



## Sentence Workshop Teacher's Manual (DRAFTv4\_January 2022)

### Overview and Purpose of the Component

The purpose of *Sentence Workshop* is to help students develop syntactic awareness and increase their understanding of complex sentence structures. Each Sentence Workshop (SW) lesson is designed to take approximately 10-15 minutes of instructional time.

The SW lesson consists of three routines: 1) building and expanding sentences; 2) manipulating the morphosyntactic and grammatical structure of a sentence; and 3) combining sentences to construct the mystery sentence. Across these routines, students actively make choices about syntactic and morphosyntactic language forms that are important for composing and comprehending complex sentences (i.e., sentences with multiple clauses). The SW routines focus on a few specific language forms that are often used to construct complex sentences in academic texts. These include:

- Adding adjectives to modify a noun, usually before the noun
- Adding adjectival clauses that modify nouns or noun phrases, often after the noun; these can include appositives (a description or definition of a noun set off in the sentence by commas), prepositional phrases (starts with a preposition and adds information about the noun), or relative clauses (starts with a relative pronoun such as *that* or *who*)
- Adding adverbs to modify a verb or adjective
- Adding subordinate adverbial clauses that modify the action of the independent clause (giving information about the time, place, manner, or condition of the action).
- Combining sentences using coordinating conjunctions
- Combining sentences by embedding an adjectival or adverbial clause from one sentence into another
- Use of pronoun replacements to avoid redundancy across clauses

Please note that there is no reason for teachers to use the linguistic terminology above with students, nor is there a need for students to use these terms explicitly. The SW routines provide playful, engaging opportunities for children to reflect on and manipulate the kinds of language they will see when reading about their inquiry topics. These routines do not require the use of sophisticated linguistic terminology.

Each lesson focuses on a multi-clause mystery sentence. Teachers provide word cards and carefully planned prompts to help students build multiple sentences, which are then combined to create the mystery sentence. The ideas in the sentences are aligned with the content students are learning about in the module. The mystery sentence is added to the group's Inquiry Space at the end of the routine.

## Materials and Resources

In addition to this manual, the following resources are used when implementing Sentence Workshop.

**Word Cards.** The teacher will need a stack of notecards to use in the lesson. Teachers may prefer to prepare the word cards beforehand, or write the words as they go (while students are manipulating one set of cards, the teacher writes the next card; or the teacher writes the card as they are introducing it).

**Elaborative Lesson Plans.** These lesson plans are written to give teachers a sense of the language and rhythm of a well-paced SW lesson. They are not, however, intended to be used as a script. As teachers become more familiar with the structure and routines of SW, the need for these plans should decrease as teachers learn how to adapt the routines to best reflect the needs of their particular group of students. An example elaborative plan is found at the end of this manual.

**Blueprint Lesson Plans.** As teachers become more familiar with the SW component, they will no longer need the detailed information provided in the elaborative lesson plans. The blueprint lesson plans, unlike the elaborative plans, simply contain the “bones” of each lesson in the form of the Mystery Sentence, the two kernel sentences, a list of word cards for each step of the sentence building routine, and suggested prompts for the morphosyntax routine.

## Implementation of the Component

### Routine 1: Building and Expanding Sentences

Each lesson includes two kernel sentences (note: *kernel* is the word used in sentence combining instruction to label the individual sentences that are combined to make complex sentences). These sentences are built one at a time using word cards.

The teacher starts by giving students four or five word cards needed to create the first sentence. The cards are displayed on the table so that all students can see and move them around. As a group, students put the words in order to make a complete idea.

