

Transformations

What

Transformations is a procedure derived from a technique of helping students -to see how words are ordered in regular and predictable patterns or chunks. Students are encouraged to transform the order of the chunks so that the sentence makes sense.

Why

Transformations help readers to:

- discover how words work in chunks or predictable syntactic patterns and how to draw upon this knowledge when reading
- see how changing the order of words and adding or omitting information affects the meaning
- use effective reading strategies such as re-reading, checking, self-monitoring and self-correcting.

Who

This strategy assists students who need to develop confidence in reading and writing, particularly those students who may be having difficulty with English word order and word form in order to make meaning. It will also benefit students who are dependent readers needing to develop problem-solving strategies and associated language.

Steps	Examples
<ul style="list-style-type: none"> • Rehearse a sentence orally, either one that has come up in discussion or from a book. • Write the sentence on a strip of card. Either write it for students or have students help with the scribing. Do not use capital letters or punctuation symbols. Put these on separate cards. • Invite students to cut off various parts until the sentence is cut into separate words. Give clues about the function of the words, that is, what information they give within the sentence. • Say the original sentence and invite students to reassemble it. Make sure students do their own working out and self-correcting. 	<p>Sample of possible sentence:</p> <p>The birds migrate before the winter sets in.</p> <p><i>What will I write next?</i></p> <p><i>How would you like me to start this next word?</i></p> <p><i>What will I put on the end of the word?</i></p> <p><i>Cut off the bit that tells about what migrated.</i></p> <p><i>Now cut off the bit that tells when they migrated.</i></p> <p><i>Cut off the one word that is the name of the creatures that migrated.</i></p>

Steps	Examples
<ul style="list-style-type: none"> • Ask students to identify particular words when they are pointed to. • Turn a card over and ask students to identify the covered word. Before turning the card over to check, ask students what letters they would expect to see and where they would expect to see them. • Practise rearranging the words to transform the sentence. Rearrange in as many ways as possible, checking which ones are possibilities and which are not. Add the punctuation cards as required. • Re-read the original sentence and ask students for further information to transform this sentence. Rehearse this orally. • Write this new information onto different coloured card. Cut into single words as above. Add into the sentence at appropriate parts. • Experiment with different arrangements. • Experiment with omitting various words to see which combinations make sense. • Experiment with the punctuation. • Read and re-read as much as possible. Provide oral support if students cannot remember the text. • Store the words for further use. Make sure that a copy of the original sentence and the additions is kept. Label the packet to identify the source of the sentence. 	<p><i>Just check that word by word to see if you've put the word you mean.</i></p> <p><i>Look at the end of that word. Is that what you mean?</i></p> <p><i>Do you know what that word is? How could you tell?</i></p> <p><i>You said the word could be _____.</i></p> <p><i>What letters would you expect to see?</i></p> <p>Sample of possible sentence:</p> <p>Before the winter sets in the birds migrate.</p> <p>TA: <i>What could we add to tell where the birds migrated to?</i></p> <p>S: <i>To Africa.</i></p> <p><i>See if you can put these words in order to make sense. Try starting with _____.</i></p> <p><i>Could you start with _____ ?</i></p> <p><i>Would it make sense if it said _____ ?</i></p> <p><i>How do you think it would be if we took these words out?</i></p> <p><i>See if you could take something out so that it still makes sense.</i></p> <p><i>What would you have to put at the beginning? How would you show that that word is a name?</i></p> <p><i>Read the sentence we started with.</i></p> <p><i>Now read it with these bits added.</i></p>

NOTE:

Further sentences may be added if required. This provides opportunities to practise linking sentences and using cohesion. It may be useful to give a sentence starter such as *After that* or *Soon* to connect the second sentence.

Transformations - Summary of steps

1. Rehearse a sentence orally.
2. Write the sentence on a card.
3. Cut the sentence into words (phrases first, then smaller parts).
4. Rehearse the sentence orally and reassemble.
5. Identify particular words.
6. Identify words that have been turned over (doze activity) and suggest what letters there would be.
7. Transform the sentence by rearranging the words of the sentence.
8. Add the punctuation cards.
9. Ask for additional information.
10. Write the additional information on a different coloured card.
11. Experiment with different arrangements.
12. Experiment with omitting various words.
13. Add the punctuation cards.
14. Read and re-read the sentence.
15. Store the cards.

NOTE:

After the construction of one sentence, additional sentences may be added.