

The writing activities included in the Language Links were developed in partnership with **The Writing Revolution, Inc.** a national non-profit organization that trains educators to implement **The Hochman Method**, an evidence-based approach to writing instruction. The Writing Revolution provides training, support, and resources to educators in all grades and subjects.

There is a strong correlation between students' ability to write, reading comprehension and critical thinking skills. **The Hochman Method** is most effective when the strategies are embedded in content and taught in a sequence starting with sentences and building to paragraphs and compositions. The sentence level writing activities in these Language Links, provide the foundation students need to write with clarity and fluency. They are also effective tools for teaching content and assessing comprehension.

For more information including resources and teacher training, visit
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Language Link 1:
Can I distinguish between sentences and fragments?
Aligned to Guidebooks 2.0 Unit *Hatchet*, Lesson 1

Purpose: *When students distinguish between sentences and fragments, and correct fragments, it helps them understand the concept of a complete sentence and discern sentence boundaries. You can assess your students' comprehension of content by having them convert fragments into sentences.*

Activity description: *In this activity, students are asked to identify whether something is a fragment or a sentence. The fragments and sentences that are presented to students do not contain any capitalization, including that of proper nouns, or end punctuation. If it is a fragment, students will turn the fragment into a complete sentence with the appropriate capitalization and punctuation. If it is a sentence, students will re-write the sentence, adding the appropriate capitalization and punctuation.*

Technical tips:

- *Explain to students that when they correct the fragment, the sentence they create should be related to the text.*
- *To model this strategy with students prior to completing the exercise about *Hatchet*, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. ____ is going to visit his father
2. ____ brian knows a secret
3. ____ gives him a hatchet
4. ____the pilot
5. ____the plane crashes

2. Say: “A sentence contains a subject (or ‘who or what’ of the sentence), a predicate (part of the sentence that tells what the subject does or is, and has at least one verb), and is a complete thought. A fragment is a phrase or part of the sentence that cannot stand on its own as a complete sentence.”

3. Directions for students:

- Write an “S” if the words form a sentence. Capitalize and punctuate the sentence.
- Write an “F” if the words form a fragment. Change each fragment into a complete sentence.

4. After several minutes, ask a few students to share their corrected fragments and capitalized and punctuated sentences.

Student Look-Fors:

1. F- Brian is going to visit his father.
2. S –Brian knows a secret.
3. F- Brian’s mother gives him a hatchet.
4. F-The pilot has a heart attack.
5. S-The plane crashes.

*These are sample student responses. Your students’ responses to 1, 3 and 4 may vary.

5. Note: According to the [Grammar Guide](#), students learn how to correct fragments in grade 4. As needed, provide small-group instruction for students who need additional support with this skill.

Practice activity:

1. ____ rich history
2. ____ millions of people visit each year
3. ____ is a festival

Student Look-Fors:

1. F rich history
Louisiana has a rich history.
2. S millions visit each year
Millions of people visit each year.
3. F is a festival
Mardi Gras is a festival in New Orleans.

Language Link 2:
Can I sequence words into correctly punctuated sentences?
Aligned to Guidebooks 2.0 Unit *Hatchet*, Lesson 2

Purpose: *When students rearrange words into sentences, it promotes their ability to discern sentence boundaries. Rearranging scrambled sentences can help review and reinforce content and vocabulary.*

Activity description: *In this activity, students are given scrambled sentences about the text to rearrange.*

Technical tips:

- *The scrambled sentences do not contain end punctuation. The word that should appear first is not capitalized in the scrambled sentence (proper nouns are capitalized). When students rewrite the sentence, they will supply the correct capitalization and end punctuation.*
- *For students who need additional support, consider making the first word in the sentence bold.*
- *To model this strategy with students prior to completing the exercise about *Hatchet*, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. plane pilot with a flying is Brian one on small
2. his divorced are upset is Brian because parents getting
3. massive attack heart a has the pilot
4. himself by all the fly to has Brian plane

2. Say: “Sentences need to be clear so that the reader understands what we are writing.”
3. Have students work independently, in pairs, groups, or as a class to rearrange the words into sentences. Remind students to add the correct capitalization and punctuation.