The teacher selectively adds new words, prompting students to add the new words in the appropriate place to create an expanded sentence. In general, this will sound like this: “*Let’s expand this sentence by adding the word(s)... in the appropriate place. Where can we put these words to make a longer sentence about our topic that still makes sense?*” The added words will usually make the sentence longer by expanding the noun/noun phrases (in the case of adjectives or adjectival clauses) or adding dependent adverbial clauses. It is not important or useful for students to hear or use these linguistic terms while building sentences. Instead, they should monitor whether it makes sense to add a word or phrase in a particular place in the sentence (e.g., Does that sound right? Does that make sense when I hear it?). Just like in the other K.L.I. components, the teacher should model and guide as needed at first, and then gradually give students more responsibility for constructing sentences.

Students should play around with the word cards, trying them out in different places in the original sentence to see how they best fit. This fosters metalinguistic thinking, a critical component of the K.L.I. intervention. When the words have been added, the teacher asks

students to read it aloud to check to see if the sentence makes sense. The teacher should also help students notice how the content of the sentence connects to their ongoing module (e.g., “Does this remind you of anything we have already been learning about?”) and discuss any new information or knowledge the sentence provides.

In many cases, there will be multiple ways to arrange the words to make meaningful and grammatical sentences. Once one sentence is made, the teacher can ask the students to re-order the cards to make a new sentence that expresses the same idea (e.g., the phrase *safe and healthy* would mean the same thing if expressed as *healthy and safe*; the prepositional phrase *in the past* might be used at the beginning or the end of a sentence without changing the meaning).

Once the first kernel sentence has been completed (with all words added), the teacher scoops up the word cards and sets them aside in a stack in order. Then a new set of cards is used to create the next kernel sentence. This repeats until both kernel sentences have been completed for the lesson.

## **Routine 2: Manipulating the Morphosyntactic Structure of a Sentence**

Morphosyntax is a word used by linguists to describe the interplay of morphology (meaningful parts of words such as suffixes) and syntax (the grammatical regularities that govern how words are put together in sentences). Some aspects of word-level structure are related to sentence-level structure. In particular, the suffix of a verb signals its tense (past, present, future, etc.) and number (singular or plural), which must agree with the rest of the sentence in order for the sentence to make sense.

To help children attend to morphosyntax, the teacher will prompt them to adjust a kernel sentence based on a change made to one of the words or phrases. In most lessons, this is done for only one of the kernel sentences, immediately after it is built.

In general, there are three ways to prompt morphosyntactic manipulation in SW lessons:

1. The teacher might change a verb in the sentence to a different tense, and then ask students to adjust the rest of the sentence so that it makes sense.
2. The teacher might add or change an adverbial clause (thus, shifting the time or tense of the sentence). Then, they would ask students to adjust the rest of the sentence so that it makes sense with this different clause.
3. The teacher might change the number of a noun or pronoun in the sentence, asking students to adjust the rest of the sentence to preserve its meaning.

Students work together to (verbally) make the appropriate changes based on the prompt. This can include changing verb endings, removing adverbs, changing the order of the sentence, etc. Students should *not* be asked to use linguistic terms (like naming verb tenses or parts of speech) to explain their changes. When it is useful, the teacher can scaffold the discussion by creating new word cards (e.g., with verbs in a different tense) so students can see and read the modified sentence. They should do this without modifying the original word cards in the kernel sentence, as these will be needed in the final routine.

## **Routine 3: Combining Sentences to Construct the Mystery Sentence**

The goal of this part of SW is for students to integrate the two previously constructed kernel sentences into one complex, multi-clause sentence. The mystery sentence will use all the word

cards from all the sentences, with the exception of words that are substituted for pronouns, plus any additional words necessary to combine the sentences.

With all the kernel sentences rebuilt and displayed on the table in front of the group, the teacher gives a specific prompt for how the sentences should be combined. In most cases, the prompt will be one of the following:

- *“Use this connecting word [e.g., but] to combine these sentences into one longer sentence that means the same thing as the individual sentences.”*
- *“Combine these sentences into one longer sentence by putting one of the sentences inside the other one in the place that makes most sense.”*

In either case, the teacher will provide the additional word cards needed (e.g., conjunctions and relative pronouns). Then, students will work together to build the mystery sentence using all the cards.

