



# LANGUAGE LINKS

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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.

## Language Link 1 - Day 1

### Can I distinguish between sentences and fragments?

Aligned to Guidebooks 2.0 Unit Hurricanes, Week 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 rewrite 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 **Surviving Hurricanes**, a practice activity about Creswell has been provided.

1. Display or project:

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."

#### Practice activity:

1. \_\_\_creswell is
2. \_\_\_mr dozier is
3. \_\_\_was built in 1925
4. \_\_\_my teacher at  
creswell
5. \_\_\_in third grade

#### Student Look-Fors:

1. Creswell is the name of my school.
2. Mr. Dozier is the name of my principal.
3. Creswell Elementary was built in 1925.
4. Mrs. Cooper is the name of my  
teacher at Creswell.
5. Last year I was in third grade.

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. Sentence below are based on pages 1-5 of the text, Surviving Hurricanes.

1. \_\_\_\_hurricanes

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2. \_\_\_\_powerful storms

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3. \_\_\_\_tropical storms gain strength over water

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4. \_\_\_\_become stronger and larger

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5. \_\_\_\_winds can blow

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

**Student Look-Fors:**

\*These are sample student responses. Your students' responses to 1, 2 and 4 may vary.

1. F - Hurricanes are the mightiest storms.
2. F - Hurricanes are very powerful storms.
3. S - Tropical storms gain strength over water.
4. F - Hurricanes become stronger and larger.
5. S - Winds can blow.

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.

## Language Link 1 – Day 2

### Can I distinguish between sentences and fragments?

Aligned to Guidebooks 2.0 Unit Hurricanes, Week 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 rewrite 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 **Surviving Hurricanes**, a practice activity about school has been provided.

1. Display or project:

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."

**Practice activity:**

1. \_\_\_\_my favorite subject
2. \_\_\_\_in the auditorium
3. \_\_\_\_ride the bus to school
4. \_\_\_\_after recess I
5. \_\_\_\_is important

**Student Look-Fors:**

1. Science is my favorite subject.
2. In the morning I wait in the auditorium.
3. Some students ride the bus to school.
4. After recess I go to the water fountain.
5. Coming to school each day is important.

**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.
- Sentence below are based on pages 6-9 of the text, Surviving Hurricanes.

1. strong winds blew away houses

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2. water flooded

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3. the screams in the night scared everyone

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4. many houses were destroyed

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5. before the storm many people

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

Student Look-Fors: \*These are sample student responses. Your students' responses to 2 and 5 may vary.

1. S - Strong winds blew away houses.
2. F - Water flooded the streets of the town.
3. S - The screams in the night scared everyone.
4. S – Many houses were destroyed.
5. F - Before the storm many people nailed their windows shut.

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.

## Language Link 1 – Day 3

### Can I distinguish between sentences and fragments?

Aligned to Guidebooks 2.0 Unit Hurricanes, Week 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 rewrite 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 **Surviving Hurricanes**, a practice activity about school has been provided.

3. Display or project:

4. 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.”



**Practice activity:**

1. \_\_\_ school begins at 7:45
2. \_\_\_ the color of my classroom
3. \_\_\_ my least favorite subject is
4. \_\_\_ i have homework today
5. \_\_\_ in fifth grade

**Student Look-Fors:**

1. S -School begins at 7:45.
2. F -The color of my classroom is blue.
3. F -My least favorite subject is math.
4. S -I have homework today.
5. F -Next year I will be in fifth grade

4. 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. Sentence below are based on pages 12-14 of the text, Surviving Hurricanes.

1. in australia hurricanes are called

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2. the hurricane hit australia on

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3. hid under a big bed

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4. antony and his family survived but their house was wrecked

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5. today antony is all grown up and still lives in darwin australia

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

Student Look-Fors: \*These are sample student responses. Your students' responses to 1, 2 and 3 may vary.

1. F – In Australia hurricanes are called cyclones.
2. F – The hurricane hit Australia on Christmas.
3. F – Antony and his family hid under a big bed.
4. S – Antony and his family survived, but their house was wrecked.
5. S – Today Antony is all grown up and still lives in Darwin, Australia.

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.

## Language Link 1 – Day 4

### Can I distinguish between sentences and fragments?

Aligned to Guidebooks 2.0 Unit Hurricanes, Week 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 rewrite 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 **Surviving Hurricanes**, a practice activity about Louisiana has been provided.

1. Display or project:

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.”

**Practice activity:**

**Student Look-Fors:**

1. \_\_\_ is east of texas
2. \_\_\_ is west of mississippi
3. \_\_\_ louisiana is famous for
4. \_\_\_ i live in shreveport la
5. \_\_\_ in louisiana we eat

1. F Louisiana is east of Texas.
2. F Louisiana is west of Mississippi.
3. F Louisiana is famous for seafood.
4. S I live in Shreveport, LA.
5. F In Louisiana we eat gumbo.

