

# Sentence Transformation for Vocabulary Development

*a collaborative method to increase vocabulary, fluency and ideas*

## Description

Sentence Transformation for Vocabulary Development is a collaborative method to build vocabulary from prior knowledge, readings, schema connections, and peer to peer learning. Sentence Transformation models and develops reading fluency, vocabulary, parts of grammar (nouns, adjectives, adverbs, prepositions, etc.), language and spelling patterns and collaborative learning.

## Strengths

Sentence Transformation is a process that involves the whole class and/or small groups in a very participatory activity that builds vocabulary and fluency. It requires minimal resources - a basic chalkboard and/or a wall painted with chalkboard paint is excellent to use. Students can lead the process in addition to the teacher. For the teacher it is an excellent opportunity to model reading with fluency and thinking aloud with vocabulary development.

## When

The process takes approximately 5-15 minutes. It is recommended doing the process 1-2 times daily. The sentence can most appropriately connect to content during the day.

## Extensions

After developing vocabulary with the sentence for various parts of speech, students can extend this activity by writing sentences from the developed sentence transformation. Additionally, the vocabulary if connected to current studies and content can be used as part of a vocabulary word wall.

## Needs

A medium or large size chalkboard and/or white board are very effective. This provides sufficient space to write complete sentences (row) and develop a wide range of vocabulary (columns). Chalkboard paint could be used to paint an entire wall.

## The Process

1. the teacher writes the sentence on the chalkboard saying nothing with the students watching
2. the teacher chants the sentence while tracking (pointing to) the words in phrases
3. the teacher selects one part of speech (e.g. adjective) and asks for words with similar meanings
4. after adding one word, the teacher chants with the students the complete sentence with each added vocabulary word
5. the teacher continues with this process adding further words to the part of speech being expanded
6. Reminder—add one part of speech, then chant all the sentences so far. This supports fluency practice and learning the patterns progressively.

## Students as the Facilitators (teachers)

Having students becoming the whole class and/or small group leaders provides an opportunity to peer to peer transfer, observation of students to assess the student leaders as much as the participating students.

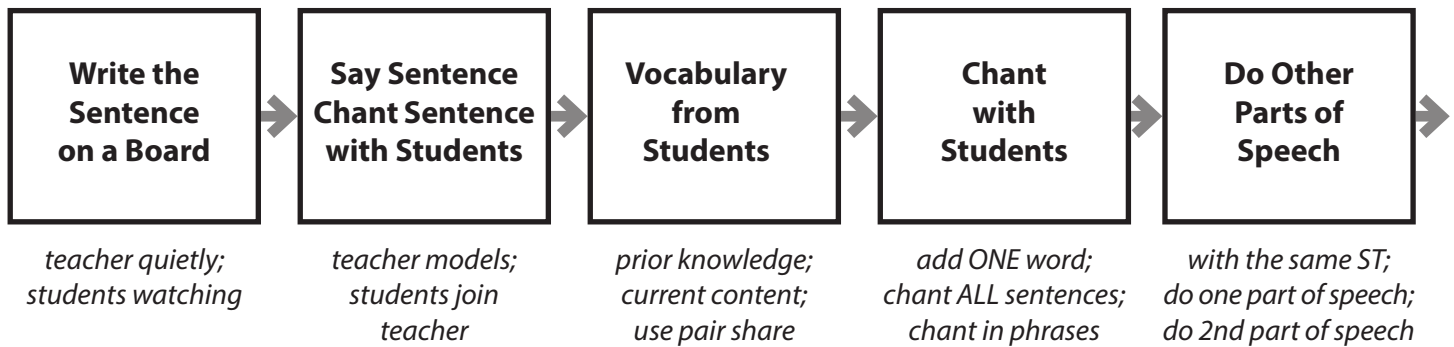
## Teachers Goals of Modeling

It is important to develop students into the leaders of facilitating. It is equally important for teachers to model the procedure throughout the year — assessing student progress to determine needs and 'changing up' what is supportive for growth to model to the students.