Often, after the sentences are combined, the students will need to do one additional manipulation to remove redundant words that appear in both kernel sentences, replacing them with pronouns in one of the clauses. When adding a pronoun, the teacher should remind the students, *“This word will take the place of other words in one part of the sentence, so be sure that when you add it, you remove the word cards it is replacing.”* Depending on the level of scaffolding needed for the group, the teacher can tell the students which cards the pronoun will replace, or have them figure it out as a group.

The teacher will need to model and guide the students at first, and then students will take ownership of the process in later lessons. In some cases, commas will be needed (e.g., before *and* and *but* when combining independent clauses), and the teacher can add them if desired. Or, in later lessons, teachers can keep a stack of commas off to the side for students to use (keeping in mind that SW is *not* a grammar lesson on the proper placement of commas, so this should not take up time in the lesson). The teacher can also point out that the first word of the sentence should be capitalized, but this is not the explicit focus of the SW component.

Once the mystery sentence is built, students should read it aloud and check to make sure it makes sense in relation to the broader content they are learning across the module. This can be done with a quick, simple discussion about how this idea connects to something they have already read in Discovery Reading or other components. Then the teacher (or in later lessons, a designated student) should add the sentence to the group’s Inquiry Space.

### **Additional Guidance for Implementation**

#### **Typical Prompts Used by Teachers**

Throughout this segment, teachers are using language to foster students’ metalinguistic thinking. Here are some examples of this type of teacher talk that can be used in this routine (keeping in mind that teachers should always make these routines ‘their own’ and this wording is provided as an example).

<p><b>When building and expanding sentences</b></p>	<p>-“We’ll start with a few words, then we’ll add more words to make the sentence longer and more informative.”</p> <p>-“When we add words and phrases to our sentence, the meaning may change as we may develop new ideas.”</p> <p>-“Can you add these three words somewhere to make a sentence that makes sense?”</p> <p>-“What about this phrase? Where can we put this phrase in the sentence and it still make sense?”</p>
<p><b>To check and discuss meaning while building, modifying, and combining sentences</b></p>	<p>-“Read aloud what you just created. Does it make sense?”</p> <p>-“I can see what you mean when you explain it. Your sentence has some logic to it, but is there a different way to word it to make it even clearer?”</p> <p>-“How did the meaning of this sentence change when we (added or changed) this (word or phrase)? What is the sentence saying now?”</p> <p>-“What is this pronoun <i>it</i> referring to here? Why are we using the word <i>it</i> here instead of <i>meteor</i>?”</p> <p>-“What is the key idea in this sentence?”</p> <p>-“What new information did we just learn about our topic through creating this sentence?”</p> <p>-“What does that word mean? How does the meaning of the sentence change now that we added that word?”</p> <p>-“We just built a very large sentence after combining sentences. What are the (two or three) big ideas in this sentence that teach us about our topic? How would you explain those ideas in your own words if you were talking to [specific audience]?”</p>
<p><b>When a student builds a sentence incorrectly or makes a morphosyntactic error</b></p>	<p>-“Read that again. Does that make sense?”</p> <p>-“Read over your sentence. Does it mean the same thing as before, or did you change the meaning with that addition?”</p> <p>-“Does this word go here, or will it work better somewhere else?”</p> <p>-“Is this sentence saying what we want it to? How can we change it around to make the ideas clearer?”</p> <p>-“You know, that sounds really logical to me. When we are talking to each other, we probably say it like that. When an author is writing about it in a science book, though, they would probably word it differently. That doesn’t mean it’s better, just different. What different way might they choose to write this same idea?”</p>

