


# Sentence Go Round Lesson Sequence

1. Display the overview page and use it to review sentences, fragments, and run-ons.

2. Students work with a partner to practice the skill by sorting phrases into three categories.

**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. Complete sentences 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 Frozen.
- My birthday party is tomorrow and I hope everyone will come because we are going to have lots of fun at the skating rink.

**Sentence Sorting**

Group Size: Pairs or Teams

**Materials:**  
Sentence Sorting Board  
Sentences to Sort (Sets A and B)  
Sentence Sorting Answer Key

**Directions:**

1. Cut apart the sentences on Sentences to Sort Set A. Stack them loosely in a pile, face down, next to the Sentence Sorting Board. Turn the Sentence Sorting Answer Key face down next to the board to the others. He or she identifies it as a complete sentence, a sentence fragment, or a run-on sentence under the correct heading. If everyone agrees, Player #1 puts the sentence in the correct category. If not, everyone agrees. Players are still not able to see if they are correct.
2. Player #2 flips over a sentence and shows it to the others. He or she identifies it as a complete sentence, a sentence fragment, or a run-on sentence under the correct heading. If everyone agrees, Player #2 puts the sentence in the correct category. If not, everyone agrees. Players are still not able to see if they are correct.
3. If everyone agrees, Player #3 puts the sentence in the correct category. If not, everyone agrees. Players are still not able to see if they are correct.
4. Player #4 flips over a sentence and shows it to the others. He or she identifies it as a complete sentence, a sentence fragment, or a run-on sentence under the correct heading. If everyone agrees, Player #4 puts the sentence in the correct category. If not, everyone agrees. Players are still not able to see if they are correct.

**Examples of Sentences to Sort:**

- 4. The cute baby giraffe over next to the...
- 3. Shelly is friendly to everyone in her class.
- 8. Hamsters make great pets.

**Categories:**

- Complete Sentences
  - 1. The fluffy black cat jumped over the fence.
  - 9. After Daniel played a video game, he did his homework.
- Sentence Fragments
  - 6. When our family goes to the beach next summer.
  - 7. Movies that have lots of action.
- Run-on Sentences
  - 10. It's spring the weather is warm flowers are blooming.
  - 5. Tom played a game and he ate supper and went to work.
  - 2. The sky is dark, it will rain soon.

3. Assign the worksheet on page 10 for independent practice, or use it to check for understanding. An answer key is provided on page 11.



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

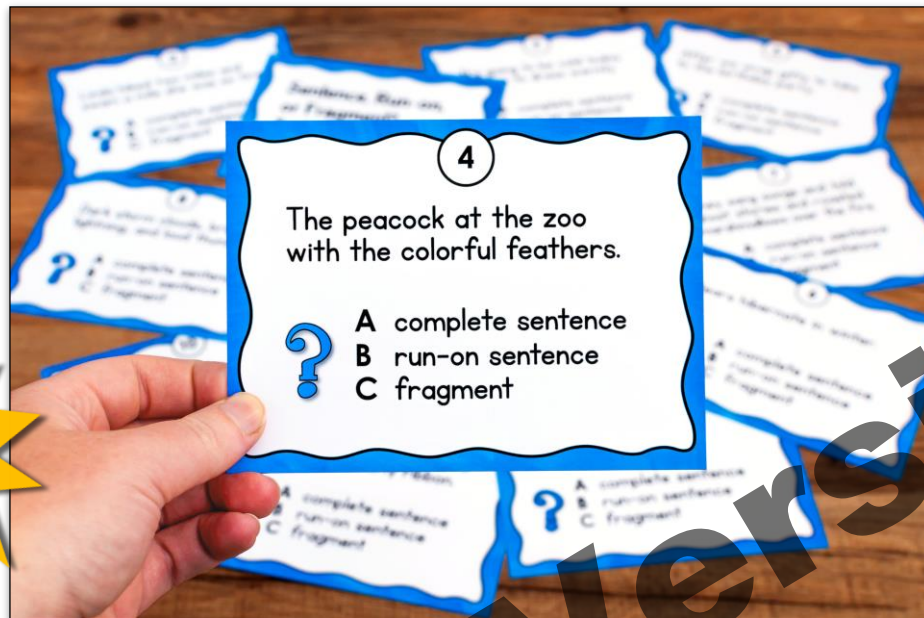
**Set 2**

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

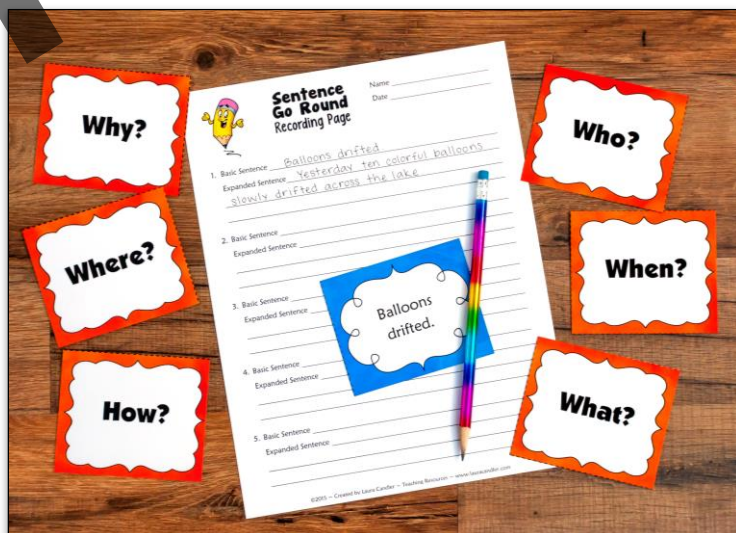
Teaching Resources — www.lauracandler.com

