Sentence Transformation for Vocabulary Development
a collaborative method to increase vocabulary, fluency and ideas

Overview
Sentence Transformation for Vocabulary Development is a collaborative method to build vocabulary from prior knowledge, readings, schema connections, and peer to peer learning. Sentence Transformation models and develops reading fluency, vocabulary, parts of grammar (nouns, adjectives, adverbs, prepositions, etc.), langauge and spelling patterns and collaborative learning. This method is applicable at all grade levels and across all content areas.

Strengths: Sentence Transformation is a process that involves the whole class and/or small groups in a very participatory activity that builds vocabulary and fluency. It requires minimal resources - a white board, chalkboard, smart board or doc camera. Students can lead the process in addition to the teacher. For the teacher it is an excellent opportunity to model reading with fluency and thinking aloud with vocabulary development.

Sentence
Transformation

When and Sentences Used: The process takes approximately 5-15 minutes. It is recommended doing the process 1-2 times daily. The sentence can most effectively connect to content during the day. This can include using a sentence with a main idea of content, or a sentence with specific sight words, or words with a particular tense in mind to see patterns (eg. past tense verbs - most ending in 'ed').

Extensions: After developing vocabulary with the sentence for various parts of speech, students can extend this activity by writing sentences from the developed sentence transformation. Additionally, the vocabulary if connected to current studies and content can be used as part of a vocabulary word wall.

Synonym Triplets are using three synonyms (eg. large, huge, humongous) from a sentence transformation in a rhythmic sequence of the three vocabulary words.

Sentence
Transformation in
multiple languages.
Ethiopia.

Needs: A medium or large size white board and/or projection are very effective. This provides sufficient space to write complete sentences (row) and develop a wide range of vocabulary (columns).

Academic Vocabulary
When eliciting verbs, ask for verbs with the word verbs (learning through actions); when eliciting adverbs, use 'adverbs' in building more averbs; and so forth.

Grounding Principles
- Fluency
- Performance and Community
- Relationships
- Patterns
- Student Voice

Components for Success
- Rhythm
- Regulary
- Recitation of all sentences after adding each new vocabulary word
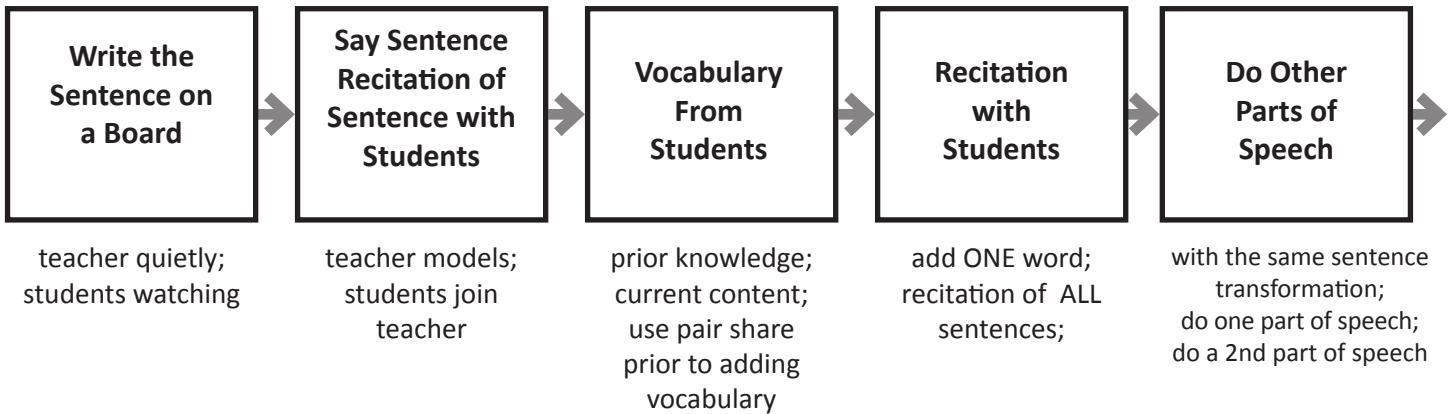
Students as the Facilitators
Having students becoming the whole class and/or small group leaders provides an opportunity to peer to peer transfer, observation of students to assess the student leaders as much as the participating students.

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The Process

1. The teacher writes the sentence on the whiteboard saying nothing with the students watching
2. The teacher recitates the sentence while tracking (pointing to) the words in phrases
3. The teacher selects one part of speech (e.g. adjective) and asks for words with similar meanings
4. After adding one word, the teacher recitates with the students the complete sentence with each vocabulary word
5. The teacher continues with this process adding futher words to the part of speech being expanded
6. Reminder—add one part of speech, then recitate all the sentences so far. This supports fluency practice and learning the patterns progressively.

Write the Sentence on a Board	→	Say Sentence Recitation of Sentence with Students	→	Vocabulary From Students	→	Recitation with Students	→	Do Other Parts of Speech	→
teacher quietly; students watching		teacher models; students join teacher		prior knowledge; current content; use pair share prior to adding vocabulary		add ONE word; recitation of ALL sentences;		with the same sentence transformation; do one part of speech; do a 2nd part of speech	

Writing From Sentence Transformation

Sentence Transformation with one sentence & one part of speech at a time

Students create their own variations from the Sentence Transformation.