	<p>-“I can see what you were thinking here, but there might be a better way to do it. Try moving this phrase to the end of the sentence and see what happens.”</p> <p>-“Let’s try a different way. Here’s a hint: keep the word cards <i>every day</i> together as one phrase. Try again.”</p> <p>-“We’re talking about rocks from space, not Earth, so let’s not put the word <i>Earth</i> in front of <i>rocks</i>. Try a different way.”</p> <p>-“Good, but you missed something. If we change the word <i>fall</i> to <i>fell</i>, will this part here at the end still mean the same thing? What other change should we make to the end of the sentence?”</p>
<p><b>When a student needs additional support building, modifying, or combining sentences</b></p>	<p>-(teacher moves cards) “Here’s another way you could organize this sentence that you didn’t try. Does this work? Does this way make sense?”</p> <p>-“Let’s add a few words to this sentence. To make it a little easier, I’m going to give you the two words together: <i>toward Earth</i>. Keep those two words together as one phrase and find a place to insert them into the sentence that makes sense.”</p> <p>-“Here is the word <i>often</i>. Keep in mind that when you insert this word, you are going to have to reorder some other words in this sentence.”</p> <p>-“I’ll give you a hint: you’ll want to put this somewhere near the end of this sentence.”</p> <p>-“Let me remind you of one thing as you think about what to change. Remember, the word <i>tomorrow</i> refers to sometime in the future, so you may need to change the action word, or verb, in the sentence to make it line up.”</p> <p>-“Remember, what do pronouns usually take the place of in sentences? Think about that as you decide what to change.”</p> <p>-“Are you stuck? Here, what if we tried this? Does that make sense? No? How about this?” (Teacher provides a series of inaccurate options to show students how to test out different ideas.)</p>

### Implementing with Small Groups

When teaching the SW routines with small groups of students, teachers should be mindful about how to orchestrate student turn-taking during the lesson so that all students can be as actively engaged as possible. Here are a few things to keep in mind:

- Only use one set of word cards during a lesson to keep this routine fast-paced. If every student has their own set of cards, it would be difficult to execute this routine during the allotted time.
- Each student should have at least one opportunity to participate in some way during the lesson (i.e. move a card, add a card, explain where to put a card, etc.).

Here are some ideas of ways to manage student turn taking during this routine to maximize engagement and participation:

<p><b>Shared Collaboration-</b> Students are given the set of word cards as a group and told to work together to build or manipulate the sentence. This is the typical approach in most SW lessons.</p>	<p><b>Whole Sentence Turntaking -</b> Students alternate turns for each sentence building portion of the lesson. For example, Student A takes a turn building sentence #1, while student B and C provide support and assistance as needed; Student B takes a turn building sentence #2, while student A and C provide support as needed; Student C takes a turn doing the mystery sentence, while students A and B provide support.</p>
<p><b>More Frequent Turntaking-</b> Teacher calls on a different student for every single step, alternating between students or following a sequence. For example, Student A starts by building sentence #1; Student B takes the next turn adding words; Student C takes the next turn adding words. Then Student A takes a turn with the morphosyntax manipulation routine; then student B builds sentence #2; then Student C adds words; then Student A adds the next set of words, and so on.</p>	<p><b>Leader Turntaking-</b> Student A leads the group in collaborating to build sentence #1; Student B takes the lead on sentence #2; Student C takes the lead on the mystery sentence, etc.</p>
<p><b>Director, Card Mover, Checker-</b> Each student takes on a ‘role’. One student handles the cards, while another student directs where each card should go, and the third student checks and reads aloud the sentence. Roles alternate for each routine.</p>	

### Example Lesson

Sentence Workshop Lesson 9 (Elaborative)  
Space Pollution Module

**Mystery Sentence:** Astronomers can track large pieces of moving space debris to prevent collisions, but they cannot keep track of smaller-sized objects in space.

**Sentence #1:** Astronomers can track large pieces of moving space debris to prevent collisions.  
**Sentence #2:** Astronomers cannot keep track of smaller-sized objects in space.