## Sentence Go Round Lesson Sequence Continued

4. If more practice is needed, you can use the bonus task cards for additional review or assessment. The task cards and task card images for Plickers can be found in a folder in the product zip file..



5. Finally, have your students play Sentence Go Round, a fun activity that will help them learn to write more powerful sentences. During each round, team members work together to expand a basic sentence by adding details. Then everyone records the final sentence on paper.



Teaching Kids How to  
Write Sensational Sentences!

# Sentence Go Round

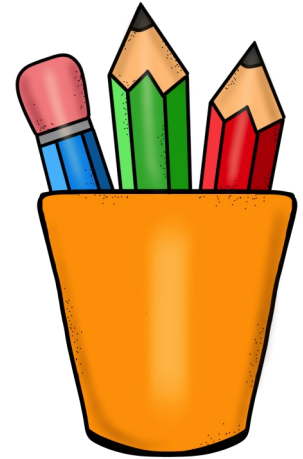
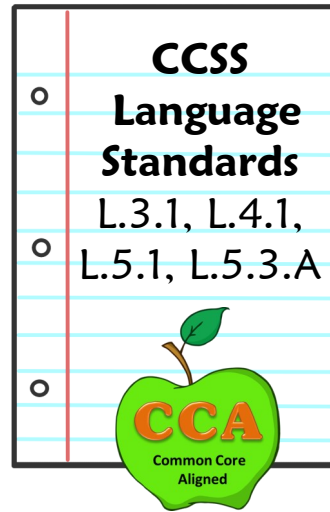
Laura Candler



**CCSS Aligned**  
3rd, 4th, and  
5th Grade  
Language

# Sentence Go Round

Created by Laura Candler  
[www.lauracandler.com](http://www.lauracandler.com)



**Sentence Go Round** is a 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. The task cards and student directions are in color, but you'll find black and white versions of those student pages starting on page 19. Print only what you need based on your preferences. This packet also includes blank task cards so you can create your own sentences to expand.

**Sentence Go Round** is aligned with CCSS L.3.1, L.4.1, L.5.1, and L.5.3.A. In addition, the activities can easily be modified to use in 2nd grade, especially in whole group lessons and small guided literacy groups.

## Teaching Suggestions

The page numbers referenced in the teaching suggestions below refer to the color versions. You'll find B&W versions of all color pages at the end of this packet.

### 1. Introduction

Begin by asking your students, "What is a sentence?" If your students have individual dry-erase boards, ask everyone to write an example of a sentence and hold it up to show you. Use this to assess their prior understanding but don't attempt to correct errors at this point.

### 2. Review Sentence Formation

Display the **Sentences, Fragments, and Run-ons** overview (page 4) and review the descriptions and examples. Challenge your students to look at what they wrote on their dry-erase boards and evaluate their sentences. If anyone realizes that he or she wrote a sentence fragment or run-on, give time to make corrections. Then call on several students to share their sentences with the class.



**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. Complete sentences can be long or short, but they must express a complete thought.

**Examples:**

- The big dog chased the tiny cat.
- Fill in.
- 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.

**Example of Fragments:**

- The boy with the green coat.
- Fall 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.

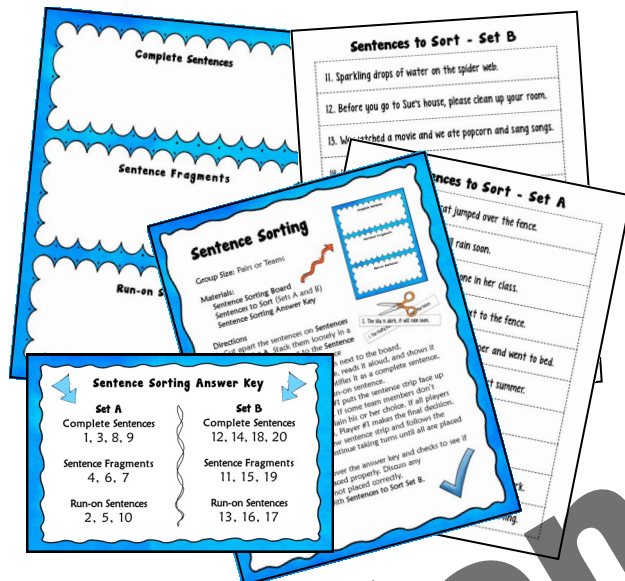
**Run-on Sentences**  
Run-on sentences are often long, and they string together other sentences improperly. Run-on sentences may include multiple sentences connected with "and" in a way that makes them confusing. Run-on sentences also include two sentences that are joined improperly with a comma or 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 Frozen.
- My birthday party is tomorrow and I hope everyone will come because we are going to have lots of fun at the skating rink.