4. After several minutes, ask a few students to share their sentences with the class.

Student Look-Fors:

1. Brian is flying on a small plane with one pilot.
 2. Brian is upset because his parents are getting divorced.
 3. The pilot has a massive heart attack.
 4. Brian has to fly the plane all by himself.
-
5. If necessary, direct students to correct their sentences based on what their peers shared.

Practice activity:

1. through River flows the Mississippi Louisiana

The Mississippi River flows through Louisiana.

2. Louisiana is Rouge capital the Baton of

Baton Rouge is the capital of Louisiana.

Language Link 3:
Do I understand how to construct different sentence types?
Aligned to Guidebooks 2.0 Unit *Hatchet*, Lesson 3

***Purpose:** When students write varied sentence types, their writing is more interesting. The sentence types can be used to write better topic and concluding sentences. Writing sentences with the four sentence types can be used to assess students' comprehension of content.*

***Activity description:** In this activity, students are asked to write two statements and two questions about the given topic. All sentences should be related to the content of the text.*

Technical tips:

- When completing the activity, explain to students that they cannot copy sentences directly from the text; each sentence they write should be original and about the text.
- To model this strategy with students prior to completing the exercise about *Hatchet*, a practice activity about Louisiana has been provided for you at the end of this link.

1. Display or project:

Topic: Brian
• Statement (.) _____
• Statement (.) _____
• Question (?) _____
• Question (?) _____

2. Prompt students to write two statements and two questions about Brian. Be sure students use information gained from reading *Hatchet*.

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3. After several minutes, ask a few students to share their sentences with the class.

Student Look-Fors:

Statement: Brian is afraid that he won't survive the plane crash.

Statement: Brian tries to remain calm and think of a plan.

Question: How is Brian able to fly the plane?

Question: Will Brian survive?

*These are sample student responses. Your students' sentences may vary.

Practice activity:

Topic: Louisiana

- Statement (.)

- Question (?)

Student Look-Fors:

1. Statement: Louisiana has a diverse culture.
2. Question: Why do millions of tourists visit Louisiana each year?

Language Link 4:
Can I write a question about what I am reading?
Aligned to Guidebooks 2.0 Unit *Hatchet*, Lesson 4

***Purpose:** When students write questions about pictures or text, it encourages them to think about key elements and important features.*

***Activity description:** In this activity, students are asked to write a question that would yield the given answer. The question should be precise.*

Example: Q: Who was the first president of the United States? (precise question)

A: George Washington

Q: Who was an important president? (not precise enough)

A: George Washington

1. Display or project:

1. Q. _____

A. the pilot

2. Q. _____

A. the hatchet

3. Q. _____

A. the radio

4. Q. _____

A. he saw his mother with another man at the mall

5. Q. _____

A. he goes in and out of consciousness

2. Prompt students to write questions that yield the given answers.
3. After a few minutes, ask students to share their questions with the class.

Student Look-Fors:

1. Q.: Who has a heart attack on the plane? Who insists that Brian steers the plane?

A: the pilot

2. Q: What does Brian’s mother give him?

A: the hatchet

3. Q: What stops working on the plane?

A: the radio

4. Q: What is the secret?

A: he saw his mother with another man at the mall

5. Q: What happens to Brian after the crash?

A: he goes in and out of consciousness

*These are sample student responses. Your students’ questions may vary.

Practice activity:

Topic: Louisiana

Q. _____

A. Baton Rouge

Student Look-fors:

Q. What is the capital of Louisiana?

A. Baton Rouge

Language Link 5:

How can I use the conjunctions *because, but, and so* to construct complex sentences?

Aligned to Guidebooks 2.0 Unit *Hatchet*, Lesson 5

***Purpose:** Writing sentences using the conjunctions *because, but, and so* encourages analytical thinking, promotes extended student responses, and enables students to write linguistically complex sentences. This activity can be used to assess students' comprehension of content.*

***Activity description:** In this activity, students are given a sentence stem and are asked to complete the sentence three different ways, using the conjunctions *because, but, and so*.*

Technical tips:

- *Remind students that they should think about to the text when writing their sentences.*
- *Be sure that the conjunction **so** is used to show an effect.*
- *To model this strategy with students prior to completing the exercise about *Hatchet*, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

Brian realizes that he has to take control of the plane ...

