Essential Skill: Expanding Sentences

Expand the Caption

TRANSCRIPT

HOOK 1

Hi, writers. It's Anne. When I was growing up, I loved participating in my school science fair. Every year, I thought of a new experiment that I could show to my friends and family. One year I saw a project where someone cut up a rose and put it into different colors of water to see what would happen. Check it out.

Science fairs can be a lot of fun because there are always so many different experiments to see. Sometimes there are experiments on mixing different chemicals together to make a reaction, like this one. Or experiments on building new electronics, like these musical bananas.

My friend Mateo just went to his school science fair and saw lots of awesome projects. He took some pictures for the school website so people who weren't able to go could see some of the experiments. Check out this one he saw someone do outside.

When Mateo looked back at the photo he took, he realized it didn't really show everything. He wants to add a caption so other people will understand what was happening when he took the picture. He wrote, "The foam grows." But he isn't happy with what he wrote.

Writing a caption can be hard. You have to add lots of detail into one sentence. Mateo wants to add more to this sentence so that his readers will feel like they were really there.

DISCUSSION 1

Discuss: What other information could Mateo add to the sentence to give a better description of what's happening in the experiment?

HOOK 2

Maybe you said more about what the foam looks like or how it was growing. Or maybe you said something about where the picture is happening. You may have said something else, and that's okay.

Adding these kinds of details to the sentence can give a better description about what's happening in the picture. What the foam looks like is a great place to start expanding this sentence.

DISCUSSION 2

Discuss: How would you describe the foam in this picture?

HOOK 3

First, Mateo noticed the texture of the foam—it looks fluffy, kind of like a cloud. Then he noticed the color of the foam—it's somewhere between pink, yellow, and orange—so, he said orange. Mateo can use both of these adjectives to describe the foam. By adding these two adjectives, Mateo's sentence now sounds like this: “The fluffy, orange foam grows.”

When there's a noun in a sentence, writers add adjectives to the noun to give it a better description. Since "fluffy orange" is more than one word, it's actually called an *adjective phrase*.

Adding an adjective phrase is one way to expand a sentence. But there are other ways to make it even more detailed. Let's watch the experiment again, but this time, watch how the foam is growing.

Notice how the foam is growing quickly—very quickly! Here is what Mateo's sentence sounds like now: “The fluffy, orange foam grows very quickly.”

"Quickly" describes the action or verb of the sentence. We call this kind of word an adverb. "Very" gives us a better description of quickly. When we put these two words together, we can call it an *adverb phrase*.

So far, I've added an adjective phrase to describe the noun and an adverb phrase to describe the verb. You'll keep helping Mateo rewrite and expand his captions. That way, his writing will be more detailed for his readers, and they can feel like they were actually at the science fair.

I'll get you started, step by step.

STEP 1

Get your supplies.

STEP 2

In today's lesson, you'll need someone to share ideas with. This could be a partner or someone you sit near. When everyone who their talk partner is, move on to the next step.

STEP 3

Mateo looked at his photo again and realized the foam is covering up a lot of details. There's just too much foam in the way. He thinks if he adds a phrase about where the foam is growing, his picture will make more sense.

Let's watch the experiment again. This time, notice where the foam is growing.

Discuss with your partner: How would you describe where the foam is growing? Here's a hint: try to use words like *on*, *out of, around,* or *in* to help you.

STEP 4

Here's what Mateo noticed. There's a bucket right here and the foam is growing out of it. He also noticed it was spilling all over this table, and then later it grew into the sky. You may have come up with other ideas too.

Mateo's sentence now says, "The fluffy, orange foam grows very quickly out of the bucket."

"Out of the bucket" tells his readers where the foam is growing.

Phrases that start with words like *onto, into, at,* or *around* can help your reader more easily picture the action of your sentence.

Now look at number 1 on your worksheet.

Write a phrase that describes where the foam is growing on the dashed line here.

STEP 5

Now we're going to put it all together and recopy your new expanded sentence on the lines here.

When you're done, whisper-read your sentence to yourself to make sure it makes sense. You can make changes if you need to.

STEP 6

Take turns sharing with your partner. When you have both had a chance to share, give a silent thumbs up.

STEP 7

Here's how my expanded sentence looks: "The fluffy, orange foam grows very quickly all over the table." This sentence gives the reader way more information than the first sentence did. Yours might look a little different, and that's okay.

Let's look at another picture that Mateo took at the science fair. In this experiment, the student tried mixing different chemicals with soap to see which formula would create the biggest bubbles. Here's the caption Mateo wrote for this picture: "The bubble pops."

Look at number 2.

How would you describe the bubble in this video using two or more adjectives? You can write your adjective phrase here in the box. If you need help, you can use your Word Bank.

STEP 8

In a moment, we'll look at the experiment again. As you watch this time, think about which adverb phrase you would use to describe *pops*. Write your adverb phrase here on the dotted line after "pops." If you need help, you can use your Word Bank.

STEP 9

As you watch this time look at where the action is happening. Try to use words like *into, over, along,* or *around* to help you. Write a phrase that describes where the bubble is popping on the dashed line here. If you need help, you can use your Word Bank.

STEP 10

Now we're going to put it all together and recopy your new expanded sentence on the lines here.

When you're done, whisper-read your sentence yourself to make sure it all makes sense. You can make changes if you need to.

STEP 11

Take turns sharing your sentence with your partner. When you have both had a chance to share, give a silent thumbs up.

STEP 12

Here's another experiment Mateo saw at the science fair. This student glued crayons to the top of a poster. Watch what happens when she adds heat from a hair dryer. Wow! They melt from a solid to a liquid.

Here's the caption Mateo wrote: “The crayons melt.”

Look at number 3.

This time, you're going to fill in all the parts for your expanded sentence on your own. If you need help, you can use your Word Bank.

STEP 13

Now we're going to put it all together and write the new caption for Mateo's picture on the lines here.

When you're done, whisper-read your sentence to yourself to make sure it makes sense. You can make changes if you need to.

WRAP UP

Check out these pictures and the new captions. Now that his captions have more details, Mateo knows that his readers will get to experience the science fair as if they were actually there. Great job! By explaining your sentences, you can give readers more details just like Mateo did.

Next time, when Mateo sees an experiment like this, he'll know just what to write.

See you next time, writers.