

Introduction

The hands-on reading activity of assembling “cut-up” or “mixed-up” sentences is a popular tool for teaching children to read. This approach is integrated into many reading philosophies and practices, including many prominent basal reading programs, the Reading Recovery® program, and the Four-Blocks® Literacy Model. You may even remember this activity from your own elementary school days. This time-tested theory has been proven to be both fun and effective. Learning to read while getting to cut and paste is a multi-sensory experience that helps meet the needs of children with different ability levels and learning styles.

Cut-up sentence activities also help children meet many of the national and state reading standards. When children participate in cut-up sentence activities, they will develop skills and strategies that will assist them in comprehending, evaluating, interpreting, and appreciating what they read. They will learn one-to-one correspondence between spoken and written words, left-to-right directionality, return sweep, uppercase letter recognition (as a cue for the beginnings of sentences), ending punctuation recognition, distinguishing letters from words, reading high-frequency words, connecting experiences to text, and using sentences to share information. Additionally, English Language Learners (ELL) will practice using common English sentence structures through cut-up sentence activities. Read ahead to find out how to use this fun and helpful resource.

Use whole group activities to introduce the concept of cut-up sentence sequencing.

1. Let each child complete the top half of the practice page (page 6) individually. Next, complete the bottom half as a class before working with sentence pages.
2. Choose one of the stories. Write each sentence from the story on a sentence strip.
3. Mix up the sentences. Place them in a pocket chart (out of order), fasten them to a bulletin board with tacks, or attach them to a chalkboard with magnets.
4. Read the sentences. Discuss whether the events could happen in the order in which you read them.
5. Let students tell you how the sentences should be ordered.
6. Either move the sentences during the discussion, or have volunteers come to the pocket chart to move the strips around.
7. Follow up by giving each child a copy of the story and letting them cut and paste the sentences.
8. When children are comfortable with the concept, rely on individual and small-group activities.

Name _____

Practice Page: Key Words

Directions: Sometimes words in a story can help you find out the sequence of what happened. Look at the first group of words. Draw a line from each word to its matching number.

Third	2
First	3
Fifth	4
Fourth	1
Second	5

Directions: Use the fill-in-the-blank activity to familiarize children with words that will help them sequence sentences. Make a transparency of the story below. Read each sentence aloud and help children decide which word from the word list to write in the blank. As an extra activity, list children some synonyms for some of the words.

Finally	Then	Next	Last	Later	Beginning	First	End	Before
---------	------	------	------	-------	-----------	-------	-----	--------

Joy wanted to make a cake. _____ she found a good recipe. She _____ measured the sugar and butter. _____ she started mixing them, she added two eggs. The _____ thing she added was flour. She added just a little flour at the _____ of the mixing time. At the _____ she added the rest. Her _____ ingredients were salt, baking powder, and flavoring. _____ her cake was ready to bake. One hour _____ she pulled it out of the oven. Yummy!

© 2010 Key Education. All rights reserved. This document is a copyrighted work of Key Education. No part of this document may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from Key Education. Key Education

Individual Work

1. Give a copy of a story, a pair of safety scissors, and a glue stick to the child.
2. Help the child read the directional question, if necessary.
3. Tell each child to read all of the sentences, then cut them out.
4. The child should arrange the sentences in the correct order and paste each sentence within one of the guide boxes.
5. To create a more challenging activity, let the child glue the sentences onto a blank sheet. The child can either illustrate the individual sentences or draw a picture that represents the entire story.