1. Brian realizes that he has to take control of the plane because_____

2. Brian realizes that he has to take control of the plane, but_____

3. Brian realizes that he has to take control of the plane, so_____

2. Say: “will help us write complex and interesting sentences. We are going to learn about three important conjunctions: *but*, *because* and *so*. *Because* tells why, and *but* is used to show a change of direction. *So* is a conjunction that tells the result, or effect, of something. For example, “ It was a hot day, so we went to the beach.””

3. Say: “Remember, conjunctions connect words, phrases, and clauses in order to signal relationships and ideas in sentences.”

Note: As needed, create anchor charts to display conjunctions and the relationships they signal.

4. Prompt students to complete the given sentence stems using ***because***, ***but***, and ***so***.

Note: According to the [Grammar Guide](#), students learned how to use coordinating and subordinating conjunctions in grade 3. Provide small-group instruction for students who need additional support with this skill.

5. After several minutes, ask a few students to share their sentences with the class.

Student Look-Fors:

1. Brian realizes that he has to take control of the plane because the pilot is dead. / it can't continue flying without assistance.

2. Brian realizes he has to take control of the plane, but he doesn't feel prepared./ but he is unsure what to do.

3. Brian realizes he has to take control of the plane, so he tightens his seatback and positions himself to land./he tries to hold the nose of the plane down towards a lake.

*These are sample student responses. Your students' sentences may vary.

Practice activity:

Louisiana is a great place to visit ...

1. Louisiana is a great place to visit because _____

2. Louisiana is a great place to visit, but _____

3. Louisiana is a great place to visit, so _____

Student Look-Fors:

Louisiana is a great place to visit because it has unique cuisine, jazz, and Mardi Gras.

Louisiana is a great place to visit, but the summer months are extremely hot.

Louisiana is a great place to visit, so millions of tourists vacation here each year.

Language Link 6:

How can I use the conjunctions *because, but, and so* to construct complex sentences?

Aligned to Guidebooks 2.0 Unit *Hatchet*, Lesson 6

Purpose: *Writing sentences using the conjunctions because, but, and so encourages analytical thinking, promotes extended student responses, and enables students to write linguistically complex sentences. This activity can be used to assess students' comprehension of content.*

Activity description: *In this activity, students are asked to write a sentence using the given term and conjunction. Each sentence should be based on the text.*

Technical tips:

- *The given term can appear anywhere in the sentence; the conjunction should be used in the middle of the sentence.*
- *Be sure that the conjunction so is used to show an effect.*
- *This activity is more challenging than Link 5 because the students have to write the entire sentence.*
 - *Differentiation: For students who need more support, you can modify this activity by giving them sentence stems to complete.*
- *To model this strategy with students prior to completing the exercise about *Hatchet*, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

- | |
|-----------------------------|
| 1. self-motivated / because |
| 2. rescued / but |
| 3. "play the game" /so |

2. Prompt students to write a sentence using the given term and conjunction.

Note: According to the [Grammar Guide](#), students learned how to use coordinating and subordinating conjunctions in grade 3. Provide small-group instruction for students who need additional support with this skill.

3. After several minutes, ask a few students to share their sentences with the class.

Student Look-Fors:

1. Brian tries to get self-motivated because he wants to survive.
2. Brian hopes he will be rescued soon, but is afraid that it will take days.
3. Brian decides he has to “play the game,” so he starts to take inventory of all his resources.

*These are sample student responses. Your students’ sentences may vary.

Practice activity:

1. New Orleans Saints / because
2. New Orleans / but
3. music / so

Student Look-Fors:

1. The New Orleans Saints won the Super Bowl in 2010 because they had a great offense and defense.
2. New Orleans is a great place to visit, but it’s very hot and humid in the summer.
3. New Orleans has a lively music scene, so many tourists come to visit each year.

* There are many possible sentences students can create using these terms and conjunctions. You can change the given terms to other vocabulary that your students have prior knowledge about.

Language Link 7:

How can I use subordinating conjunctions to construct complex sentences?

