

# Transforming Sentences *for* Vocabulary Development

## Nouns

The pig chased the duck.

cow.

*What other animal could the pig chase?*

dog.

*What is another noun for cow?*

cat.

*What is another mammal that could be chased?*

## Verbs

The dog chased after the cat.

zoomed

*What is a similar word for chased?*

raced

*What is a similar verb for zoomed?*

crawled

*What is another verb that means the opposite of raced?*

## Adjectives

The big pig chased the duck.

large

*What is another word for big?*

gigantic

*What is another adjective the same as large?*

small

*What is an adjective that is the opposite of gigantic?*

black

*What color could the pig be?*

## Prepositional Phrases

I see the cat.

I see the cat in the yard.

*Where could you see the cat?*

in the kitchen.

*Where could the cat be inside?*

on the roof.

*Where else could the cat be?*

in the tree.

*Where might you see the cat?*

## Adverbs

The leaf fell gently to the ground.

softly

*What is a similar word for gently?*

slowly

*What is a similar adverb for softly?*

quickly

*What is an adverb that means the opposite of slowly?*



Use sentences from stories and subject areas the students are currently reading. The students will benefit from regularly reciting the complete sentences after every one or two answers are given. In addition to reciting the word just given in a complete sentence, fluently read all the sentences created so far. This will support frequently used words, phonics, vocabulary development, antonym and synonym recognition, reading techniques and strategies, and seeing patterns. The words can also be effectively used for word banks and word walls, especially in regards to student ownership and understanding. Students can effectively replicate the process in group books (collaborative) and idea books for their own reference and understanding.

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