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the

Waseca Sentence Building

Guide to Presentation

Waseca Sentence Building
(recommended for children 3 to 9 years of age)

Contents of Waseca Sentence Building:

- Guide to Presentation
- 94 folders
- 94 Illustration Cards
- 62 Sentence Control Cards
- 582 Word Cards
- Writing Practice Template *(available for download in the A - Z PDF Library on our website)*

Additional Related Products:

(sold separately)

- Waseca Sentence Building Storage*
- Waseca Reading Program
- Waseca Reading Program Storage
- Grammar Symbols
- Grammar Stencil
- Sentence Analysis Ruler
- Parts of the Biome Readers
- Continent Readers

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* *Waseca Sentence Building Storage is the same as Language Works Storage.*

Introduction

We are excited to introduce the newest addition to our Language Materials, *Waseca Sentence Building!* *Waseca Sentence Building* is a fun and engaging way to expand reading skills as a child works through the *Waseca Reading Program*. Now, a child can not only read for individual words as they work through the *Waseca Reading Program* but also build sentences to describe illustrations with words based on the phonetic elements they have mastered.

Waseca Sentence Building relies upon the same color-coded, systematic presentation of phonetic elements utilized in the *Waseca Reading Program*:

<i>red</i>	focuses on three-letter phonetic words and isolates short vowel sounds.
<i>orange</i>	focuses on blends: common beginning blends such as s , t , and r blends; ending blends; and words with both beginning and ending blends.
<i>yellow</i>	introduces consonant digraphs like sh , ch , th , and tch .
<i>green</i>	explores words ending with ng and nk .
<i>aqua</i>	focuses on the silent e rule as applied to each vowel.
<i>blue</i>	explores different phonograms used to make each long vowel sound.
<i>purple</i>	introduces various diphthongs, such as r-controlled vowels and oy , ow , aw .
<i>pink</i>	focuses on combinations that produce silent letters like wh , mb , kn , and gh .
<i>gold</i>	explores less common phonetic rules, including spelling variations for the same sounds and hard and soft consonants.

The materials include 10 sentences each to be built for red, orange, yellow, green, aqua, pink, and gold. Blue and purple each include 12 sentences. Every sentence comes with a color-coded folder, an illustration card, and word cards to build the sentence. Sentences for red through blue also include a control card to build the sentence upon that highlights the number of words in that sentence.

Each color's sentences focus on the phonetic elements introduced in that color in the *Waseca Reading Program*. The sentences may also include sight words from the corresponding *Waseca Reading Program Workbook* and words using phonetic elements from previous colors to reinforce competency as the child advances from level to level. The sentences increase in sophistication, both in vocabulary and grammar, starting with simple sentences and progressively building to complex sentences that contain subordinate clauses and parenthetical phrases.

Many children have "broken the code" with reading by the time they complete blue in the *Waseca Reading Program*, so we have set an extra challenge in the purple through gold sentences by **not** providing a control to help build the sentence. This increases the difficulty of the work and allows for lengthier sentences. At this point, the child's proficiency with decoding the content of the illustration and encoding it as a sentence will have moved beyond reliance on the control.

We believe that these materials will be useful not just for sentence building but also for extensions with writing and grammar studies. The illustrations included can, and hopefully will, inspire alternative sentences to be written down or turned into stories in their notebooks. Perhaps a child will want to create their own illustration of a sentence to highlight a part that jumps out to them? Conversations about what the parts of speech do can be incorporated as a sentence is built, and sentences can be symbolized when the child has reached that point in their grammar studies. As always, work with burgeoning readers is full of possibilities. We hope that you enjoy utilizing the *Waseca Sentence Building* materials in your classroom as much as we enjoyed creating them!

Waseca Sentence Building

You will need: Waseca Sentence Building materials for the color you are introducing (optional: notebook, grammar symbols, grammar stencil, sentence analysis ruler)

Purpose: Through individual work, to extend and expand reading skills and mastery of the phonetic elements gained with each level of the Waseca Reading Program by building sentences from a given set of words to describe an illustration.

*Please note: A color's sentences should be introduced after **all** levels within that color of the Waseca Reading Program have been completed. Place each sentence's illustration card, word cards, and control card, if applicable, inside its folder in advance of any lessons. (Each sentence's cards are coded on the back with the sentence's number in its color.)*

Red Presentation

1. Bring out the folder for Red 1 and tell the child that you will be doing work to build sentences.
2. Place the control card on the mat or workspace in front of them. Point out that there are three red rectangles on the control card. The sentence you will be building will have three words.
3. Place the illustration card above the control card. Ask the child what they see.
4. After they have identified the cat in the illustration, ask them what the cat is doing. They may say "sitting" right away, or they may give some more creative answers. Do not supply an answer. You may want to say, "Well, let's see what sentence we can build that talks about this cat from these cards," before you bring out the word cards.
5. Place the three word cards (preferably not in order to complete the sentence) below the control card. Ask them to use those three words to build a sentence on the control card by placing each word on the appropriate rectangle. Then, have them read the sentence aloud to you.
6. Work through Red 2 following the steps above.
7. For Red 3, place the illustration card, the control card, and the word cards (not in order) out all at once. Ask them if they can build a sentence about the illustration from those words. If they struggle, ask them the guiding questions you used for Red 1 and Red 2 and go further, "The bud is not doing much, is it? But, what is something about the bud that stands out?"
8. At this point, you can work through more sentences with the child or place all of the red folders on the shelf for further independent or guided work.