Aligned to Guidebooks 2.0 Unit *Hatchet*, Lesson 8

***Purpose:** Conjunctions enable students to write more linguistically complex sentences. Sentences that begin with subordinating conjunctions and dependent clauses are frequently seen in written language. Writing sentences with dependent clauses improves reading comprehension, promotes extended student responses, and enables students to vary their sentence structure. It is a helpful tool for writing topic and concluding sentences. Completing sentence stems that begin with subordinating conjunctions can be used to assess students' comprehension of content.*

***Activity description:** In this activity, students are asked to complete sentences based on given dependent clauses that begin with a subordinating conjunction.*

***Technical tip:** To model this strategy with students prior to completing the exercise about *Hatchet*, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. After Peter's seminar, _____

2. Since the man was excited about following elk, _____

3. When the man realized that he was lost, _____

4. Although Brian follows most of the advice in "What would Peter do?," _____

5. When Brian would feel afraid and start to panic, _____

2. Say: “When a subordinating conjunction and dependent clause are at the beginning of a sentence, it’s a more mature sentence structure. Writers frequently place a dependent clause at the beginning of a sentence. Writing sentences with dependent clauses creates variety and gives a reader more information.”

3. Say: “In the sentence ‘Although New Orleans is a great place to visit, the summers are hot and humid,’ the dependent clause is ‘Although New Orleans is a great place to visit.’ It is a dependent clause because it cannot stand alone. Since it starts with ‘although,’ you need to supply contrasting independent clause to complete the sentence.”

4. Prompt students to complete the sentence stems.

Student Look-Fors:

1. After Peter’s seminar, a man tells him how Peter helped him survive a dangerous trip.
2. Since the man was excited about following elk, he forgot to pay attention to where he was going.
3. When the man realized that he was lost, he started to panic.
4. Although Brian follows most of the advice offered in “What would Peter do?,” he does not leave a trip plan and gets distracted.
5. When Brian would feel afraid and start to panic, he would try to think positive and “stay on top of things.”

*These are sample student responses. Your students’ sentences may vary.

Note: According to the [Grammar Guide](#), students learned how to use subordinating conjunctions and create complex sentences in grade 3. Provide small-group instruction for students who need additional support with this skill.

Practice activity:

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Topic: Weather in Louisiana

1. After a hurricane, _____

2. When there is a lot of rain, _____

3. While residents in the northern parts of Louisiana can expect one to three snowfalls per year, _____

4. Although it is often hot, _____

5. Since the summer is hot and humid, _____

Student Look-Fors:

1. After a hurricane, people have to fix the damage. (or: ...it may be a while before power is restored. / ...there is much to clean up.)
2. When there is a lot of rain, the flooding can be dangerous. (or: ...the driving conditions may be dangerous.)
3. While residents in the northern parts of Louisiana can expect one to three snowfalls per year, snow is generally rare in the state.
4. Although it is often hot, Louisiana winters are typically mild.
5. Since the summer is hot and humid, people try to find things to do indoors. (or: ...many people go to the beach.)

Language Link 8:

How can I use subordinating conjunctions to construct complex sentences?

Aligned to Guidebooks 2.0 Unit Hatchet, Lesson 9

Purpose: *Conjunctions enable students to write more linguistically complex sentences. Sentences that begin with subordinating conjunctions and dependent clauses are frequently seen in written language. Writing sentences with dependent clauses improves reading comprehension, promotes extended student responses, and enables students to vary their sentence structure. It is a helpful tool for writing topic and concluding sentences. Writing sentences that begin with subordinating conjunctions can be used to assess students' comprehension of content.*

Activity description: *In this activity, students are asked to write a sentence using the given subordinating conjunction and term.*

Technical tips:

- *Instruct students to place the subordinating conjunction at the beginning of the sentence. While subordinating conjunctions can appear in the middle of the sentence, placing the dependent clause at the beginning of the sentence is frequently a written language structure.*
- *The given terms in the activity—gut cherries, strength, danger—can be used anywhere in the sentence.*
- *Notice that the subordinating conjunction is given first and capitalized, to encourage students to use it to begin the sentence.*
- *This activity is more challenging than Link 7 because the students have to write the entire sentence.*
 - *Differentiation: For students who need more support, you can modify this activity by giving them sentence stems to complete.*
- *To model this strategy with students prior to completing the exercise about Hatchet, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