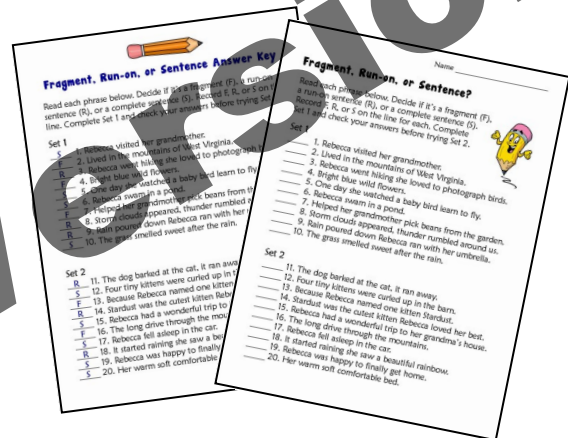
### 3. Sentence Sorting Activity

If more practice is needed, have students complete the **Sentence Sorting Activity** found on pages 5 - 9. Give each pair or team of students a **Sentence Sorting Board** and both sets of **Sentences to Sort**. Ask students to number off within their groups. Display the directions and explain the sorting process as you model how to place the first sentence strip. You can give each team one of the half-page answer keys or walk around the room and check their work as each team finishes.



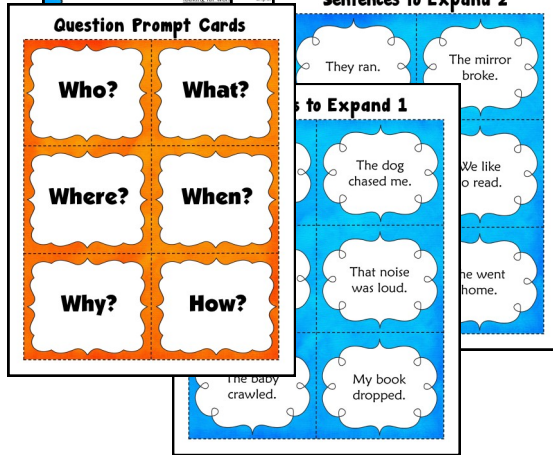
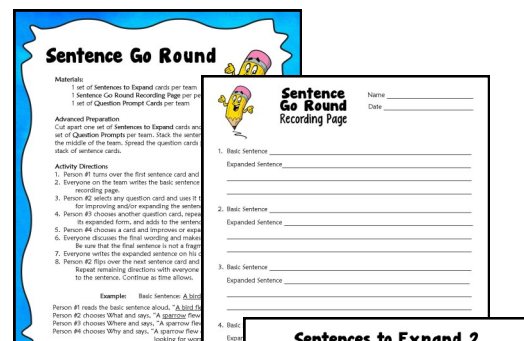
### 4. Check for Understanding

Have students complete the **Fragment, Run-on, or Sentence?** worksheet to check for understanding. They can do this individually or take turns with a partner. Ask students to begin by completing Set 1. Check their answers before assigning Set 2.



### 5. Sentence Go Round Activity

During the **Sentence Go Round** activity, your students will learn to expand basic sentences into longer, more complex ones. To begin, give each team a set of **Sentences to Expand** (pages 13 and 14 or page 16) and a set of **Question Prompt Cards** (page 17). Each student will also need a copy of the **Sentence Go Round Recording Page**. Display the directions on page 12. Model the activity for the class by choosing a sentence and showing how you would modify it by using the word on the **Question Prompt Cards**. Use the example on the bottom of the direction page to guide you. If needed, guide them through a few more examples in a whole group setting before allowing them to work in teams. If students need extra help, you may want to work with small groups to provide support.



#### Modification:

To make the activity easier, place students in groups of three. They will only need to modify the basic sentence two times.

# Sentences, Fragments, and Run-ons

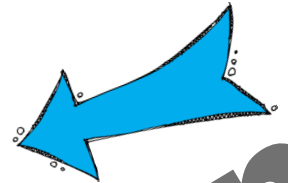


## Complete Sentences

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### Examples:

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- Fish swim.
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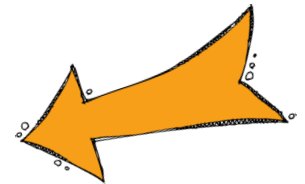


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### Examples of Fragments:

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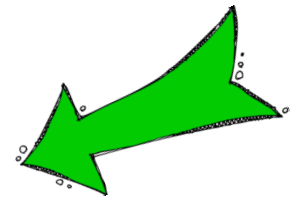


