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CUT & PASTE VOCABULARY SENTENCE PAGES

NOTE: The **bold** words are the vocabulary category words featured in the sentences. The underlined words are also found in another category. Question words are also underlined and integrated throughout the sentences.

COLORS & SHAPES

A brown animal lives here	13
They have a black and white pet	15
Do you like these green foods?	17
All these red toys are mine	19
It comes in an orange oval box	21
<u>What</u> is <u>next to</u> that pink triangle ?	23
<u>Where</u> are your yellow pets?	25
Draw <u>four</u> things in a blue square	27
The purple one comes <u>first</u>	29
This room has circles and squares	31
It is shaped like a rectangle	33

CALENDAR DAYS

Every Sunday my <u>family</u> goes here	35
<u>What</u> is closed every Monday ?	37
They have great tacos on Tuesday	39
Let's all meet here Wednesday	41
I want to make some <u>next</u> Thursday	43
Every Friday our class does this	45
<u>Next</u> Saturday we can play together	47
We learned about this in school today	49
We have a holiday next week	51
These girls walk here each day	53
This is not how people travel today	55

FAMILY & FRIENDS

<u>When</u> is your mother happy?	57
Her father said, "Let's go outside!"	59
Here I am with my family	61
Look what Grandmother made for me!	63
We love to visit our grandfather	65
You are not my mother !	67
She will get five for her friends	69
Some brothers and sisters are twins	71
<u>Who</u> lives in this home ?	73
His sister said, "Look at that!"	75

NUMBER WORDS & MATH VOCABULARY

The boy got it for ten cents	77
She could get this for eight dollars	79
He saw seven pets there	81
Nine children like to play there	83
That animal has four little ones	85
She saw two plus six ducks	87
<u>What</u> comes in threes ?	89
Please give the man one of these	91
<u>How many</u> can they get?	93
Put a few into each basket	95
Draw something taller than this	97
We have more than you	99
I am the longest one of all!	101
I know a true addition equation	103
I can write one subtraction problem	105
He had too many to carry!	107

POSITIONAL WORDS

<u>Why</u> should he turn right here?	109
It lives under a bridge	111
She saw something above those trees	113
I will sit next to my <u>friend</u>	115
It flew over their heads	117
Put it below the bear	119
The food table was on the left	121
I finished the race before you!	123
Put that near the door	125
You will find it behind a tree	127
The fish went between <u>two</u> rocks	129
That grows in front of their house	131

TIME SEQUENCE

I do this after I wake up	133
First we have to finish our work!	135
You do this before you eat dinner	137
<u>What</u> happens next ?	139
Tomorrow will be a sunny <u>day</u> !	141
I finished this book yesterday	143

Introduction

A rich vocabulary is an essential key to reading success. Studies show that vocabulary knowledge and reading comprehension are strongly correlated. The more words readers know, the better they are able to understand the text. By increasing their vocabulary, all children, especially English Language Learners, improve their ability to communicate through listening, speaking, and writing.

Vocabulary knowledge includes words students must know to access their background knowledge, learn new concepts, and communicate effectively. With the current emphasis on informational text, which usually includes a higher number of new words, it is essential for students to expand their vocabulary to facilitate the comprehension of such text.

Cut & Paste Vocabulary Sentences provides beginning readers with a unique, hands-on approach to help reinforce vocabulary and practice sight words as they build and strengthen higher-level comprehension skills. The simple texts that beginning readers encounter rarely provide opportunities for developing comprehension skills beyond basic recall. As children discuss how they will complete the picture for each sentence activity page, they tap into higher levels of comprehension and think outside the box in creative and imaginative ways!

