

# Sentence Go Round

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## Teacher Information and Directions

**Sentence Go Round** is a simple and fun cooperative learning strategy to teach students how to write longer, more complex sentences. It starts with a short review of fragments, run-ons, and complete sentences. Then students work with a team to expand short, basic sentences into longer, more interesting sentences.

### How to Use this Lesson:

1. **Introduction** - Begin by asking students, “What is a sentence?” If they have individual dry-erase boards, let everyone write an example of a sentence and hold it up to show you. Use this to assess their prior understanding.
2. **Review Sentence Formation** - Display the Sentences, Fragments, and Run-ons overview (page 2) and review the descriptions and examples. Challenge students to look at what they wrote on their dry-erase boards and evaluate their sentences. If they realize they wrote a fragment or run-on, give them time to correct it. Then call on several students to share their sentences with the class.
3. **Check for Understanding** - Have students complete the Fragment, Run-on, or Sentence? worksheet (page 3) to check for understanding. They can do this individually or taking turns with a partner. Ask students to begin by completing Set 1 only. Check their answers before allowing them to complete Set 2.
4. **Sentence Go Round Activity** - Divide your students into teams of 4 and assign each student a number from 1 to 4. Post the Sentence Go Round directions on page 4. Model this activity for the class by choosing a sentence and showing how you would modify it by answering the questions. You can use the example on the bottom of that page to guide you. Monitor your teams as they work to make sure they understand the directions.

For more literacy and math ideas, visit Teaching Resources at [www.lauracandler.com](http://www.lauracandler.com). You'll find a free virtual File Cabinet packed with math and literacy strategies, including Math Stations, Literature Circles, Literacy Centers, and more!



# Sentences, Fragments, and Run-ons



## Complete Sentences

Sentences express a complete thought and contain at least one subject and one predicate. The subject tells “who or what,” and the predicate states the action or provides information about the subject. They can be long or short, but they must express a complete thought.

### Examples:

- The big dog chased the tiny cat.
- Fish swim.
- My friend Sally went to the store, and then she came over to my house.
- After I came home from volleyball practice, I took a shower and ate supper.



## Sentence Fragments

Sentence fragments are missing important information. They might have a subject without a predicate, or they might include a predicate with no subject. Fragments can be as long as sentences, but if they don't express a complete thought, they are still fragments.

### Examples of Fragments:

- The boy with the green coat.
- Fell down while playing tag with his friend Bradford.
- When the sun came up and touched the earth with fingers of gold.
- Because flowers need sunshine and water.



## Run-on Sentences

Run-on sentences are often long, and they string together other sentences improperly. Run-on sentences may include multiple sentences connected with “and” in a way that makes them confusing. Run-on sentences also include two sentences that are joined improperly with a comma or no punctuation at all.

### Examples of Run-on Sentences:

- I love to play sports my favorite sport is basketball.
- On our field trip we went to the zoo and we ate lunch next to the lions and we went to the petting zoo and fed the goats.
- Our family goes to the movies a lot, last week we went to see Shark Tales.
- My birthday party is tomorrow and I hope everyone will come because we are going to have lots of fun at the skating rink.



## Fragment, Run-on, or Sentence?



Read each phrase below. Decide if it's a fragment (F), a run-on sentence (R), or a complete sentence (S). Record F, R, or S on the line for each. Complete Set 1 and check your answers before trying Set 2.

### Set 1

- \_\_\_\_\_ 1. Rebecca visited her grandmother.
- \_\_\_\_\_ 2. Lived in the mountains of West Virginia.
- \_\_\_\_\_ 3. Rebecca went hiking she loved to photograph birds.
- \_\_\_\_\_ 4. Bright blue wild flowers.
- \_\_\_\_\_ 5. One day she watched a baby bird learn to fly.
- \_\_\_\_\_ 6. Rebecca swam in a pond.
- \_\_\_\_\_ 7. Helped her grandmother pick beans from the garden.
- \_\_\_\_\_ 8. Storm clouds appeared, thunder rumbled around us.
- \_\_\_\_\_ 9. Rain poured down Rebecca ran with her umbrella.
- \_\_\_\_\_ 10. The grass smelled sweet after the rain.

