



KE-804068

Reproducible

Sequencing Cut-Up Paragraphs

Reading Level: 1.5-2.5
Interest Level: Ages 6-10

Find & Use Sequencing Cues to Understand, Organize, & Interpret
54 Fiction and Nonfiction Passages



Fun "Hands-On" Cut-and-Paste Reading Practice

Will's dog Pal ran under the porch and scared a skunk.



The skunk sprayed Pal and made Pal stink!

The skunk ran away after it sprayed Pal.

Will washed Pal with dog shampoo, but Pal still smelled terrible.



Includes a Variety of Uses:

- diagnostic assessments
- whole group activities with sentence strips and a pocket chart
- individual multi-sensory reading experiences
- creative file folder learning center games

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Key Education Publishing Company, LLC

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Introduction

The hands-on reading activity of assembling “cut-up” or “mixed-up” sentences is a popular tool for teaching children to read. This approach is integrated into many reading philosophies and practices, including many prominent basal reading programs, the Reading Recovery® program, and the Four-Blocks® Literacy Model. You may even remember this activity from your own elementary school days. This time-tested theory has been proven to be both fun and effective. Learning to read while getting to cut and paste is a multi-sensory experience that helps meet the needs of children with different ability levels and learning styles.

Cut-up sentence activities also help children meet many of the national and state reading standards. When children participate in cut-up sentence activities, they will develop skills and strategies that will assist them in comprehending, evaluating, interpreting, and appreciating what they read. They will learn one-to-one correspondence between spoken and written words, left-to-right directionality, return sweep, uppercase letter recognition (as a cue for the beginnings of sentences), ending punctuation recognition, distinguishing letters from words, reading high-frequency words, connecting experiences to text, and using sentences to share information. Additionally, English Language Learners (ELL) will practice using common English sentence structures through cut-up sentence activities. Read ahead to find out how to use this fun and helpful resource.

Use whole group activities to introduce the concept of cut-up sentence sequencing.

1. Let each child complete the top half of the practice page (page 6) individually. Next, complete the bottom half as a class before working with sentence pages.
2. Choose one of the stories. Write each sentence from the story on a sentence strip.
3. Mix up the sentences. Place them in a pocket chart (out of order), fasten them to a bulletin board with tacks, or attach them to a chalkboard with magnets.
4. Read the sentences. Discuss whether the events could happen in the order in which you read them.
5. Let students tell you how the sentences should be ordered.
6. Either move the sentences during the discussion, or have volunteers come to the pocket chart to move the strips around.
7. Follow up by giving each child a copy of the story and letting them cut and paste the sentences.
8. When children are comfortable with the concept, rely on individual and small-group activities.

Name _____

Practice Page: Key Words

Directions: Sometimes words in a story can help you find out the sequence of what happened. Look at the first group of words. Draw a line from each word to its matching number.

Third	2
First	3
Fifth	4
Fourth	1
Second	5

Directions: Use the fill-in-the-blank activity to familiarize children with words that will help them sequence sentences. Make a transparency of the story below. Read each sentence aloud and help children decide which word from the word list to write in the blank. As an extra activity, ask children to write synonyms for some of the words.

Finally	Then	Next	Last	Later	Beginning	First	End	Before
---------	------	------	------	-------	-----------	-------	-----	--------

Joy wanted to make a cake. _____ she found a good recipe. She _____ measured the sugar and butter. _____ she started mixing them, she added two eggs. The _____ thing she added was flour. She added just a little flour at the _____ of the mixing time. At the _____ she added the rest. Her _____ ingredients were salt, baking powder, and flavoring. _____ her cake was ready to bake. One hour _____, she pulled it out of the oven. Yummy!

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Individual Work

1. Give a copy of a story, a pair of safety scissors, and a glue stick to the child.
2. Help the child read the directional question, if necessary.
3. Tell each child to read all of the sentences, then cut them out.
4. The child should arrange the sentences in the correct order and paste each sentence within one of the guide boxes.
5. To create a more challenging activity, let the child glue the sentences onto a blank sheet. The child can either illustrate the individual sentences or draw a picture that represents the entire story.

Center Work

1. If copies are at a premium, make one copy of each page, cut out the directions, the sentences, and the illustration. Laminate all pieces.
2. Store each set of laminated pieces in a folder.
3. Label the outsides of the folders with the title question and the reading level. If you prefer not to reveal the reading level, use the Table of Contents as a master sheet.
4. At the center, have each child choose a folder, read the directions, look at the illustration, and put the sentences in order.

Assessment

Use this assessment to measure each student's progress utilizing cut-up sentence activities.