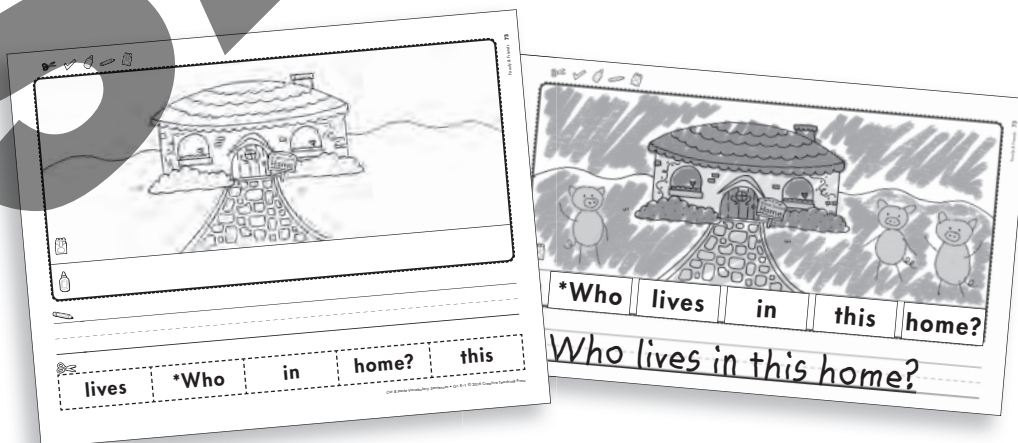
The vocabulary words featured in this book are words that students will likely encounter in their reading and find useful in their writing. The words were common to and appeared often in multiple sources including:

- Extensive teacher surveys
- Conversations with mentor/master teachers, classroom teachers, and literacy coaches
- National and state core learning standards

This resource can be used by teachers for classroom lessons and by parents for at-home practice. The directions on pages 4–5 are easily modified to suit individual needs.

Top 10 Skills Developed with Cut & Paste Vocabulary Sentences

- Concepts of print (left to right directionality; what makes a word; words make a sentence)
- Sight word recognition and practice
- Vocabulary development
- Parts of speech
- Sentence structure
- Types of sentences (telling, asking, exclamatory)
- Punctuation
- Prewriting skills
- Comprehension (literal and higher level)
- Following directions



Using the Cut & Paste Vocabulary Sentences

Sentence pages do not have to be used in any particular order. First, select the sentence activity page you want to use with your students. If you want to focus on specific vocabulary or sight words, refer to the chart on pages 6–9. Then follow the directed lesson format steps below.

1. Working with a small group, give each student a sentence page. Have students point to the words (moving from left to right) as you read each one. Repeat this several times, until students “get” the words and can read them automatically. Then ask *each* student to read *every* word independently.

2. Help students identify the beginning word of the sentence—the word with the capital letter and marked with an asterisk. As the children progress, they will learn that the first word always starts with a capital letter.

3. Help students find the last word in the sentence—the word with the punctuation (. ? !).


4. Guide students to practice reading and pointing to the words in correct sentence order. For example, with the sentence “A brown animal lives here,” cue them by saying, A _____ animal lives _____. Have students point to each word that fits in the blank (*brown, here*). Then ask them to point to and read all the words several times in correct sentence order.


5. Ask each student, one at a time, to read and point to the words in the correct sentence order.


6. Next, focus on the (incomplete) illustration. Build vocabulary by discussing what could be in the picture. Generate and encourage a variety of ideas that are higher level, creative, and imaginative. For example, with the sentence “Where are your yellow pets?” illustrations should have at least two pets


(since “pets” is plural). Or when illustrating the sentence “It lives under a bridge,” ask children what “it” could be and how many will be in the picture.

7. After students practice the words, read the sentence and discuss the illustrations, focus their attention on the 5 icons at the top of each page —

 — and instruct students to follow the order of the icons as they complete the page. Have students:

 Cut the words apart.

