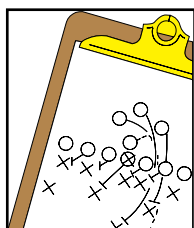


Expand-o-Matic Sentences

WARM-UP

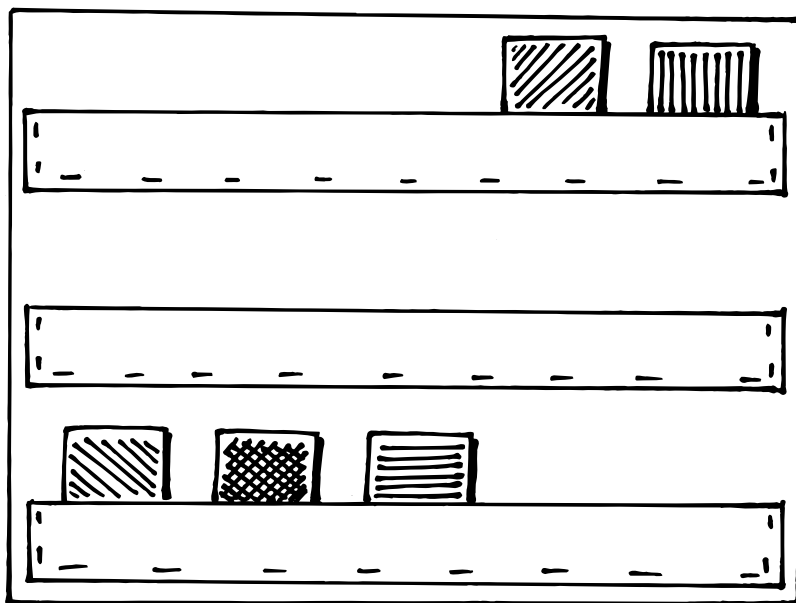
Give each student a set of **snap cubes**, and ask him or her to write a brief sentence on a sheet of paper. Have students count out a cube for each word in their sentence. Ask them to snap the cubes together as they read aloud their sentence. Then, have students unsnap the “sentence” and place each cube on a word on their paper. A leftover cube indicates an omitted word. Have the student identify and write in the missing word.

GAME PLAN



Place **five different-colored index cards** in the bottom row of a **pocket chart**. Select a simple subject and verb (e.g., *girls race*). Say one word at a time, and move a colored card to the top row of the pocket chart to represent each word. For example, use a red card to represent *girls* and a green card to represent *race*.

Have students suggest a new word (e.g., *three*). Move a card from the bottom of the chart to the top of the chart to represent each new word. Have students “read” the sentence as they point to each colored card. (Note: Each time a student adds a word, the sentence must remain a complete sentence.) Arrange the cards in the top row in the order they will be read in the sentence. For example, place a blue card before the red one to represent *three girls race*. Continue until all five cards are used, and then repeat the activity with a new simple sentence.



IDENTIFY THE PROBLEM

*Does the student
have difficulty
working with words
as units of sound?*

HUDDLE-UP

Give students five **different-colored index cards**. Have them create a sentence by writing five different words on their cards. Have students rearrange their cards to create new sentences. Ask students to decide if the changes in word order affect the meaning of their sentence.