

BUILD IT, READ IT, WRITE IT

differentiated SENTENCES

SUMMER
edition

Name Ella

Build it, Read it, Write it!



1. Ted has his flippers, mask, and tube to go swimming.



2. Have you ever built a sandcastle at the beach?



3. She collected a ton of seashells this morning!



I checked my writing for:

- capital letters → **I**he
- punctuation marks → (. ! ?)
- good spelling **c-a-t**
- good spacing **the**

I practiced my fluency by:

- reading to myself
- reading to my friend Grace

She

collected

a

ton

of

seashells

this



morning.

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There are 2 levels of sentences to promote independent success!

Summer Build it, Read it, Write It Sentences

image	page	sentences	image	page	sentences
	6	Bart likes to read books. Every night Bart enjoys reading books to me.		9	An octopus lives in the sea. An octopus lives in the ocean and has eight tentacles.

Summer Build it, Read it, Write It Sentences

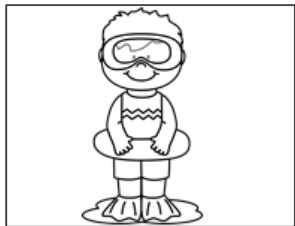
image	page	sentences	image	page	sentences
	1	Ted is going to swim. Ted has his flippers, mask, and tube to go swimming.		3	My mom will like these shells. I will surprise my mom with this bucket of shells.
	1	Do you like to make sandcastles? Have you ever built a sandcastle at the beach?		4	We made a big sandcastle. My family worked to make this huge sandcastle.
	1	She got a lot of seashells! She collected a ton of seashells this morning!		4	I have shorts and flippers for swimming. When I go swimming I wear my shorts and bring my flippers.
	2	The girl is sitting in the tube. Will the girl get wet if she stays in the tube?		4	I see a sailboat in the sea. A sailboat is moving quickly across the waves.
	2	Jeff put a crab in his bucket. Jeff caught a crab and kept it in his bucket.		5	Jill has a big ice cream! I wonder if Jill can eat all of that giant ice cream!
	2	Is Tess hiding by the tree? Is Tess hiding behind the tall palm tree?		5	Dan is going to dive. Dan doesn't get scared when he jumps off the diving board.
	3	How did the crab get in the bucket? How did that giant crab get in my little bucket?		5	Is he going to eat it all? Will he be able to eat all of that slice of watermelon?
	3	The sun has glasses on! A sun wearing glasses is just so funny!		6	Flying a kite is fun. Kate said, "Flying a kite is my favorite hobby!"

There are 2 levels of the word cards to promote success!

Name _____

①

Build it, Read it, Write it!



1.

Emergent Sentences

Ted

is

going

to

swim.

Ted

has

his

flippers,

mask,

and

tube

ready

to

go

swimming.

There are 2 sets of the word cards to promote success while your students are engaged in this activity **INDEPENDENTLY!**

Emergent Sentences

Readers at this stage have begun to learn sound/symbol relationships--starting with consonants and short vowels--and are able to read CVC (consonant-vowel-consonant) words, as well as a number of high-frequency words. Students would benefit from the **Emergent Sentences**:

- illustrations provide strong support while reading text
- limited text in a sentence
- contains familiar objects (e.g. dog, letters of the alphabet) and experiences (e.g. going to school)
- contains and repeats high frequency words

Early Fluent Sentences

Readers at this stage have developed an understanding of the alphabet, phonological awareness, and early phonics. They have command of a significant number of high-frequency words. Students would benefit from the **Early Fluent Sentences**:

- less dependent on illustrations to support reader
- more complex sentence structure
- possess a richer vocabulary
- more complex high frequency words

Early Fluent Sentences

Name _____

Build it, Read it, Write it!

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1. _____



2. _____



3. _____

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- good spelling **c-a-t**
- good spacing **Ther**

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- reading to my friend

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①



2.



3.



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I checked my writing for:

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2 versions of each recording sheet with student checklist for accuracy & fluency practice