

Sentence Mash Up

Overview:

Sentence Mash Up is fun way to create simple sentences, and can be easily adapted for a wide range of skills and grade levels.

Procedure:

1. Attach small Velcro dots (female side) to all sides of two lightweight cubes.
2. Cut twelve cardstock cards a bit smaller than the sides of the cubes.
3. From a current text, write six sentences and divide them into six nouns (words or phrases) and six verbs (words and phrases) on the cards.

Example: for the book *Twilight*:

Bella	goes to high school
Edward	saves Bella in the alley
The city of Forks	is in Washington
Carlisle	is a doctor
James	chases Bella
Charlie	is the sheriff

4. Laminate the cards and attach small Velcro dots (male side) to the back of the cards.
5. Attach cards to cubes on all sides.
6. Student rolls both dice, and then reads the mashed up sentence.
7. Student determines if the sentence is true or false, based on the current text.

ASOL Covered in this Activity:

6E-RW 1: The student will

d) demonstrate word relationships by interpreting similes (e.g., the man was as big as a tree).

Extension Idea:

From a current text, write six similes and divide them into six nouns (words or phrases) and six verbs (words and phrases) on the cards. Student rolls both dice, and then reads the mashed up sentence. Student determines if the sentence is true or false, based on the current text.

Example: for the book *Twilight*:

The vampires	are as cold as ice
Edward	is as fast as

	lightening
James	is as mean as a snake

6E-CF 1: The student will

c) identify the episodes or significant events in a story or drama.

Extension Idea:

From a current text, write six events and divide them into six nouns (words or phrases) and six verbs (words and phrases) on the cards. Student rolls both dice, and then reads the mashed up sentence. Student determines if the sentence is true or false, based on the current text.

Example: for the book *Twilight*:

Charlie	bought Bella a truck
Edward and Bella	went to the prom
Carlisle	helps Bella in the hospital

7E-CF 1: The student will

e) identify how a character's point of view is the same or different from another character.

Extension Idea:

From a current text, write six points of view and divide them into six nouns (words or phrases) and six verbs (words and phrases) on the cards. Student rolls both dice, and then reads the mashed up sentence. Student determines if the point of view is true or false for the character, based on the current text. The student then names another character, and decides if that character shares the same point of view or not.

Example: for the book *Twilight*:

Jacob	does not like the "Cold Ones"
Jessica	loves to shop
Carlisle	likes to help others

8E-RW 1: The student will

e) acquire and use content words and phrases.

Extension Idea:

From a current text, write six sentences using content words or phrases and divide them into six nouns (words or phrases) and six verbs (words and phrases) on the cards. Student rolls both dice, and then reads the mashed up sentence. Student

determines if the sentence is true or false, based on the current text, and understanding of content words.

Example: for the book *Twilight*:

Edward	cannot handle Bella's <i>scent</i>
Jacob	tells old Indian <i>legends</i>
Carlisle	uses a <i>stethoscope</i>

8E--CF 1: The student will

c) identify cause and effect relationships in a story or drama;

Extension Idea:

From a current text, write six sentences involving cause and effect and divide them onto two cards. Student rolls both dice, and then reads the mashed up sentence. Student determines if the cause and effect relationship is true or false, based on the current text.

Example: for the book *Twilight*:

Bella moves to Forks	because her father lives there
Edward stays out of the sun	because he sparkles
Bella wants to be a vampire	because she wants to be with Edward forever

HSE--CF 1: The student will

c) describe interactions between characters in fictional text.

Extension Idea:

From a current text, write six sentences involving interactions between characters and divide them onto two cards. Student rolls both dice, and then reads the mashed up sentence. Student determines if the interaction is true or false, based on the current text.

Example: for the book *Twilight*:

Bella and Edward	are in love
Charlie and Renee	are Bella's parents
Edward and Jacob	do not like each other

HSE--CF 3: The student will

d) compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.

Extension Idea:

From a current text, write six differences between interpretations on one set of cards, and write the types of interpretations on the others. Student rolls both dice, and then reads the mashed up sentence. Student determines if the sentence is true or false, based on the current text and other interpretation.

Example: for the book and movie *Twilight*:

In the book	Victoria disappears after the baseball game
In the movie	Victoria is at the prom
In the book	Bella and Charlie do not eat at the diner
In the movie	Bella and Charlie eat at the diner often

8E--WE 2: The student will

a) use standard English rules when writing by using ending punctuation when writing a sentence or question.

Extension Idea:

From a current text, write six sentences and questions and divide them onto two cards. Student rolls both dice, and then reads the mashed up sentence. Student writes the sentence and adds correct ending punctuation.

HSE--WE 4 The student will

a) edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

Extension Idea:

From a current text, write six sentences and questions, using deliberate mistakes, and divide them onto two cards. Student rolls both dice, and then reads the mashed up sentence. Student re-writes the sentence and edits for correct grammar.

Materials Needed:

lightweight cubes (directions attached)
cardstock
laminating material
Velcro
lined paper
pens, pencils, markers

Instructional Setting:

classroom

Community Connections and/or Peer Interaction:

These activities can be played as games, with students taking turns rolling the dice. Reading grade-appropriate books gives students common interests to discuss with their peers.

Functional Activity/Routine:

Sentence Mash Up can also be used to create greeting cards, by putting a variety of appropriate words and phrases on the cubes, and rolling them to see what the sentiment of the card will be.

Strategies to Collect Evidence:

Take photos of rolled cubes and student responses.

Video or audio record student reading sentence and responding to questions.

Take anecdotal record of student response.

Include student's written sentences and responses.

Use data collection charts to indicate correct or incorrect response.

Specific Options for Differentiating this Activity:

For students who cannot physically roll the dice, use an All-Turn-It Spinner with a switch to create the sentences.

For students with visual impairment, use Braille on cubes.

For non-verbal students, pre-record sentence parts and "true" and "false" on a voice output device.

Use alternate pencils as needed.

For students who require additional supports, include pictures or symbols with the words on the cards.

For students who need help organizing the sentences, make a T chart that says "who" on the left side and "did what" on the right side.