UPDATED EDITION

SQSentence™

Teacher Guide

Partner to SQ Write

SQ Thinking, Inc.
Executive Functioning Learning Tools

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Sentence Writing

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SQ Sentence Map Overview

The ***SQ Sentence Maps*** are key writing tools students use to create expanded sentences Students follow a specific roadmap for sentence development. Most importantly, students see how the parts fit together to create a whole sentence.

- There are 10 *SQ Sentence Maps*.
- Each *Sentence Map* includes specific parts of speech. For example, Level 1 begins with a noun and a verb.
- As students master each level, they move to the next.
- Students use their individualized *Word Banks* to easily retrieve rich vocabulary words to complete each Sentence Map.

Level	Sentence Pattern	Example
1	Noun + Verb (N + V)	The dog runs.
2	Adjective + Noun + Verb (ADJ + N + V)	The brown dog runs.
3	Adjective + Noun + Verb + Prepositional Phrase (ADJ + N + V + PP)	The brown dog runs along the street.
4	Adjective + Noun + Verb + Adverb + Prepositional Phrase (ADJ + N + V + ADV + PP)	The brown dog runs quickly along the street.
5	Level (1–4) + *and* + Level (1–4)	The brown dog runs quickly along the street and the small boy races after the pet. (Level 4 and Level 3)
6	Level (1–4) + *because* + Level (1–4)	The brown dog runs quickly along the street, because the thunder boomed. (Level 4 and Level 1)
7	Introductory Phrase + Level (1–4)	In contrast, the spotted dog sleeps peacefully on the porch. (Introductory Phrase + Level 4)
8	(Subordinating Conjunction begins Adverbial Clause) + Independence Clause	While the storm approached the town, the brown dog ran quickly along the street, because the thunder boomed.

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SQ Sentence Student Materials

My Word Bank

- ★ includes sections for nouns, verbs, adjectives, prepositions, adverbs, introductory words and phrases, and subordinating conjuctions
- ★ Starter Word Bank and Advanced Word Banks available
- ★ Advanced Word Banks include a lengthy list of rich, robust vocabulary words to choose
- ★ associated Word Bank posters

Noun Word Bank

A noun is a person, place, or thing and can be the subject of a sentence.

Write nouns in the correct column.

Person (who?)	Place (where?)	Thing (what?)
sister	Texas	chair
Dad	school	floor

2 • My Word Bank • SQ Sentence

Verb Word Bank

sentence does.

Action
yell
help

SQ Sentence Maps

- ★ contain 10 specific sentence patterns ordered from simple to more complex
- ★ support a whole-to-part process because they are divided into manageable sequenced chunks
- ★ provide mastery-based learning
- ★ are included in Student Workbooks and on an accompanying *SQ Sentence Map Poster*

Level	Sentence Pattern	Example
1	Noun + Verb (N + V)	The dog runs.
2	Adjective + Noun + Verb (ADJ + N + V)	The brown dog runs.
3	Adjective + Noun + Verb + Prepositional Phrase (ADJ + N + V + PP)	The brown dog runs along the street.
4	Adjective + Noun + Verb + Adverb + Prepositional Phrase (ADJ + N + V + ADV + PP)	The brown dog runs quickly along the street.
5	Level (1–4) + *and* + Level (1–4)	The brown dog runs quickly along the street, and all boy rats after the pet. (Level 4 and Level 1)
6	Level (1–4) + *because* + Level (1–4)	The brown dog runs quickly along the street, because the thunder boomed. (Level 4 and Level 1)
7	Introductory Phrase + Level (1–4)	In contrast, the spotted dog sleeps peacefully on the porch. (Introductory Phrase + Level 4)
8	(Subordinating Conjunction begins Adverbial Clause), + Independence Clause OR	While the storm approached the town, the brown dog ran quickly along the street, because the thunder boomed.
	Independent Clause + (Subordinating Conjunction begins Adverbial Clause).	The brown dog ran quickly along the street while the storm approached the town.
9	Noun + ,(Relative Pronoun begins Adjectival Clause), + Rest of Sentence	The brown dog, who was frightened, ran quickly along the street, because the thunder boomed.
10	Noun, + Appositive, + rest of sentence	The brown dog, my best friend Boomer, ran quickly along the street, because the thunder boomed.

