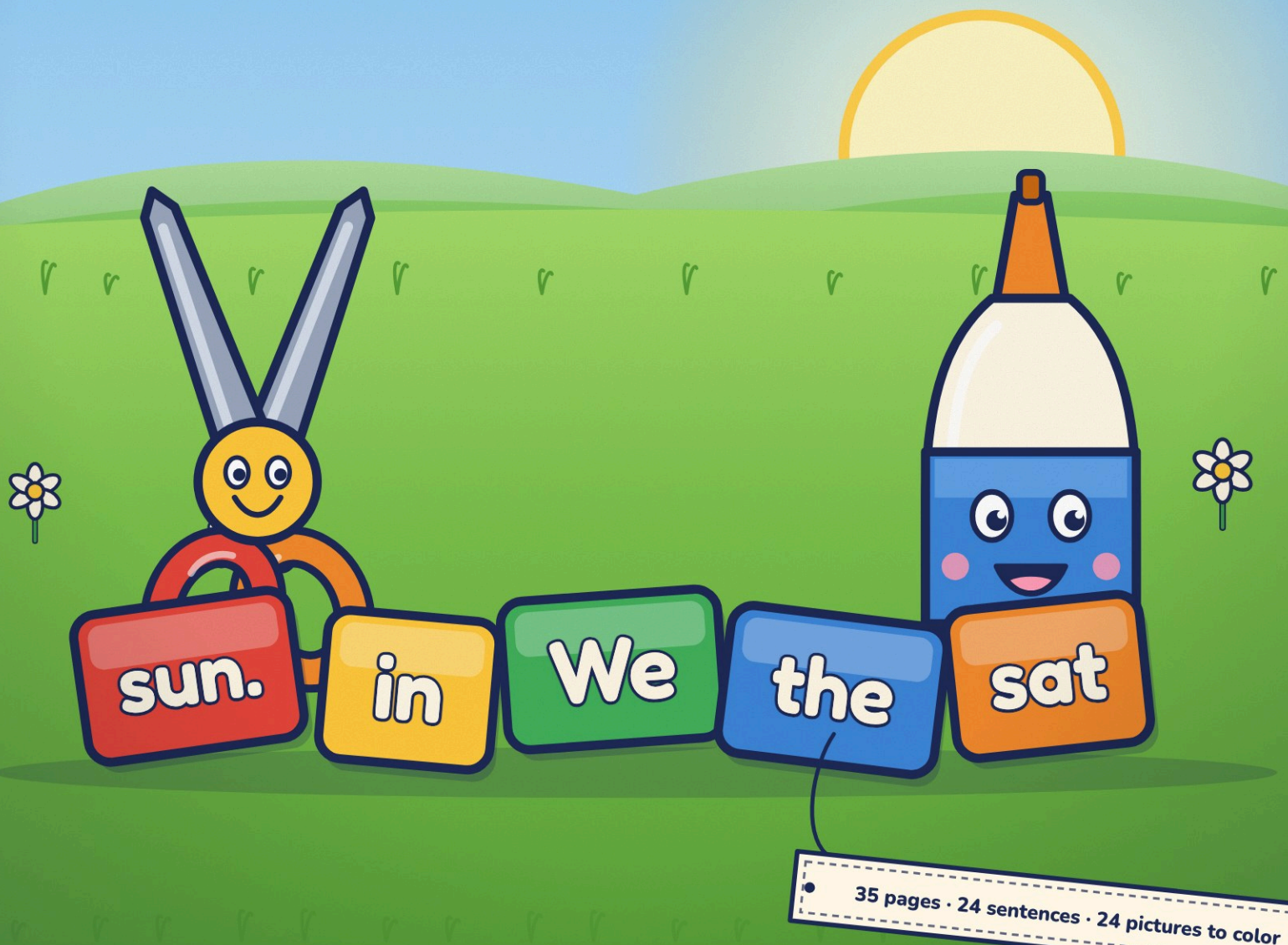


Sentence Scramble



CUT · PASTE · WRITE



35 pages · 24 sentences · 24 pictures to color



One complete kit for building a sentence from word tiles: the child cuts one strip, pastes the words in order, reads it and writes it. Every strip is one straight row, so there are as few cuts as possible.

THREE STEPS

1 Start with the Sentence Helper

Page 7 is the one page with the rule on it: a sentence starts with a big letter and ends with a dot or a question mark. Read the two examples aloud, then let the child cut, paste and read.