- | |
|--|
| <ol style="list-style-type: none">1. After / gut cherries2. Since / strength3. Although / danger |
|--|

2. Prompt students to use the words and conjunctions to write complete sentences.

Student Look-Fors:

1. After Brian eats too many gut cherries, he gets sick.
 2. Since Brian needs his strength, he realizes that he has to eat more responsibly.
 3. Although Brian survives the crash, he still faces danger on the island.
-

Practice activity:

1. Although / rain
2. Since / tornado
3. After / storm

Student Look-Fors:

1. Although Louisiana receives a lot of rain, the weather is usually very nice./ Although it may rain, I still plan to go to the park.
2. Since tornadoes have high wind speeds, they cause a lot of destruction.
3. After a storm, there is a lot of clean up. / After a storm, it can take a while before power is restored.

*There are many possible sentences students can create using these terms and conjunctions. You can change the given terms to other vocabulary that your students have prior knowledge about. Be sure students begin each sentence with the subordinating conjunction.

Language Link 9:
How can I use appositives to tell more?
Aligned to Guidebooks 2.0 Unit *Hatchet*, Lesson 12

***Purpose:** Appositives are nouns, noun phrases, or noun clauses placed beside another noun to rename, or explain it more fully. They are often seen in written language. Using appositives enables students to provide more information to the reader, vary their sentence structure, and write complex sentences. It is a helpful tool for writing topic and concluding sentences. Appositive activities can serve as a comprehension check of content.*

***Activity description:** In the first activity, students are asked to identify the appositive in each sentence. In the second activity, students are asked to match the appropriate appositive to the given sentences.*

Technical tips:

- Appositives often, but not always, begin with **a**, **an**, and **the**.
 - Louis Armstrong, **a** talented musician, was born in New Orleans.
 - Baton Rouge, **the** capital of New Orleans, has a rich history.
 - The Louisiana Purchase, 827,000 square miles, doubled the size of the United States.

- Phrases that begin with **who**, **which**, **that**, or that begin with verb, are **not** appositives.
 - The phrases in the following sentences are **NOT** appositives:
 - Buck, who was a former housedog, experiences a transformation living in the wilderness.
 - The waves, crashing on the shore, grew larger as the storm approached.
 - (While these sentences are grammatically correct, the phrases are not appositives. Students should practice writing appositives because it is a structure often found in written, but not usually in oral, language.)

- Appositives provide more information, but are not grammatically necessary to the sentence. You can show students that the appositive can be removed from a sentence and that the sentence will still make sense. (Ex. Baton Rouge, the capital of Louisiana, has a rich history. With the appositive removed: Baton Rouge has a rich history.)

- To model this strategy with students prior to completing the exercise about *Hatchet*, a practice activity about Louisiana has been provided for you at the end of this link.

1. Display or project:

1. Gary Paulsen, a popular American author, wrote *Hatchet*.
2. Brian Robeson, the main character in *Hatchet*, is flying to north to visit his father.

2. Say: “An appositive is a noun, noun phrase, or noun clause placed beside another noun to rename, or explain it more fully. An appositive gives the reader more information.”

3. Prompt students to work with a partner to identify the appositive in each sentence and explain why it is an appositive.

Student Look-Fors:

1. “a popular American author” is the appositive because it gives the reader more information about Gary Paulsen.
2. “the main character in *Hatchet*” is the appositive because it gives the reader more information about the character Brian Robeson.

4. Display or project:

1. Terry, _____, appeared in one of Brian’s dreams.
2. Mr. Perpich, _____, taught him to think positive.
3. Peter Kummerfeldt, _____, shares the story of a man who followed his advice on a hunting trip.
 - a. Brian’s good friend
 - b. a survival expert
 - c. Brian’s English teacher

5. Ask students to write the sentences, filling in the appositives from the choices provided.

6. After several minutes, ask a few students to share their sentences with the class.

Student Look-Fors:

1. Terry, Brian’s good friend, appeared in one of his dreams.

2. Peter Kummerfeldt, a survival expert, shares the story of a man who followed his advice on a hunting trip.
 3. Mr. Perpich, Brian's English teacher, taught him to think positive.
7. Provide students with additional topics or appositives for writing practice.

