




Protocol: Sentence Anagrams

<p>There are 2 protocols based on developmental sequence</p>	<ul style="list-style-type: none">• Setting: This activity can be used in whole group or a targeted small group.• Knowledge Goal: Students will apply their understanding of word functions to correctly order words in a complete sentence.• Definitions to Know:<ul style="list-style-type: none">◦ Complete Sentence: a group of words that includes a subject (the namer or “who”) and predicate (the action or “do”)◦ Subject: a noun or noun phrase that states who or what the sentence is about (the namer or “who”)◦ Predicate: a verb or verb phrase that states what the subject is doing (the action or “do”)
 <p>Why This Matters:</p>	<p>Understanding varying sentence structures helps students comprehend text. Authors often use complex sentence structures to express their ideas that can contain different prepositions, clauses, or an unusual word order. By taking sentences apart and putting them back together, students are able to see how sentence parts work together to form complete thoughts and they are better able to comprehend the text and apply various sentence structures to their own writing.</p>
 <p>Activity: Sentence Anagrams with Basic Sentences</p>	<p>Teacher Tip: Consider using sentences from content that students are learning in science/social studies or from a current read-aloud.</p> <p>Step 1: Create sets of word cards based on short, simple sentences from current content/texts. Each word is written on a separate card, and the cards are assembled into a set that represents the sentence in an out-of-order arrangement.</p> <p>Step 2: Review the concept of a complete sentence. Remind students that a complete sentence must have two parts: a subject and a predicate. The subject is “who” or “what” the sentence is about. The predicate is “the do”, or the part of the sentence that describes what the subject is doing.</p> <p>Step 3: Read the words on the cards and find the words that answer specific questions to create a meaningful complete sentence. Prompt thinking by asking: Who or what? Is doing what?</p> <p>Step 4: Do several more examples following this same structure. Utilizing a gradual release of responsibility, provide guided and independent practice.</p> <p>Sample: Today you are going to take a mixed-up sentence and put it back together so that it makes sense. Knowing how to put sentences together helps us to better understand the structure of language. Remember, a complete sentence includes a subject, or a “who”, and a predicate, or a “do”. Right here I have a stack of words that make a complete sentence. My job is to figure out the order that the words go in. Show the words:</p> <p style="text-align: center;">ate food Sam</p> <p>I know that all sentences have a who and a do, so the first thing I’m going to look for is who (or what) is in this sentence. I know that Sam is a noun, so I bet this sentence is about Sam. Now, I have to figure out what they are doing. I have two words left—ate and food. I know that ate is an action, so that probably goes next. Sam ate. Well, that is a complete sentence, but I have one more word. Food. Someone can eat food, so that likely comes next... Sam ate food. Yep, that is a complete sentence!</p> <p>Do several more examples following this same structure.</p>

Protocol: Sentence Anagrams

	<p>Utilizing a gradual release of responsibility, provide guided and independent practice.</p> <ul style="list-style-type: none">• Extension: For students who demonstrate ease with forming complete sentences, give them an anagram that has more than one complete sentence option. For example, the words dog, ate, food, the can be used to make the sentence The dog ate food OR Dog ate the food.
 <p>Activity: Sentence Anagrams with Expanded Sentences</p>	<p>Teacher Tip: Consider using sentences from content that students are learning in science/social studies or from a current read-aloud.</p> <p>Step 1: Create sets of word cards based on longer, expanded sentences from current content/texts. Each word is written on a separate card, and the cards are assembled into a set that represents the sentence in an out-of-order arrangement.</p> <p>Step 2: Review the concept of a complete sentence. Remind students that a complete sentence must have two parts: a subject and a predicate. The subject is “who” or “what” the sentence is about. The predicate is “the do”, or the part of the sentence that describes what the subject is doing.</p> <p>Step 3: Read the words on the cards and find the words that answer specific questions to create a meaningful complete sentence. You can expand to other word function questions based on the complexity of the sentence and the readiness of your students.</p> <ul style="list-style-type: none">• Who or what?• Is doing what?• When?• Where?• How?• How many/which one? <p>Step 4: Do several more examples following this same structure. Utilizing a gradual release of responsibility, provide guided and independent practice.</p> <p>Sample: <i>The sentence used in this example came from Martin’s Big Words by Doreen Rappaport, a complex text that could be part of unit on courage that answers the essential question: What does it mean to act with courage? The unit includes fiction and nonfiction complex text that integrate ELA and social studies content.</i></p> <p>Today we’re going to take some mixed-up sentences from our text and put them back together by thinking about the functions of the words in each sentence. Remember, all complete sentences must have a subject and a predicate. The “who” is called a noun, and it names something – either a person, a place, or a thing. This is our subject. The “do” is called a verb, and it is an action that someone or something does. This is our predicate. Both must be used to build a complete sentence. Let’s look at the following words from a sentence (sentence shown here in correct order, but you would mix up the order of the words when working with students):</p> <p><i>After ten years of protests, the lawmakers in Washington voted to end segregation.</i></p>

Protocol: Sentence Anagrams

I'm going to think through the answer to each of the word function questions on my chart.

- Who or what? *the lawmakers*
- Is doing what? *voted to end segregation*
- When? *after ten years of protests*
- Where? *in Washington*

Do several more examples following this same structure.

Utilizing a gradual release of responsibility, provide guided and independent practice.

- **Extension:** For students who demonstrate ease with making complete sentences, increase the complexity and/or length of the sentences they work with.