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- On our field trip we went to the zoo and we ate lunch next to the lions and we went to the petting zoo and fed the goats.
- Our family goes to the movies a lot, last week we went to see Frozen.
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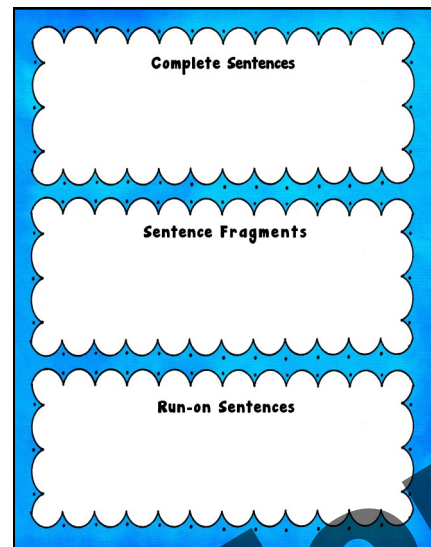


# Sentence Sorting

**Group Size:** Pairs or Teams

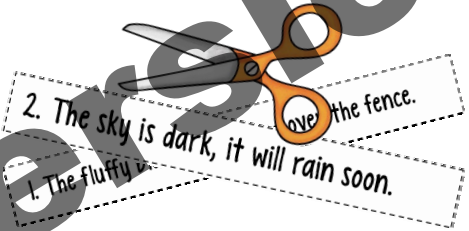
**Materials:**

**Sentence Sorting Board**  
**Sentences to Sort** (Sets A and B)  
**Sentence Sorting Answer Key**



**Directions**

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4. Player #2 flips over a new sentence strip and follows the directions in Step 3. Continue taking turns until all are placed on the sorting board.
5. The last player turns over the answer key and checks to see if all sentences were placed properly. Discuss any sentences that were not placed correctly.
6. Repeat steps 1 - 5 with **Sentences to Sort Set B**.



## Complete Sentences

## Sentence Fragments

## Run-on Sentences



# Sentences to Sort - Set A

1. The fluffy black cat jumped over the fence.

2. The sky is dark, it will rain soon.

3. Shelly is friendly to everyone in her class.

4. The cute baby giraffe over next to the fence.

5. Tom played a game and he ate supper and went to bed.

6. When our family goes to the beach next summer.

7. Movies that have lots of action.

8. Hamsters make great pets.

9. After Daniel played a video game, he did his homework.

10. It's spring the weather is warm flowers are blooming.

# Sentences to Sort - Set B

11. Sparkling drops of water on the spider web.

12. Before you go to Sue's house, please clean up your room.

13. We watched a movie and we ate popcorn and sang songs.

14. Cindy planted tulips in her garden.

15. A cup of hot chocolate on a cold winter's day.

16. School is fun I like science the best and math next.

17. The campfire was hot, Greg cooked marshmallows.

18. When my alarm clock wakes me up in the morning.

19. Drops of water sparkled on the spider's web.

20. Jessica ate a snack, read a book, and played a game.

## Sentence Sorting Answer Key

### Set A

Complete Sentences

1, 3, 8, 9

Sentence Fragments

4, 6, 7

Run-on Sentences

2, 5, 10

### Set B

Complete Sentences

12, 14, 19, 20

Sentence Fragments

11, 15, 18

Run-on Sentences

13, 16, 17

## Sentence Sorting Answer Key

### Set A

Complete Sentences

1, 3, 8, 9

Sentence Fragments

4, 6, 7

Run-on Sentences

2, 5, 10

### Set B

Complete Sentences

12, 14, 19, 20

Sentence Fragments

11, 15, 18

Run-on Sentences

13, 16, 17

## 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.

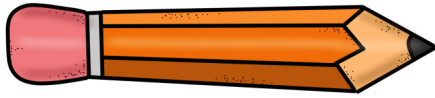


### Set 1

- \_\_\_\_\_ 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. Because Rebecca named one kitten Stardust.
- \_\_\_\_\_ 14. Stardust was the cutest kitten Rebecca loved her best.
- \_\_\_\_\_ 15. Rebecca had a wonderful trip to her grandma'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 get home.
- \_\_\_\_\_ 20. Her warm soft comfortable bed.



## Fragment, Run-on, or Sentence Answer Key

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. Complete Set 1 and check your answers before trying Set 2.

### Set 1

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

### Set 2

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

# Sentence Go Round



## Materials:

- 1 set of **Sentences to Expand** cards per team
- 1 **Sentence Go Round Recording Page** per person
- 1 set of **Question Prompt Cards** per team

## Advanced Preparation

Cut apart one set of **Sentences to Expand** cards and one set of **Question Prompts** per team. Stack the sentence cards face down in the middle of the team. Spread the question cards face up around the stack of sentence cards.

## Activity Directions

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 own recording page.
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 recording page.
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 reads the basic sentence aloud, "A bird flew."

Person #2 chooses What and says, "A sparrow flew."

Person #3 chooses Where and says, "A sparrow flew down to the grass."

Person #4 chooses Why and says, "A sparrow flew down to the grass looking for worms."

# Sentences to Expand 1

Balloons  
drifted.

