



SCRAMBLED SENTENCES

PRODUCT CODES: **600 SERIES (610, 620, 640, 645, 650, 670, 675, 680)**

PRODUCT CONTENTS

4 sheets of color photographs

610, 615, 620, 640, 650:

15 cover-weight sheets (5 colors)

645:

16 cover-weight sheets (5 colors)

670, 675, 680:

20 cover-weight sheets (5 colors)

4 pages of teacher information

9 pages of student checklists

SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

This guide includes a brief summary of the skills that are targeted by this product. For many skills, additional teaching aids can be downloaded from the resource section of our web site (www.readingmanipulatives.com).

ASSEMBLY & PACKAGING

Reading Manipulatives materials are commercially laminated but must be cut and packaged prior to use. Preparation tips are given, and coding of the sets is explained.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. Amazon often has 5 x 8 bags, which is a good size for the scrambled sentences manipulatives.

STUDENT CHECKLISTS & RECORDKEEPING

Checklists for tracking the materials that have been completed are important for recordkeeping. The last pages of this guide are masters for student checklists that can be copied and cut.

Active involvement builds accountability. When feasible, products have answer keys. Primary materials that necessitate teacher checking do not take much time to look over. Additionally, manipulatives encourage cooperative learning, and students naturally assist one another as a need arises.

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FLUENCY

Fluency is the ability to read text accurately and quickly. Fluent readers recognize words automatically and read aloud effortlessly and with expression. They are able to group words into meaningful phrases and extract meaning from what they have read. They simultaneously relate what they are reading to the entire selection, as well as their own background knowledge. Unless students can read fluently, reading comprehension is hindered.

Fluent reading takes practice, and therefore the skill is honed slowly. Additionally, students do not develop fluency until they have a solid foundation of word analysis skills. Most students who cannot read fluently must put too much effort into decoding. They read slowly, word for word, with unnatural phrase grouping, and this negatively impacts comprehension. Other students recognize words automatically and understand what they are reading, but their reading still lacks expression. These students may need to be taught phrases and clauses that signal appropriate breaking points in the text.

Historically, many educators assumed that fluency was attained once students became proficient readers. As a result, instructional programs targeted phonics or sight vocabulary acquisition, and fluency instruction was neglected. As a result of their analysis of research, the National Reading Panel (NRP) concluded that fluency is a separate component of reading that can be improved with systematic instruction. Therefore, the NRP included fluency as a skill category.

HOW SCRAMBLED SENTENCES BUILD FLUENCY

A key characteristic of fluent reading is the ability to group words into meaningful clusters while reading. Scrambled sentences are an excellent strategy for building concepts about blocks of text. In these manipulatives, the words in sentences are cut apart and students arrange them into sentences. With practice, students become more adept at grouping words into phrases and sentences.

Students are eager to do scrambled sentences because the activity seems like a word game. The interesting facts conveyed in the sentences also engage students. Yet using scrambled sentences sets that represent increasingly complex examples of written language builds fluency while improving linguistic and grammatical competency. Completed sentences provide opportunities for oral reading.

As students put the sentences together, their awareness of sentence structure improves. Without getting bogged down in terminology, they soon identify subjects and predicates; organize words into phrases; link adjectives and adverbs to the words they modify; and use conjunctions to provide cohesive ties. Scrambled sentences also model accurate capitalization and punctuation, and students learn to utilize these as organizational cues.

SCRAMBLED SENTENCES WITH ENGLISH LANGUAGE LEARNERS

In the United States, English language learners (ELLs) are the most rapidly expanding student population, doubling in the past decade. Reading Manipulatives products complement bilingual programs and can be core program components in English immersion programs. The following are among the many reasons that manipulatives are effective for teaching literacy skills to ELLs.