SAMPLE

Student Workbooks

- ★ sentence map models for all 10 levels
- ★ complete sentence examples for all 10 levels
- ★ skill building practice worksheets for all 10 levels
- ★ definitions for parts of speech, prepositional phrases, introductory words and phrases
- ★ SQ Sentence 4-step Process

Level 1 Class Activity

Definitions

Noun: A noun is a person, place, or thing and can be the subject of a sentence.

Verb: A verb can describe an action, telling what the subject of a sentence does.

Level 1 Sentence Pattern

Noun + Verb
(N) + (V)

Level 1 SQ Sentence Maps

Noun (N)	+	Verb (V)
girl	+	swim
	+	
	+	
	+	

Level 1 Sentences

The girl swims.

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Level 1 Practice

maps

ence • Level 1 • 3

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Level 3

Adjective + Noun + Verb + Prepositional Phrase

Overview

Level 3 adds a prepositional phrase to provide details about time or place to a sentence. Students use the SQ Sentence 4-step Process to fill in the Level 3 *Sentence Maps* and write associated sentences.

1. **Self-question** to identify words that match the target *SQ Sentence Map*.
2. **Answer** self-questions with appropriate vocabulary to complete the Sentence Maps using the individualized *Word Banks* for assistance.
3. **Rehearse** answers from the Sentence Maps out loud, converting them into complete sentences.
4. **Write** complete sentences when they sound right.

Objectives

- Explain the purpose of an *SQ Sentence Map*.
- Define the following parts of speech: noun, verb, adjective.
- Understand the function of time and place prepositions.
- Understand the two parts of a prepositional phrase: the preposition and the object of the preposition.
- Understand the function and placement of prepositional phrases denoting time and place.
- Understand the Level 3 *SQ Sentence Map*.
- Recall the SQ Sentence 4-step Process and use it to complete several Level 3 *SQ Sentence Maps* and write associated sentences.

Materials

- *Student Workbooks*
- Notebook or loose-leaf paper
- *My Word Banks*
- *Word Bank Poster (Preposition section)*
- *SQ Sentence Maps Poster*

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Quick Review

- Ask students to explain the purpose of an *SQ Sentence Map* (answer: to show how to build sentences).
- Point to the Level 2 section of the *SQ Sentence Maps Poster* and remind students that in Level 2 they built sentences with nouns, verbs, and adjectives.
- Ask student volunteers to provide definitions of nouns, verbs, and adjectives, referring them to page 44 in their *Student Workbooks* if necessary.
- Direct students to review pages 6–7 of their *Students Workbooks*.
- Ask a few student volunteers to share one of their Level 2 practice sentences and answer any questions that may arise.

Now may be a good time to help students add more content-based nouns, vivid action verbs and detailed adjectives to their individualized *Word Banks*.

