

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 modeling to teach these skills. The mechanics and grammar skills complement the TGM Worksheets.

Simple and Quick Preparation

1. Make overhead transparencies of the two large print Sentence Lifting pages 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 and write it down on the Student Example section of the transparency. 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 before you teach. Each tips section has the following: scripted directions, basic rules or skills, more advanced rules or skills, and the answers. Use your knowledge of grade-level standards to decide whether to teach only the basic or also the advanced rules and skills. The first Sentence Lifting page lists only the basic, so add whichever advanced mechanics, spelling, and grammar rules or skills you choose onto the transparency.

15 Minute Interactive Instruction

1. Display the Mechanics section on the first Sentence Lifting transparency. Read the scripted directions (See Teaching Tips and Answers) out loud. Per the directions, students will write the mechanics rule or skill onto that section of their Sentence Lifting Worksheets.
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 transparency. **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 lesson component.
3. Spend the same amount of time (three minutes) and follow the same procedures on the spelling and grammar components.
4. Display the Sentence Modeling section on the second Sentence Lifting transparency and read the Literary Example and Student Example sentences out loud. Take one minute to emphasize what is exceptional, in terms of the grammatical lesson focus, for both sentences.
5. Turn off the projector and read the three dictations out loud. Tell your students to reference their Rules or Skills as they write down the sentences on the Dictations section of their Sentence Lifting Worksheet. 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.

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 Example

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

Benjamin Franklin (1706 - 1790)

Student Example

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 Sentence Lifting #1 Teaching Tips and Answers

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.