

Sentence Lifting

Sentence Lifting is a whole class instructional activity that takes 15 minutes to complete and is designed to be used twice per week. This activity will help introduce or reinforce mechanics, spelling, and grammar skills. **Sentence Lifting** uses both error analysis and sentence modeling to teach these skills. The mechanics and grammar skills complement the **Grammar and Mechanics Worksheets**, found in *Teaching Grammar and Mechanics*. The spelling skills emphasize the spelling rules found in the companion work, *Teaching Spelling and Vocabulary*.

1. Make overhead transparencies of the **Sentence Lifting** pages. Of course, you can use the board, poster paper, an LCD or opaque projector instead of the overhead.
2. From any class readings and your students' written work, keep a notepad handy to copy down sentences to serve as a models of exceptional mechanics, spelling, or grammar. Write down one of these sentences in the appropriate category on the transparency with an erasable marker.
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. Display the **Sentence Lifting** overhead transparency, and read the mechanics sentence aloud exactly as written (including mistakes). Ask, "What do you see?" Encourage specific comments about what is good and what needs revision in the sentence. Remind students to confine their comments to the skills covered in that category.
5. Refer to the **Sentence Lifting Teaching Tips and Answers** on the **Sentence Lifting Teacher Resource Page** to guide your discussion. Spend *about* three minutes discussing the mechanics sentence. With an erasable marker, make editing marks and revisions on the mechanics sentence. Also, write down any rules and examples that you wish to emphasize in a concise and memorable form on the **Rules Reminder** section.
6. Instruct your students to write down all **Rules Reminders** in that column of the **Sentence Lifting Worksheet** as you discuss the mechanics sentence. Students may choose to write down examples, as well.
7. Spend the same amount of time (three minutes) discussing the spelling sentence and about four minutes discussing the grammar sentence. Some sentences will take more time and some will take less. Read and briefly emphasize what is exceptional about the model sentence, chosen from your student writing.
8. Turn off the projector and dictate the three **Dictations**, found on the **Sentence Lifting Teacher Resource Page**. Instruct your students to reference their **Rules Reminders** notes and write these sentences in the **Dictations** column of their **Sentence Lifting Worksheet**. The grammar dictation requires the students to adjust the sentence.
9. When finished, turn on the projector and display the **Dictations** on the **Sentence Lifting Teacher Resource Page** transparency. Have the students proofread their own work, marking and correcting any errors with a colored pen or pencil. Tell students that they will earn back points for any of their errors, if they correct them.
10. Collect the **Sentence Lifting Worksheets** once a week to record student scores.

Mechanics	Spelling	Grammar
He spoke Spanish to the indians.	She was sickly, but still basicly fit.	The teacher remembered I and Lewette and wanted we to help.



Sentence Lifting Worksheet

Name _____

Date _____

Rule Reminders

1. _____

2. _____

3. _____

Dictations

1. _____

2. _____

3. _____

Date _____

Rule Reminders

1. _____

2. _____

3. _____

Dictations

1. _____

2. _____

3. _____

Date _____

Rule Reminders

1. _____

2. _____

3. _____

Dictations

1. _____

2. _____

3. _____

TGM Sentence Lifting #1

Mechanics

Spelling

Grammar

She said, “Call
me at home.”
“Go to sleep”
he replied.

I beleive you They sat
when you say quietly on the
you recieved beach.
the sliagh as a
present.

Place the simple subject in a
different part of the
declarative sentence.

Rule Reminders

TGM Sentence Lifting #1 Teacher Resource Page

Sentence Lifting Teaching Tips and Answers

Mechanics—Use commas after and/or before speaker tags.

Answer: She said, “Call me at home.” “Go to sleep,” he replied.

Spelling—Spell *i* before *e* (*believe*), but spell *e* before *i* after a *c* (*receive*) and when the letters are pronounced as a long /a/ sound (*neighbor*). There are a few *weird* exceptions to this rule.

Answer: I believe you when you say you received the sleigh as a present.

Grammar—The *simple subject* is a proper noun, common noun, or pronoun that serves as the “do-er” of the sentence. It is usually found at the start of a declarative sentence. To find the simple subject of the sentence, first identify any prepositional phrases and eliminate the nouns and pronouns found in these phrases from consideration.

Example: After lunch, the *teacher* assigned us homework. The simple subject is *teacher*.

A *declarative sentence*—

1. tells a complete thought.
2. has 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 Options: On the beach they sat quietly. Quietly they sat on the beach. Quietly on the beach they sat.

Dictations

Mechanics

She explained, “It wasn’t hard to do.”

Spelling

My neighbor’s height deceived me.

Grammar

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

She ran along the road.