Class Activity

- Tell students that they will create Level 3 sentences, which feature another part of speech: prepositions.
- Refer to the *Preposition Word Bank Poster* and explain that prepositions help connect words in a sentence and often give information about time or place.
- Tell students that prepositions are used in prepositional phrases and help the reader to better see the picture the sentence paints.
- Explain that a prepositional phrase begins with a preposition and ends with a noun, which is the object of the preposition.
- Write the following example of a prepositional phrase denoting time on the board and say it out loud: *before school*.
- Say, "The word *before* is a preposition that answers the question, 'When?'"
- Write *preposition* under the word *before* and draw a line to connect *before* to *preposition*.
- Say, "The word school is a noun and the object of the preposition."
- Write *object of preposition* under the word *school* and draw a line to connect *school* to *object of preposition*.
- Point to the prepositional phrase *before school* and say, "The prepositional phrase *before school* shows the reader the time of an action."
- Write the following example sentence on the board and say it out loud, underlining the prepositional phrase: *The strong girl swims <u>before school</u>*.
- Say, "The prepositional phrase *before school* answers the question, "When does the strong girl swim?" Write the question above the sentence.
- Tell students to notice how the prepositional phrase comes after, or follows, the verb.
- Instruct students to softly say the example sentence out loud and record it on paper, underlining the prepositional phrase, noting the preposition and the object of the preposition underneath the sentence, and writing the question, "When does the strong girl swim?" above the sentence.
- Write the following place example on the board and say it out loud: *on the chair*.
- Say, "The word *on* is a preposition that answers the question, 'Where?'"
- Write *preposition* under the word *on* and draw a line to connect *on* to *preposition*.
- Say, "The word *chair* is a noun and the object of the preposition."
- Write *object of preposition* under the word chair and draw a line to connect *chair* to *object of preposition*.
- Point to the prepositional phrase *on the chair* and say, "The prepositional phrase *on the chair* shows the reader the place, or location, of an action."
- Write the following example sentence on the board and say it out loud, underlining the prepositional phrase: *The little boy sat <u>on the chair</u>*.

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For more advanced students, explain that the same preposition may denote either time or place (e.g., *Ann plays tennis in the morning; the dog runs in the park*.)

For more advanced students, explain that a sentence may include both a place and a time prepositional phrase in the same sentence (e.g., Ann played at home after dinner.)

If needed, use supplemental resources to practice creating and using prepositional phrases.

- Say, "The prepositional phrase *on the chair* answers the question, "Where did the little boy sit?" Write the question above the sentence.
- Tell students to notice how the prepositional phrase comes after, or follows, the verb.
- Instruct students to softly say the example sentence out loud and record it on paper, underlining the prepositional phrase, noting the preposition and the object of the preposition underneath the sentence, and writing the question, "Where did the little boy sit?" above the sentence.
- Provide, or ask students to provide, more examples of time and place prepositions and to record these in their individualized *Word Banks*.
- Uncover Level 3 of the *SQ Sentence Maps Poster,* point to the Level 3 *SQ Sentence Map* and say, "Adjective + Noun + Verb + Prepositional Phrase is a Level 3 sentence. Notice that you place a prepositional phrase after an action verb.
- Say, "Remember, every sentence must have a subject and a predicate. Subjects contain nouns and predicates verbs; adjectives provide extra details about nouns and prepositional phrases can give information about the time or place of an action.
- Draw a blank Level 3 *Sentence Map* on the board and ask one or more student volunteers to use the SQ Sentence 4-step Process (see Overview) to fill it in and to write an associated sentence that contains a preposition of time.
- Correct any mistakes and ask students to rehearse and record the Level 3 student-generated Sentence Map and associated sentence in the Level 3 Class Activity section of their *Student Workbooks* on p. 10.
- Repeat this same process using a preposition of place.

Student Practice

Instruct students to work individually or in pairs to complete the Level 3 Student Practice pages, reminding them to always use the SQ Sentence 4-step Process (see p. 1 in their *Student Workbooks*).

Level **3**

Review and Reflection

- What is a noun, adjective, verb?
- What is a preposition and what are two categories, or types, of prepositions?
- What are the two parts of a prepositional phrase?
- Where do you put a prepositional phrase in relation to an action verb?
- What is the Level 3 Sentence Map pattern?
- What are the basic steps of the SQ Sentence 4-step Process?

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Student Workbook

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Level 2 Class Activity

Definitions

Adjective: An adjective can describe a noun. There are many types of adjectives.
You will find definitions for nouns and verbs on page 44.

Level 2 Sentence Pattern

Adjective + Noun + Verb
(ADJ) + (N) + (V)

Level 2 SQ Sentence Maps

Adjective (ADJ)	+	Noun (N)	+	Verb (V)
strong	+	girl	+	swims
	+		+	
	+		+	

Level 2 Sentences

The strong girl swims.

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Level 2 Practice

Use the SQ Sentence 4-step Process on p. 1 to complete the sentence maps and to write sentences from the maps.