- Manipulatives can be easily adapted to suit learner skills or abilities.
- The intuitive, natural approaches need less explanation, thereby removing language barriers.
- Manipulatives are less threatening, more engaging, and can be repeated until mastery is attained.
- Scrambled sentences teach English syntax as they foster reading comprehension and fluency.

This scrambled sentences series has three levels of difficulty. Reading Manipulatives also offers easier scrambled sentences that are geared toward teaching or reviewing decoding principles or Dolch high-frequency words. Consider using these with students who are not ready for level one of this series.

SCRAMBLED SENTENCE LEVELS

Linguistic structure in each of the Reading Manipulatives scrambled sentences levels (1, 2, 3) increases in difficulty. These examples of the levels show how the sentence length increases and the structural features become more advanced.

It is important for students to start with a level that is not too difficult. As students work through that level, they develop strategies that enable them to succeed with longer, more complex sentences. Move any student who is struggling to a lower level.

LEVEL 1 – FARM

SENTENCE LENGTH – 5 TO 9 WORDS
 POSSESSIVES, SINGLE ADJECTIVES
 SIMPLE ADVERBIAL PHRASES ONLY



Most	Americans	have	turkey	for	dinner	on	Thanksgiving.
Turkeys	are	actually	very	stupid	birds.		
A	flock	once	drowned	by	staring	up	at falling rain.
Aren't	you	glad	Ben	Franklin	did	not	get his way?
He	wanted	the	turkey	to	be	America's	national bird.

LEVEL 2 – NATURE

SENTENCE LENGTH – 8 TO 11 WORDS
 MULTIPLE ADJECTIVES, WORDS IN SERIES
 MORE COMPLEX PHRASES & VOCABULARY



Natural	cycles	have	kept	Earth	in	balance	for	billions	of	years.
People	have	always	done	damage	to	the	air,	water,	and	land.
Multiplying	population,	vehicles,	and	machinery	are	now	huge	threats.		
Environmental	pollution	is	the	world's	most	serious	problem.			
Governments	and	people	worldwide	are	working	to	save	our	planet.	

LEVEL 3 – DANGEROUS CREATURES

SENTENCE LENGTH – 12 TO 16 WORDS
 COMPOUND, DETAILED SENTENCES
 SOPHISTICATED LINGUISTICS



The	behavior	of	horned	toads	is	more	bizarre	than	the	horns	protruding	from	their	heads.
When	alarmed,	horned	toads	flatten	themselves	against	the	ground	and	remain	motionless.			
For	self-defense,	they	squirt	blood	from	their	eyes	or	inflate	themselves	and	hiss.		
Predators	don't	want	to	eat	them	because	their	horns	can	pierce	the	attacker's	gut.	
These	"loads"	are	not	toads	at	all,	but	are	North	American	Iguanid	lizards.		

PREPARING & MANAGING MATERIALS

CUTTING & PACKAGING

A rotary trimmer is ideal for cutting laminated materials. A paper cutter will suffice, but rotary trimmers are more accurate and easier to use. If your school does not have one, rotary trimmers can be purchased at art and office supply stores or at discount warehouse clubs. Copy centers often have a rotary trimmer available for customer use.

Cut answer keys and photos apart on a trimmer. The text under the single photograph can be discarded. Cut the sheets of sentences into horizontal strips (11 inches wide) using a trimmer. Then use sharp scissors to cut halfway between the individual words. All pieces have a set code on them. If you organize this task to sort as you cut (i.e., 12 piles of one color, which you add to with the next color), you will save yourself time. When you get all these pieces mixed together, it is tedious to sort and package them.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. 5 x 8 bags hold the manipulatives, photos and answer keys.



CLASSROOM ORGANIZATION

Select storage containers that hold and display the sets most efficiently. Those that offer high visibility speed the selection process. Many types and sizes of plastic storage boxes are available. Look at standard storage tubs, as well as containers for food or office supplies.

Since students will be choosing sets that they have not yet completed, classroom organization is important. If using multiple sets of manipulatives, it works best to spread them out in various locations throughout the classroom. That way, students will not have to congregate in a single area.