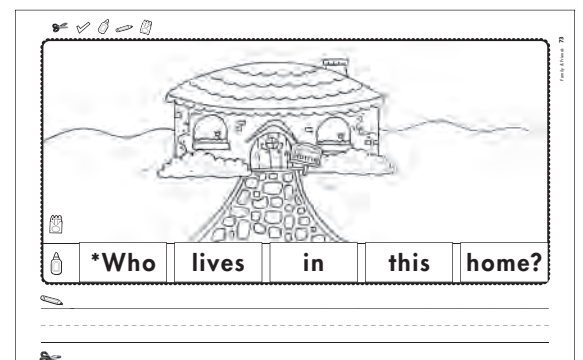


 Arrange the words in correct sentence order on the page. No gluing yet! The teacher, parent helper, aide, or reliable student needs to check that the words are in the correct order before gluing.





Glue the sentence words in the blank space beside the glue bottle icon.





Copy the sentence on the writing line under the pencil icon.

*Who lives in this home?

Who lives in this home?



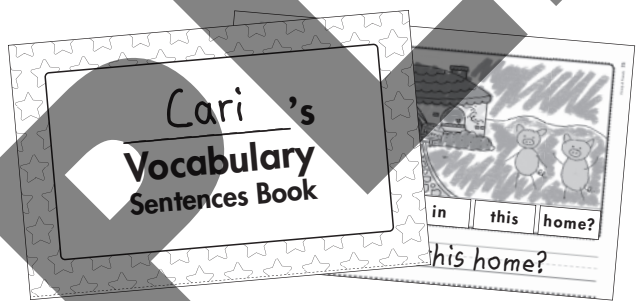
Complete the illustration by drawing and coloring a picture that matches the sentence and shows comprehension of the text.

*Who lives in this home?

Who lives in this home?

8. Have students complete their work independently as you call up another group and repeat the lesson. As a follow-up activity, invite students to share their artwork and explain their thinking.

9. Have students place their completed sentence pages in folders. Then after a number of pages have been completed, show students how to staple them to the cover on page 11 to make a book. To connect school to home, send the books home once a week so students can practice reading the sentences and share their work with family members.

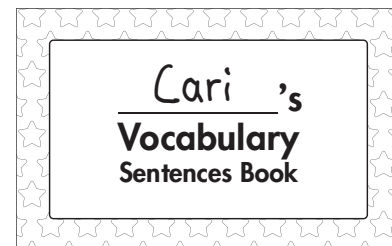


10. Save samples to show parents their child's remarkable progress in printing, small motor development, divergent thinking, vocabulary and sight word mastery, and reading comprehension!

Home-School Connection

Vocabulary Sentences Books

Sending home the Vocabulary Sentences described above allows students to read and share the sentences with their families. This provides repetition and multiple exposures to vocabulary, which is very important for vocabulary mastery and reading fluency.



Vocabulary Phrases

Current research supports practicing sight words and vocabulary words in the context of phrases and short sentences. On page 10, there are 60 phrases using the same vocabulary and sight words found in the sentence pages. Use this page as an assessment tool for each student by recording each phrase mastered. This page can also be cut apart and sent home to give students extra practice.