Adjective (ADJ)	+	Noun (N)	+	Verb (V)
	+		+	

Adjective (ADJ)	+	Noun (N)	+	Verb (V)
	+		+	

Adjective (ADJ)	+	Noun (N)	+	Verb (V)
	+		+	

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Level 4 Class Activity

Definitions

Adverb: An adverb can describe an action verb or adjective. It answers the question *How?*, *When?* or *To What Extent?* and often ends in -ly.

Level 4 Sentence Pattern

Adjective + Noun + Verb + Adverb + Prepositional Phrase
(ADJ) + (N) + (V) + (ADV) + (PP)

Level 4 SQ Sentence Maps

Adjective (ADJ)	+	Noun (N)	+	Verb (V)	+	Adverb (ADV)	+	Prepositional Phrase (PP)
strong	+	girl	+	swim	+	swiftly	+	before school
	+		+		+		+	
	+		+		+		+	

Level 4 Sentences

The strong girl swims swiftly before school.

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Level 4 Practice

Use the SQ Sentence 4-step Process on p. 1 to complete the sentence maps and to write sentences from the maps.

Adjective (ADJ)	+	Noun (N)	+	Verb (V)	+	Adverb (ADV)	+	Prepositional Phrase (PP)
	+		+		+		+	

Adjective (ADJ)	+	Noun (N)	+	Verb (V)	+	Adverb (ADV)	+	Prepositional Phrase (PP)
	+		+		+		+	

Adjective (ADJ)	+	Noun (N)	+	Verb (V)	+	Adverb (ADV)	+	Prepositional Phrase (PP)
	+		+		+		+	

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My Word Bank

Advanced

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Just for you!

This is your word bank, filled with your words. Add words that you learn from your teacher and words that you find on your own so that you can use them again when you write.

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Adjective Word Bank

An adjective can describe a noun. There are many types of adjectives.

Write adjectives in the correct column.

Positive Personality	Negative Personality	Touch	Material	Color
brave	grumpy	chilly	solid	blue
helpful	bossy	oily	plastic	sky blue

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Adjective Word Bank

(continued)

Write adjectives in the correct column.

Sound	Shape	Size	Taste	Smell
loud	round	tiny	sour	fresh
faint	flat	massive	juicy	stinky

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Word Bank: **Adjectives**

Starter			
Positive Personality	brave careful creative friendly helpful honest loving polite kind	**Negative Personality**	bossy boring grumpy selfish rude unhappy mean cruel jealous
Size	big tall large little small tiny	**Shape**	round curved square flat wide narrow
Material	hard soft solid plastic steel paper concrete brick cement	**Taste**	sour hot spicy juicy sugary fruity sweetened salty fresh
Sound	loud noisy roaring booming silent muffled sweet soothing jarring	**Touch**	boiling hot cold warm cool chilly dry furry soft
Smell	rotten sweet strong stinky spoiled fresh	**Color**	black brown blue green orange red

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Word Bank: **Adjectives** (continued)

Advanced					
Positive Personality	affable affectionate ambitious charming conscientious courageous determined enthusiastic gregarious humorous imaginative independent optimistic passionate reliable sociable sympathetic witty	**Color**	bold bright brilliant colorful electric flamboyant flaming radiant vivid vibrant teal forest green blood red midnight blue sky blue lily white emerald green dove white	**Size**	broad bulky compact gargantuan humungous enormous massive mammoth immense puny skimpy slender stocky stout thick towering vast
Negative Personality	aggressive arrogant boastful clingy deceitful impulsive impatient harsh fussy greedy	**Sound**	deafening thunderous quiet melodic faint mellow melancholy blaring whispering explosive	**Taste**	bitter greasy shapr pungent organic tangy rancid unsweetened tasteless succulent
Touch	bumpy slippery silky fuzzy slimy damp freezing burning smooth granular	**Shape**	broad chubby crooked deep hollow narrow shallow circular triangular	**Smell**	minty acrid biting earthy fishy flowery pungent replulsive delicious smoky
Material	leather metal clay tin raw wood man-made synthetic				

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