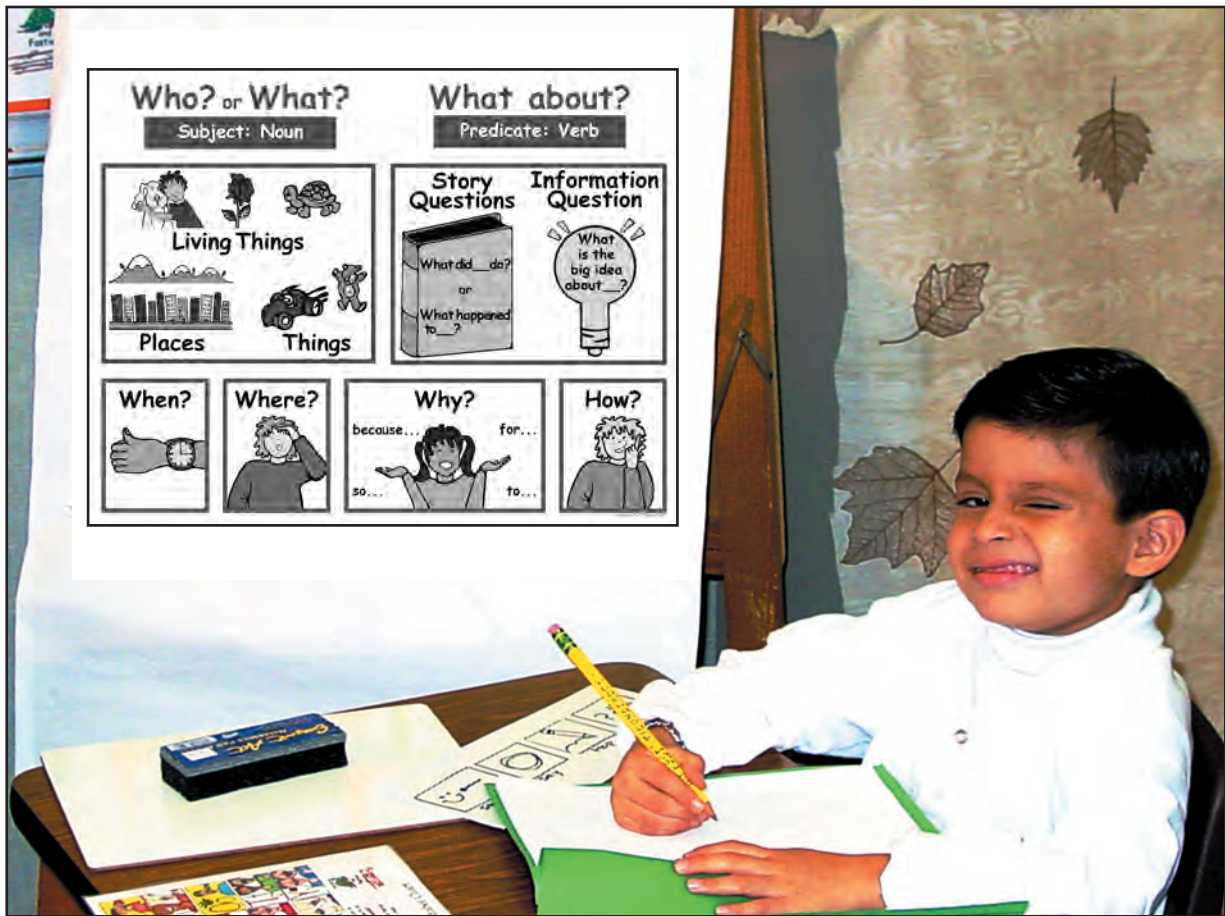


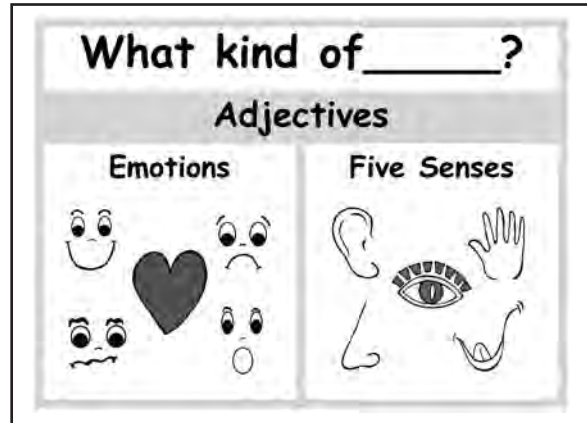
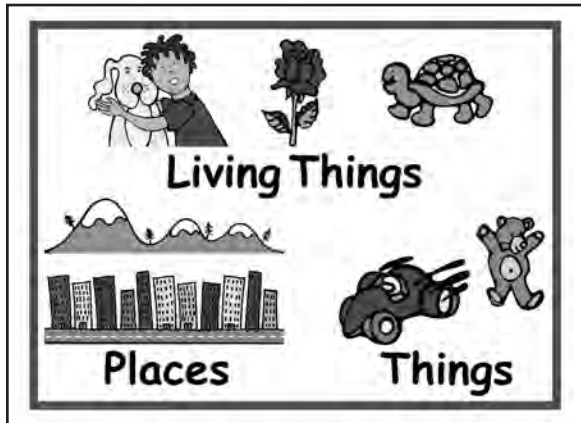
# The Who/What Chart



**Purpose:** The Who/What Chart is a tool for creating powerful sentences for either narrative or informational writing. Students learn to transform their ideas into sentence structures that provide more precise and active writing. Emergent writers use this chart to form more sophisticated sentences. In addition, early writers use the chart to add adjectives and modifiers. More fluent writers develop topic sentences that capture the big ideas in their writing. Also, this chart is color-coded to match the other tools offered in this program: the Vocabulary Wall, the Sentence Builder, and the Sentence Pattern Blueprints.

**Directions:** The chart has a red section for the subject and predicate (top row), a yellow section (under the subject flap) for adjectives, and a green section for modifiers (bottom row). For primary students, the subject is referred to as *Who* or *What* (living thing, place, or thing), and the predicate is referred to as *What about*. *What about the subject?* This forms the verb phrase. The red signals *Red light, stop!* *Is there a subject and predicate in the sentence? Does it make sense? If so, then it is a complete sentence.* The yellow section signals *Yellow light, caution!* *Are there describing words for the subject?* The green section signals *Green light, go!* *Does a when, where, why, or how phrase need to go in the sentence? Once a phrase or phrases is/are added, then the green light signals *Green Light, go!* *Can any of the phrases travel in the sentence to make it sound better?**

# The Who/What Chart



**Please Note:** The subject has one flap stapled to the chart as a reference that nouns are living things, places or things. The flap (above left) is stapled to the chart on top of the adjective's box (above right).