Vocabulary Phrases			
<input type="checkbox"/> they have a	<input type="checkbox"/> next week	<input type="checkbox"/> like to	<input type="checkbox"/> over the
<input type="checkbox"/> black and white	<input type="checkbox"/> this is	<input type="checkbox"/> she saw	<input type="checkbox"/> below the
<input type="checkbox"/> do you like	<input type="checkbox"/> this is not	<input type="checkbox"/> please give	<input type="checkbox"/> on the
<input type="checkbox"/> all these	<input type="checkbox"/> sunny day	<input type="checkbox"/> how many	<input type="checkbox"/> before you
<input type="checkbox"/> where one	<input type="checkbox"/> when is	<input type="checkbox"/> a few	<input type="checkbox"/> near the
<input type="checkbox"/> it is	<input type="checkbox"/> father said	<input type="checkbox"/> more than	<input type="checkbox"/> behind a
<input type="checkbox"/> every day	<input type="checkbox"/> here I am	<input type="checkbox"/> longest one	<input type="checkbox"/> between the
<input type="checkbox"/> goes here	<input type="checkbox"/> look what she	<input type="checkbox"/> of all	<input type="checkbox"/> in front
<input type="checkbox"/> what is	<input type="checkbox"/> you are	<input type="checkbox"/> I know	<input type="checkbox"/> in front of
<input type="checkbox"/> let's all	<input type="checkbox"/> she will get	<input type="checkbox"/> I can	<input type="checkbox"/> I do this
<input type="checkbox"/> I want to	<input type="checkbox"/> sisters and brothers	<input type="checkbox"/> he had	<input type="checkbox"/> we have
<input type="checkbox"/> does this	<input type="checkbox"/> who lives	<input type="checkbox"/> too many	<input type="checkbox"/> how to
<input type="checkbox"/> we can	<input type="checkbox"/> look at	<input type="checkbox"/> under a	<input type="checkbox"/> you do
<input type="checkbox"/> we learned about	<input type="checkbox"/> she could	<input type="checkbox"/> above the	<input type="checkbox"/> what happens next
<input type="checkbox"/> today is	<input type="checkbox"/> he saw	<input type="checkbox"/> need to	<input type="checkbox"/> will be

Vocabulary and Sight Words Reference Chart

This handy chart will help you plan your instruction. It lists the featured vocabulary words and phrases in alphabetical order, on which sentence pages they appear, and the sight words that are featured on each sentence page.

As children complete the vocabulary sentences activity pages in this book, they will also be receiving additional practice reading over 100 sight words. You will notice that several words fall into both categories and are both sight words and targeted vocabulary words.

VOCABULARY	PAGE	FEATURED SIGHT WORDS ON PAGE
above	113	saw, she, something, those
addition	103	a, I, know
after	133	after, do, I, this
before	123	before, I, the, you
	137	before, do, this, you
behind	127	a, find, it, will, you
below	119	below, it, put, the
between	129	between, the, two, went
black	15	a, and, have, they
blue	27	a, in
brother(s)	71	and, are, some
brown	13	a, here, lives
cents	77	for, got, it, the
circle(s)	31	and, has, this
day	53	day, each, here, these
	141	a, be, day, will
dollar(s)	79	could, for, get, she, this
eight	79	could, for, get, she, this
equation	103	a, I, know
family	35	every, here, my
	61	am, here, I, my, with

VOCABULARY	PAGE	FEATURED SIGHT WORDS ON PAGE
father	59	go, her, said
few	95	a, each, few, into, put
first	29	comes, first, one, the
	135	first, have, our, to, we, work
five	69	for, get, her, she, will
four	27	a, in
	85	has, little, ones, that
Friday	45	does, every, our, this
friend(s)	69	for, get, her, she, will
	115	I, my, sit, to, will
in front of	131	house, in, of, that, their
grandfather	65	our, to, we
grandmother	63	for, look, made, me, what
green	17	do, foods, like, these, you
holiday	51	a, have, next, we
home	73	home, in, lives, this, who
house	131	house, in, of, that, their
how many	93	can, get, how, many, they
left	121	food, left, on, the, was
long(er, est)	101	all, am, I, of, one, the
many	93	can, get, how, many, they
	107	had, he, many, to
Monday	37	every, is, what
more than	99	have, more, than, we, you
mother	57	is, when, your
	67	are, my, not, you
near	125	near, put, that, the
next, next to	23	is, next, that, to, what
	43	I, make, next, some, to, want

