

Killgallon in Action

Remember that this process works best when you have in mind a grammatical structure that you're looking for and teaching—adjective, adverb, or noun clauses; gerund, infinitive, or participial phrases; or maybe something more simple. You'll need four different sentences to work through the whole process. Take them all from whatever literature you're reading. The examples here are from "The Sea Devil," and the grammatical structures we're using are adverb clauses.

1. Sentence 1 serves two purposes: UNSCRAMBLE and IMITATE.

UNSCRAMBLE. YOU break it into meaningful chunks and write them onto sentence strips. They will be scrambled, and your students will have to unscramble them. As they work through this process, you can take some time to point out and emphasize or explain the grammatical structure that you're focusing on.

EXAMPLE:

to the dock / he might pick up / close / two or three / quietly / if he moved / in one cast

IMITATE. When Sentence 1 is unscrambled, have your students write an imitation of it. Again, take the time to show them the grammatical structure. This time, show them that THEY wrote the grammatical structure themselves.

EXAMPLES:

If he moved quietly, he might pick up two or three close to the dock.

ADV CL: If he moved quietly

Since she shopped fast, she could make up eggs and milk close to her home.

ADV CL: Since she shopped fast

2. Sentence 2 will be the first combine sentence. We'll use it to DE-COMBINE.

DE-COMBINE. This time, you'll just give the sentence to your students. Ask them to "destroy" it by turning it into as many simple sentences as possible. Show them how this process changes the grammatical structure we've been looking at. **ONE sentence becomes MANY.**

And the mother had swum alongside the boat and under the boat and around the boat, nudging the stout planking with her back, slapping it with her tail, until the man felt sorry for her and made the captain let the baby porpoise go.

Your students might turn that into 9 simple sentences like these:

The mother had swum alongside the boat.

She had swum under the boat.

She had swum around the boat.

She nudged the planking of the boat with her tail.

The planking was stout.

She slapped it with her tail.

Finally, the man felt sorry for her.

The man talked to the captain.

The captain let the baby porpoise go.

HELP YOUR STUDENTS NOTICE THAT THERE ARE NO LONGER ANY ADVERB CLAUSES IN THESE SIMPLE SENTENCES.

3. Sentence 3 will be the second combine sentence. We'll use it to RE-COMBINE.

RE-COMBINE. This time, you de-combine the sentences yourself and give your students the simple sentences. Ask them to combine the sentences into one sentence, thus creating a more complex sentence. Require them to include the grammatical structure you've been studying.

MANY sentences become ONE.

The porpoise could make a choice.

They could fish in the man's area.

Then the mullet would scatter.

They would vanish.

- The mullet would scatter and vanish when the porpoise chose to fish in this area.
- Because the porpoise chose to fish in this area, the mullet would scatter and vanish.
- Although it would cause the mullet to scatter and vanish, the porpoise might still choose to fish in this area.

REMIND YOUR STUDENTS THAT THEY MUST CREATE AN ADVERB CLAUSES IN THEIR SENTENCE. SHOW THEM THERE ARE LOTS OF DIFFERENT NEW SENTENCES TO BE MADE.

4. Sentence 4 will be our EXPAND sentence.

EXPAND. Find one more sentence with your grammatical structure in it. Give it to students withOUT that grammatical structure, and ask students to write their own noun clause or gerund phrase to finish the sentence.

EXAMPLE:

(ORIGINAL SENTENCE) He felt the tension come back into the line as the ray began to move again, and for half a second he was tempted to throw himself backward and fight as he had been doing, pitting his strength against the vastly superior strength of the brute.

(WHAT YOU GIVE TO STUDENTS)

INSTRUCTIONS: In the place of each slash mark (/), write an adverb clause of your own to complete this sentence.

He felt the tension come back into the line /
and for half a second he was tempted to throw himself backward
and fight / pitting his strength against the vastly superior strength of the brute.