### Set 2

- \_\_\_\_\_ 11. The dog barked at the cat, it ran away.
- \_\_\_\_\_ 12. Four tiny kittens were curled up in the barn.
- \_\_\_\_\_ 13. She named one kitten Stardust.
- \_\_\_\_\_ 14. Stardust was the cutest kitten Rebecca loved her best.
- \_\_\_\_\_ 15. Rebecca had a wonderful trip to her grandmother's house.
- \_\_\_\_\_ 16. The long drive through the mountains.
- \_\_\_\_\_ 17. Rebecca fell asleep in the car.
- \_\_\_\_\_ 18. It started raining she saw a beautiful rainbow.
- \_\_\_\_\_ 19. Rebecca was happy to finally get home.
- \_\_\_\_\_ 20. Her warm soft comfortable bed.

# Sentence Go Round



## Materials:

- 1 set of **Expanding Sentences** cards per team (3 to 4 students)
- 1 **Sentence Go Round** worksheet per person
- 1 set of **Question Prompt Cards** per team

## Preparation for Sentence Go Round

Cut apart one set of sentence cards and one set of question cards per team. Have each team stack the sentence cards face down in the middle of the team. They should spread the question cards face up around the stack of sentence cards.

## Sentence Go Round Activity

1. Person #1 turns over the first sentence card and reads it aloud.
2. Everyone on the team writes the basic sentence on his or her worksheet.
3. Person #2 selects any question card and uses it to spark an idea for improving and/or expanding the sentence. (See example.)
4. Person #3 chooses another question card, repeats the sentence in its expanded form, and adds to the sentence.
5. Person #4 chooses a card and improves or expands the sentence.
6. Everyone discusses the final wording and makes improvements.  
Be sure that the final sentence is not a fragment or run on!
7. Everyone writes the expanded sentence on his or her Sentence Go Round worksheet.
8. Person #2 flips over the next sentence card and reads it aloud.  
Repeat remaining directions with everyone taking turns adding to the sentence. Continue as time allows.

**Example:** Basic Sentence: A bird flew.

Person #1 (What card): A sparrow flew.

Person #2 (Where card): A sparrow flew down to the grass.

Person #3 (Why card): A sparrow flew down to the grass looking for worms.

# Sentences to Expand

Balloons drifted.	The dog chased me.
The friends sang.	That noise was loud.
The baby crawled.	My book dropped.
They ran.	The mirror broke.
Lightning struck.	We like to read.

Preview

# Sentences to Expand


Preview

# Question Prompt Cards

Who?

What?

Where?

When?

Why?

How?



# Sentence Go Round

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Basic Sentence \_\_\_\_\_

Expanded Sentence \_\_\_\_\_

\_\_\_\_\_

2. Basic Sentence \_\_\_\_\_

Expanded Sentence \_\_\_\_\_

\_\_\_\_\_

3. Basic Sentence \_\_\_\_\_

Expanded Sentence \_\_\_\_\_

\_\_\_\_\_

4. Basic Sentence \_\_\_\_\_

Expanded Sentence \_\_\_\_\_

\_\_\_\_\_

5. Basic Sentence \_\_\_\_\_

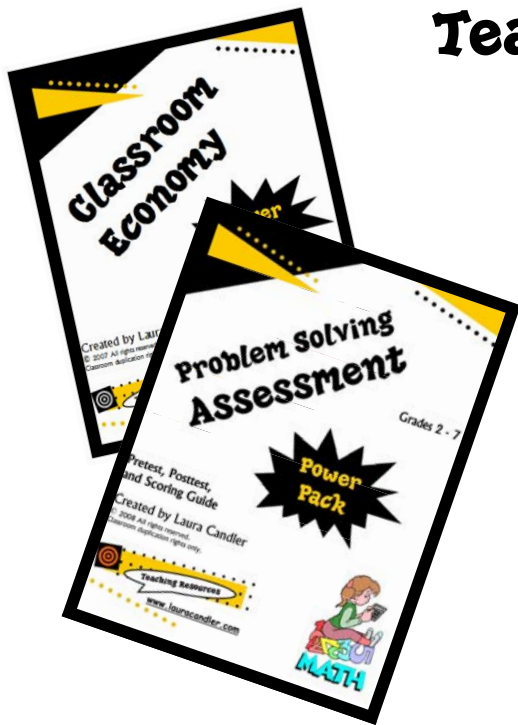
Expanded Sentence \_\_\_\_\_

\_\_\_\_\_

Preview

# Teaching Resources Website

[www.lauracandler.com](http://www.lauracandler.com)



## Free Resources for Teachers!

- Blackline masters and activity sheets
- Lesson plans and teaching strategies
- Cooperative learning methods
- Classroom management and motivation
- Literacy and Literature Circle strategies
- Mathematics instructional resources
- Bi-weekly Newsletters



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