VOCABULARY	PAGE	FEATURED SIGHT WORDS ON PAGE
	47	can, next, we
	51	a, have, next, we
	115	I, my, next, sit, to, will
	139	next, what
nine	83	like, there, to
	29	comes, first, one, the
	85	has, little, ones, that
one(s)	91	give, of, one, the, these
	101	all, am, I, long(er, est), of, one, the
	105	can, I, one, write
orange	21	an, comes, in, it
oval	21	an, comes, in, it
over	117	it, over, their
pink	23	is, next, that, to, what
plus	87	saw, she, two
problem	105	can, I, one, write
purple	29	comes, first, one, the
rectangle	33	a, is, it, like
red	19	all, are, these
right	109	he, here, right, should, why
Saturday	47	can, next, we
seven	81	he, saw, there
	71	and, are, some
sister(s)	75	at, his, look, said, that
six	87	saw, she, two
	27	a, in
square(s)	31	and, has, this
subtraction	105	can, I, one, write
Sunday	35	every, here, my

VOCABULARY	PAGE	FEATURED SIGHT WORDS ON PAGE
tall(er)	97	something, than, this
ten	77	for, it, the
than	97	something, than, this
	99	have, more, than, we, you
three(s)	89	comes, in, what
Thursday	43	I, make, next, some, to, want
today	49	about, in, school, this, we
	55	how, is, not, people, this
tomorrow	141	a, be, day, will
triangle	23	is, next, that, to, what
Tuesday	39	great, have, on, they
two	87	saw, she, two
	129	between, the, two, went
under	111	a, it, lives, under
Wednesday	41	all, here
week	51	a, have, next, we
white	15	a, and, have, they
yellow	25	are, where, your
yesterday	143	I, this

Vocabulary Phrases

- | | | | |
|---|---|--------------------------------------|--|
| <input type="checkbox"/> they have a | <input type="checkbox"/> next week | <input type="checkbox"/> like to | <input type="checkbox"/> over the |
| <input type="checkbox"/> black and white | <input type="checkbox"/> this is | <input type="checkbox"/> she saw | <input type="checkbox"/> below the |
| <input type="checkbox"/> do you like | <input type="checkbox"/> this is not | <input type="checkbox"/> please give | <input type="checkbox"/> on the |
| <input type="checkbox"/> all these | <input type="checkbox"/> sunny day | <input type="checkbox"/> how many | <input type="checkbox"/> before you |
| <input type="checkbox"/> where are | <input type="checkbox"/> when is | <input type="checkbox"/> a few | <input type="checkbox"/> near the |
| <input type="checkbox"/> it is | <input type="checkbox"/> father said | <input type="checkbox"/> more than | <input type="checkbox"/> behind a |
| <input type="checkbox"/> every day | <input type="checkbox"/> here I am | <input type="checkbox"/> longest one | <input type="checkbox"/> between the |
| <input type="checkbox"/> goes here | <input type="checkbox"/> look what she | <input type="checkbox"/> of all | <input type="checkbox"/> in front |
| <input type="checkbox"/> what is | <input type="checkbox"/> you are | <input type="checkbox"/> I know | <input type="checkbox"/> in front of |
| <input type="checkbox"/> let's all | <input type="checkbox"/> she will get | <input type="checkbox"/> I can | <input type="checkbox"/> I do this |
| <input type="checkbox"/> I want to | <input type="checkbox"/> sisters and brothers | <input type="checkbox"/> he had | <input type="checkbox"/> we have |
| <input type="checkbox"/> does this | <input type="checkbox"/> who lives | <input type="checkbox"/> too many | <input type="checkbox"/> have to |
| <input type="checkbox"/> we can | <input type="checkbox"/> look at | <input type="checkbox"/> under a | <input type="checkbox"/> you do |
| <input type="checkbox"/> we learned about | <input type="checkbox"/> she could | <input type="checkbox"/> above the | <input type="checkbox"/> what happens next |
| <input type="checkbox"/> today is | <input type="checkbox"/> he saw | <input type="checkbox"/> next to | <input type="checkbox"/> will be |