5. 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. Sentence below are based on pages 16-19 of the text, Surviving Hurricanes.

1. hurricane katrina struck louisiana mississippi and alabama in 2005

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2. many people evacuated new orleans during katrina

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3. floodwaters covered

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4. was a category 5 storm

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5. chris nungesser and his family

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

Student Look-Fors: \*These are sample student responses. Your students' responses to 3, 4, and 5 may vary.

1. S – Hurricane Katrina struck Louisiana, Mississippi, and Alabama in 2005
2. S – Many people evacuated New Orleans during Katrina.
3. F – Floodwaters covered many homes in New Orleans.
4. F – Hurricane Katrina was a Category 5 storm.
5. F – Chris Nungesser and his family evacuated to New Iberia.

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.

## Language Link 1 – Day 5

### Can I distinguish between sentences and fragments?

Aligned to Guidebooks 2.0 Unit Hurricanes, Week 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 rewrite 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 **Surviving Hurricanes**, a practice activity about Louisiana has been provided.

1. Display or project:

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.”

**Practice activity:**

1. \_\_\_ baton rouge is
2. \_\_\_ louisiana is famous for
3. \_\_\_ louisiana is a southern state
4. \_\_\_ the strawberry is the state fruit of louisiana
5. \_\_\_ we celebrate mardi gras in louisiana

**Student Look-Fors:**

1. F Baton Rouge is the capital of Louisiana.
2. F Louisiana is famous for its crawfish.
3. S Louisiana is a southern state.
4. S The strawberry is the state fruit of Louisiana.
5. S We celebrate Mardi Gras in Louisiana.

6. 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. Sentence below are based on pages 18-21 of the text, Surviving Hurricanes.

1. some hurricane katrina evacuees stayed in the houston astrodome

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2. the astrodome is a stadium in houston texas

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3. people with boats

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4. after the hurricane poor people

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5. fema and the red cross

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

Student Look-Fors: \*These are sample student responses. Your students' responses to 1, 2 and 3 may vary.

1. S – Some Hurricane Katrina evacuees stayed in the Houston Astrodome.
2. S – The Astrodome is a stadium in Houston, Texas.
3. F – People with boats helped to evacuate people who were trapped.
4. F – After the hurricane poor people could not afford to rebuild their homes.
5. F – FEMA and the Red Cross helped to take care of Hurricane Katrina victims.

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.



## Language Link 2 – Day 1

Can I sequence words into correctly punctuated sentences?

Aligned to Guidebooks 2.0 Unit Hurricanes, Lesson 6 - 10

**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 My Louisiana Sky, a practice activity about Louisiana has been provided for you at the end of this link.

### **Display or project:**

Say: “Sentences need to be clear so that the reader understands what we are writing.”

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.

**Practice activity:**

1. through river flows the mississippi louisiana
2. louisiana is rouge capital the baton of

1. The Mississippi River flows through Louisiana.
2. Baton Rouge is the capital of Louisiana.

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

1. and tiger are jesse wade friends
2. radio singers tiger and listen to on jesse wade the sometimes
3. so television a tiger her family were didnt they have like jesse wade and poor
4. read tiger comic liked woman to like donald superman duck wonder books and
5. doesnt aunt and kay family live saitter with in dorie tiger her

**Student Look-Fors:**

1. Tiger and Jesse Wade are friends.
2. Sometimes Tiger and Jesse Wade listen to singers on the radio.
3. Tiger and her family were poor, and they didn't have a television like Jesse Wade.
4. Tiger liked to read comic books like Donald Duck, Superman, and Wonder Woman.
5. Aunt Dorie Kay doesn't live in Saitter with Tiger and her family.

5. If necessary, direct students to correct their sentences based on what their peers shared.

## Language Link 2 – Day 2

Can I sequence words into correctly punctuated sentences?

Aligned to Guidebooks 2.0 Unit Hurricanes, Lesson 6 - 10

**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 My Louisiana Sky, a practice activity about Louisiana has been provided for you at the end of this link.

### **1. Display or project:**

2. Say: "Sentences need to be clear so that the reader understands what we are writing."

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.

**Practice activity:**

1. fishing hunting famous its for louisiana is and
2. paradise louisianas is nickname the sportsmans
3. flower the magnolia is state l Louisianas

1. Louisiana is famous for its fishing and hunting.
2. Louisiana's nickname is the sportsman's paradise.
3. The magnolia is Louisiana's state flower.

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

1. read taught mom tigers to granny
2. intelligent was very tiger a and grades school in good child made
3. lonnie dad tiger hair red like her had
4. mom kitten tiger once had tigers a
5. kay dorie glamorous tiger thought very her was aunt

**Student Look-Fors:**

1. Granny taught Tiger's mom to read.
2. Tiger was a very intelligent child and made good grades in school.
3. Tiger had red hair like her dad Lonnie.
4. Tiger's mom had once a kitten named Tiger.
5. Tiger thought her Aunt Dorie Kay was very glamorous.

