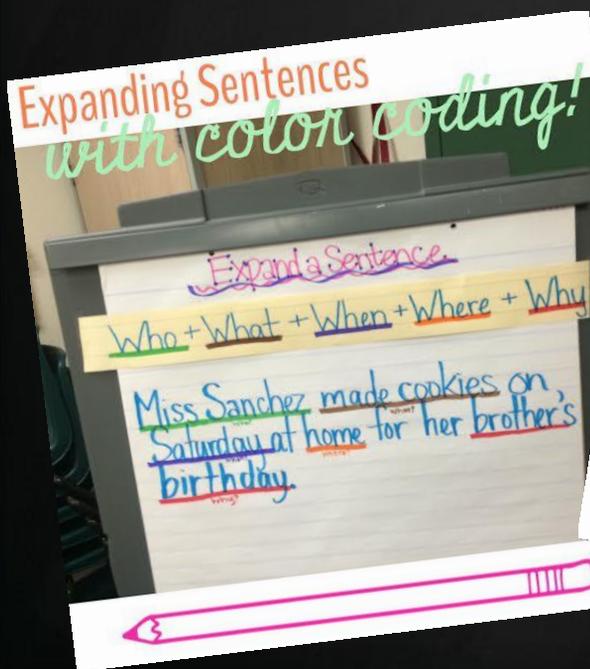




# Expanding Sentences

Sentence Writing Intervention  
1st-5th



Name: **Expand a Sentence!**

**Who + What + When + Where + Why**

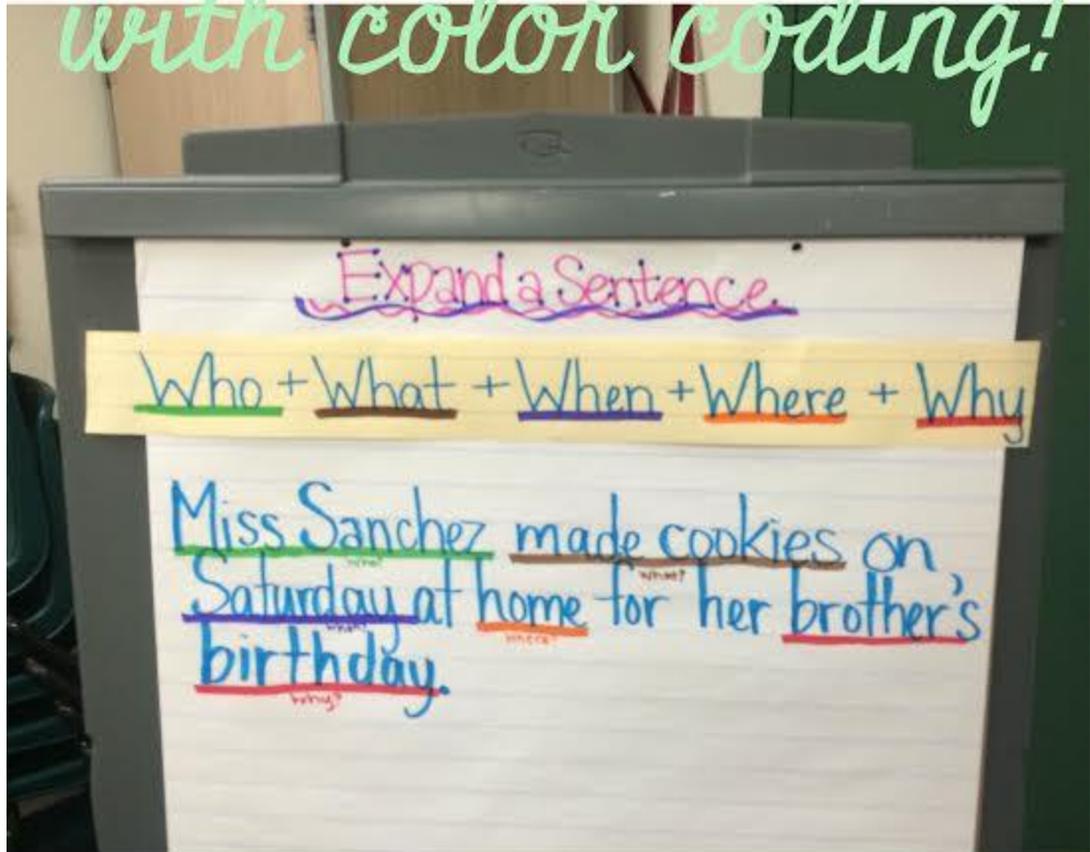
1) Who? \_\_\_\_\_  
What? \_\_\_\_\_  
When? \_\_\_\_\_  
Where? \_\_\_\_\_  
Why? \_\_\_\_\_

Complete Sentence:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Anchor Chart/Visual Example

Expanding Sentences

*with color coding!*



- Students remember so much more when you color-code and make visual connections

# Gradual Release Model

I am a firm believer in the "I Do, We Do, You Do" model.  
That is essentially how I plan every single lesson I teach.

**Here's what this might look like:**

**"I Do"** – Use a slinky to represent how you can expand or stretch a sentence, just like you can with a slinky (anticipatory set). Explain the colors on the visual sentence model and share your thinking aloud. (Well, I know that the **"Who"** in the sentence is Miss Sanchez, so I'm going to underline her name green" etc.) Model as much or as little as needed for your students. Have them copy down what you do!

**"We Do"** – Display another sentence, read it aloud, and model finding the **"Who"**. Then ask students to think about the **"What"**; have them turn and share it with a partner and then pick one student to share aloud. Ask another student what color the **"What"** gets. Add an extension here by asking the students where the verb falls in the sentence (*It's in the "What"!*).

-Once the students have mastered "finding" these parts of the sentences, move on to having them create some with the worksheet in this packet. {Have them use markers to underline each part!}

-You might want to provide everyone with a **"Who"** and **"What"** to begin and then have them fill in the when, where, and why with a partner.

-Slowly release the assistance you provide, so that students are eventually able to do this on their own. 😊

**"You Do"** – Give students time to create sentences on their own! You can provide lists of **"Who's"**, **"What's"**, **"Where's"**, **"Why's"** (you can use a silly list too, or have them roll a dice to choose!) if your students need it. Have them share their sentences and ask them questions like, **"Why did you underline (this word) with (this color)?"**

\*I also encourage my students to use complete sentences when they're answering questions.

# Making Connections

## 1) The Slinky:

- I always like introducing how to “expand” a sentence by showing a slinky and stretching it outwards and then bringing it back together when you ta

## 2) Capitalization:

- Emphasize that we always start sentences with a capital letter (spread your hands vertically as you say “capital”).
- Proper Nouns: Discuss why some letters in my sentence are uppercase

## 3) Types of Sentences:

- Use a variety of sentences when teaching how to “expand” a sentence

# Expand a Sentence!

Name: \_\_\_\_\_

Who + What + When + Where + Why

1) Who? \_\_\_\_\_

What? \_\_\_\_\_

When? \_\_\_\_\_

Where? \_\_\_\_\_

Why? \_\_\_\_\_

Complete Sentence:

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# Expand a Sentence!

Name: \_\_\_\_\_

Who + What + When + Where + Why

1) Who? \_\_\_\_\_

What? \_\_\_\_\_

When? \_\_\_\_\_

Where? \_\_\_\_\_

Why? \_\_\_\_\_

Complete Sentence:

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