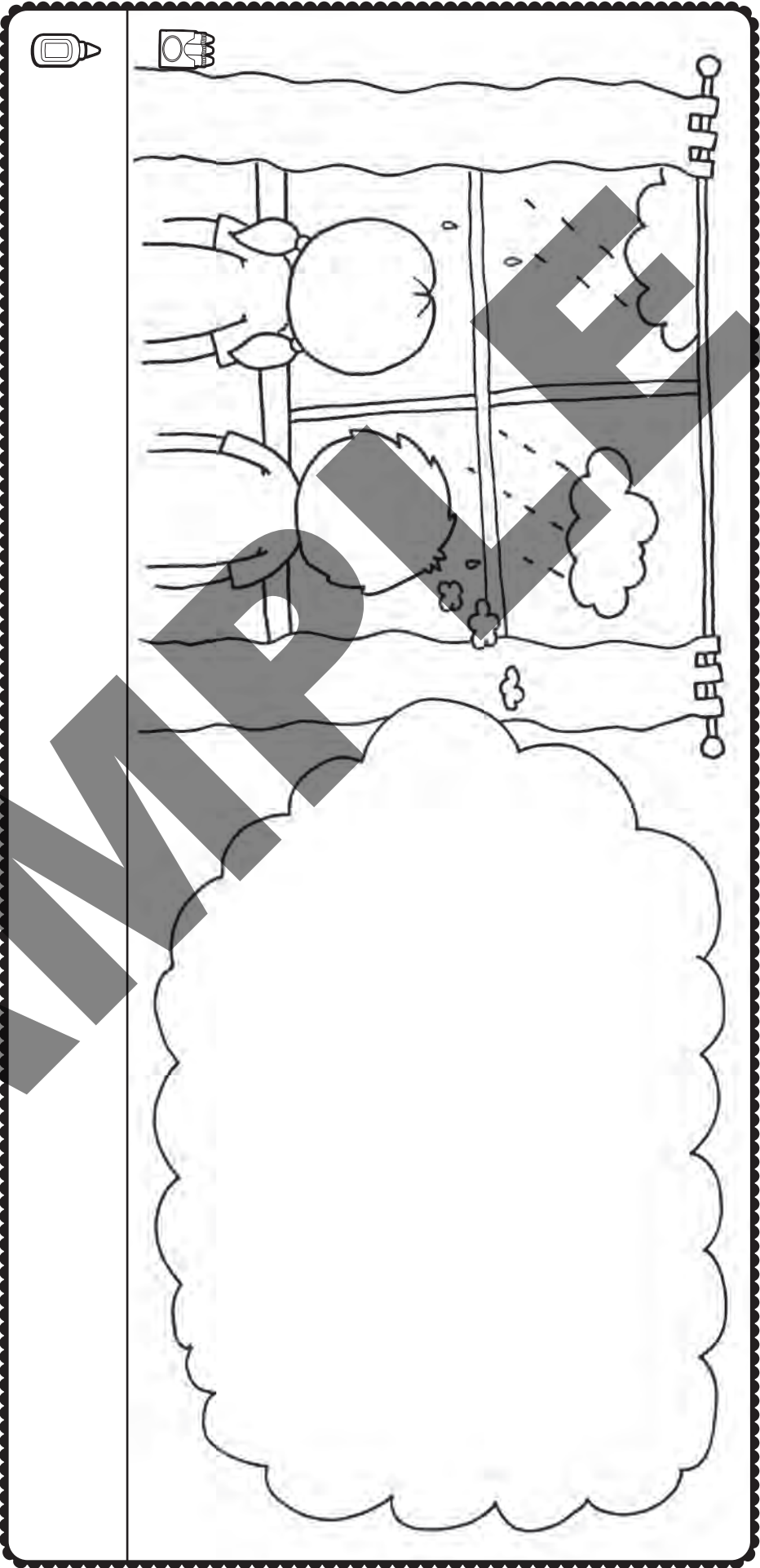


's

Vocabulary

Sentences Book





sunny

be

*Tomorrow

a

will day!