**Objective**

The student will identify the meaning of a sentence.

**Materials**

- Pocket chart
- Picture cards
  
  *Use picture cards from core curriculum reading program or print media.*
- Sentence strips
  
  *Write sentences that describe the pictures.*

**Activity**

**Sentence-Picture Match**

Students match sentences which describe pictures on a pocket chart.

1. Place picture cards vertically down the left side of the pocket chart. Place sentence strips face down in a stack.
2. Taking turns, students select a sentence strip and read it.
3. Determine which picture on the pocket chart corresponds to the sentence and place the sentence strip next to that picture.
4. Continue until all sentences and pictures are matched.
5. Peer evaluation

---

**Extensions and Adaptations**

- Extend the sentences using descriptive words.
- Write other sentences to match pictures.
- Make and use other picture cards and sentence strips.

---

*The boy is playing with a fire truck.*
Objective
The student will identify the meaning of a sentence.

Materials
- Nursery rhyme title cards (Activity Master C.002.AM1)
- Nursery rhyme event sentence strips (Activity Master C.002.AM2a - C.002.AM2b)

Activity
Students match nursery rhyme sentences to related titles.
1. Place nursery rhyme title cards face up in rows. Place nursery rhyme event sentence strips face down in a stack.
2. Taking turns, students select a nursery rhyme event sentence strip and read it aloud (e.g., “The cow jumped over the moon.”).
3. Read each nursery rhyme title card and determine which title corresponds to the sentence (i.e., “Hey Diddle, Diddle”). Place the title card next to that sentence strip.
4. Continue until all nursery rhyme sentence strips are matched with corresponding title cards.
5. Peer evaluation

Extensions and Adaptations
- Write and match other sentences from the nursery rhymes.
- Write and match content area topics with factual sentences.
<table>
<thead>
<tr>
<th>Little Bo Peep</th>
<th>The Eency, Weency Spider</th>
</tr>
</thead>
<tbody>
<tr>
<td>London Bridge</td>
<td>Twinkle, Twinkle Little Star</td>
</tr>
<tr>
<td>Five Little Speckled Frogs</td>
<td>Jack and Jill</td>
</tr>
<tr>
<td>Jack Be Nimble</td>
<td>Star Light, Star Bright</td>
</tr>
<tr>
<td>Hey Diddle Diddle</td>
<td>Little Boy Blue</td>
</tr>
</tbody>
</table>

nursery rhyme title cards
<table>
<thead>
<tr>
<th>Leave them alone and they'll all come home.</th>
<th>Down came the rain and washed the spider out.</th>
<th>Build it up with wood and clay.</th>
<th>Shining like a diamond in the sky.</th>
<th>Frogs sit on a hollow log.</th>
</tr>
</thead>
<tbody>
<tr>
<td>nursery rhyme event sentence strips</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jill came tumbling after.</td>
<td>Jack jumped over the candlestick.</td>
<td>I wish I might have the wish I wish tonight.</td>
<td>The cow jumped over the moon.</td>
<td>Come blow your horn.</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------</td>
<td>------------------------</td>
</tr>
</tbody>
</table>

nursery rhyme event sentence strips
Objective
The student will identify the meaning of a sentence.

Materials
- Sentence strips (Activity Master C.003.AM1a - C.003.AM1b)

Activity
Students read and pantomime (silently act out) sentences.
1. Place the sentence strips face up in rows at the center.
2. Taking turns, student one selects a sentence without touching it, reads it silently, and pantomimes the sentence.
3. Student two watches the pantomime, finds, and reads the corresponding sentence aloud.
4. If correct, takes sentence strip. If incorrect, makes another attempt.
5. Continue until all sentences are acted out and identified.
6. Peer evaluation

Extensions and Adaptations
- Make and pantomime other sentences.

Sentence Meaning
Sentence Pantomime

Pet a cat.  Hold a baby.
Jump two times.  Read a book.
Snap your fingers.
Make a sandwich.
## Sentence Pantomime

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a sandwich.</td>
</tr>
<tr>
<td>Snap your fingers.</td>
</tr>
<tr>
<td>Jump two times.</td>
</tr>
<tr>
<td>Read a book.</td>
</tr>
<tr>
<td>Pet a cat.</td>
</tr>
<tr>
<td>Hold a baby.</td>
</tr>
</tbody>
</table>

*sentence strips*
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Blow some bubbles.</strong></td>
<td><strong>Sweep the floor.</strong></td>
<td><strong>Pop a balloon.</strong></td>
<td><strong>Make a pizza.</strong></td>
</tr>
</tbody>
</table>

(sentence strips)
**Objective**
The student will identify the meaning of a sentence.