5. If necessary, direct students to correct their sentences based on what their peers shared.

## Language Link 2 – Day 3

Can I sequence words into correctly punctuated sentences?

Aligned to

Guidebooks 2.0 Unit Hurricanes, Lesson 6 - 10

**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 My Louisiana Sky, a practice activity about Louisiana has been provided for you at the end of this link.

### **1. Display or project:**

2. Say: “Sentences need to be clear so that the reader understands what we are writing.”

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.

### 3. Practice activity:

- |  |   |
|--|---|
| 1. gras mardi louisiana celebrate in we                                      | 1. In Louisiana we celebrate Mardi Gras.                                |
| 2. gras mardi tuesday mean words fat<br>the                                  | 2. The words Mardi Gras mean Fat<br>Tuesday.                            |
| 3. parades beads eat during gras mardi<br>cake and king during i watch catch | 3. During Mardi Gras I watch parades,<br>catch beads and eat King Cake. |
| 4. fun the krewe highland of lot is parade<br>a                              | 4. The Krewe of Highland parade is a<br>lot<br>fun.                     |

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

1. deliverymen box the about the getting who tiger is tease television box
2. tea tiger iced offers of the drink deliverymen cold s
3. wade leave jesse goes deliverymen the home after
4. money Lonnie believes of that the lot television kay must aunt cost dorie have a
5. movie watching stars about on excited the is new tiger television

### Student Look-Fors:

1. The television deliverymen tease Tiger about who is getting the box.
  2. Tiger offers the deliverymen a cold drink of iced tea.
  3. Jesse Wade goes home after the deliverymen leave.
  4. Lonnie believes that the television must have cost Aunt Dorie Kay a lot of money.
  5. Tiger is excited about watching movie stars on the new television.
5. If necessary, direct students to correct their sentences based on what their peers shared.

## Language Link 2 – Day 4

Can I sequence words into correctly punctuated sentences?

Aligned to

Guidebooks 2.0 Unit Hurricanes, Lesson 6 - 10

**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 My Louisiana Sky, a practice activity about Louisiana has been provided for you at the end of this link.

### **1. Display or project:**

2. Say: "Sentences need to be clear so that the reader understands what we are writing."

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.

### 3. Practice Activity:

1. purple mardi green gras colors gold are and
2. the natchitoches is louisiana town oldest in
3. are louisianas gold colors white blue and
4. louisiana the that counties is instead has of only parishes state
5. a louisiana has canada large of descendants population of speaking french  
acadians cajuns from

1. Mardi Gras colors are purple, gold and green.
2. Natchitoches is the oldest town in Louisiana.
3. Louisiana's colors are gold, white and blue.
4. Louisiana is the only state that has parishes instead of counties.
5. Louisiana has a large population of Cajuns, descendants of French speaking  
Acadians from Canada.

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

1. tiger else to someone be wanted
2. was the name ramsey of tigers jewel granny
3. a the delivered from television alexandria was louisiana store in
4. aunt louisiana kay worked dorie as baton secretary in rouge a

### Student Look-Fors

1. Tiger wanted to be someone else.
2. The name of Tiger's Granny was Jewel Ramsey.
3. The television was delivered from a store in Alexandria, Louisiana.
4. Aunt Dorie Kay worked as a secretary in Baton Rouge, Louisiana.

### 5. If necessary, direct students to correct their sentences based on what their peers shared.



## Language Link 2 – Day 5

Can I sequence words into correctly punctuated sentences?

Aligned to Guidebooks 2.0 Unit Hurricanes, Lesson 6 - 10

**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 My Louisiana Sky, a practice activity about Louisiana has been provided for you at the end of this link.

1. Display or project:
- 2.. Say: "Sentences need to be clear so that the reader understands what we are writing."

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.

### 3. Practice activity:

1. of of the is north gulf louisiana  
mexico
2. oklahoma Louisiana of is southeast

3. mexico north is of lousiana
4. louisiana of is canada south

1. Louisiana is north of the Gulf of Mexico.
2. Louisiana is southeast of Oklahoma.

3. Louisiana is north of Mexico.
4. Louisiana is south of Canada

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

1. television noise box granny call the did a why
2. along do think granny aunt kay you that and dorie get
3. television music momma tiger and were the on the having dancing fun to
4. tiger daddy why and up get didn't with dance
5. dorie kay distance aunt what as was gazed off about thinking she the in

**Student Look-Fors:**

1. Why did Granny call the television a “noise box”?
2. Do you think that Granny and Aunt Dorie Kay get along?
3. Momma and Tiger were having fun dancing to the music on the television.
4. Why didn't Daddy get up and dance with Tiger?
5. What was Aunt Dorie Kay thinking about as she gazed off in the distance?

5. If necessary, direct students to correct their sentences based on what their peers shared.