first.
3. Sugar enhanced the European diet, so it was in great demand./ countries like Spain and Portugal established sugar plantations overseas.

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

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#### 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 it has unique cuisine, jazz, and Mardi Gras.

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

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

### Language Link 6:

**How can I use the conjunctions *because*, *but*, and *so* to construct complex sentences?**

Aligned to Guidebooks 2.0 Unit *Sugar*, Lesson #9

**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 Sugar Changed the World, a practice activity about Louisiana has been provided for you at the end of this link.*

#### 1. Display or project:

- |   |
|---|
| <ol style="list-style-type: none"><li>1. dangerous / because</li><li>2. sugar / but</li><li>3. sugar plantations / so</li></ol> |
|---|

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

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. Harvesting sugar cane was dangerous because the leaves of the sugar cane plant are sharp.
2. Specialists had a little more food and rest than other slaves on the sugar plantation, but they were mistreated/ did not have any rights as well.
3. Life on the sugar plantation was terrible, so slaves rebelled in numerous ways./ Sugar cane is grown in warm climates, so sugar plantations developed in the Caribbean and South America.

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

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**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.

\* 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 *Sugar Changed the World*, 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. 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 Sugar Changed the World, a practice activity about Louisiana has been provided for you at the end of this link.*

**1. Display or project:**

1. When the sugar cane was ready to be harvested, \_\_\_\_\_  
\_\_\_\_\_
2. After sugar cane was ground in the mills, \_\_\_\_\_  
\_\_\_\_\_
3. Since Europeans acquired a taste for sugar, \_\_\_\_\_  
\_\_\_\_\_
4. Although specialists had a little more food and rest than the other slaves, \_\_\_\_\_  
\_\_\_\_\_



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. When the sugar cane was ready to be harvested, slaves were forced to work long hours to cut enough sugar cane to keep up with the mills./ teams of slaves were forced to cut and bind thousands of stalks each day.

2. After sugar cane was ground in the mills, the syrup was heated and strained in the boiling house.

3. Since Europeans acquired a taste for sugar, the demand for slave labor increased./countries such as England and France competed for colonies in the New World to establish sugar plantations./ countries that grew sugar made great profits.

4. Although specialists had a little more food and rest than the other slaves, they also did not have any rights./ they were also mistreated.

\*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.

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#### Practice activity:

Topic: Weather in Louisiana

1. After a hurricane, \_\_\_\_\_  
\_\_\_\_\_
2. When there is a lot of rain, \_\_\_\_\_  
\_\_\_\_\_
3. Although it is often hot, \_\_\_\_\_  
\_\_\_\_\_
4. Since the summer is hot and humid, \_\_\_\_\_  
\_\_\_\_\_

**Student Look-Fors:**

1. After a hurricane, people have to fix the damage. (or: ...it may be a while before power is restored. / ...there is much to clean up.)
2. When there is a lot of rain, the flooding can be dangerous. (or: ...the driving conditions may be dangerous.)
3. Although it is often hot, Louisiana winters are typically mild.
4. Since the summer is hot and humid, people try to find things to do indoors. (or: ...many people go to the beach.)

### Language Link 8:

#### How can I use subordinating conjunctions to construct complex sentences?

Aligned to Guidebooks 2.0 Unit *Sugar Changed the World*, Lesson #10

**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 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—music, “Hell,” maroon communities—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 Sugar Changed the World, a practice activity about Louisiana has been provided for you at the end of this link.*

#### 1. Display or project:

- |   |
|---|
| <ol style="list-style-type: none"><li>1. While / music</li><li>2. Since / “Hell”</li><li>3. Although / maroon communities</li></ol> |
|---|

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

**Student Look-Fors:**

1. While some slaves directly challenged the overseers, others used music and dance to express their feelings.
  2. Since the sugar plantations were “Hell,” some slaves ran away./ some slaves attacked by force./ some slaves used music and dance as a form of rebellion.
  3. Although planters wanted to destroy maroon communities, they were sometimes unable to./ were forced to sign peace treaties with them./ Although it was difficult for slaves to escape, some were able to flee to maroon communities.
- 

**Practice activity:**

1. Although / rain
2. Since / tornado
3. While / storms

**Student Look-Fors:**

1. Although Louisiana receives a lot of rain, the weather is usually very nice. (or: Although it may rain, I still plan to go to the park.)
2. Since tornadoes have high wind speeds, they cause a lot of destruction.
3. While storms can be very dangerous, there are steps people can take to be safe.

\*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. Be sure students begin each sentence with the subordinating conjunction.

**Language Link 9:**  
**How can I use appositives to tell more?**  
Aligned to Guidebooks 2.0 Unit *Sugar*, Lesson #11

***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, who was a former housedog, experiences a transformation living in the wilderness.
    - The waves, crashing on the shore, grew larger as the storm approached.
    - (While these sentences are grammatically correct, the phrases are not appositives. Students should practice writing appositives because it is a structure 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.)
- To model this strategy with students prior to completing the exercise about Sugar Changed the World, a practice activity about Louisiana has been provided for you at the end of this link.

1. Display or project:

1. Sugar plantations, farms that were run as factories, were established in the Caribbean islands and Brazil.
2. Martinique, a Caribbean island, was the location of French sugar plantations.

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. “Farms that were run as factories” is the appositive because it explains what a sugar plantation is. It gives more information about it.
2. “A Caribbean island” is the appositive because it gives more information about Martinique. It describes Martinique.

