

Teacher Notes



Parts of a Sentence

Activity All Mixed Up

Activity at a Glance

- ♦ **Subject:** English
- ♦ **Subject Area:** English/Language Arts
- ♦ **Category:** Parts of a Sentence
- ♦ **Topic:** Subject, Predicate, Complement
- ♦ **Grade Level:** 6 - 12
- ♦ **Prerequisites:** None
- ♦ **Total Teaching Time:** 60 minutes

Materials

- ♦ TI-83 Plus
- ♦ TI External Keyboard
- ♦ NoteFolio Application
- ♦ Teacher Sample: **All Mixed Up: Storm**
- ♦ Student Work Sheet: **Reflecting on What You've Done**

Activity Overview

After unscrambling a sentence mixed up by the teacher, students will create their own scrambled sentences and share them with their fellow students.

Tip

A prime source of sentences for this activity is the newspaper. I like to copy a sentence from an online news source and paste it into a document and then scramble it. Before printing the scrambled sentence, I credit the source. In this way, the activity is not only focusing on grammar and syntax issues, it is also acting as a review of bibliographic/citation protocol. See the Teacher Sample: **All Mixed Up: Storm**.

Directions

Before the Activity Begins

Using the overhead projector, present to the students a mixed-up sentence. Give them five to ten minutes to unscramble the words.

Some students love the challenge of the activity, while some are frustrated by it. Provide hints to these students. Here are two suggestions for hints:

- ◆ Give the student the first word or the last word. For some students, your hint may be to give them both the first word and the last word.
- ◆ Suggest that the student find pairs of words that sound correct together.

During the Activity

Now that students are familiar with the activity, it is time for them to create their own scrambled sentences. There are many possible sources for sentences:



- ◆ Newspapers
- ◆ Novels read/being read by the class
- ◆ Original sentences written by the students
- ◆ School handbooks
- ◆ Textbooks

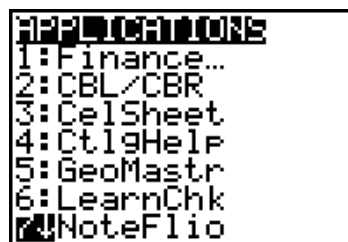
To ensure that the students truly scramble their sentences, suggest a few techniques:

- ◆ Group parts of speech together
- ◆ Group words according to the number of letters in each word
- ◆ Present words in alphabetic sequence

Have students create two scrambled sentences and type them in a new NoteFolio™ file.


Use the following instructions to access the NoteFolio™ application on the device.



1. Turn on the device and press [APPS]. Select the NoteFolio™ application by highlighting the number next to it using  .

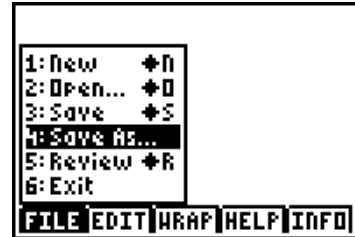


2. Press [ENTER]. Press [ENTER] again to move past the title screen.



3. Type your work. To save your work, press  to access the **MENU**.

4. Select **4: Save As** by using   to highlight this option.



5. Press **ENTER**. Type a file name. A suggested file name is **MIXED** (for “All Mixed Up”).



6. Press **Y=** (OK), or press **ENTER** to complete the saving process.

After the Activity

Now that students have created scrambled sentences, it is time to share them. Ask students to trade devices with a classmate. Remind students that they may help their classmates. Here are two suggestions for hints that can be used:

- ◆ Give your classmate the first word, the last word, or both words.
- ◆ Suggest that your classmate find pairs of words that sound correct together.

Homework

Have students complete the student handout entitled **Reflecting On What You’ve Done**.

Teacher Sample

All Mixed Up: Storm

Unscramble the two sentences below. Be sure to add any necessary capitalization and punctuation.

Topic: Storm

a blue bright horizon if looked overhead sky summer the the threatened
thunderstorm toward western you

across advancing and bolt clouds dark distance in lightning occasional of plain
slowly the the the were

Possible Responses

- 1a. The sky, bright blue overhead, threatened a summer thunderstorm if you looked toward the western horizon.
- 1b. If you looked toward the western horizon, the sky, bright blue overhead, threatened a summer thunderstorm.
- 2a. Dark clouds and the occasional bolt of lightning in the distance were advancing slowly across the plain.
- 2b. Advancing slowly across the plain were dark clouds and the occasional bolt of lightning in the distance.

Student Data Sheet
Reflecting On What You've Done

Name: _____

Date: _____

What did you like about this activity?

What did you not like about this activity?

Is there anything you would have done differently if you were the teacher?

What was the most challenging part of this activity?

What was the easiest part of this activity?