Practice activity: *You may use these examples to illustrate how an appositive is used in a sentence, ask students to identify the appositive in each sentence, etc.*

1. Baton Rouge, the capital of Louisiana, has a rich history.
2. Shreveport, Louisiana's third-largest city, is home to many great museums.
3. Louis Armstrong, a talented musician, was born in New Orleans.
4. Mardi Gras, an exciting festival, is celebrated throughout the state.

Language Link 10:
How can I use appositives to tell more?
Aligned to Guidebooks 2.0 Unit *Hatchet*, Lesson 13

***Purpose:** Appositives are nouns, noun phrases, or noun clauses placed beside another noun to rename, or explain it more fully. They are often seen in written language. Using appositives enables students to provide more information to the reader, vary sentence structure, and write complex sentences. Appositive activities can serve as a comprehension check of content.*

***Activity description:** In this activity, students are asked to brainstorm different appositives that can be used to describe the subject of the sentence.*

Technical tips:

- *Reminder: Appositives provide more information, but are not grammatically necessary to the sentence. You can show students that the appositive can be removed from a sentence and that the sentence will still make sense. (Ex. Baton Rouge, the capital of Louisiana, has a rich history. With the appositive removed: Baton Rouge has a rich history.)*
- *To model this strategy with students prior to completing the exercise about *Hatchet*, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

Brainstorm appositives that would complete the sentence.

Brian Robeson, _____, learns the importance of good survival skills.

_____	_____
_____	_____
_____	_____

2. Say: “Remember, appositives are nouns, noun phrases, or noun clauses placed beside another noun to rename, or explain it more fully. An appositive gives the reader more information.”

3. Students can work with a partner, group, or as a whole class to brainstorm appositives for Brian.

Student Look-Fors:

a dynamic character

the protagonist in *Hatchet*

a relentless person

a survivor

a resourceful young man

a brave boy

*Student responses will vary. Make sure that what they create is an appositive.

4. Ask students to rewrite the sentence using one of the appositives from their brainstorm.

Student Look-Fors:

Brian Robeson, a resourceful young man, learns the importance of good survival skills.

Practice activity: (You may choose to give students a different topic that students have extensive prior knowledge about.)

New Orleans, _____, is a popular place to visit.

_____	_____
_____	_____
_____	_____

Student Look-Fors:

a vibrant city

the second-largest city in Louisiana

an exciting city

the “Big Easy”

a city with great music and cuisine

a city in Louisiana

Language Link 11:
How can I combine sentences to make my writing more fluid?
Aligned to Guidebooks 2.0 Unit *Hatchet*, Lesson 15

***Purpose:** Sentence combining is the most effective method of teaching grammar and usage.¹ Sentence combining allows students to see various options for crafting complex sentences and enhances syntactic flexibility.*

***Activity description:** In this activity, students are given multiple sentences to combine into a single sentence. When combining sentences, students can use pronouns, commas, conjunctions, and appositives.*

Technical tips:

- *Students should understand that the sentences do not have to be combined in the order they are presented.*
- *Students should understand that writers often combine sentences that relate to one another to make the meaning clear to the reader and to create sentence variety and fluency.²*
- *There may be multiple ways to combine each set of sentences. Model for students how to combine the first set of sentences. Students should practice combining sentences as a whole class before doing this activity independently.*
- *To model this strategy with students prior to completing the exercise about *Hatchet*, a practice activity about Louisiana has been provided for you at the end of this link.*

¹ Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

² L.5.3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Copyright © 2017 The Writing Revolution. All rights reserved. Please refer to *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades* for a comprehensive discussion of The Hochman Method and the strategies and activities illustrated here.

1. Display or project:

1. Brian tries to remain calm.
Brian tries to remain focused.

Combined sentence: _____

2. Brian figures out how to make fire.
Brian feels accomplished.
He screams out in joy.

Combined sentence: _____

2. Say: “Good writers use pronouns, commas, conjunctions, and appositives to combine short, declarative sentences. This helps writers vary their sentences and make them more interesting to the reader.”

