

# Road Map Game...to Sentence Fluency

Teach this at the start of the year and practice often!

Students can become more independent as their comfort level increases.

A Thing (noun)  
What it looks like (adjective)  
What it's doing (verb)  
How it's doing it (adverb)  
Where it's doing it (location)  
When it's doing it (time)

## Example

A porcupine

A spiky porcupine (or sharp-quilled – good way to introduce hyphenated adjectives)

A spiky porcupine is eating grass (introduce helping verbs – is)

A spiky porcupine is eating grass slowly (the adverb is a difficult concept)

A spiky porcupine is eating grass slowly in the forest

A spiky porcupine is eating grass slowly in the forest at night

## Directions

### • **Whole Group Activity**

1. This can be done using a pocket chart, marker board or pre-magnetized and laminated card strips and overhead markers.
2. Start by writing the “thing” word on the board or a card.
3. Add one more step at a time until you have a complete sentence. Talk about the need for a period at the end and a word at the beginning such as A, The, Their, etc.
4. Read the sentence together as a class, “A spiky porcupine is eating grass slowly in the forest at night.”

### • **Small Group Activity (3-4 students)**

1. Give each group a set of 3x5 cards or precut papers.
2. Have students work as a team to write down all the words in the sentence, one word to a card, the fastest way they can. For example, each student can take charge of 3 words.)
3. Now students are to lay the cards out on their road maps to match the sentence that you created together. Have them touch each word as you read together.

- **The Flip-Flop Game**

1. Rules:
  - Must use every card
  - The sentence must make sense
2. Start whole group with your cards, and then move to small group.
3. Using your cards, show your students how you can rearrange the words in the sentence to make it more interesting.
4. Examples:
  - In a forest, a spiky porcupine is slowly eating grass at night.
  - At night in the forest, a spiky porcupine is eating grass hungrily.

- **Building, Recording, and Sharing Sentences**

Goal: See how many sentences your team can build

1. Assign one of the following jobs to each team member. Trade after each one has a turn. Make card ahead of time with a graphic and description for each job. Pass out cards as you begin.
2. Flip-Flopper: Rearrange cards on your road map to make a new sentence that makes sense.
3. Reader: Read the sentence to make sure all words were used and that it makes sense.
4. Recorder: Write down the sentence that the Flip-Flopper arranged.
5. Reporter: Share your group's favorite sentence with the class. As students do so, you may want to write these sentences down on chart paper, an overhead or the computer and print them out for future lessons. If using only 3 in a team, choose any member perhaps by pulling one card and the person who had that job last is the reporter.

Hints:

- Think of all the mini-lessons that can go along with this activity (helping verbs, nouns, verbs, adjectives, adverbs, comma use, hyphen use, etc.)
- Remember to throw in boosting words as students become more sophisticated (enhancing word choice).  
Example: Late at night, a spiky brown porcupine is busy hungrily chomping on delicious leaves in a deep, dark forest.
- Use a "Road Map" because our sentences need to have an order, just like a map does.