1. Choose a story that is at, or slightly below, each child's individual reading level.
2. Have the children work independently to put the sentences in order.
3. Have each child glue the sentences onto a piece of blank paper (*no illustrations or grids*).
4. After the glue is dry, have each child read the story to you.
5. Use the Mini-Assessment Grid found at the bottom of this page to document each child's performance.

Pictorial Assessment

You can also have children look at the sentences, then illustrate them in the correct order. Check to make sure the pictures are in the correct order. This can be effective practice for visual learners, as well.



Mini-Assessment Grid	
Child's Name:	Date:
Story Title:	Level:
Number of sentences in the story. _____ Number of sentences in the correct order. _____	
Notes:	
Can the child explain why he/she pasted the sentences in the chosen order? Comments:	
Place a +, ✓ or - next to each characteristic for the read-aloud.	
Read high-frequency words fluently. _____	Used proper inflection for punctuation. _____
Maintained one-to-one correspondence. _____	Was able to retell the story in his/her own words. _____

Name _____

Practice Page: Key Words

Directions: Sometimes words in a story can help you find out the sequence of what happened. Look at the first group of words. Draw a line from each word to its matching number.

Third	-----	2
First	-----	3
Fifth		4
Fourth		1
Second		5

Directions: Use this fill-in-the-blank activity to familiarize children with words that will help them sequence sentences. Make a transparency of the story below. Read each sentence aloud and help children decide which word from the word list to write in the blank. As an extra activity, let children name synonyms for some of the words.

Finally Then Next Last Later Beginning First End Before

Joy wanted to make a cake. _____, she found a good recipe. She _____ measured the sugar and butter. _____ she started mixing them, she added two eggs. The _____ thing she added was flour. She added just a little flour at the _____ of the mixing time. At the _____ she added the rest. Her _____ ingredients were salt, baking powder, and flavoring. _____, her cake was ready to bake. One hour _____, she pulled it out of the oven. Yummy!

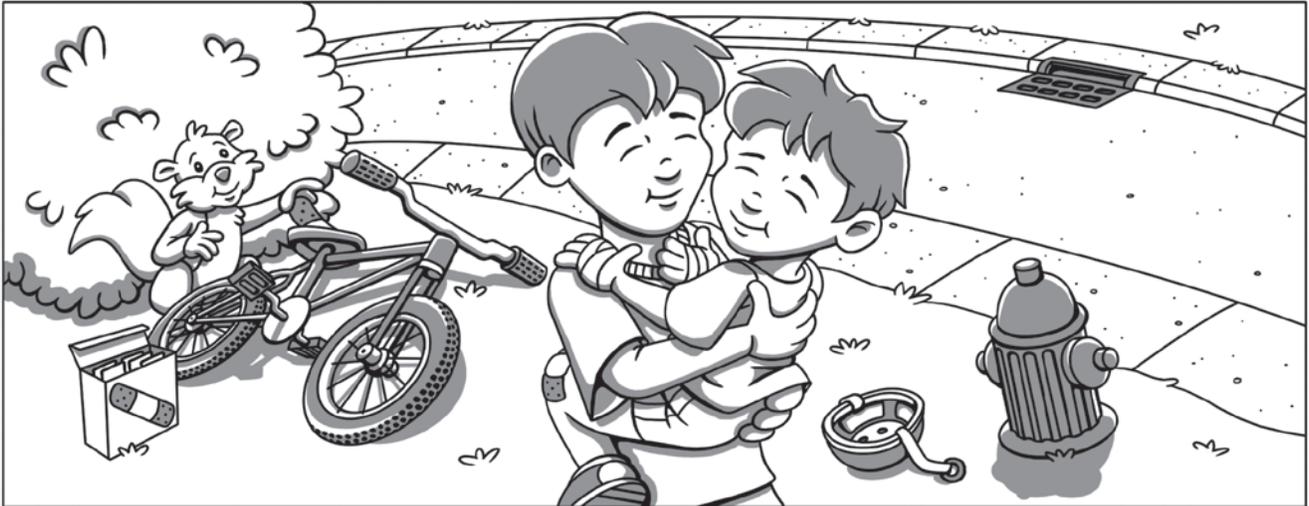


Answer Key
Joy wanted to make a cake. First, she found a good recipe. She then measured the sugar and butter. Before she started mixing them, she added two eggs. The next thing she added was flour. She added just a little flour at the beginning of the mixing time. At the end she added the rest. Her last ingredients were salt, baking powder, and flavoring. Finally, her cake was ready to bake. One hour later, she pulled it out of the oven. Yummy!

Name _____

What happened to Seth?

Read the sentences. Cut them out and paste them in order so that the story makes sense.



glue here

glue here

glue here



Seth's dad gave him three bandages and a big hug.

