# Sentence Expansion
*Level: Intermediate ESE*

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| Time Required | 1- 45 minute class period<br>*Time should be adjusted accordingly based on the level of student ability and computer availability* |
| Goals/ Objectives | • The student will use descriptive language and detail words to improve the quality of written sentences.<br>• Students will use MS Word's thesaurus function to improve word choice. |
| Materials | • Presentation space (white board, flip chart, etc.)<br>• Expansion sheet handout and computer file SentenceExpansion.doc<br>• Computer with MS Word<br>• Tape recorder |
| Procedures | 1. Before beginning this lesson, students should know:<br>    • Basic parts of speech, particularly conjunctions, adjectives and adverbs<br>    • Correct sentence formation (subject and predicate)<br>    • That sentences require capitalization and appropriate punctuation<br>    • Basic computer functions<br>2. The teacher begins with the following demonstration:<br>    • Write simple sentence on the board, example: "I like ice cream."<br>    • Tell students you are going to ask them questions but the only information they can use to answer is written on the board.<br>    • Ask students, questions like, "What kinds of ice cream do I like?" and "Where do I like to go to get ice cream?"<br>    • Explain that there are not enough details given in the sentence for anyone to know the answers to the questions.<br>3. The teacher makes a chart with three columns.<br>4. The following headings are written at the top:<br>    • What kind?<br>    • Where?<br>    • How much?<br>5. The original sentence, "I like ice cream" is used for the group example.<br>6. Ask students to brainstorm types of ice cream.<br>7. As students to brainstorm places where a person may buy ice cream or eat ice cream.<br>8. Ask students to brain storm how often a person may want to eat ice cream.<br>9. Write all responses down on the board.<br>10. The Teacher models appropriate sentence expansion by selecting ideas from each column to create a detailed and descriptive sentence. |

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| | 11. The teacher writes the improved sentence on the board.<br>12. The teacher repeats the questions asked in step 1, demonstrating that expanded sentences provide readers and listeners with more information.<br>13. Pass out Sentence Expansion Worksheet.<br>14. Students should be reminded that simply listing attributes does not constitute a well expanded sentences and that added information should flow in logical order.<br>15. The teacher should encourage students to read sentences to themselves first to make sure the sentences flow appropriately.<br>16. Ask students to select 2-3 sentences from the sheet and following the same procedure, expand the sentences.<br>17. Students may record themselves reading the new sentences into a tape recorder. Students can then playback the sentence to evaluate effectiveness and quality.<br>18. Have students share sentences with the class when work has been completed.<br>19. As a collaborative effort, upon finishing written assignment, students should visit the classroom computer individually or in small groups.<br>20. Students should select their favorite descriptions for each sentence and type the word or words into the boxes provided in the file SentenceExpansion.doc. *For classes of students with parent permission to use the Internet, this activity could also be done using a Wiki for collaboration.*<br>21. The collective set of descriptive words should be placed in student writing folders for use in future activities.<br>For Advanced Learners:<br>22. Students should select one sentence to expand further into a paragraph.<br>23. Students should add 3-5 sentences to their original sentence to create a paragraph.<br>24. Students should type the paragraph using MS Word.<br>25. Students should select 5 words in their paragraph and replace those words using the thesaurus function.<br>26. Students should submit the paragraph after they have checked work using spelling and grammar check.<br>For Struggling Learners:<br>27. Students experiencing difficulties should work in pairs at a computer.<br>28. Using MS Word students should type one sentence and use the thesaurus function to improve word choice for one word.<br>29. Teachers may assist students further by providing premade sentences for thesaurus practice. |
| Technology Integration | Students will practice typing skills using MS Word to create a collection of descriptive words for sentence expansion.<br>Students will use the thesaurus function in MS Word to improve language |

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| | selection.<br>Students will use spell and grammar check to improve typed sentences.<br>Students will use a tape recorder to self- evaluate reading and written work. |
| Benchmarks Met | The Student will:<br>**LA.3.3.1.1**: The student will use prewriting strategies to generate ideas and formulate a plan by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material).<br>**LA.3.3.3.1**: The student will revise and refine the draft for clarity and effectiveness by evaluating the draft for use of ideas and content, logical organization, voice (e.g., formal or informal), point of view, and word choice.<br>**LA.3.3.3.3**: The student will revise and refine the draft for clarity and effectiveness by creating interest by adding supporting details (e.g., dialogue, similes) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).<br>**LA.3.3.5.3**: The student will write a final product for the intended audience and share the writing with the intended audience.<br>**LA.3.3.4.1**: The student will edit and correct the draft for standard language conventions and edit for correct use of spelling, using spelling patterns and generalizations (e.g., word families, diphthong, consonant digraphs, CVC words, CCVC words, CVCC words, and affixes) and using a dictionary or other resources as necessary.<br>**LA.3.6.4.2**: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes and will use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a variety of media formats<br>*Diocese of St. Petersburg Standards and Benchmarks Revised 2008 (3rd Grade)* |
| Accommodations | • For all ESE learners: flexible time limit, dictation allowed, graphic organizer used, lesson meets needs of visual and auditory learners, modeled procedure, structured procedure, tape recorder, keyboard, spelling and grammar check, electronic thesaurus, pre-typed lesson<br>• Additional accommodations are written as part of the procedure for this lesson. |
| Assessment | The student will be graded out of 25 possible points:<br>• 5 points for participation in group activity.<br>• 5 points for each expanded sentence (bonus points given for more than two sentences).<br>• 5 points for sharing at least one sentence with class.<br>• 5 points for using the computer thesaurus to improve word choice |
| Additional Resources | This activity has many variations and can be adjusted for age and ability level. Additional examples can be viewed in the sites listed below:<br>http://www.redkid.net/language/sentence/<br>http://isu.indstate.edu/writing/handouts/setiii/prints/SETIII9AP.html |

| | http://college.hmco.com/devenglish/wong/sentence_essentials/1e/ students/exercises/ch7expansion.html<br>Research:<br>http://www.sadlier-oxford.com/docs/home/08AA_GW_WP10.pdf<br><br>Example Worksheet/ computer file provided below. |
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| Additional Information | Students should be encouraged to participate. If students seem to be confused, model a second sentence or ask students to select attributes from the chart, and then help the student arrange the words to make a quality sentence. Traits written on index cards can be used if necessary.<br><br>Students who do not wish to share a sentence with the class can make up points by expanding 3 sentences rather than the minimum of 2. However, all students should be encouraged to share. |

**Example Sentence:     I like ice cream.**

| What Kind? | Where? | How Much/Many? |
|---|---|---|
| chocolate | From Cold Stone | Three scoops |
| vanilla | At the beach | Day and night |
| with sprinkles | In my backyard | Every afternoon |
| frosty, cold | From the corner store | A giant bowl full |

Example Expansion: I like *three scoops of frosty, cold, chocolate* ice cream *while sitting on the beach.*

1. The dog barked.

| What Kind? | Where? | How Much/Many? |
|---|---|---|
|  |  |  |

2. The pizza arrived.

| What Kind? | Where? | How Much/Many? |
|---|---|---|
|  |  |  |

3. People entered the room.

| What Kind? | Where? | How Much/Many? |
| --- | --- | --- |
|  |  |  |

4. The clown juggled.

| What Kind? | Where? | How Much/Many? |
| --- | --- | --- |
|  |  |  |

5. Marbles spilled.

| What Kind? | Where? | How Much/Many? |
| --- | --- | --- |
|  |  |  |