CHECKLISTS & STUDENT ACCOUNTABILITY

Make copies of the checklist that follows. Every Reading Manipulatives product contains unique, individualized activities. Students (or teachers) use the checklists to record work and to select sets or cards that have not yet done. Since the manipulatives and cards are part of a comprehensive instructional program, it is imperative to track completed materials.

Consider using student language arts folders as an organizational tool. Checklists can be glued to the inside folder, rather than leaving them loose. That way, they are easy to get at and unlikely to be lost. Students will have multiple checklists in their folders, one for each series of manipulatives or skills cards that they are using. They can also place any written work in their folders.

Each day the teacher can collect the folders containing assignments; check over each student's work; see that everything was recorded; and plan instruction accordingly.



FARM 1 SCRAMBLED SENTENCES

F1-1 _____ F1-7 _____
F1-2 _____ F1-8 _____
F1-3 _____ F1-9 _____
F1-4 _____ F1-10 _____
F1-5 _____ F1-11 _____
F1-6 _____ F1-12 _____

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**AMERICAN LANDMARKS 1
SCRAMBLED SENTENCES**

AL1-1 _____ AL1-7 _____

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BIRDS 1 SCRAMBLED SENTENCES

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**DANGEROUS CREATURES 2
SCRAMBLED SENTENCES**

DC2-1 _____ DC2-7 _____

DC2-2 _____ DC2-8 _____

DC2-3 _____ DC2-9 _____

DC2-4 _____ DC2-10 _____

DC2-5 _____ DC2-11 _____

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DC2-3 _____ DC2-9 _____

DC2-4 _____ DC2-10 _____

DC2-5 _____ DC2-11 _____

DC2-6 _____ DC2-12 _____

**WORLD LANDMARKS 2
SCRAMBLED SENTENCES**

WL2-1 _____ WL2-7 _____

WL2-2 _____ WL2-8 _____

WL2-3 _____ WL2-9 _____

WL2-4 _____ WL2-10 _____

WL2-5 _____ WL2-11 _____

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SCRAMBLED SENTENCES**

WL2-1 _____ WL2-7 _____

WL2-2 _____ WL2-8 _____

WL2-3 _____ WL2-9 _____

WL2-4 _____ WL2-10 _____

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WL2-6 _____ WL2-12 _____

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SCRAMBLED SENTENCES**

WL2-1 _____ WL2-7 _____

WL2-2 _____ WL2-8 _____

WL2-3 _____ WL2-9 _____

WL2-4 _____ WL2-10 _____

WL2-5 _____ WL2-11 _____

WL2-6 _____ WL2-12 _____

NATURE 2 SCRAMBLED SENTENCES

N2-1 _____ N2-7 _____
N2-2 _____ N2-8 _____
N2-3 _____ N2-9 _____
N2-4 _____ N2-10 _____
N2-5 _____ N2-11 _____
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NATURE 2 SCRAMBLED SENTENCES

N2-1 _____ N2-7 _____
N2-2 _____ N2-8 _____
N2-3 _____ N2-9 _____
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N2-1 _____ N2-7 _____
N2-2 _____ N2-8 _____
N2-3 _____ N2-9 _____
N2-4 _____ N2-10 _____
N2-5 _____ N2-11 _____
N2-6 _____ N2-12 _____

**DANGEROUS CREATURES 3
SCRAMBLED SENTENCES**

DC3-1 _____ DC3-7 _____

DC3-2 _____ DC3-8 _____

DC3-3 _____ DC3-9 _____

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**WATCHABLE ANIMALS 3
SCRAMBLED SENTENCES**

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**LOST CIVILIZATIONS 3
SCRAMBLED SENTENCES**

LC3-1 _____ LC3-7 _____

LC3-2 _____ LC3-8 _____

LC3-3 _____ LC3-9 _____

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