The dog  
chased me.

The friends  
sang.

That noise  
was loud.

The baby  
crawled.

My book  
dropped.

# Sentences to Expand 2

They ran.

The mirror  
broke.

Lightning  
struck.

We like  
to read.

Bees buzz.

She went  
home.



# Sentences to Expand

The worksheet features a blue background with a white dashed border. It is divided into six rectangular sections by dashed lines, arranged in a 3x2 grid. Each section contains a large, white, decorative shape with a scalloped, cloud-like border and small loops at the top and bottom. These shapes are intended for students to write and expand upon sentences. A large, semi-transparent watermark reading "Preview Version" is oriented diagonally across the center of the page.

# All 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.**

**Bees buzz.**

**She went home.**

# Question Prompt Cards

**Who?**

**What?**

**Where?**

**When?**

**Why?**

**How?**



# Sentence Go Round Recording Page

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 \_\_\_\_\_

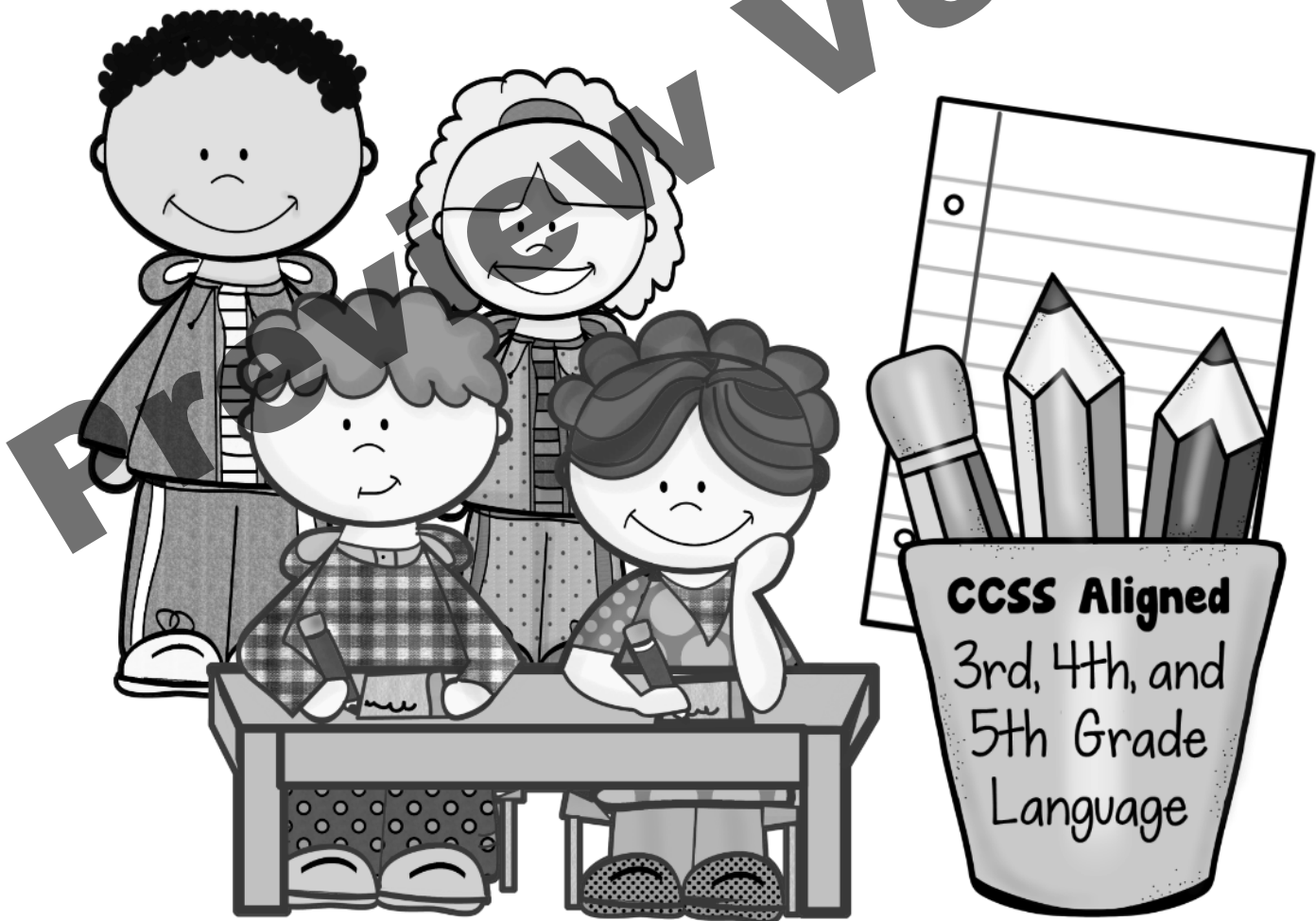
Expanded Sentence \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Preview Version

