

TGM Sentence Lifting

Sentence Lifting is a whole class instructional activity that takes about 15 minutes to complete. This activity will help introduce or reinforce grade-level mechanics, spelling, and grammar standards. Sentence Lifting uses both error analysis and sentence models to teach these skills. The mechanics and grammar skills complement those found on the TGM Worksheets.

Simple and Quick Preparation

1. Make overhead transparencies of the Sentence Lifting page and the Sentence Models and Dictations page for each lesson. Of course, you can use an opaque projector, LCD, or SMART Board™ instead of the overhead.
2. Find an exemplary student sentence for each lesson from any current writing assignment and add it to the Student Sentence Model section of the Sentence Models and Dictations page. For example, if you plan to teach Sentence Lifting #7 tomorrow, look for a good student example of that grammar lesson's focus: *compound-complex sentences*.
3. Copy, run-off, and distribute the Sentence Lifting Worksheets (copy follows). After the first worksheet, older students can certainly use their own binder paper to replicate these worksheets.
4. Pre-read the Teaching Tips and Answers page before you teach. Each tips section has the following: scripted directions, basic and advanced rules or skills, and the answers. Decide whether to teach just the basic rules and skills or also the advanced rules and skills.

15 Minute Interactive Instruction

1. Display the Mechanics section on the first Sentence Lifting page. Read the scripted directions (See Teaching Tips and Answers page) out loud. Per the directions, students will write the mechanics rule or skill that is displayed onto that section of their Sentence Lifting Worksheets (and any of the advanced skills that you choose to add).
2. Now, display the Practice section that follows the mechanics rule or skill, and read it out loud exactly as is written (including mistakes). Ask your students to share what is accurate and what needs revision, according to the rule or skill, while you make editing marks and revisions on the display. **Note:** Coach your students to always apply the rule or skill to their corrections or revisions. Spend *no more than three minutes* on the mechanics section.
3. Follow the same procedures on the spelling and grammar sections.
4. Display the Sentence Models and Dictations page and read the Literary Sentence Model and Student Sentence Model sentences out loud. Take a minute or two to emphasize what is exceptional, in terms of the grammatical lesson focus, for both sentences.
5. Turn off the projector and read aloud the three dictations found on the Sentence Models and Dictations page. Tell your students to reference their rules or skills as they write down the sentences on the dictations section of their Sentence Lifting Worksheets. **Note:** The grammar dictation requires the students to revise the sentence, per the instructions.
6. When finished, turn on the projector and display the dictations, one at a time. Help the students proofread their sentences, marking and correcting any errors with a colored pen or pencil. **Note:** Teachers have two grading options: 1. Assign participation points for completing the activity 2. Assign points for each rule or skill application in the dictation sentences and have students self-grade. Student can then “earn back” points for proper error correction.



Sentence Lifting Worksheet # ____ Name _____

Mechanics Rule or Skill _____

Mechanics Dictation _____

Spelling Rule or Skill _____

Spelling Dictation _____

Grammar Rule or Skill _____

Grammar Dictation _____

Mechanics

In dialog sentences, place commas 1. after a beginning speaker tag 2. before the ending quotation marks and after the speaker tag if it is in the middle 3. before the ending quotation marks if the speaker tag is at the end.

Practice

She said, “Call me at home.”

“If I do call” he explained “, it will be late.”

“Then, just text me” she replied.

Spelling

Usually spell i before e, but spell e before i after c.

Practice

My friend recieved her gift.

Grammar

The subject acts as the “do-er” of the sentence. A simple subject is a noun or pronoun. A complete subject includes any words that describe it.

Practice

After lunch, _____ gave us the vocabulary list.

Literary Sentence Model

“All would live long, but none would be old.”

Benjamin Franklin (1706 - 1790)

Student Sentence Model

Mechanics Dictation

She explained, “It wasn’t hard to do.” “I know,” he said.

Spelling Dictation

I truly believe that you deceived me.

Grammar Dictation

Place the simple subject at the start of this declarative sentence: Along the road, she ran with me.

She ran along the road with me.

TGM Teaching Tips and Answers #1

Mechanics

“Today, we are studying how to use commas with speaker tags. Speaker tags are used in dialog to tell who and how a person talks. For example in the sentence: “No,” she said... she said is the speaker tag. Please write down this rule: ‘In dialog sentences, place commas 1. after a beginning speaker tag 2. before the ending quotation marks and after the speaker tag if it is in the middle 3. before the ending quotation marks if the speaker tag is at the end.’”

Advanced: Question marks and exclamation points can also separate speaker tags from dialog.

Answer: She said, “Call me at home.” “If I do call,” he explained, “it will be late.” “Then, just text me,” she replied.

Spelling

“Now, we will learn a useful spelling rule using the *i* and *e* spelling combination. ‘Usually spell *i* before *e*, but spell *e* before *i* after *c*.’”

Advanced: The rule only applies to the *i* and *e* spelling combination within one syllable, so the rule does not apply to words such as *sci-ence*. The rule also doesn't apply to plurals of words ending in "cy." Examples: *delicacies, frequencies, vacancies*

Answer: My friend received her gift.

Grammar

“Next, we will discuss sentence subjects. Please write this down: ‘The subject acts as the “do-er” of the sentence. A **simple subject** is a noun or pronoun. A **complete subject** includes any words that describe it.’”

Advanced: To find the subject of the sentence, first identify any prepositional phrases and eliminate the nouns and pronouns found in these phrases from consideration. Sometimes, subjects are found in other places in a declarative sentence, other than at the beginning.

A **declarative sentence**—

1. tells a complete thought.
2. states both a subject and a predicate.
3. has the voice drop down at the end of a statement.

Make declarative sentences more complex, add variety, or change the focus of the sentence by placing the simple subject after an introductory word, a **phrase** (a group of related words acting as a single part of speech) or a **clause** (a group of related words having a subject and predicate).

Answer Examples: After lunch, (Ms. Rose the teacher she) gave us the vocabulary list.