Extensions:

- Have the child write one or more of the sentences they built for writing practice. They can do so in their notebook or use our Writing Practice Templates which have room to create an illustration of their own!
- If you have introduced the parts of speech, discuss each word's part of speech and how it helps build the sentence.

Further Presentations

After a child completes all of the levels in a color in the Waseca Reading Program, place that color's Waseca Sentence Building materials out on the shelf for independent work. You may use the first sentence or two to work with the child to assess their proficiency with the level they just completed.

As the child gains skills and confidence with the materials, you can feel free to ask them to write down the sentence they built in their notebook, write an alternative sentence for the illustration, or do their own illustration for the sentence. As you introduce more parts of speech in your classroom, have the child point out what part of speech each word is; they might even symbolize it with grammar symbols or a grammar stencil! For more advanced grammar studies that may coincide with later colors, you may begin to analyze the sentence with the child by asking questions like:

- Which noun is the subject?
- Is there an object for a verb in the sentence?
- What tense is the verb in?
- Could the sentence be written in another tense?

Sentence Lists

RED

- 1 The cat sits.
- 2 A fox digs.
- 3 The bud is red.
- 4 The rat hid.
- 5 A log rots.
- 6 The sun was hot.
- 7 Sam runs a lap.
- 8 The big box has a lid.
- 9 The pug hops in the mud.
- 10 Kim pets the rabbit.

ORANGE

- 1 A crab rests on the sand.
- 2 The flag flaps in the wind.
- 3 A frog jumps from the pad.
- 4 It basks in the sun.
- 5 Two eggs are in the nest.
- 6 A drop drips from the tap.
- 7 The kids swim in the pond.
- 8 Kelp drifts in the water.
- 9 Kevin swept up the dust.
- 10 The blimp lands on a bluff.

YELLOW

- 1 The dog scratches its neck.
- 2 Viv dashes through the grass.
- 3 Thick fog inches up the hill.
- 4 Black spots dot the insect.
- 5 Trish eats a sandwich for lunch.
- 6 A fish snacks on shrimp.
- 7 The chimp clutches a branch.
- 8 The chest is filled with riches.
- 9 The pup munches on a clam.
- 10 Froth splashes the ship's deck.

GREEN

- 1 Buds spring up along a twig.
- 2 Animals left tracks on the bank.
- 3 The skunk sank in the muck.
- 4 The blossoms are a stunning pink.
- 5 Fungi blanket the rotting log.
- 6 The children ring the bell.
- 7 The skink slinks under a rock.
- 8 Tess swung high on the swing.
- 9 The trash stinks up the kitchen.
- 10 The moth has long, large wings.

AQUA

- 1 A vole hides in a hole.
- 2 Nate broke a plate.
- 3 The sun rose over the dunes.
- 4 A crane lifts the huge stone.
- 5 Hope lines up the cones.
- 6 Five alpacas graze on the slope.
- 7 Smoke rises from the flames.
- 8 The telescope glides through space.
- 9 The cactus' spines protrude like spikes.
- 10 Rob's reptile costume won the contest.

BLUE

- 1 A zebra's coat is striped.
- 2 The snail leaves a slimy trail.
- 3 A boat sails across the bay.
- 4 The crocodile bares its teeth.
- 5 The seal feeds on tiny fish.
- 6 Grandma slices peaches for a pie.
- 7 The seeds float on the breeze.
- 8 The pod contains four beans.
- 9 Ruby cannot reach her toes.
- 10 The stem grows from the roots.
- 11 Leo greases his bike's chain.
- 12 A crow flies in the rain.

PURPLE

- 1 Our planet orbits the Sun.
- 2 The tractor tills the farm's soil.
- 3 The stag's large antlers fork.
- 4 The woodlouse curled up in a ball.
- 5 A cork stopper seals the jar of salt.
- 6 The bird turns to check for danger.
- 7 Down in the burrow, a snake avoids the cold.
- 8 A noise alarms the doe and her fawn.
- 9 Soon, the flower's petals will burst forth.
- 10 A hummingbird gathers nectar in a hurry.
- 11 During winter, snow covers the forest floor.
- 12 A salamander crawls over slippery stones.

PINK

- 1 The little, pink piglet suckles.
- 2 The panda cub snuggles up to its mother.
- 3 The kettle whistles when the water is boiling.
- 4 The fern's fiddleheads are about to unfurl.
- 5 Rosa is delighted with her new, purple wheelchair.
- 6 As twilight fades, stars twinkle in the sky.
- 7 The men start to straighten out the tangled net.
- 8 When ripe, the apples fall from the tree's limbs.
- 9 The penguins huddle as freezing winds whirl around them.
- 10 Kiara wraps the yarn over the needle to knit each stitch.

GOLD

- 1 A hedgehog looks out from beneath a bush.
- 2 The brook cuts through the clearing to the lake.
- 3 Bees circle the flowers searching for pollen.
- 4 The frog nearly catches the beetle as it zips past.
- 5 Glaciers cascade from the range's highest elevations.
- 6 The phone's vibrations knocked it off the table.
- 7 Billie addresses all of the invitations in their best cursive.
- 8 Despite arid conditions, the plant took root and grew.
- 9 In addition to power, the station produces atmospheric pollution.
- 10 Caleb, grinning triumphantly, places the last piece of the puzzle.