**Materials**
- Sentence strips (Activity Master C.004.AM1a - C.004.AM1b) *Cut and sort strips by number.*
- Student sheet (Activity Master C.004.SS)
- Crayons or markers
- Pencils

**Activity**
Students arrange groups of words to make a sentence.
1. Place the sentence strips face down in three separate stacks. Place crayons at the center. Provide each student with a student sheet.
2. Taking turns, students choose one sentence strip from each stack, place the strips in numerical order, read the sentence, and place it aside.
3. Continue making sentences selecting strips from each stack until all strips are used.
4. Select two meaningful and two silly sentences, record, and illustrate on student sheet. Place ☺ next to each silly sentence.
5. Teacher evaluation

![Sentence strips](image)

**Extensions and Adaptations**
- Rerange strips so that there are no silly sentences.
- Make other sentence strips and exchange with partner to make sentences.
### Comprehension: Silly Sentence Mix-Up

<table>
<thead>
<tr>
<th>in the garden.</th>
<th>in the grass.</th>
<th>on the tracks.</th>
<th>on the flowers.</th>
<th>in the tower.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ate worms</td>
<td>hopped softly</td>
<td>rumble loudly</td>
<td>buzz loudly</td>
<td>were ringing</td>
</tr>
<tr>
<td>Hungry birds</td>
<td>Green frogs</td>
<td>The trains</td>
<td>Busy bees</td>
<td>The bells</td>
</tr>
</tbody>
</table>

**Sentence Strips**

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## Comprehension

### Silly Sentence Mix-Up

<table>
<thead>
<tr>
<th>Sentence Strips</th>
<th>Boys</th>
<th>Student</th>
<th>Shuttle</th>
<th>Man</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>at the table.</strong></td>
<td>[3]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>in outer space.</strong></td>
<td></td>
<td></td>
<td>[3]</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>on the bike.</strong></td>
<td></td>
<td></td>
<td></td>
<td>[3]</td>
<td></td>
</tr>
<tr>
<td><strong>in the big puddle.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>[3]</td>
</tr>
</tbody>
</table>

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Silly Sentence Mix-Up

1.  
2.  
3.  
4.
Objective
The student will produce meaningful sentences.

Materials
- “Who” word cards (Activity Master C.005.AM1)
- “Action” word cards (Activity Master C.005.AM2)
- “What” word cards (Activity Master C.005.AM3)
- Function word and punctuation cards (Activity Master C.005.AM4)
- Paper
- Pencils

Activity
Students make sentences using selected words.
1. Place the “who,” “action,” and “what” word cards face up in separate stacks. Place the function word and punctuation cards face up in rows. Provide each student with paper.
2. Working in pairs, students select a card from each stack and place them in sentence order (i.e., “who,” “action,” and “what”).
3. Read the words on the cards (e.g., “Sally swims beach”). Identify and insert function words and punctuation cards needed to make a meaningful sentence (e.g., at, the, “.”).
4. Read the sentence (i.e., “Sally swims at the beach.”) and record on paper. If the sentence is silly, put a ☺ next to it.
5. Continue until at least five sentences are recorded.
6. Teacher evaluation

Extensions and Adaptations
- Rearrange cards so that there are no silly sentences.
- Make and use other word cards (Activity Master C.005.AM5).
Comprehension

Build a Sentence

swims  chewed

lost  won

fell  broke

"action" word cards
<table>
<thead>
<tr>
<th>beach</th>
<th>bone</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>game</td>
</tr>
<tr>
<td>shelf</td>
<td>chair</td>
</tr>
</tbody>
</table>
### Comprehension

#### C.005.AM4

**Build a Sentence**

<table>
<thead>
<tr>
<th>at</th>
<th>a</th>
<th>Her</th>
<th>the</th>
</tr>
</thead>
<tbody>
<tr>
<td>My</td>
<td>his</td>
<td>Our</td>
<td>off</td>
</tr>
</tbody>
</table>

*function word and punctuation cards*
**Objective**
The student will produce meaningful sentences.

**Materials**
- Picture cube (Activity Master C.006.AM1)
  *Copy on card stock, cut, and assemble.*
- Sentence building word cards (Activity Master C.006.AM2a - C.006.AM2b)
- Student sheet (Activity Master C.006.SS)
- Pencils

**Activity**
Students arrange word cards into sentences to describe a picture.
1. Place the picture cube at the center. Place the sentence building word cards face up in rows. Provide each student with a student sheet.
2. Taking turns, students roll the cube and look at the picture.
3. Select the sentence building word cards to make a sentence that describes the picture and arrange them in order (e.g., “The three bears went for a walk.”).
4. Read the sentence and record it next to the corresponding picture on the student sheet.
5. Return the cards to their original positions.
6. Continue until student sheet is complete.
7. Teacher evaluation

**Extensions and Adaptations**
- Make other sentences using the word cards.
- Make other word cards to extend the sentences in the story (Activity Master C.006.AM2b).
- Make picture cubes using other stories (Activity Master C.006.AM3).
Comprehension

Picture Cube

C.006.AM1
<table>
<thead>
<tr>
<th>The</th>
<th>three</th>
</tr>
</thead>
<tbody>
<tr>
<td>bears</td>
<td>went</td>
</tr>
<tr>
<td>for</td>
<td>a</td>
</tr>
<tr>
<td>walk</td>
<td>Goldilocks</td>
</tr>
<tr>
<td>ate</td>
<td>porridge</td>
</tr>
<tr>
<td>broke</td>
<td>the</td>
</tr>
</tbody>
</table>

sentence building word cards
# Comprehension

## Picture Cube

<table>
<thead>
<tr>
<th>chair</th>
<th>fell</th>
</tr>
</thead>
<tbody>
<tr>
<td>asleep</td>
<td>in</td>
</tr>
<tr>
<td>bed</td>
<td>found</td>
</tr>
<tr>
<td>ran</td>
<td>home</td>
</tr>
</tbody>
</table>

.  

(sentence building cards and blank cards)
Name

C.006.SS

Picture Cube