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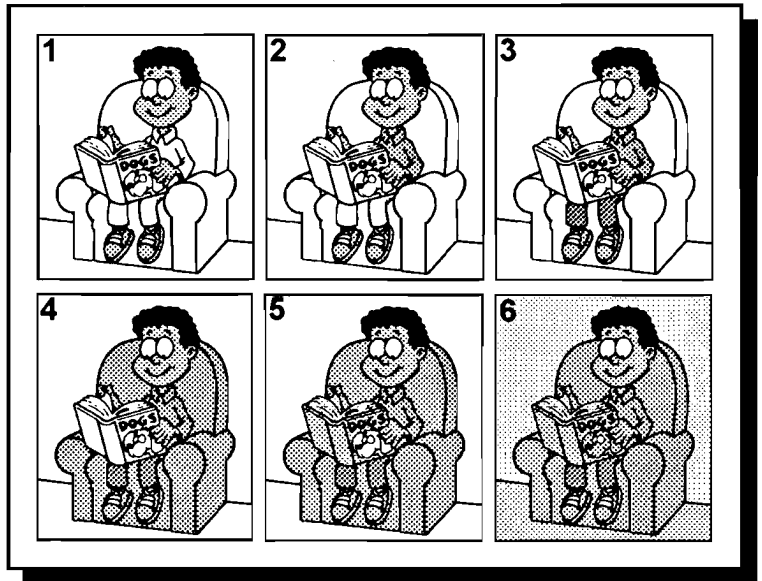
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Developing Expanded Sentences

The remaining pages of this book present challenging and, at the same time, fun-filled activities for your students as they work to construct expanded sentences. **Pages 43 to 74** help you teach students that they can generate lengthy, interesting sentences full of descriptive terms and well developed phrases. This activity presents an opportunity for you to guide students to combine a group of simple sentences into one well-constructed, more complex sentence conveying the same information as the simpler sentences. You will guide them to generate these complex sentences using cues based on *color*. On each of these pages is a picture which occurs six times. More color cues appear each time enabling you to add information about the picture each time it occurs. Then, you can guide your students to talk about the pictured event six times, each time building a sentence by referring to the element which is newly colored. The last sentence is the *target* sentence. This sentence refers to the sixth picture and includes all the elements of all six individual sentences. For each of these picture pages you will find a list of individual sentences (i.e. a complete sentence referring to each of the six pictures) and a list of sentences which your student should generate as he works toward building the target sentence. These guides are shown on **reference pages 35 to 42**. Say each of the individual sentences directing your student's attention to each corresponding picture. Then encourage him to develop the target sentence adding an element for each picture. This is demonstrated in the example below.

Individual Sentences

1. The boy is sitting.
2. He's wearing a yellow shirt.
3. He has blue pants.
4. He's in a red chair.
5. He is reading a book.
6. His book is about a dog.



Development of Target Sentence

1. The boy is sitting.
2. The boy in the yellow shirt is sitting.
3. The boy in the yellow shirt and blue pants is sitting.
4. The boy in the yellow shirt and blue pants is sitting in the red chair.
5. The boy in the yellow shirt and blue pants is sitting in the red chair and reading a book.
6. The boy in the yellow shirt and blue pants is sitting in the red chair and reading a book about dogs.

The method suggested here should help you show students the process of expanding sentences to make them more elaborate by adding bits of relevant information, one element at a time. They should have fun formulating longer and more detailed sentences in this way. They will be amazed at their ability to construct such lengthy, complex sentences!

Pages 75 to 82 challenge students even further. These complex color pictures offer opportunities to generate dozens of lengthy descriptive sentences. Reference pages with suggestions to help them get started occur on **pages 84 to 91**.

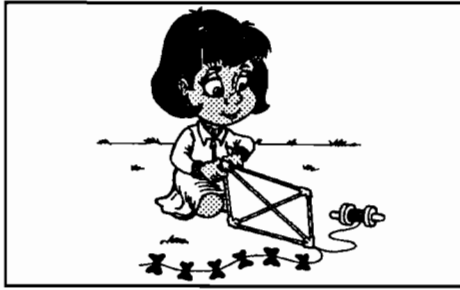
Following these activities you will find pictures with no color (**pages 92 to 97**). On these pages students should fill in their own colors and develop their own complex sentences. Space is provided for writing these sentences. You'll find further explanation of and suggestions for using **pages 75 to 97 on page 83**.

Explain how to fly a kite.

Each of the sentences below tells one step of the explanation.

Fill in the blanks with words to tell about what to do or what is needed.

The words below will help you.