# Sentence Go Round

Black & White Printables

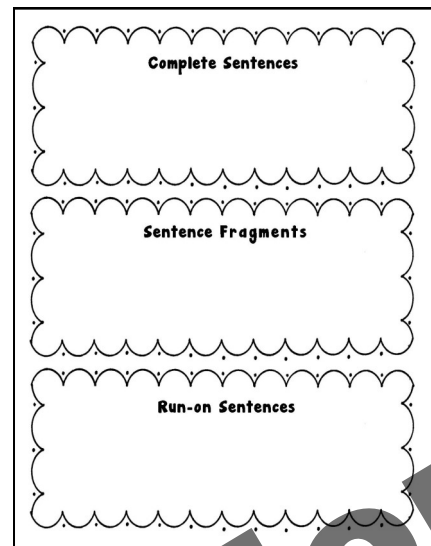


# Sentence Sorting

**Group Size:** Pairs or Teams

**Materials:**

**Sentence Sorting Board**  
**Sentences to Sort** (Sets A and B)  
**Sentence Sorting Answer Key**



Complete Sentences
Sentence Fragments
Run-on Sentences

**Directions**

1. Cut apart the sentences on **Sentences to Sort Set A**. Stack them loosely in a pile, face down, next to the **Sentence Sorting Board**. Turn the **Sentence Sorting Answer Key** face down next to the board.
2. Player #1 flips over a sentence, reads it aloud, and shows it to the others. He or she identifies it as a complete sentence, a sentence fragment, or a run-on sentence.
3. If everyone agrees, Player #1 puts the sentence strip face up under the correct heading. If some team members don't agree, Player #1 must explain his or her choice. If all players are still not able to agree, Player #1 makes the final decision.
4. Player #2 flips over a new sentence strip and follows the directions in Step 3. Continue taking turns until all are placed on the sorting board.
5. The last player turns over the answer key and checks to see if all sentences were placed properly. Discuss any sentences that were not placed correctly.
6. Repeat steps 1 - 5 with **Sentences to Sort Set B**.



## Complete Sentences

## Sentence Fragments

## Run-on Sentences



## Sentence Sorting Answer Key



### Set A

**Complete Sentences**

1, 3, 8, 9

**Sentence Fragments**

4, 6, 7

**Run-on Sentences**

2, 5, 10

### Set B

**Complete Sentences**

12, 14, 19, 20

**Sentence Fragments**

11, 15, 18

**Run-on Sentences**

13, 16, 17



## Sentence Sorting Answer Key



### Set A

**Complete Sentences**

1, 3, 8, 9

**Sentence Fragments**

4, 6, 7

**Run-on Sentences**

2, 5, 10

### Set B

**Complete Sentences**

12, 14, 19, 20

**Sentence Fragments**

11, 15, 18

**Run-on Sentences**

13, 16, 17



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- \_\_\_\_\_ 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. Because Rebecca named one kitten Stardust.
- \_\_\_\_\_ 14. Stardust was the cutest kitten Rebecca loved her best.
- \_\_\_\_\_ 15. Rebecca had a wonderful trip to her grandma'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 get home.
- \_\_\_\_\_ 20. Her warm soft comfortable bed.



## Fragment, Run-on, or Sentence Answer Key

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. Complete Set 1 and check your answers before trying Set 2.

### Set 1

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

### Set 2

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

# Sentence Go Round



## Materials:

- 1 set of **Sentences to Expand** cards per team
- 1 **Sentence Go Round Recording Page** per person
- 1 set of **Question Prompt Cards** per team

## Advanced Preparation

Cut apart one set of **Sentences to Expand** cards and one set of **Question Prompts** per team. Stack the sentence cards face down in the middle of the team. Spread the question cards face up around the stack of sentence cards.

## Activity Directions

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 own recording page.
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 recording page.
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 reads the basic sentence aloud, "A bird flew."

Person #2 chooses What and says, "A sparrow flew."

Person #3 chooses Where and says, "A sparrow flew down to the grass."

Person #4 chooses Why and says, "A sparrow flew down to the grass looking for worms."

# Sentences to Expand 1

Balloons  
drifted.

The dog  
chased me.

The friends  
sang.

That noise  
was loud.

The baby  
crawled.

My book  
dropped.

# Sentences to Expand 2

They ran.

The mirror  
broke.

