

ELL Strategies
Language Arts: Word Order and Sequencing

Submitted By: **Maria Elena Pagan**
Office of Language and Cultural Education
mpagan1@cps.k12.il.us

Content Area

All Content Areas

Title of Lesson/Unit

Scrambled Sentence Strips

Student Audience

All Content Areas
6 Groups of 4

Timeline of Lesson

2-50 minute class periods

Brief Overview of Lesson

This activity is designed to help students with sentence formation, parts of speech, punctuation, and to recall events in chronological order. In essence, the sentences are scrambled and students are to put them in order according to: 1) sentence structure and 2) according to the order of events from the reading.

Students will use the text for this activity as well. They will have to verify the order of their sentences and the order of events by recording the page number where their sentence is located in the text.

English Language Proficiency Standards

Since this is a general activity that goes across content areas, use those that are specific to your content area. In addition, since this activity involves language arts, the following would apply:

English Language Proficiency Standard 2: *English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.*

Language Domains:

Listening (5a and 5b)-Process, understand, interpret, and evaluate spoken language in a variety of situations.

Speaking (6a and 6b)-Engage in oral communication in a variety of situations for a variety of purposes and audiences

Reading (7a and 7b)-Process, interpret, and evaluate written language, symbols, and text with understanding and fluency.

Writing (8a and 8b)-Engage in written communication in a variety of purposes and audiences.

Materials Needed (Please list in order)

Sentence strips (Ideally from the text you are using with students)
Envelopes
Attached Handout
Tables or desks grouped together
Overhead projector

Teacher Preparation

You must first decide which portions of the text you want to use for this activity. Since chronological order of events is one aspect of this activity, you want to make sure you use sentences from different parts of the text. Make sure you use poignant sentences which reflect a major event in the text. It is difficult for students to put obscure sentences in order of chronology.

You will need to create your sentence strips prior to the activity. I use sentences from the text we are reading in class. I type them on the computer and copy them. Ten sentences, depending on their length, is an ideal number. Once the sentences have been copied, cut them so that each word is separate. Be sure to use a very large font and an easy to read font. For example, in some fonts it is difficult to distinguish between the letters "i" and "l." I also begin the first word of each sentence with a capital letter and connect the last word and final punctuation mark to help students.

If you are using ten sentences, then you should have a total of ten envelopes for each student group (60 envelopes total). This activity does involve a lot of paper, so I suggest you laminate the words so they can be used again, especially if you teach from a particular text.

I also suggest you number each envelope and the words which comprise them. For example, all of the words that make up the first sentence should have a number 1 written somewhere on the word, perhaps on the back. The envelope should have the same number written on the front of each envelope.

You will also have to decide how to group your students. I try to organize students according to their language proficiency levels so that each group has a balance of those with a strong grasp of English and those who may need extra help.

You should also print the final product on an overhead sheet to review with students.

Lesson Goal/Objective

This is an excellent activity for sentence structure, grammar, punctuation, listing chronological events. The objective for this activity is two fold: it is a grammar lesson, but also a comprehension activity for the selected reading assignment.

Step-by-Step Procedures

First Day

1. Group your students
2. Review the handout with students
3. Read the directions to them and then have students repeat them.

Students are to remove the contents of each envelope. Have them work on these one at a time. Do not have them dump all of the words out at once.

Have them keep the envelopes and words organized! You may want to identify a student in each group to be responsible for the collection of the words and envelopes.

Since there are groups of four, two students can work on some sentences while the other two work on the others.

Once the students have put all of the sentences together, they will need to put them in chronological order. For example, the first sentence should be the first event to take place in the reading.

4. Circulate the room to make sure students are completing the assignment properly and that everyone is participating.
5. Each student should write the sentences as they are completed on scratch paper. Remind them that they will need these for their homework assignment.

Second Day

1. Before reviewing the final product with students, recap the directions by randomly calling on students to explain their task. Then use an overhead projector to display them.

You can randomly call on a student to come to the overhead and write the sentences.

Be sure to have students check the work on the overhead as the students come to write them on the overhead and also to check their individual sheets.

2. Review the chronological order of events and ask students to first verify the page number in the text where they found each sentence and then read the sentence aloud.
3. Ask students to comment on the last portion of the assignment which involves the reflection. Discuss the strategies they used to complete this assignment and how they can be applied to other subject areas.

Homework

It will take most of one class period to arrange the sentences. I give the students the homework assignment of placing them in chronological order, indicating the page number where they found their sentence. This will also allow them to use the text as a resource. It forces them to open the book and actually read to see chronological order of events, as they must find the sentences and record the page numbers.

Assessment Based on Goals/Objectives

You can assess the students in a variety of ways. I like to give them an assessment by using similar sentences as those in this activity. I scramble them and have them unscramble the sentences and then number them according to the order of how each event unfolded.

Possible Connections to Other Subjects

This can be used across the content areas. For example, teachers can use this activity for history, science, math, etc. as chronology and sequence are often used in these subject areas.

References Used

Classroom Text

Accommodations

If you have a beginning level class, you can also make accommodation by color coding the nouns, adjectives, adverbs, or verbs. This gives students clues as to how to arrange the sentences.

Name _____

Period _____

Student Handout
Scrambled Sentence Strips Homework Assignment

Directions: Each group has ten numbered envelopes. Take a moment to make sure you have ten envelopes and that each is numbered on the front. Your task for today is to take the words in each envelope and arrange them to create a sentence. You will do this for each envelope. These sentences are taken directly from the text we are reading (**INSERT NAME**). Each person will need his/her own piece of scratch paper for this activity. You will also need your text to complete this homework assignment.

Once you have unscrambled all of the sentences, your homework assignment will be to arrange the sentences according to chronology. For example, which event took place first, then second, etc.? Use the lines below to write your **COMPLETED SENTENCES IN THE CORRECT ORDER**. You will also need to find the page numbers where the sentences can be found in the text.

1. Page Number:

2. Page Number:

3. Page Number:

4. Page Number:

5. Page Number:

6. Page Number:

7. Page Number:

8. Page Number:

9. Page Number:

10. Page Number:

Reflection: Think about what you did to complete this activity. List what you did to put your sentence in word order and then in chronological order.

--