2 Pick a set for each child

Set A traces the sentence (gray words show where each tile goes), Set B writes it, Set C adds a big picture to color and a line for the child's own sentence. Word Order is the same sentences with no scissors. The chart below says which page for which child.

3 Check it, record it, send it home

The answer key is page 26. Date each sentence on the tracker (page 27), roll the group up on page 28 and send the home page (30). A filled example is on page 31.

WHICH PAGE, WHEN

WHEN...	USE...
New to cutting, or needs the most support	Set A, Cut, Paste, Trace, pages 8–10
Ready to write the sentence	Set B, Cut, Paste, Write, pages 11–16
Ready for more: color, write, then write your own	Set C, Color, Cut, Paste, Write, pages 17–22
Scissors are the hard part today	Word Order, no scissors, pages 23–25
Sending it home	Home page, page 30
Writing a progress note or a note home	Team note, page 29 · phrase bank, page 32

Everything inside (35 pages)

- **19 student pages:** 15 cut, paste and write pages (Set A 3, Set B 6, Set C 6), 3 Word Order pages with no scissors and 1 Sentence Helper
- **24 sentences** of 5 or 6 words, **24 pictures** to color, 1 picture key
- **1 answer key** made from the same data as the pages, **1 tracker** (24 sentences) and **1 class grid**
- **1 team note**, **1 home page** with its own strip to cut, **1 filled example**, **1 phrase bank**
- **1 binder cover**, **6 divider tabs** and a spine label to cut out

How this is different from other sentence sets

In Read and Build a Scene the pieces build a picture; in Decodable Sentences CVC Sentence-Picture Match the child reads a sentence and matches it to a picture. Here the sentence itself is what gets built: the words come scrambled and the child puts them in order. Page 4 shows what each format asks.

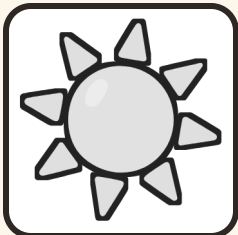


My name: _____

Date _____



A sentence starts with a big letter. It ends with a dot or a question mark.



We

sat

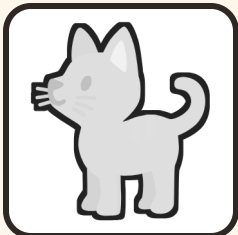
in

the

sun.

↑
big letter

↑
dot



Can

the

cat

get

up?

↑
big letter

↑
question
mark

Check your sentence.

☐

It starts with a big letter.

☐

It ends with a dot or a question mark.

☐

I read it out loud.

1

Cut the words.

2

Paste them in
order.

3

Read it out loud.





My name: _____

Date _____



Cut. Paste on the gray words. Trace it. Write it.

1

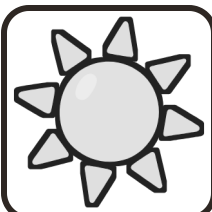
We

sat

in

the

sun.



We sat in the sun.

2

Tom

got

a

pet

fox.



Tom got a pet fox.

✂ Cut on the dashed lines

1 sun.	1 We	1 the	1 in	1 sat
2 a	2 fox.	2 pet	2 got	2 Tom



My name: _____

Date _____



Cut the words. Paste them in order. Write it.

1



2



✂ Cut on the dashed lines

1 the	1 in	1 mud.	1 The	1 is	1 pig
2 dog	2 mud.	2 the	2 dug	2 The	2 in



My name: _____

Date _____



Color it. Cut and paste the words. Write it. Write your own!



Write it.

Now write your own sentence about the picture.



Cut on the dashed lines

1

put

1

hat.

1

Mom

1

her

1

can

1

on





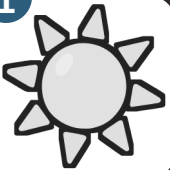
My name: _____

Date _____



Put the words in order. Write the sentence.

1



sun.

the

We

in

sat

2



a

Tom

fox.

got

pet

3



on

I

bed.

nap

my

4



on

We

bus.

got

the





STUDENT

TEACHER

MONTH

ITEM	PICTURE	CUT AND PASTE	WROTE IT	WORD ORDER	NOTES
A1	sun				
A2	fox				
A3	bed				
A4	bus				
A5	cup				
A6	tent				
B1	pig				
B2	dog				
B3	cat				
B4	map				
B5	pen				
B6	fish				
B7	drum			-	
B8	ant			-	
B9	duck			-	
B10	cap			-	
B11	socks			-	
B12	nest			-	
C1	hat			-	
C2	frog			-	
C3	sled			-	
C4	egg			-	
C5	crab			-	
C6	ship			-	

How to fill this in

Date each column the day the child gets that sentence right. A blank means not tried yet, never wrong. A dash means that sentence has no Word Order page. Answer key: page 26. Filled example: page 31.





