

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*:

- **Noun:** Bella **Verb:** goes to high school
- **Noun:** Edward **Verb:** saves Bella in the alley
- **Noun:** The City of Forks **Verb:** is in Washington
- **Noun:** Carlisle **Verb:** is a doctor
- **Noun:** James **Verb:** chases Bella
- **Noun:** Charlie **Verb:** 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*:

- **Noun:** The vampires **Verb:** are as cold as ice
- **Noun:** Edward **Verb:** is as fast as lightning
- **Noun:** James **Verb:** 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*:

- **Noun:** Charlie **Verb:** bought Bella a truck
- **Noun:** Edward and Bella **Verb:** went to the prom
- **Noun:** Carlisle **Verb:** 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*:

- **Noun:** Jacob **Verb:** does not like the "Cold Ones"
- **Noun:** Jessica **Verb:** loves to shop
- **Noun:** Carlisle **Verb:** 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*:

- **Noun:** Edward **Verb:** cannot handle Bella's *scent*
- **Noun:** Jacob **Verb:** tells old Indian *legends*
- **Noun:** Carlisle **Verb:** uses a *stethoscope*

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*:

- **Effect:** Bella moves to Forks **Cause:** because her father lives there

- **Effect:** Edward stays out of sun **Cause:** because he sparkles
- **Effect:** Bella wants to be a vampire **Cause:** 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*:

- **Characters:** Bella and Edward **Interaction:** are in love
- **Characters:** Charlie and Renee **Interaction:** are Bella's parents
- **Characters:** Edward and Jacob **Interaction:** 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*:

- **Interpretation:** In the book **Difference:** Victoria disappears after the baseball game
- **Interpretation:** In the movie, **Difference:** Victoria is at the prom
- **Interpretation:** In the book **Difference:** Bella and Charlie do not eat at the diner
- **Interpretation:** In the movie **Difference:** 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.