

SIX TRAIT WRITING

WARM-UPS

TRAIT #5: SENTENCE FLUENCY

PREPARATION

EXERCISE

FOLLOW-UP

1.	A selection from a basal pre primer and a selection from a good anthology	Read each aloud. Ask which is more enjoyable to listen to. Ask why. (Direct discussion toward choppy vs. smooth)	Point out how adding some longer sentences makes the selection read smoother.
2.	A few limericks	Read the limericks aloud. Ask what makes them fun to listen to and read.	Talk about how writing can "flow" easily.
3.	A few nursery rhymes (display on overhead or have copies for each child)	Read the rhymes chorally. Ask what makes them easy to read aloud together. Emphasize the flow.	Talk about how words can fit together in an easy way.
4.	Display a selection (from your collection) full of sentence fragments.	Ask students what's wrong with the selection. Then ask them to help you rewrite the selection making complete sentences. Read it aloud and have the children compare the way it sounded before and after.	Talk about the importance of sentence structure.
5.	Display a selection full of short (3 and 4 word) sentences - i.e. We came home. We ate cookies. We played games.....etc.	Write on the board: "Afterschool, we rode our bikes home and shared a plate of home made chocolate chip cookies. Then we decided to play a quick game of Chinese Checkers followed by our favorite Monopoly." Ask students which sounds better and why.	Talk about ways to make sentences flow better.
6.	Display a sentence with too many adjectives or to long a listing of objects.	Ask students to help you rewrite the sentence as two or three more manageable sentences. See if these read more easily.	Point out the need not to cram too much into one sentence.
7.	Display an example of good sentence fluency (from your collection).	Have children count the words in each sentence. Ask them what they notice about the sentence lengths.	Talk about the need to vary sentence length
8.	Display an example of poor sentence fluency (from your collection).	Ask children to help you rewrite it, verifying sentence lengths. See if that improves it.	Point out how varying sentence lengths can improve writing.
9.	Display a selection (from your collection) in which many of the sentences begin in the same way.	Ask students what they notice. Ask them how it could be improved. Ask them to help you rewrite it. Compare how the two versions sound when read aloud.	Point out the need for variety in sentence beginnings.
10.	Display a selection (from your collection) of an "endless sentence". (and, and, and...)	Ask students what's wrong with it and then ask for suggestions as to how to break it up into manageable sentences. Ask why it's important in good writing not to go on and on and on.	Emphasize that longer is not always better.