Students share orally sentence ideas with the whole class.

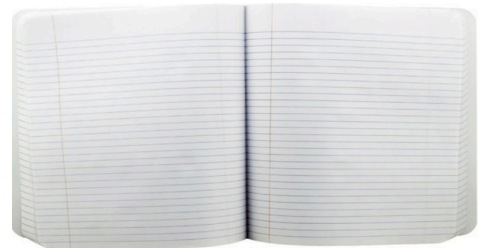Students write sentences in their composition books.

The dog   chased after the cat.
    goat   zoomed   bird.
    rat   raced   rat.
    cow   accelerated
    monkey
    pig
    vulture

—for example—
The dog zoomed after the bird.
The goat raced after the rat.
The vulture flew after the bird.
…

Students share written sentences.
Students share sentences of new vocabulary not on the sentence transformation.
Have students modeling doing their writing on a doc camera.

Hold   fast   to   dreams,
Grab   quick   hopes,
Secure rapidly   visions,
Grasp   onto   promises,
Grip   upon   desires,
Fasten …   wishes,
…   …

—for example—
Grasp quick to dreams,
Grip fast to visions,
Grasp rapidly to desires,
Secure onto wishes,
Hold fast to hopes,
…

The Process in Action

The example below models developing multiple parts of speech concurrently.

Multiple Parts of Speech

The dog chased after the cat.	teacher silently writes the sentence on the chalkboard
	teacher leads recitation of the whole sentence with the class
	teacher disusses other 'verbs' for chased
	teacher has students 'think-pair-share' verbs for chased
	teacher asks students to share some of their vocabulary

The dog chased after the cat.	teacher adds one verb from the student suggestions
zoomed	teacher leads recitation of all students with the two sentences

The dog chased after the cat.	teacher asks for more verbs
zoomed	teacher adds one verb from the student suggestions
raced	teacher leads recitation of all students with the three sentences

The dog chased after the cat.	teacher asks for more verbs
zoomed	teacher adds one verb from the student suggestions
raced	teacher leads recitation of all students with the four sentences
accelerated	
	continue asking for more verbs and adding them

The dog chased after the cat.	add another part of speech
zoomed bird.	what is another noun (animal) like a cat?
raced	teacher adds one noun from the student suggestions
accelerated	teacher leads recitation of all students with the two sentences

The dog chased after the cat.	what is another noun (animal) like a cat and bird?
zoomed bird.	teacher adds one noun from the student suggestions
raced rat.	teacher leads recitation of all students with the three sentences
accelerated	

The dog chased after the cat.	continue with another part of speech
goat zoomed bird.	teacher adds further words from student suggestions
rat raced rat.	
cow accelerated	
monkey	
pig	
vulture	

Sentence Suggestions for Sentence Transformation

The choice of sentences to use for Sentence Transformation begin with the purpose and the why. If you are studying a particular content, a key sentence that guides meaning could be a good choice. Opening lines from well written books (eg. Jason Reynolds and many more) can be a model for creating opening lines. Another could be with poetry and song lyrics with the goal of learning to write new verse from the student's interests and schema. Another purpose could be use of sight words in a sentence to build fluency and context. If prepositional phrases are a goal, then create a sentence that guides this purpose in learning. Furthermore, the use of Sentence Transformation is also a means of using a sentence frame to guide writing through the use of student generated vocabulary. Have students pick sentences too — their adventurous spirit will likely guide us and the class to new ideas.

Poetry with Sentence Transformation

Read the Poem individually and/or as a whole class.

Sentence Transformation with one sentence & one part of speech at a time

Students create their own variations on the poem's opening line.

Dreams

Hold fast to dreams,
For if dreams die,
Life is a broken-winged bird,
That cannot fly.
Hold fast to dreams,
For when dreams go,
Life is a barren field,
Frozen with snow.

Langston Hughes

Hold	fast	to	dreams,
Grab	quick		hopes,
Secure	rapidly		visions,
Grasp	onto		promises,
Grip	upon		desires,
Fasten	...		wishes,
...			...

Grasp quick to dreams
Grip fast to visions
Grasp rapidly to desires
Secure onto wishes
Hold fast to hopes
...

Multiple Parts of Speech

Hold	fast	to	dreams,	facilitator silently writes the sentence on the chalkboard
				facilitator leads recitation of the whole sentence with the class
				facilitator disusses other 'verbs' for play
				facilitator has students 'think-pair-share' verbs for play
				facilitator asks students to share some of their vocabulary

Hold	fast	to	dreams,	facilitator adds one noun from the student suggestions
			hopes,	facilitator leads the students recitation of the two sentences

Hold	fast	to	dreams,	facilitator asks for more nouns
			hopes,	facilitator adds one noun from the student suggestions
			visions,	facilitator leads the students recitation of the three sentences

Hold	fast	to	dreams,	facilitator asks for more nouns
			hopes,	facilitator adds one noun from the student suggestions
			visions,	facilitator leads the students recitation the four sentences
			promises,	continue asking for more nouns and adding them

Hold	fast	to	dreams,	add another part of speech
Grab			hopes,	what is another verb like hold?
			visions,	teacher adds one adjective from the student suggestions
			promises,	teacher leads the students recitation of the two sentences
				teacher continues with more words for 'grab' and 'dreams'
				doing one word at a time then leading a recitation of the whole poem with the class