3. Prompt students to combine each set of sentences. Encourage students to use pronouns, conjunctions, and commas as needed.

Reminder: There may be multiple ways to combine each set of sentences. Model for students how to combine the first set of sentences. Students should practice combining sentences as a whole class before doing this activity independently.

4. After several minutes, ask a few students to share with the class how they combined each set of sentences. As each student shares a sentence, prompt another student in the class to share another way to combine the sentences. Then, ask students to explain why they might combine sentences.

Student Look-Fors:

1. Brian tries to remain calm.
Brian tries to remain focused.
Brian tries to remain calm and focused.
2. Brian figures out how to make fire.
Brian feels accomplished.

He screams out in joy.

Since Brian figures out how to make fire, he feels accomplished and screams out in joy.

3. Brian is a thirteen-year-old boy.

Brian is relentless.

Brian learns to survive on the island.

Brian, a relentless thirteen-year-old boy, learns to survive on the island.

5. Direct students to revise or adjust their sentences based on what their peers shared.

Practice activity:

1. Lafayette is a city in Louisiana.

Slidell is a city in Louisiana.

Combined sentence: _____

2. President Jefferson wanted control of the Mississippi River.

President Jefferson authorized the purchase of the Louisiana Territory from France.

Combined sentence: _____

3. New Orleans is the largest city in Louisiana.

New Orleans is known for its French Quarter.

New Orleans is known for its jazz music.

Combined sentence: _____

Student Look-fors:

1. Lafayette and Slidell are cities in Louisiana.

2. President Jefferson wanted control of the Mississippi River, so he authorized the purchase of the Louisiana Territory from France. (or: President Jefferson authorized the purchase of the Louisiana Territory from France because he wanted control of the Mississippi River.)

3. New Orleans, the largest city in Louisiana, is known for its French Quarter and jazz music.

Language Link 12:

How do I expand sentences to give the reader more information?

Aligned to Guidebooks 2.0 Unit *Hatchet*, Lesson 16

Purpose: *Sentence expansion activities enable students to focus on what a reader needs to know, to provide that information and to extend their responses. In addition, these activities can check comprehension and develop students' ability to summarize.*

Activity description: *In this activity, students are given a simple sentence, called a kernel sentence, to expand. Students will use the given question words to expand the kernel sentence. The dotted lines next to the question words indicate that students should only write notes (key words and phrases, abbreviations and symbols when possible), not sentences. To create the expanded sentence, students will add their answers to the question words to the kernel sentence.*

Technical tips:

- *The activity should result in one expanded sentence.*
- *All question words relate to the kernel sentence.*
- *When writing the expanded sentence, the kernel must stay intact. The only change that can be made to the kernel is replacing a pronoun when **who** or **what** is asked (i.e. *She studied* → *Jane studied*). Students will add the words they wrote on the dotted lines to the solid lines of the expanded sentence. Students should use the same words in their expanded sentence that they used in their notes on the dotted lines. They may add function words (*a, the, in, etc.*). For example:*

She studied.

Who? Jane

When? after school

Where? library

Why? wanted good grades

Expanded sentence: After school, Jane studied in the library because she wanted good grades.

when kernel where why

- *Students should not add additional information to the expanded sentence. For example, if “where” is not asked, that information should not be included in the expanded sentence.*
- *Students should not omit or change any words from their answers to the questions when writing the expanded sentence.*
- *Direct students to begin their expanded sentence with the “when” (when applicable) because this structure is frequently seen in written language.*
- *To model this strategy with students prior to completing the exercise about Hatchet, a practice activity about Louisiana has been provided for you at the end of this link.*

1. Display or project:

1. He loses hope.

Who?.....

When?

Why?

Expanded sentence:

2. He decides to move forward.

Who?

When?

Why?

Expanded sentence:

2. Say: “When we write, we need to think about what the reader might or might not know about the topic. When the reader might need more information, we should expand our sentences to provide more information for the reader.”

3. Read the first kernel sentence: “He becomes hopeful.” Explain to students that this is a sentence because it has a subject and a predicate, but it provides little information to the reader.