Seth fell off of his new red bicycle.

He skinned his left knee and both of his hands.

Name _____

What happened when Mary missed the school bus?

Read the sentences. Cut them out and paste them in order so that the story makes sense.



glue here

glue here

glue here



Mary asked her mom to drive her to school in their car.

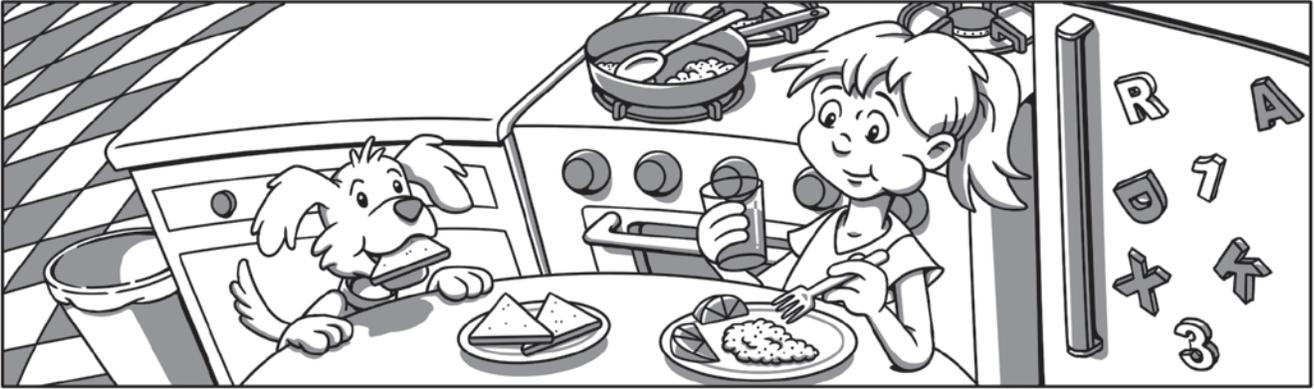
Mary ran from the bus stop back to her house.

Mary's mom drove Mary to school.

Name _____

What did Emma eat for breakfast?

Read the sentences. Cut them out and paste them in order so that the story makes sense.



glue here

glue here

glue here

glue here



Emma ate them with juice and fruit.

Her dad cracked the eggs into a pan.

Emma wanted eggs for breakfast.

He scrambled the eggs.

Name _____

Why is Nate all wet?

Read the sentences. Cut them out and paste them in order so that the story makes sense.



glue here

glue here

glue here

glue here



Nate's brother Owen picked up the hose.

Nate used the hose when he washed his mother's new car.

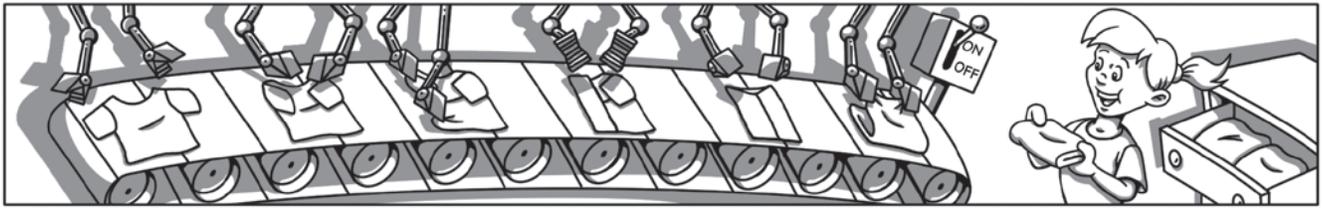
He forgot to turn off the hose.

Owen soaked Nate with the hose.

Name _____

What is the best way to fold a shirt?

Read the sentences. Cut them out and paste them in order so that the story makes sense.



glue here

glue here

glue here

glue here

glue here

glue here



Fold back the sleeves so that they are even with the sides of the shirt.

Lay the shirt facedown.

Fold the sleeve and bottom to the center of the shirt.

Pick up one sleeve and the bottom of the shirt.

Fold the shirt twice, from the bottom up.

Fold the other side in the same way.

Answer Key

Page 7 – What happened to Seth?

1. Seth fell off of his new red bicycle.
2. He skinned his left knee and both of his hands.
3. Seth’s dad gave him three bandages and a big hug.

Page 8 – What happened when Mary missed the school bus?

1. Mary ran from the bus stop back to her house.
2. Mary asked her mom to drive her to school in their car.
3. Mary’s mom drove Mary to school.

Page 9 – What did Emma eat for breakfast?

1. Emma wanted eggs for breakfast.
2. Her dad cracked the eggs into a pan.
3. He scrambled the eggs.
4. Emma ate them with juice and fruit.