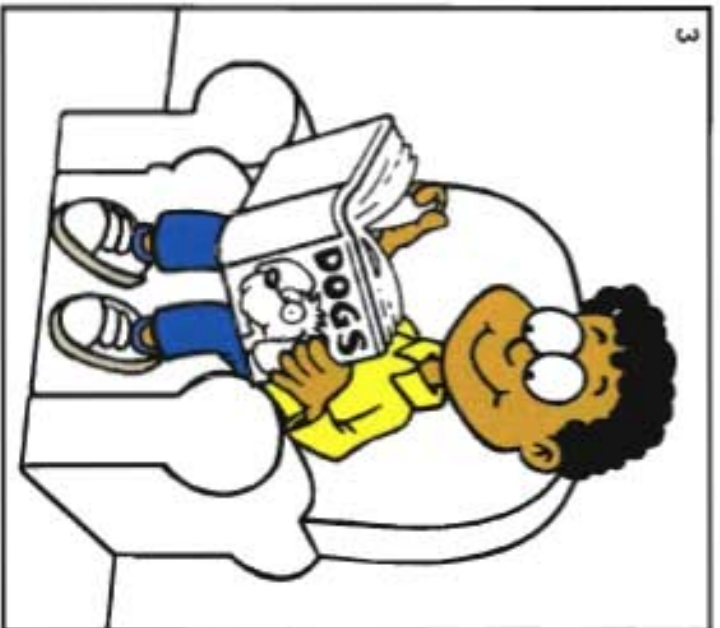
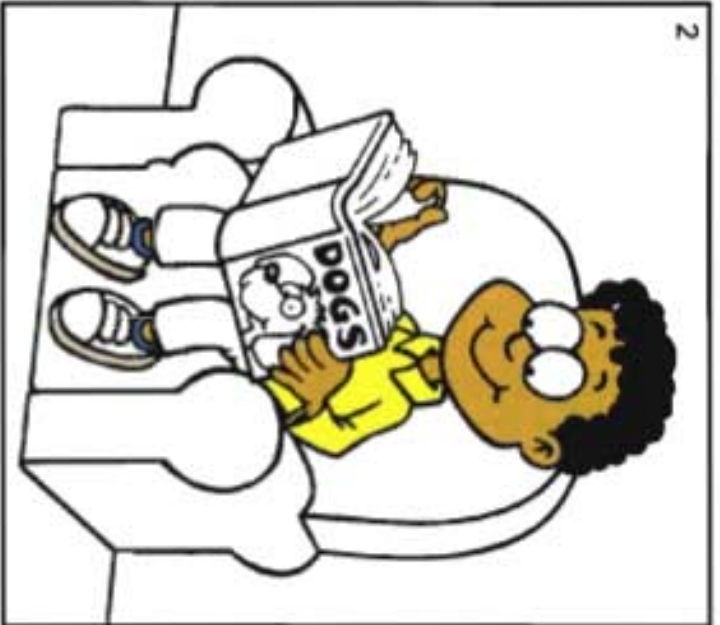
1. Attach _____ to the kite.
2. Find a _____ area where you will fly the _____ and put the kite on the ground.
3. Decide what direction the _____ is coming from.
4. Pick up the kite and run in the direction _____ from the wind.
5. _____ some string as the kite begins to go up.
6. Unwind _____ string as the kite goes up higher.

Helpful Words

kite
more
opposite

string
unwind
up

wide open
wind



Explain why each of these events occurred. Use the guidelines for explaining and keep in mind this law of nature:

Ice (frozen water) will stay frozen as long as its temperature is below 32 degrees Fahrenheit (0 degrees Centigrade). If its temperature rises above this temperature the ice melts.

Guidelines For Explaining

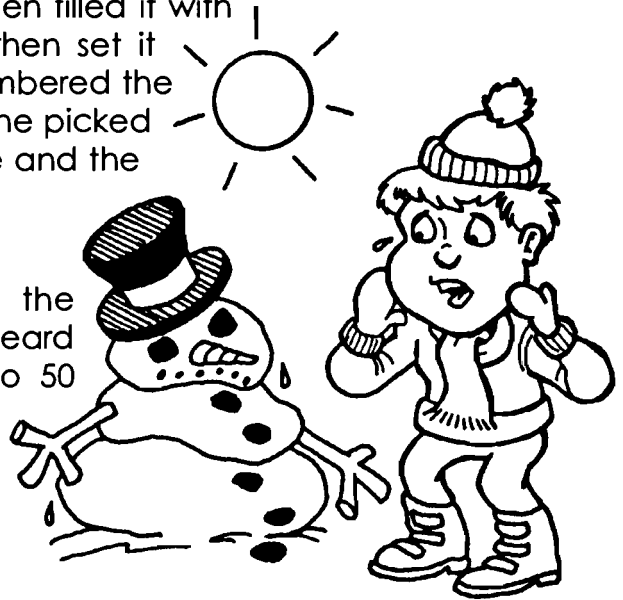
1. State the principle that applies.
2. State the event.
3. State the relationship between the principle and the event.
4. Make sure the listener understands. Ask if there are any questions.

1. Benny worked hard to make a snowman on Saturday. He called his friend to come over the next day to see the snowman, but before his friend arrived the snowman had begun to melt. Why do you think this happened?

2. Marie filled a glass half full of ice cubes and then filled it with lemonade. She sipped the nice cold drink, then set it down while she answered the door. She remembered the glass of cold lemonade later that day. When she picked it up she noticed that the ice cubes were gone and the drink was not cold. What happened?

3. Dad was going to shovel the snow from the driveway. He decided not to bother when he heard that the temperature was going to go up to 50 degrees tomorrow. Why did Dad decide not to shovel the snow?

4. Pricilla set her popsicle down while she filled her dog's water dish. When she set the dish down she noticed that her dog had chewed some papers and left a mess. She cleaned up the papers, scolded the dog and remembered her popsicle. When she picked it up she noticed that much of it had melted and the part remaining fell off the stick when she picked it up. What happened?



Words To Explain "Why"

because	result
since	as a result of
therefore	consequence
for this reason	consequently