**Subject:** When forming a sentence, the student names the subject first. The teacher may ask, *Who or What will you write about? A Living Thing, Place, or Thing? A thing can be an idea, like love; an event, like The Super Bowl; or and an object, like pizza.* The student names the subject: *My brother.*

**Predicate:** The teacher then points to the predicate box and states, *Look at the book and light bulb. Are you going to write a story or information about your brother?* The student answers: *A story.* The teacher then asks the *story questions* from the chart: *What did your brother do? or What happened to your brother?* Asking what the subject did or what happened to the subject will draw more powerful, active verbs. Forming sophisticated sentences begins with the verb. The verb provides action for the noun and kicks off the predicate. The student answers: *My brother swallowed a fly.*

**Adjective:** Next the teacher asks the adjective question. She lifts the noun flap to reveal the adjective's box and asks: *What kind of brother is he? Do you want to use feeling words like "silly, hungry", or five-senses words like "tall, big?"* The student names the adjective: *silly.*

**Modifiers:** Next the teacher may ask questions from the green section of the chart. This part of the chart displays where, when, why, and how. These prompts provide modifying words or phrases to the sentence. Students decide what information they want to add to their sentence. Now, the sentence reads, *My silly brother swallowed a fly during his camping trip.*

**Travelers:** The green section is colored-coded to alert students, *Green light, go! The green parts can travel in the sentence.* The teacher may ask, *What part of the sentence tells me when?* The student answers, *During his camping trip.* The teacher responds, *That's a green light part of your sentence. Let's travel, 'during his camping trip' to the front of the sentence. Now the sentence reads "During his camping trip, my silly brother swallowed a fly."*