Noah B. is invented; nothing on this page describes a real student. The blank tracker is on page 27.

STUDENT

TEACHER

MONTH

Noah B. (an invented student)

Ms. Bello (invented)

September

ITEM	PICTURE	CUT AND PASTE	WROTE IT	WORD ORDER	NOTES
A1	sun	9/2	9/2	9/10	–
A2	fox	9/2	9/2	9/10	Read pet as pen; reread it
A3	bed	9/3	9/3	9/16	–
A4	bus	9/3	9/3	9/16	–
A5	cup	9/9	9/9	9/17	Put cup before big; fixed it himself
A6	tent	9/9	9/9	9/17	–
B1	pig	9/16	9/16	9/23	–
B2	dog	9/16	9/16	9/23	–
B3	cat	9/23	9/23	–	Needed the first cut shown
B4	map	9/23	–	–	–
B5	pen	–	–	–	–
B6	fish	–	–	–	–
B7	drum	–	–	–	–
B8	ant	–	–	–	–
B9	duck	–	–	–	–
B10	cap	–	–	–	–
B11	socks	–	–	–	–
B12	nest	–	–	–	–
C1	hat	–	–	–	–
C2	frog	–	–	–	–
C3	sled	–	–	–	–
C4	egg	–	–	–	–
C5	crab	–	–	–	–
C6	ship	–	–	–	–

How to read it

Noah B. has cut and pasted **10 of 24** sentences and written **9**; Word Order is done for **8 of 12**. Set A is finished (6 of 6 written); Set B has 4 pasted and 3 written. Pasted but not yet written: map. Every number comes from the table above.

The family note this tracker would produce

“This month Noah B. cut and pasted 10 sentences and wrote 9 of them. He read ‘pet’ as ‘pen’ once and fixed it when he read the sentence again.” — every fact in it is a row of the table above.



THANK YOU FOR USING THIS RESOURCE

Everything here was built for the teacher who has a table of children who each need a different amount of support to build a sentence. If this helped, leaving feedback on TPT helps other teachers find it.

Something missing or wrong?

Please use the **Ask a Question** tab on the product page first — every question is read, and a fix to the file is a free update you re-download from **My Purchases**.

WHAT'S NEXT FROM THIS STORE

More decodable sentences to read and build, and more sentences to write from a picture.

READ, SPELL & BUILD A SCENE!
KINDERGARTEN · 1ST GRADE · SPECIAL ED

10 DECODABLE SCENES · CUT & PASTE
By Bright Path Sped

Read and Build a Scene, CVC Short A
Read a decodable sentence, then cut and paste the pieces to build the scene.

SPECIAL EDUCATION · READING
SENTENCES + PICTURES

DECODABLE SENTENCES CVC PICTURE MATCH
Sixteen decodable sentences built only from CVC words and Fry-100 sight words, each paired with the one picture it actually describes. Read and Match, Cut and Paste, Illustrate It and a Decoding Check — four formats, one sentence bank. Print, or type the tracker and family page. PDF.

31 Pages **16 Decodable Sentences** **4 Activity Formats** **Answer Key**
BRIGHT PATH SPED

Decodable Sentences CVC Sentence-Picture Match
Read a sentence and match it to its picture, in four formats.

SPECIAL EDUCATION · READING
SENTENCES + QUESTIONS

DECODABLE SENTENCES + COMPREHENSION
Sixteen decodable sentences built only from CVC words and Fry-100 sight words, each with a Yes/No fact question, a Yes/No false-detail question, and a Circle the Picture check, all checked against the sentence in code. Comprehension Check, Quick Check and a Weekly Review Mix. PDF.

24 Pages **16 Decodable Sentences** **3 Questions Each** **Answer Key**
BRIGHT PATH SPED

Decodable Sentences with Comprehension Questions
Short decodable sentences, each with questions to answer about it.

SENTENCE WRITING PRACTICE
Picture to Sentence · 3 Levels

52 PAGES

BRIGHT PATH SPED PreK-2nd · Special Education

Sentence Writing Practice, Picture to Sentence, 3 Levels
Look at a picture and write the sentence, at three levels.

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