## Precludes, Next Steps and Extensions

The 'word bank' of vocabulary in context created with sentence transformation provides a natural progression to using the 'word bank' as a framework for writing. Prior to sentence transformation (or concurrently) visual maps can be used to develop vocabulary in a similar manner.

## The Process



### The Process in Action

The process involves whole class and/or small groups. The following process keeps all students involved - both in developing their fluency and vocabulary as well as keeping all students involved. It is important to chant each of the sentences after adding another vocabulary word. Both for learning and whole class involvement.

#### Nouns

The pig chased the duck.

cow.  
dog.  
cat.

*What other animal could the pig chase?*

*What is another noun for cow?*

*What is another mammal that could be chased?*

#### Verbs

The dog chased after the cat.

zoomed  
raced  
crawled

*What is a similar word for chased?*

*What is a similar verb for zoomed?*

*What is another verb that means the opposite of raced?*

#### Adjectives

The big pig chased the duck.

large  
gigantic  
small  
black

*What is another word for big?*

*What is another adjective the same as large?*

*What is an adjective that is the opposite of gigantic?*

*What color could the pig be?*

#### Prepositional Phrases

I see the cat in the yard.

in the kitchen.  
on the roof.  
in the tree.

*Where could you see the cat?*

*Where could the cat be inside?*

*Where else could the cat be?*

*Where might you see the cat?*

#### Adverbs

The leaf fell gently to the ground.

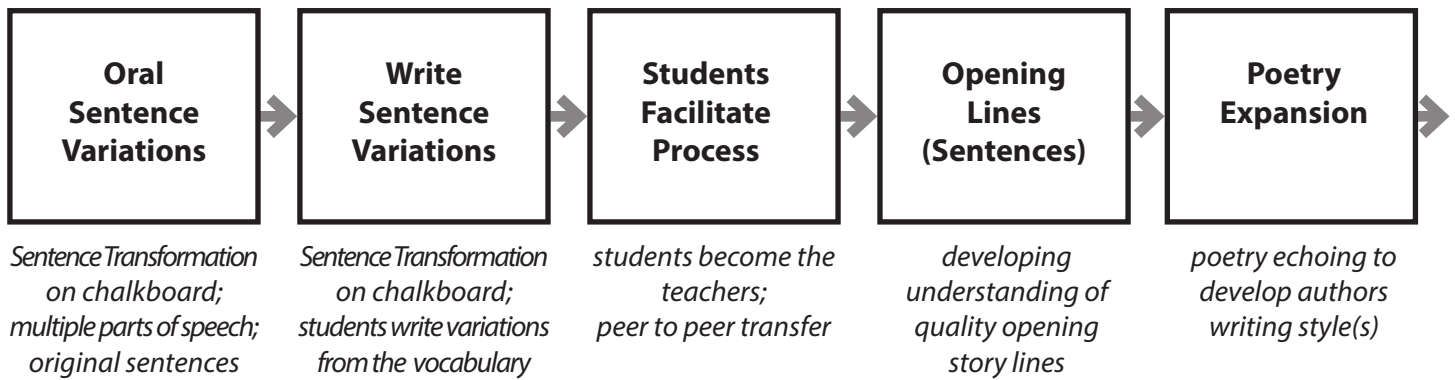
softly  
slowly  
quickly

*What is a similar word for gently?*

*What is a similar adverb for softly?*

*What is an adverb that means the opposite of slowly?*

## Extensions



### Expanding on the Process

To keep the vocabulary development expanding, as well as student interest growing it is important to expand upon the Sentence Transformation process. The example below models developing multiple parts of speech concurrently. The next page shares how to further expand on multiple parts of speech.

#### Multiple Parts of Speech

The dog chased after the cat.