4. Display or project:

1. The boiling house, \_\_\_\_\_, is where the cane mash was cooked.
2. *The History of a Pound of Sugar*, \_\_\_\_\_, depicts the strenuous sugar process.
3. Thomas Thistlewood, \_\_\_\_\_, used terror to control the enslaved workers.
  - a. an English children's book
  - b. a brutal overseer
  - c. a hot and dangerous place to work

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. The boiling house, a hot and dangerous place to work, is where the cane mash was cooked.
2. *The History of a Pound of Sugar*, an English children's book, depicts the strenuous sugar process.
3. Thomas Thistlewood, a brutal overseer, used terror to control the enslaved workers.

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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, the capital of Louisiana, has a rich history.
2. Shreveport, Louisiana's third-largest city, is home to many great museums.

3. Louis Armstrong, a talented musician, was born in New Orleans.
4. Mardi Gras, an exciting festival, is celebrated throughout the state.



### Language Link 10:

#### How can I use appositives to tell more?

Aligned to Guidebooks 2.0 Unit *Sugar Changed the World*, 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 sentence structure, and write complex sentences. Appositive activities can serve as a comprehension check.*

**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 Sugar Changed the World, a practice activity about Louisiana has been provided for you at the end of this link.*

#### 1. Display or project:

Brainstorm appositives that would complete the sentence.

Toussaint, \_\_\_\_\_, played an important role in history.

_____	_____
_____	_____
_____	_____

2. Say: “Remember, appositives are nouns, noun phrases, or noun clauses placed beside 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 Toussaint.

Student Look-Fors:

a revolutionary

leader of the Haitian Revolution

a brave Haitian

an antislavery leader

\*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:

- Toussaint, leader of the Haitian Revolution, played an important role in history.

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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 second-largest city in Louisiana

an exciting city

the “Big Easy”

a city with great music and cuisine

a city in Louisiana

**Language Link 11:**  
**How can I combine sentences to make my writing more fluid?**  
Aligned to Guidebooks 2.0 Unit *Sugar*, Lesson #14

**Purpose:** *Sentence combining is the most effective method of teaching grammar and usage. \* 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.<sup>†</sup>*
- *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 Sugar Changed the World, a practice activity about Louisiana has been provided for you at the end of this link.*

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\* 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.

<sup>†</sup> L.5.3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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1. Display or project:

1. The Haitian Revolution brought an end to slavery in Haiti.  
Sugar planters moved to Louisiana.

Combined sentence: \_\_\_\_\_

2. Louisiana has a warm climate.  
Louisiana's climate is suitable for growing sugar cane.  
Louisiana sometimes has cold snaps.

Combined sentence: \_\_\_\_\_

3. Sugar planters in Hawaii brought workers from different countries.  
Sugar planters wanted the workers to compete with one another.  
Sugar planters wanted to keep wages low.

Combined sentence: \_\_\_\_\_

2. Say: "Good writers 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.

**Student Look-Fors:**

1. The Haitian Revolution brought at end to slavery in Haiti, so sugar planters moved to Louisiana. (or: Sugar planters moved to Louisiana because the Haitian Revolution brought an end to slavery in Haiti./ Since The Haitian Revolution brought at end to slavery in Haiti, sugar planters moved to Louisiana.)
2. Louisiana has a warm climate that is suitable for growing sugar cane, but it sometimes has cold snaps. (or: Although it has a warm climate suitable for growing sugar cane, Louisiana sometimes has cold snaps.)
3. Sugar planters in Hawaii brought workers from different countries because they wanted the workers to compete with one another to keep wages low. (or: Since sugar planters in Hawaii wanted to keep wages low, they brought workers from different countries to compete with one another.

- *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.<sup>‡</sup>*

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

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**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: \_\_\_\_\_

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<sup>‡</sup> L.5.3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

### Language Link 12:

#### How do I expand sentences to give the reader more information?

Aligned to Guidebooks 2.0 Unit *Sugar*, Lesson # 15

**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

- *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 “How Sugar Changed the World,” a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

**1. He brought sugar cane to the New World.**

Who? .....

When? .....

Expanded sentence:

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**2. They lost the Revolutionary War.**

Who? .....

Why? .....

Expanded sentence:

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**3. Sugar had a negative effect.**

When? .....

Why? .....

Expanded sentence:

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

3. Read the first kernel sentence: “He brought sugar cane to the New World.” 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. (*Who brought sugar cane to the New World? When did he bring sugar cane to the New World?*) 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. He brought sugar cane to the New World.**

Who? C. Columbus

When? 1492

Expanded sentence: In 1492, Christopher Columbus brought sugar cane to the New World.

5. Read the second kernel sentence, “They lost the Revolutionary War.” Prompt students to answer the questions (*Who lost the Revolutionary War? Why did they lose the Revolutionary War?*) 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. They lost the Revolutionary War.**

Who? British

Why? busy protecting sugar islands

Expanded sentence: The British lost the Revolutionary War because some of their military was being used to protect their sugar islands.

o *Note: There may be multiple correct answers for 'why'*

7. Read the third kernel sentence, “Sugar had a negative effect.” Prompt students to answer the questions (*When did it have a negative effect? Why did it have a negative effect?*) using key words and phrases, abbreviations, and symbols, and expand the kernel sentence.

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

### **Student Look-Fors:**

### **3. Sugar had a negative effect.**

When? 16<sup>th</sup>-19<sup>th</sup> c.

Why? resulted in enslavement/ millions ppl from Africa

Expanded sentence: During the 16<sup>th</sup> through 19<sup>th</sup> centuries, sugar had a negative effect because it resulted in the enslavement of millions of people from Africa.

o *Note: There may be multiple correct answers for 'why'*

9. 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:

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*\*Teacher will need to tell students “Think about Louisiana.”*

**Student Look-Fors:**

**They won the Super Bowl.**

Who? NO Saints

When? 2009

Why? great defense + offense

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