Page 10 – Why is Nate all wet?

1. Nate used the hose when he washed his mother’s new car.
2. He forgot to turn off the hose.
3. Nate’s brother Owen picked up the hose.
4. Owen soaked Nate with the hose.

Page 11 – What is the best way to fold a shirt?

1. Lay the shirt facedown.
2. Fold back the sleeves so that they are even with the sides of the shirt.
3. Pick up one sleeve and the bottom of the shirt.
4. Fold the sleeve and bottom to the center of the shirt.
5. Fold the other side in the same way.
6. Fold the shirt twice, from the bottom up.

Page 12 – What did Kylie do for her birthday?

1. Kylie and her mom picked up her friends Maddie and Mercer.
2. Kylie’s mom drove them to the roller skating rink.
3. They skated for two hours.
4. When they got tired, they went to the snack bar.

Page 13 – Where does Joey go on his snowshoes?

1. Every morning, Joey puts on his snowshoes.
2. First, he walks to the barn and feeds hay to the horses.
3. Next, Joey milks the sleepy cows.
4. Last, Joey gives some fresh milk to the cats.

Page 14 – What kind of haircut will Chase get?

1. Chase wants a new kind of haircut.
2. He goes to the barbershop.
3. He asks the barber for a buzz cut.
4. The barber uses clippers to shave off Chase’s hair.
5. Chase hopes it will grow back soon!

Page 15 – Why does Hattie’s scout troop build a fire?

1. First, Hattie’s scout troop clears a space for the fire.
2. Next, they gather wood for the fire.
3. They put the small sticks on the bottom.
4. They put logs on top of the sticks.
5. They light the fire and roast hot dogs over the fire.
6. They use water to put out the fire safely when they are finished eating.

Page 16 – How did Mrs. Brown fix her tire?

1. Mrs. Brown’s car ran over a nail and got a flat tire.
2. First, she loosened the lug nuts on the tire.
3. Next, she used the jack to lift the car.
4. After she lifted the car, she pulled off the flat tire.
5. She put on the new tire, and then put the flat tire in the trunk.
6. Mrs. Brown tightened the lug nuts, lowered the car, and drove off.

Page 17 – What did Noel send to his friend?

1. Noel wrote a postcard to his friend Trey in Boston.
2. He put a stamp on the postcard.
3. He put the postcard in the mailbox.

Page 18 – What chore does Viv do for her dog?

1. First, Viv pulls up the sheet.
2. Next, she pulls up the blanket.
3. Then, she puts the pillows on top of the blanket.
4. When Viv is finished, her dog jumps on the bed to sleep.

Page 19 – How do you draw a pig?

1. Draw two ovals for the pig’s head and body.
2. Add an oval for the snout and triangles for the legs.
3. Draw on ears, a tail, and hooves.
4. Last, add a mouth and eyes to the pig’s face.

Page 20 – Why did Will wash his dog?

1. Will’s dog Pal ran under the porch and scared a skunk.
2. The skunk sprayed Pal and made Pal stink!
3. The skunk ran away after it sprayed Pal.
4. Will washed Pal with dog shampoo, but Pal still smelled terrible.

Page 21 – What exciting thing did Jade do?

1. Jade climbed up the tall ladder.
2. She sat down on a squishy mat.
3. She pushed herself down the water slide.
4. Jade slid through the tunnel and around the sharp curves.
5. She made a huge splash at the bottom of the slide!

Page 22 – What did Sam do over spring break?

1. On Monday, Sam taught her dog some tricks.
2. On Tuesday and Wednesday, she played in the rain with her friend Ben.
3. Sam got sick and had to stay in bed on Thursday.
4. On Friday, Sam went to the park.

Page 23 – What did Ryan see at the zoo?

1. First, Ryan saw the polar bears splash in the icy water.
2. Second, Ryan watched the monkeys swing through the trees.
3. Third, Ryan saw the lions nap in the tall grass.
4. Fourth, Ryan watched the seals jump in the pond.

Page 24 – How can you make a birdhouse?

1. Find a dried gourd with a long neck.
2. Have an adult cut a round hole in the side of the gourd.
3. Shake the gourd seeds out of the hole.
4. Ask an adult to help you cover the gourd with shellac, then let it dry.
5. Wrap wire around the gourd and hang it from a tree branch.

Page 25 – How do you make a face sandwich?

1. First, put a piece of bread on a plate.
2. Spread cream cheese on the bread.
3. Cut a green olive in half and use the halves for eyes.
4. Under the eyes, add a pickle nose.
5. Under the nose, fold a slice of lunchmeat to make a mouth.
6. Add some shredded lettuce hair and enjoy!