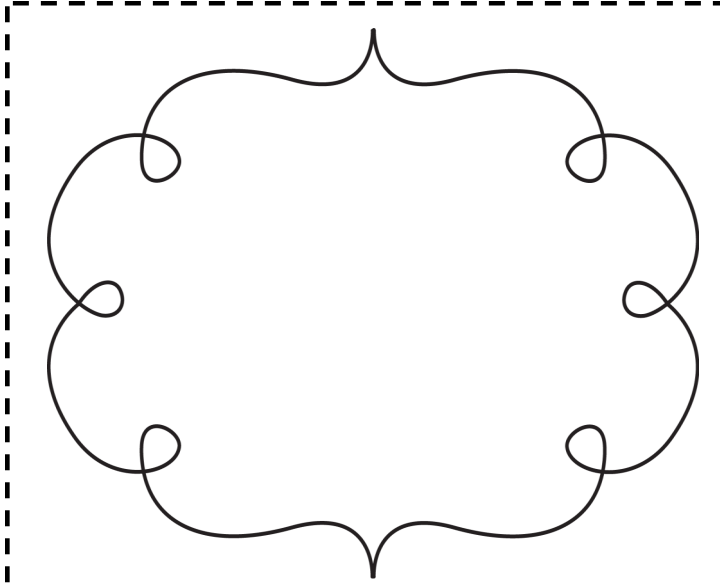
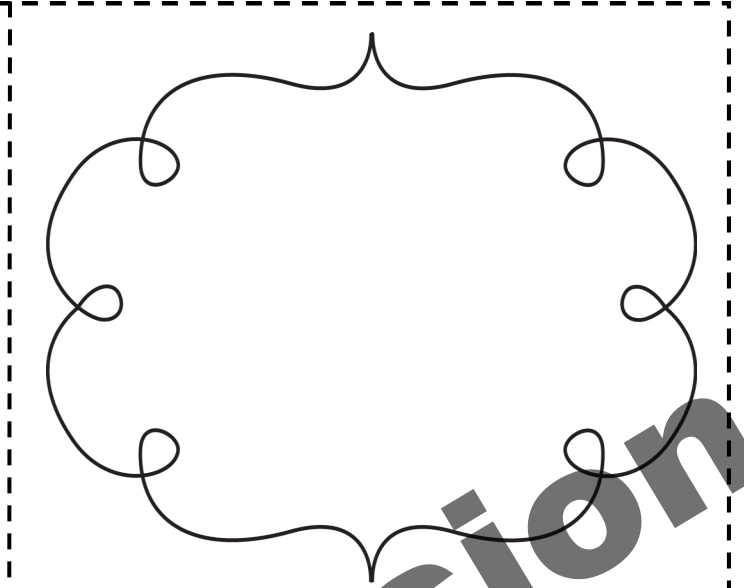
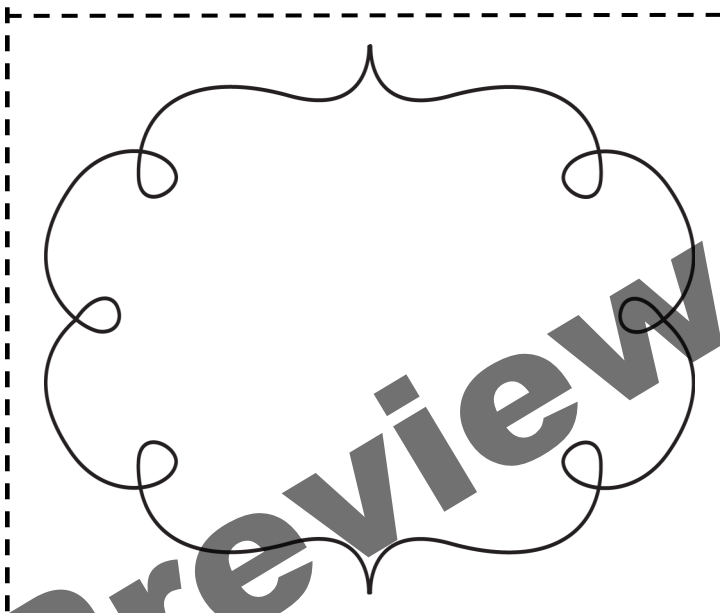
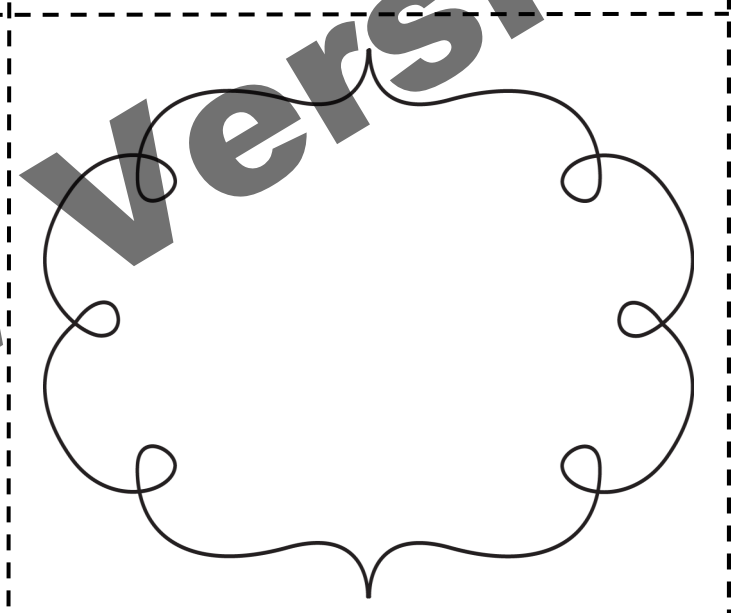
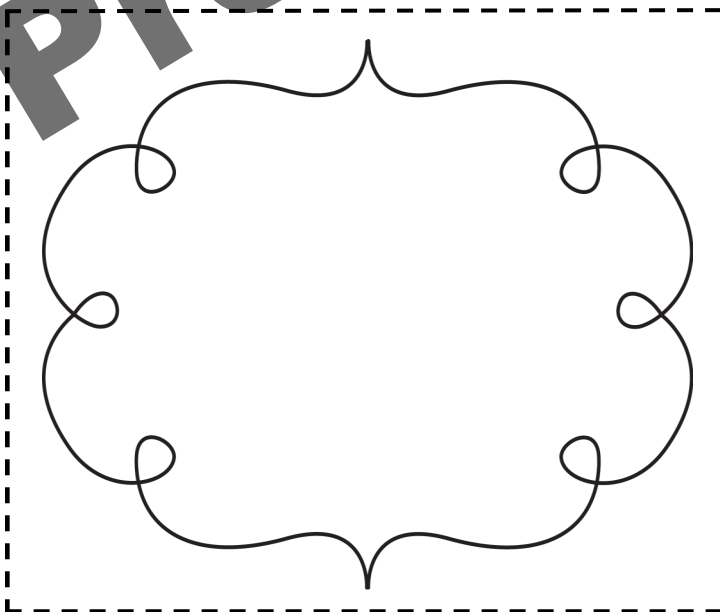
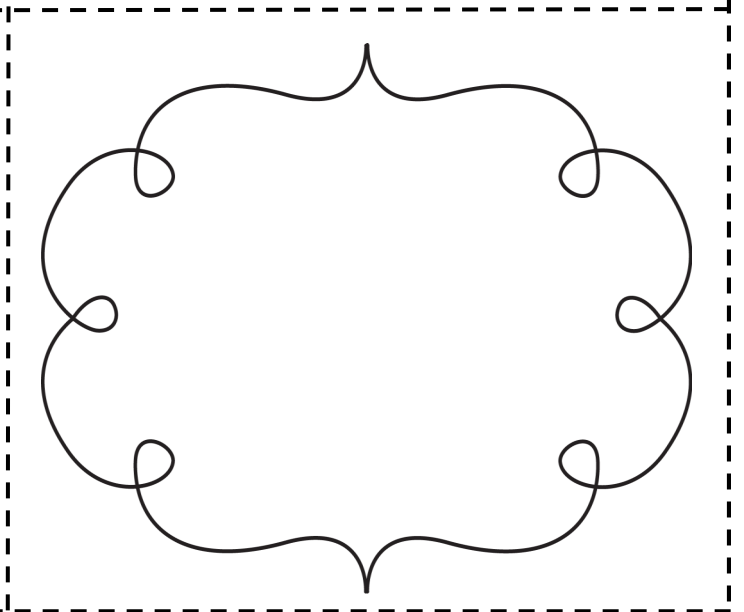
Lightning  
struck.

