

crafting sentences

Created by Jana Wilson
<http://readingandthinkingoutloud.blogspot.com>

my sentence (subject ♥ verb)

who?

did what?

Pete ate peaches.



Standards:

RF 1.1 – Demonstrate understanding of the organization and basic features of print: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

SL 1.6 – Produce complete sentences when appropriate to task and situation.

L 1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L 1.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use end punctuation for sentences.

Big Idea: Sentences convey complete thoughts.

Essential Questions:

What makes a complete thought?

Why are capitalization and punctuation important to writing sentences?

Why does a good writer use complete sentences?

Objective:

Students will be able to write complete sentences using the main details and elaboration from the five-square graphic organizer.

Assessment:

This lesson: Students will be given a completed graphic organizer. They will write complete sentences for boxes two, three, and four.

Criteria for Proficiency:

Sentences begin with a capital letter and having ending punctuation.

Content of the sentences matches the five-square graphic organizer.

Sentences answer the questions of who and did what.

Other Assessments: Students will use this skill to write a paragraph on their post-test and on their next writing TLI assessment.

Materials:

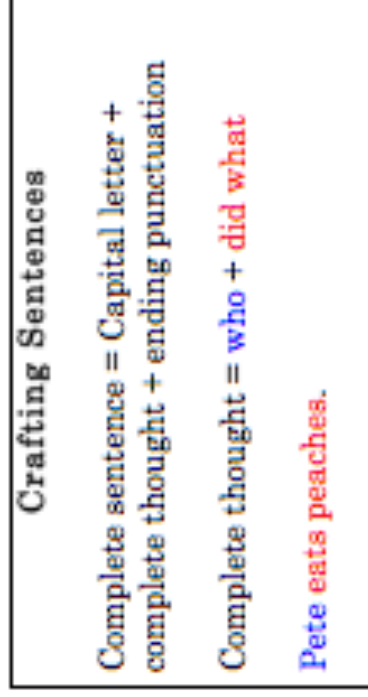
enlarged sentence chart to use during modeling and guided practice, completed graphic organizer (1 per student), 3 sentence charts per student, publishing paper, pens, pencils (for publishing)

Connection:

We have been working on taking the information in our 5-square organizer and writing a paragraph. I noticed that we need to practice writing a complete sentence using the information from boxes two, three, and four.

Teach:

What is a complete sentence? How do I write one? Those are the questions that you will be able answer when we are finished. A complete sentence starts with a capital letter and ends with a punctuation mark. But that is not all. A complete sentence has a complete thought. A complete thought has a ‘who’ and tells what that who did. (Write this on chart paper – anchor chart for future reference.)



Now let's apply this to our five square graphic organizer. (Show them a completed five square graphic organizer – after lesson plan.)

Prompt:

Each of us goes on trips to the grocery store with a parent sometimes. Write about going to the grocery store. Before you begin to write, think about going to the grocery store. Who goes with you to the grocery store? What do you buy there? What do you see at the grocery store? What is the best part about going?

Now write about going to the grocery store. Be sure that you include specific details about your trip.

Name _____

2 What buy? Food for dinner • hamburgers	3 What see? My friends • Say hello
4 What best part? Getting a treat • candy	5 I went to the grocery store with my family. Going to the grocery stores with my family makes me happy.

Model using the sentence chart - turning information in boxes 2 and 3 into sentences

name _____

who?
(subject)

did what?
(verb)

my sentence
(subject + verb)

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Active Engagement:

Guided Practice – Have students help you take the information from box four and turn it into a sentence using the questions “Who?” and “Did what?” (Use sentence chart).

Link – Remember that we need to make sure we use the information from our graphic organizer to help us write our sentences.

Independent Practice – Give students a partially completed graphic organizer. Read the organizer to them making sure they know the words and walk them through filling it out. Then have the students use the individual sentence charts to write the three detail sentences.

**For students who finish early – give them a piece of publishing paper and a pencil so they can write the complete paragraph using the sentences created.

Share:

Have three students share a sentence (one from each detail box of the graphic organizer). Students in seats will compare their sentences to the one the shared.

Name _____



<p>2</p> <p>What buy? Food for dinner</p> <ul style="list-style-type: none">• hamburgers	<p>3</p> <p>What see? My friends</p> <ul style="list-style-type: none">• Say hello
<p>4</p> <p>What best part? Getting a treat</p> <ul style="list-style-type: none">• candy	<p>1</p> <p>I went to the grocery store with my family.</p>
<p>5</p> <p>Going to the grocery store with my family makes me happy.</p>	

name _____ Model _____

who?
(subject)

we

did what?
(verb)

buy hamburgers for dinner

my sentence
(subject ♥ verb)

We buy hamburgers
for dinner.

name _____ Model _____

who?
(subject)

my friends

did what?
(verb)

say hello

my sentence
(subject ♥ verb)

My friends say hello.

name _____ Guided Practice _____

who?
(subject)

I

did what?
(verb)

get a candy treat

my sentence
(subject ♥ verb)

I get a piece of candy

as a treat.

