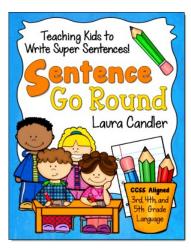
Summer Sentences to Expand

By Laura Candler

Do your students have trouble writing interesting sentences? If so, teach them how to jazz up their sentences with vivid vocabulary as they expand these summerthemed sentences. This freebie was created to go with **Sentence Go Round**, a cooperative learning activity that kids love! That product includes complete directions, printables, prepared task cards, and blank task cards to create your own sentences. Click the image below to find it in my TpT store.



The first page in this freebie has task cards

with summer sentences about nature or weather. The second page has sentences based on summer activities. The last two pages are B&W versions of the task cards. If you enjoy this set, check out the other three seasonal sentence-starter freebies!

Nature Sentences to Expo

Activity Sentences to Expand

Crabs walk

Waves

crash

Bugs bite

Crabs walk

The bal

olled.

We watched

fireworks

Fireflies

Summer Nature Sentences to Expand

tterfly

Fireflies

appear

The butterfly

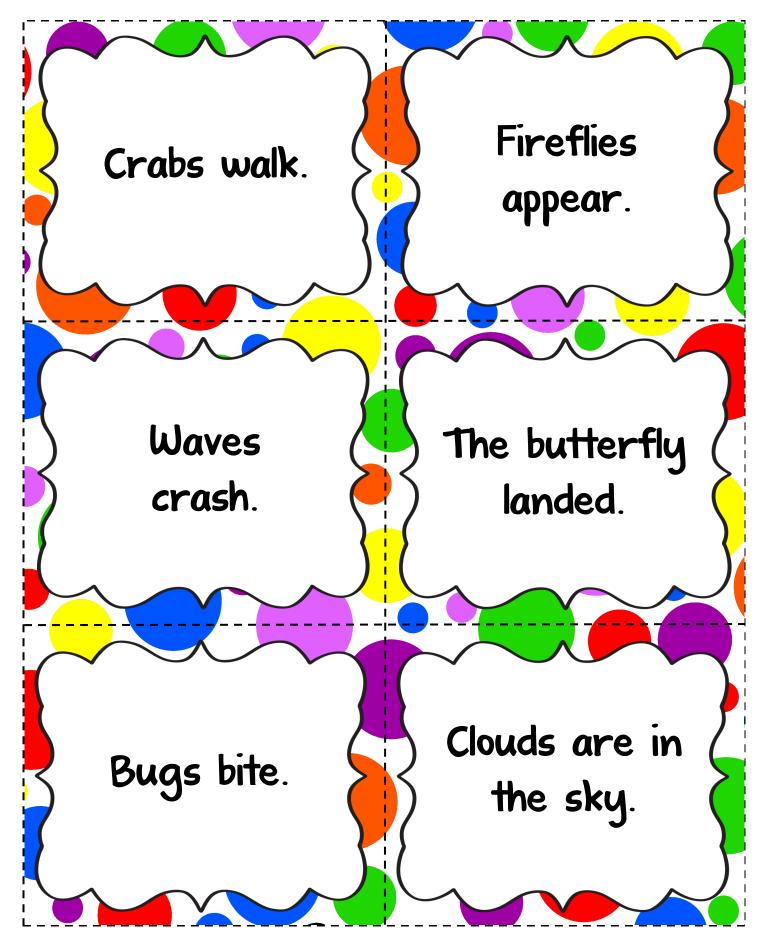
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Laura Candler

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Summer Nature Sentences to Expand