*teacher silently writes the sentence on the chalkboard  
teacher chants the whole sentence with the class  
teacher discusses other 'verbs' for chased  
teacher has students 'think-pair-share' verbs for chased  
teacher asks students to share some of their vocabulary*

The dog chased after the cat.  
zoomed

*teacher adds one verb from the student suggestions  
teacher leads the students all chanting the two sentences*

The dog chased after the cat.  
zoomed  
raced

*teacher asks for more verbs  
teacher adds one verb from the student suggestions  
teacher leads the students all chanting the three sentences*

The dog chased after the cat.  
zoomed  
raced  
accelerated

*teacher asks for more verbs  
teacher adds one verb from the student suggestions  
teacher leads the students all chanting the four sentences  
  
continue asking for more verbs and adding them*

The dog chased after the cat.  
zoomed                      bird  
raced  
accelerated

*add another part of speech  
what is another noun (animal) like a cat?  
teacher adds one noun from the student suggestions  
teacher leads the students all chanting the two sentences*

The dog chased after the cat.  
zoomed                      bird  
raced                          rat  
accelerated

*what is another noun (animal) like a cat and bird?  
teacher adds one noun from the student suggestions  
teacher leads the students all chanting of three sentences*

## Oral Sentence Variation with Sentence Transformation

Students develop a sentence transformation for multiple parts of speech. They then create variations on the original sentence orally. When students share a sentence, the teacher 'tracks' the sentence with the sentence transformation on the board.

*Read the sentence with the whole class.*

### **Selam ate injera for her first meal of the day.**

She	wat	breakfast.
The girl	berebere	her morning meal.
	cabbage	lunch.
	lentils	dinner.
	shiro	snack.

*Students share variations of the Sentence Transformation they created.*

She ate wat for dinner.  
The girl ate berebere with her meal.  
Selam ate shiro for dinner  
Selam ate lentils for lunch.  
...

## Written Sentence Variation with Sentence Transformation

The process is similar to Oral Sentence Variation. The students develop the sentence transformation as a whole class group or in small groups. Then they write as a whole group (next to the sentence transformation on the board). Students can also write sentences on individual exercise books, individual chalk boards and/or paper. This can be done in small groups, pairs and/or individually.

## Poetry Expansion with Sentence Transformation

*Read the Poem individually and/or as a whole class.*

*Sentence Transformation with one sentence & one part of speech at a time*

*Students create their own variations on the poem's opening line.*

### *Dreams*

Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.  
Hold fast to dreams  
For when dreams go  
Life is a barren field  
Frozen with snow.

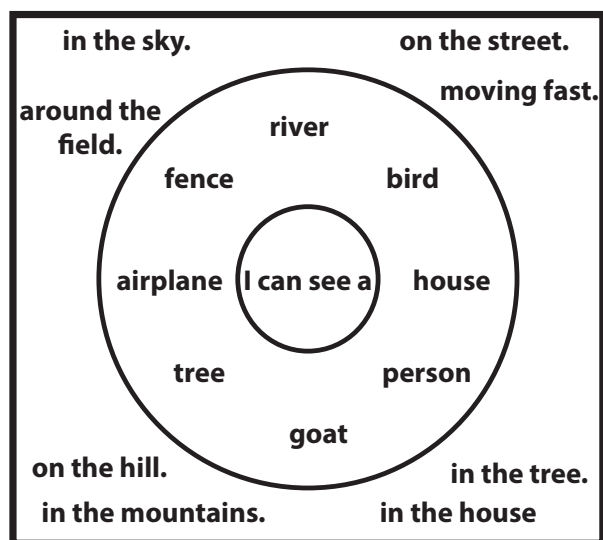
### **Hold fast to dreams**

Grab	quick	hopes
Secure	rapidly	visions
Grasp	onto	promises
Grip	upon	desires
Fasten	...	wishes
...		...

Grasp quick to dreams  
Grip fast to visions  
Grasp rapidly to desires  
Secure onto wishes  
Hold fast to hopes  
...

*Langston Hughes*

## Visual Maps for Sentence Transformation



*Students write their own variations from the Circle Map of sentence transformation.*

I can see a river moving fast.  
I can see the bird on the street.  
I can see the bird in the tree.  
I can hear the bird in the sky.  
I can see a goat in the mountains.  
I can see the airplane on the ground.  
I can see the house on the hill.  
...