

Name _____

Sentence Twists

Make a sentence. Write it on the line and illustrate what it means in the box. Twist one cube and record your new sentence on the second line and illustrate in the second box. Circle the part of speech that changed between the sentences.



1. _____	
2. _____	
3. _____	
4. _____	
5. _____	

Really Good Stuff® Instructional Guide

Sentence Twists™

This Really Good Stuff® product includes:

- 10 *Sentence Twists*™
- 64 *Stickers*
- This Really Good Stuff® Instructional Guide

Congratulations on your purchase of **Sentence Twists**™, a set of innovative, engaging sentence builders.

Meeting Standards

The Really Good Stuff® **Sentence Twists**™ align with the Common Core State Standards for English Language Arts below. For alignment with other state standards, please refer to our website's Standards Match.

Conventions of Standard English

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop).

Managing the Sentence Twists™

- Visit our website www.reallygoodstuff.com to download Really Good Stuff® Instructional Guides.
- Before using, place the *Stickers* over the line art on the **Sentence Twists**™.
- Make a copy of the *Picture Charts* and post them at the literacy center for student reference.

Using the **Sentence Twists**™, early readers can build hundreds of present and past tense sentences. Depending on which cube you twist, that part of the sentence will change—twist the first cube to change the subject, twist the middle cube to change the verb, and twist the last cube to change the object. Students build silly, logical, or illogical sentences by keeping what they like and twisting what they want to change.



Introducing the Sentence Twists™

Model this activity before students practice independently. All the sentences you can make using the **Sentence Twists**™ have three parts that can be manipulated—subject, verb, and object. Some of the cubes have words while others have picture cues. Focus on different parts of speech by keeping two parts in place and changing one. Start with the first cube—the subject. Select a **Sentence Twist**™, twist each cube a couple of times, and then read the sentence by naming the pictures and reading the words. Focus on the function of the first cube: ask students who or what the sentence is about. For example, with the sentence, “The woman drove a tractor,” ask questions such as, “Who do you think the woman is? Why do you think she drove a tractor?” Now twist the first cube to reveal a different subject, a teenage boy. Talk about

why a teenage boy would drive a tractor, focusing attention on the change of subject in the sentence. If possible, draw what each sentence means.



Next, change the focus to the function of the *second* cube—the verb. Explain that verbs not only indicate the action in a sentence but also reveal the time of the action. Using the previous example, talk about what the teenage boy did and what clue in the verb tells you the action took place in the past. Twist *drove* to reveal a new verb—*got*—and read the new sentence with your group. Ask students to visualize and discuss the verb change. Make a pictorial representation of each sentence and compare how they are different.



Finally, change the focus to the last cube—the object. Ask students what else the teenage boy could get. Twist the last cube to reveal the new object—a car. “The teenage boy got a car.” Discuss how the change in object changes the meaning of the sentence. Have students draw pictorial representations of the new sentence.



Literacy Center Activity

Once students are confident using the **Sentence Twists**™, place them at a literacy center for individual or trio use. Post the *Picture Charts* for student reference.
















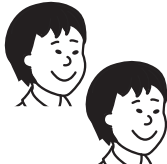





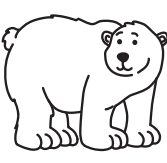
Working individually, students twist each cube until they form a sentence they would like to record and illustrate. They change one cube and record and illustrate the new sentence, circling the part that changed. They continue in this way until they have formed five sentences.

Working in trios, each student selects a cube to twist and together they form a sentence. Each student records the sentence and makes an illustration of it in the box. Taking turns, each student then twists his or her cube to make three new sentences, recording each one in turn and identifying which part of the sentence changed.

All instructional guides can be found online.
















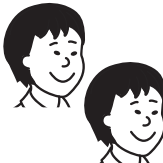





Picture Chart

Post the *Picture Charts* at your literacy center for student reference.
Explain that students can assign names to the subjects or use the words listed here.

Subjects		
The boy 	The firefighter 	A teenage boy 
The girl 	The cowgirl 	A girl 
The man 	The builder 	A man 
The woman 	The cop 	A woman 
The twins 	The dog 	A woman 
Two men 	The cat 	Two women 
Three kids 	The snake 	
Mom and Dad 	The bear 	

Picture Chart

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Mom and Dad		The bear	