We like  
to read.

Bees buzz.

She went  
home.

# Sentences to Expand

Preview Version

# Question Prompt Cards

**Who?**

**What?**

**Where?**

**When?**

**Why?**

**How?**



# Sentence Go Round Recording Page

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 \_\_\_\_\_

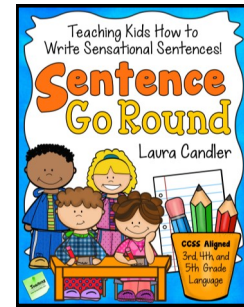
\_\_\_\_\_

Preview Version





## Common Core Aligned Language Standards



The activities in *Sentence Go Round* are aligned with the Common Core State Standards listed below.

### 3rd Grade

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce simple, compound, and complex sentences.

### 4th Grade

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

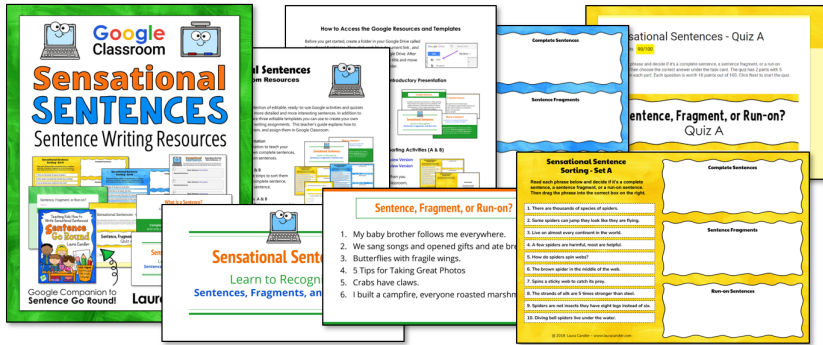
### 5th Grade

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
L.5.3.A Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.



[Sensational Sentences](#) is the Google Classroom companion to Sentence Go Round. This product includes a Google slides presentation, sentence sorting activities, self-checking Google Quizzes, activities to practice writing better sentences, and editable templates. [Click here](#) to find it in my TpT store.

## Sentence Writing Activities for Google Classroom



**More Terrific Teaching Resources!** Click each cover to find these products in my TpT store.



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