Name _____

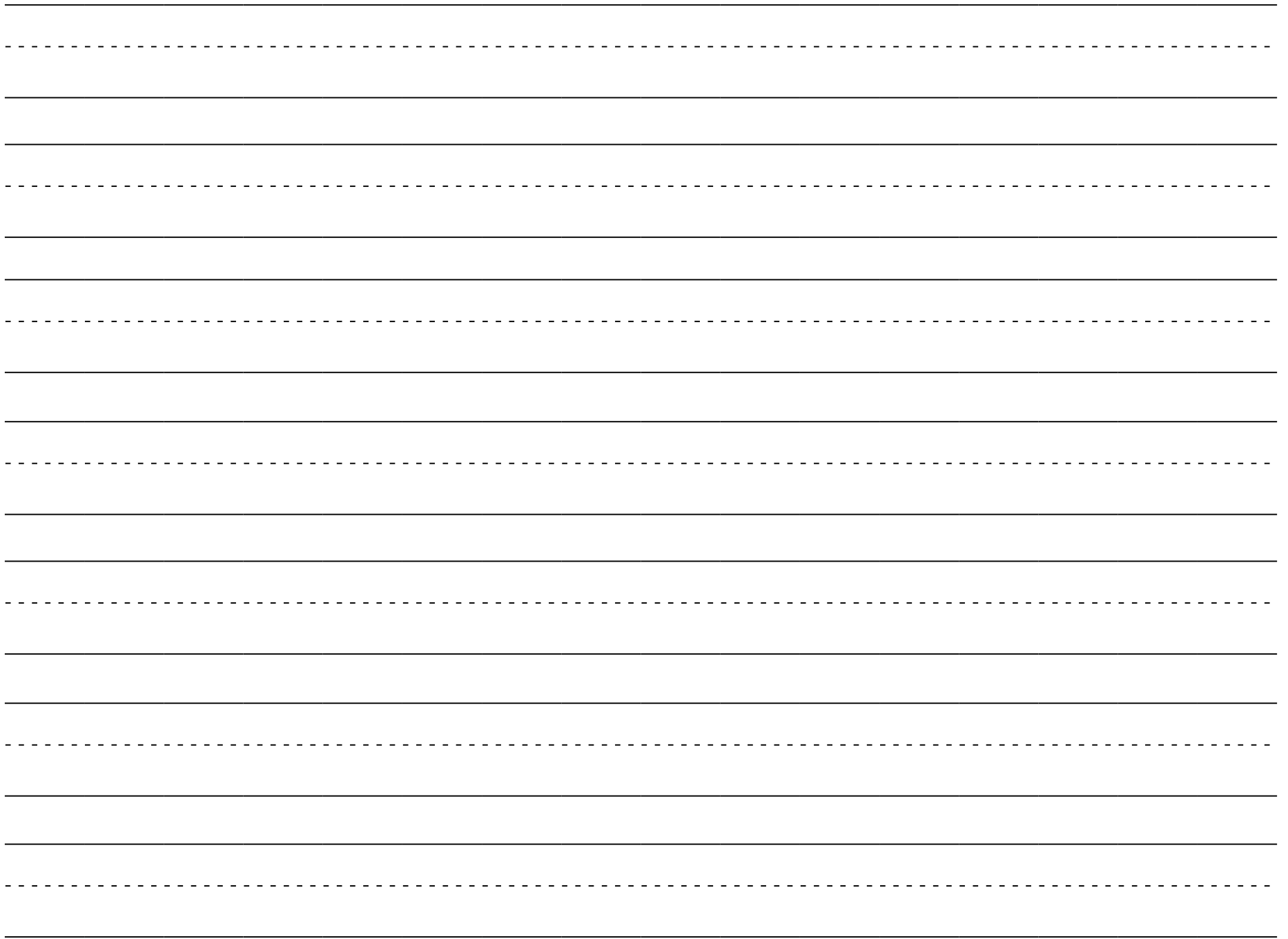
<p>2</p> <p>What look like?</p> <p>_____</p> <p>• _____</p>	<p>3</p> <p>What does it do?</p> <p>_____</p> <p>• _____</p>
<p>1 My favorite pet is a _____.</p>	
<p>4</p> <p>Why favorite?</p> <p>_____</p> <p>• _____</p>	<p>5</p> <p>My favorite pet _____ makes _____ me _____.</p>

name _____

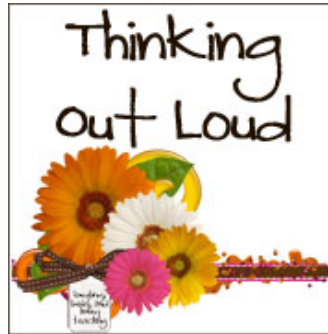
who?
(subject)

did what?
(verb)

my sentence
(subject ♥ verb)



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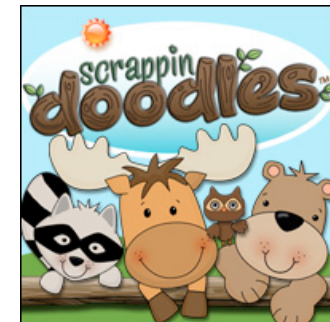
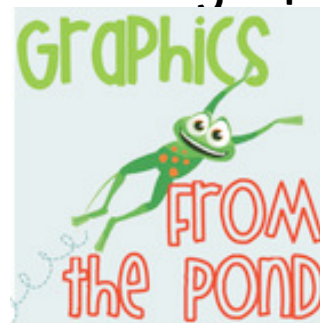
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<http://candauscrew.blogspot.com/2011/09/super-sentences.html>

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