**Word Cards for Sentence #1:** If you are making the cards beforehand, it might be helpful to group them by chunk, paperclip each chunk, and have them ready to go in the order they'll appear in the lesson:

*astronomers, track, [space debris], can  
[large pieces], moving, of  
prevent, to, collisions*

**Word Cards for Sentence #2:**  
*Astronomers, keep, cannot, track, objects, of  
the, [in space], [smaller-sized]*

**Mystery Sentence:** *but, they*

<b>Build Sentence #1</b>	<b>approx. 3 minutes</b>
<p>“Today we are going to build a sentence that is about our topic of space pollution. We are going to start with a few words, and then we’ll add more words to make the sentence longer and longer.”</p> <p>“Here on the table I have four word cards.” (T reads each card as they lay them out.) Can you build a sentence that makes sense using those four word cards?”</p> <div data-bbox="310 1333 1167 1400" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"><p><b>Word Cards:</b> <i>Astronomers, track, [space debris], can</i></p></div> <p>T allows students to arrange the words to make a sentence, then debriefs with the students and provides feedback, such as:</p> <p>“OK, read the sentence you wrote.” (Student reads <i>Astronomers can track space debris.</i>) “Does that sentence make sense?” [students answer] “Yes. It does, doesn’t it? Let’s add some new words to this sentence to add some detail about what happens when astronomers track space debris or why they track space debris.</p> <p>“Here are three more words: <i>[large pieces], moving, of.</i> What do you think? Where could these words go?”</p>	

**Word Cards:** [large pieces], moving, of

T gives students time to add words, providing support or feedback as necessary.

“OK, now let’s read this new sentence you wrote.” (Student reads *Astronomers can track large pieces of moving space debris.*) “Does that sentence make sense?” [students answer] “Yes. It does, doesn’t it?”

“Let’s add on to this sentence with these last three word cards: *prevent, to, collisions.* What do you think? Where could these words go?”

**Word Cards:** *prevent, to, collisions*

“Can you read to me what you wrote?” (Students may read *Astronomers can track large pieces of moving space debris to prevent collisions.* **OR** *To prevent collisions, astronomers can track large pieces of moving space debris.*) “Does this sound right? Is that sentence conveying the idea we want it to?” [students answer] “Are there any words we need to rearrange to make sure this sentence explains what we want it to? No we don’t, great work!”

**Note:** After the teacher has given the students *up to two* attempts to arrange the words and if they are still not successful, the teacher should intervene. The teacher can do one of two things while intervening:

- 1) Teacher models inserting the words into different places, reading each option aloud and checking it each time, until they have found the sentence that conveys the idea clearly.
- 2) Directly explain how the sentence should be organized, such as: “In the first sentence we built, it states that astronomers were able to track space debris. Now we have *prevent, to, and collisions,* which I know is talking about space debris, since we read about that in Discovery Reading. Why do astronomers track these large pieces of space debris? Yes, astronomers are tracking the space debris in order to stop a collision from happening. So I need to make sure my sentence conveys that idea. So the astronomers are tracking large pieces of space debris that move, so I need to say *Astronomers can track large pieces of moving space debris ...* [grab cards] *to...to* do what? *To prevent collisions.* Can someone read what I built? Does that make sense?”

Provide support and feedback until students have built either sentence option.

**Manipulate Morphosyntactic Structure of Sentence #1**

**approx. 1 minute**

\*Note: This routine is placed here in this lesson plan, but it could be done anytime while building sentences (i.e., after you have built a whole expanded sentence, or after the first expansion of a sentence, etc.). The key is that at one point during the lesson, the teacher follows a routine to help students manipulate the morphosyntactic structure of a sentence. Note: this is a verbal conversation; students and the teacher are not manipulating the sentence with new word cards here.

“What if we changed a phrase in this sentence? What if I changed the word “track” to “tracking”? What would I need to do with the rest of the sentence? Let’s say the sentence read:

***“Astronomers can tracking large pieces of moving space debris to prevent collisions.”***

Student provides an answer. “You’re correct. This sentence doesn’t quite make sense yet. Just like you said, I need to change *can* to *are* since the sentence is now in the present tense. The sentence would read, ***Astronomers are tracking large pieces of moving space debris to prevent collisions.*** Does that sound right? Yes it does! Great job!”