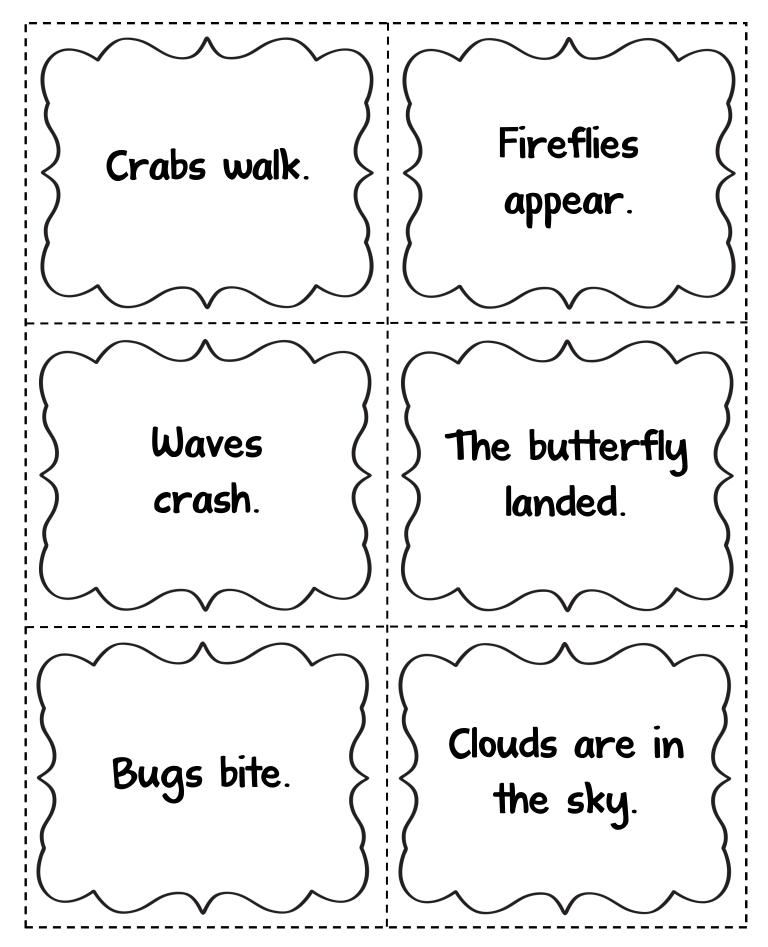
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Summer Activity Sentences to Expand



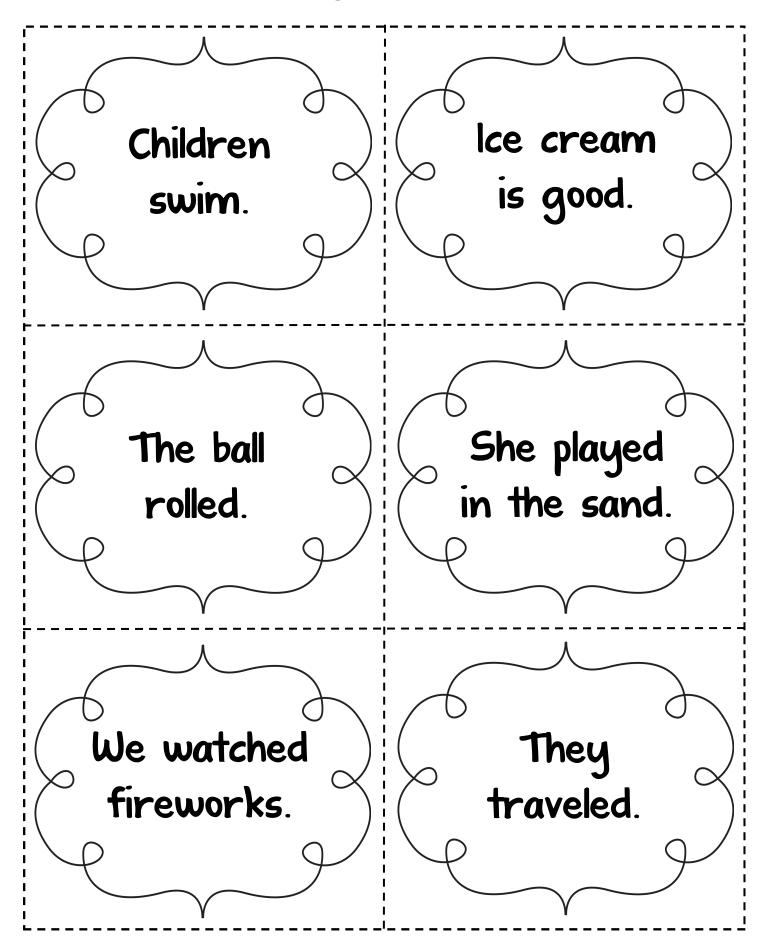
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Summer Nature Sentences to Expand



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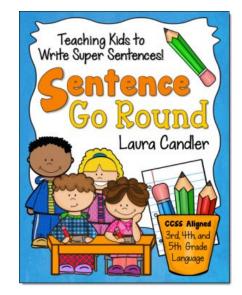
 Corkboard Connections Blog: www.corkboardconnections.com

 Candler's Classroom Connections: www.lauracandler.com/signup.php



Sentence Go Round

Take a peek at what's inside! Click here to find it on TeachersPayTeachers.