4. Ask each question under the kernel sentence, and record student responses. (*Who loses hope? When does he lose hope? Why does he lose hope?*) Explain to students that when they see dotted lines, they should only write key words and phrases, not complete sentences. They should use abbreviations and symbols when appropriate. Then, expand the kernel sentence by adding the students’ answers to the question words. If there is a *when*, remind students to begin their expanded sentence with that.

Student Look-Fors:

1. He loses hope.

Who? Brian

When? after plane leaves

Why? realizes he won't be rescued

Expanded sentence: After the plane leaves, Brian loses hope because he realizes that he won't be rescued.

*Note: There may be multiple correct responses for **Why?***

5. Read the second kernel sentence, “He decides to move forward.” Prompt students to answer the questions (*Who decides to move forward? When does he decide to move forward? Why does he decide to move forward?*) using key words, phrases and abbreviations, and expand the kernel sentence. Remind students to begin their expanded sentence with “when.”

6. After several minutes, ask a few students to share their answers to the question words and expanded sentences.

Student Look-Fors:

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2. He decides to move forward.

Who? Brian

When? realizes not getting rescued

Why? confident in new survival skills

Expanded sentence: When he realizes that he is not getting rescued, Brian decides to move forward because he is confident in his new survival skills.

Note: There may be multiple correct responses for ‘Why?’

7. Note: Access the [Grammar Guide](#) to determine the skills students should have coming into grade 4, the skills that need to be reinforced in grade 4, and the skills that need to be explicitly taught in grade 4. As students construct their sentences, make note of students who need additional support with specific grammar skills to better target student needs during whole-class and small-group instruction.

Practice activity:

They won the Super Bowl.

Who?

When?

Why?

Expanded Sentence:

**Teacher will need to tell students “Think about Louisiana.”*

Student Look-Fors:

They won the Super Bowl.

Who? NO Saints

When? 2009

Why? great defense + offense

Expanded Sentence: In 2009, the New Orleans Saints won the Super Bowl because of their great defense and offense.

Language Link 13:
How do I expand sentences to give the reader more information?

Aligned to Guidebooks 2.0 Unit *Hatchet*, Lesson 17

***Purpose:** Sentence expansion activities enable students to focus on what a reader needs to know, to provide that information and to extend their responses. In addition, these activities can check comprehension and develop students' ability to summarize.*

***Activity description:** In this activity, students are given a simple sentence, called a kernel sentence, to expand. Students will use the given question words to expand the kernel sentence. The dotted lines next to the question words indicate that students should only write notes (key words and phrases, abbreviations and symbols when possible), not sentences. To create the expanded sentence, students will add their answers to the question words to the kernel sentence.*

***Technical tips:** Reminders-*

- *The activity should result in one expanded sentence.*
- *All question words relate to the kernel sentence.*
- *When writing expanded sentences, the only information that should be added to the kernel sentence is what is written in the answers to the question words. Additional information should not be added. For example, if “where” is not asked, that information should not be included in the expanded sentence.*
- *When writing the expanded sentence, the kernel must stay intact.*
- *Students should not omit or change any words from their answers to the questions when writing the expanded sentence.*

1. Display or project:

1. He changes his outlook.

Who?

When?

Why?

Expanded sentence:

2. Say: “Remember, when we write, we need to think about what the reader might or might not know about the topic. When the reader might need more information, we should expand our sentences to provide more information for the reader.”

3. Read the kernel sentence: “His outlook has changed.” Explain to students that this is a sentence because it has a subject and a predicate, but it provides little information to the reader.

4. Ask each question below the kernel sentence, (*Who changes his outlook? When does his outlook change? Why did his outlook change?*) and record the students’ answers. Remind students that when they see dotted lines, they should only write key words, phrases, abbreviations, and symbols. Then, expand the kernel sentence by adding the student responses to the question words.

Student Look-Fors:

1. He changes his outlook.

Who? Brian

When? after rescue plane leaves

Why? b/c he feels capable of learning + surviving long-term in wilderness

Expanded sentence: After the rescue plane leaves, Brian changes his outlook because he feels capable of learning and surviving long-term in the wilderness.

*Note: Student responses for **why** may vary.*