**Build Sentence #2**

**approx. 3 minutes**

Teacher removes the word cards from Sentence #1 and places them off to the side (put them in a nested stack, keeping them in order, to make it easier to quickly re-build the mystery sentence later). “Now I’m going to move these and keep them right here because we’ll come back to them in a moment, but now we are going to build a different sentence. Can you create a sentence using these six word cards?” Teacher reads aloud *astronomers, keep, cannot, track, objects, and of* and places them on the table for students to arrange.

**Word Cards:** *astronomers, keep, cannot, track, objects, of*

Students build ***Astronomers cannot keep track of objects.*** “OK, read that sentence aloud to me. Does it sound right? Is it logical? Excellent, yes, I agree. Is there another way to arrange these words to write a logical sentence? No, you’re correct.”

“Let’s add on to this sentence one final time. Can you add these word cards to the sentence? - *[smaller-sized], [in space], the*

**Word Cards:** *[smaller-sized] , [in space]*

Students may build something like, ***Astronomers cannot keep track of smaller- sized objects in space.*** After asking the student(s) to read it aloud or after reading it aloud themselves, the teacher may say, “Does that sound right? Is there another way we can arrange these word cards where the ideas in our sentence would still make sense? No, you’re correct. Great work!”

**Build Mystery Sentence and Discuss Meaning**

**approx. 3 minutes**

Teacher places sentence #1 (already built) back on the table so that both sentences are arranged in front of the students. Note: Do not spend time asking students to rebuild the sentences; put them back on the table intact.

“Alright, today we have built two sentences. In both of our sentences, we know that scientists are taking action by tracking space debris. I wonder how we could combine these sentences to convey one key idea? Let’s take a second and read each sentence to understand their individual ideas. First we built ***Astronomers can track large pieces of moving space debris to prevent collisions,*** and our second sentence was ***Astronomers cannot keep track of the smaller-sized objects in space.*** Hm, so in the first sentence we learned that scientists are trying to prevent

collisions and in the second sentence we learned that the smaller-sized objects cannot be tracked.

“So we’ve got two key ideas here that are related to each other. Sometimes authors need to convey two ideas that are connected in order to make a point. So they need to combine two sentences together into one big sentence, and that’s what we’re going to do. The nice thing is, when we are combining two big sentences like this, we have special words we can use to help us show that our ideas are related to each other. So today we are going to combine the two sentences using a special word: *but*. Teacher lays out the word card. “Where can we place the card *but*, in order to combine the two sentences?” (Student places word cards, with support as necessary.)

**Word Cards: *but***

“Great job. Let’s read our big mystery sentence: **Astronomers can track large pieces of moving space debris to prevent collisions but astronomers cannot keep track of the smaller-sized objects in space.** This makes sense, right? But I don’t love how it sounds. We say *astronomers* a lot. Sometimes, when we don’t want to say the same word over and over again, we can use a different word or phrase instead. We could use a word like *they* to refer to the *astronomers* in each of our sentences. How about this?” Place the phrase *they* on the table. Where could I place *they* in the second part of the sentence to send the same message?

**Word Cards: *they***

T allows students to try it, providing support or feedback as necessary.

“Great. Yes, we can substitute *they* for *astronomers* in the second sentence. This way, it’s clear we are still talking about *astronomers* without repeating the same word. Alright, I think we have built our mystery sentence! Can you read this sentence out loud to me one last time?”

Student reads: ***Astronomers can track large pieces of moving space debris to prevent collisions but they cannot keep track of smaller-sized objects in space.***

“Excellent job building this complex sentence today! Let’s add that sentence to our Inquiry Space so we can refer back to it later.”