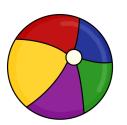
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<form><form></form></form>		4. Prop	#3 chooses another question card, repea	ats the sentence in			Complete Sentences
<form><form><form><form></form></form></form></form>						sentences express a complet	te thought and contain at least one subject and one "sales or valuet." and the specificate states the action or
<form><form><form></form></form></form>		6. Every	one discusses the final wording and makes	s improvements.		provides information about	the subject. Complete sentences can be long or short.
All other works were all ot	under the correct heading. If so	1	e sure that the final sentence is not a frager	nent or nut-onl		but they must express a con	nplete thought.
<form></form>		7. bery	one writes the expanded sentence on his on #2 first over the rest sentence card and	or ner recording page.		Diample:	
	4. Player #2 first over a new sente	6. Miles	the representation of the second			· The big dog chared the t	iny car.
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Sense Touling Image:	• • • • • • • • • • • • • • • • • • •						1 Sentence Go Roard Recording Page per person
BARDER Image: Display in the provide of the provid				· · · · · · · · · · · · · · · · · · ·			1 set of Question Prompt Cards per team
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 And the state of t	ao kouna > Lattat		4				Cut apart one set of Sentences to Expand cards and one
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 And Andrew Andrew	a fa band is a far conception busine chains to task distant how to units	entence Fragments	Apere: 🔀	wnen: 🎽			2. Everyone on the team writes the basic sentence on his or her own
 And Antipartic Processing State Sta						·····	recording page.
 The set of the set o	te sentences. Then students work with a team to expand short, basic sentences into					λ	
 And Andrewski and Andrewski Andrewski and Andrewski and Andrewski and Andrewski and And			<) (1			6. Person #2 chooses another question card, repeats the sentence in
 How has a constraint of a constraint constraint of a constraint of a constraint of a constraint o	ou need based on your preferences. This packet also includes blank task cards so you						To expanded form, and adds to the sentence. 5. Ensure 44 chooses a coal and interesting or expands the sentence
 Subject and Coll 10.11.01.01.01.01.01.01.01.01.01.01.01.0					71	at a star 1	6. Everyone discusses the final wording and makes improvements.
 And And And And And And And And And And	e Go Round is aligned with CCSS L3.1, L4.1, L5.3, and L5.3.4. In addition, the						Be sure that the final sentence is not a fragment or run-onf.
A value A	s can easily be morenee to use in 2nd grade, especially in whole group leaders and aded literary groups.				wa	as loud.	 Everyone series the expended serience on his or her recording page. Everyon #2 first over the part serience and and and it about
In the second							Repeat remaining directions with everyone taking turns adding
All and ange and an ange and an ange and an ange and ange ange ange and ange ange ange ange ange ange ange ange		00000000	1 hu2 🛑	How?			to the sentence. Continue as time allows.
AME The Strategy and the Strategy and t	e numbers reserved in the readying suggestions below refer to the color versions, nd 04507 versions of all color pages at the end of this padiet.	* * * * * * * *	must 🔀	now: >			Annalis Annalismus Annalismus
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be the local data of seven that, is determined as the seven that is a seven that the seven that is a seven that the sevent the seven that the seven that the seven that the seven the seve	in hy stilling your students "What is a unique?" If your	Man.on Sellences					Person #1 reach the basic service aloud, "A bind firm,"
the marked set of the							Person #3 chooses Where and says, "A sparrow flew down to the arms,
The state of the s							Person #4 chooses Why and says, "A sparrow flew down to the grass
No sense horizon de la derivación de la						a barrel	uppking for worms."
the decidence of the state of t					 M	y book	
	city the Sentences, Fragments, and Run-one overview		K	crawled.	dr.	opped.	\sim
						oppose A	
		<u> </u>		9			
is controllers. Then cit or several diaderit to share their	ice corrections. Then call on sesenal students to share their			1			
WHILE WERE LOD AND A	WHEN WONT DR LARK						

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