

COOPERATIVE SENTENCE STRIP PARAGRAPH

INTRODUCTION & OBJECTIVE:

Here students will work in small groups to create sentences, then work as a whole class to create a paragraph from those sentences. This serves as both a review of content material and practice in both oral and written language fluency. This activity will work best after students have a strong grasp of the majority of the content to be presented in the unit.

RECOMMENDED GRADES:

Adaptable for all grade levels

ESTIMATED TIME:

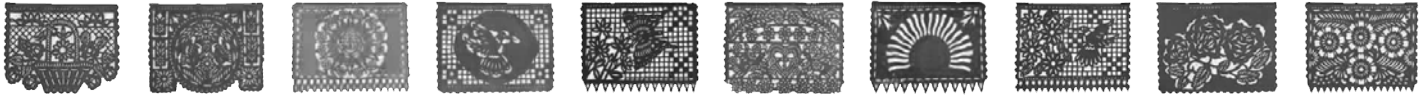
60 minutes

MATERIALS:

- Large chart or butcher paper
- Large sentence strips
- Notebook paper
- Markers
- Magnets
- Tape

PROCEDURE:

1. **Preparation:** Create a topic sentence that encompasses the unit you are studying. For a unit on Día de los Muertos, this could be something like “Día de los Muertos is an important celebration in Mexico and other parts of Latin America.” Or, “Día de los Muertos is a celebration that honors those who have passed away.” Write the topic sentence on large butcher or chart paper.
2. Read the topic sentence with students.
3. Explain to students that they are going to work in small groups to create a sentence that would be relevant for a paragraph with the topic sentence you’ve provided. In order to get students excited and engaged, a game-like quality is added to the assignment. After discussing options among their group, the group will write their rough draft sentence on a piece of notebook paper. When they have done this, they raise their hands for the teacher to check their sentence. If there are any errors, factual or grammatical, the teacher guides them to these mistakes without correcting it for them. Students must fix the



sentence and then raise their hands to have it checked again. If it is correct, students get the final copy sentence strip paper and re-write their sentence on it. The key here is that no two groups can write the same sentence about the same supporting fact. The goal is to finish as quickly as possible before someone else uses the same idea. When the students have finished their final copy sentence, they put it on the large paper underneath the topic sentence using magnets so that they can be easily moved during the editing process.

4. Once all groups have hung up their sentences, the class read through all the sentences together. Guided by the teacher, the class discusses the best order to put the sentences in—is there a sentence that should clearly go directly after the topic sentence? Are there facts that should be grouped together? As the class makes these decisions, the teacher moves the sentences around, visually modeling how to edit a paragraph.
5. When the paragraph is completely edited, the class reads it out loud together.
6. This activity can be done multiple times in one unit depending upon how many different kinds of topic sentences can be created. It can also be expanded upon asking each student or small group to create their own paragraph once the whole class activity has been modeled.