



Time To Know

Language Arts Writers' Corner

"Sentence Sense"

Teacher's Manual

Writers' Corner: Sentence Sense – Teacher's Manual

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Rationale

Students learn and implement strategies to assist them in writing meaningful, well-structured and grammatically correct sentences. Strategies are taught through focused lessons and students demonstrate understanding by applying these strategies in whole group, partner and independent activities.

Texas Essential Knowledge and Skills for English Language Arts and Reading

(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

- (A) write legibly by selecting cursive script or manuscript printing as appropriate;
- (B) use capitalization for:
 - (i) historical events and documents;
 - (ii) titles of books, stories, and essays; and
 - (iii) languages, races, and nationalities; and
- (C) recognize and use punctuation marks including:
 - (i) commas in compound sentences; and
 - (ii) quotation marks.

Segment Objective

Students use strategies to focus ideas to bring clarity to their writing.

Lesson One: Zoom In

LA: Alice Animation

Whole Group Activity

a. Animation

- Have students watch the animation.
- *Script:*

Alice: Shhhhh. Listen. I love to read in the morning! I *a/ways* sit on the top shelf of the library. It is quiet. I am alone. I open a book and enter another world where brave young heroes rescue those in distress. I hold my breath each time the strong, cold wind lashes ceaselessly against the windows of the enchanted castle. I turn the pages with bated breath. What will happen next? At night, I slide down the ladder and crawl across the books I love. Sometimes I snuggle up and read on top of the computer. My favorite place, though, is to curl up inside my book and savor every word. Eventually, I find myself at the bottom of the page, dozing off, ready to dream that I am Alice, “Hero of the World!”

b. Discussion

- Project Alice’s writing and give students a few minutes to read it.
- Ask students what words or phrases they like and why. Underline the words or phrases as students mention them.
- Elicit from students the rich vocabulary and descriptive words and phrases Alice used.
- Explain that Alice wrote a descriptive paragraph by using a mix of sentence types and rich vocabulary.

LA: Sentences, Sentences

a. Four Types of Sentences – Teacher Presentation

- Project Screen 1.
- Review the four types of sentences.
- Gradually expose each number with definition. Ask for volunteers to give an example for each sentence, or use some of your own examples.
 - 1. Declarative sentence**
Makes a statement and ends with a period
 - 2. Interrogative sentence**
Asks a question and ends with a question mark
 - 3. Imperative sentence**
Gives a command and ends with a period
 - 4. Exclamatory sentence**
Shows emotion and ends with an exclamation point

b. Sentence Match

Screen 1:

Cloze – Explain to students that they will match the types of sentences to the example sentences.

c. Alice’s Sentences + Gallery

Screen 1:

Alice Animation Script – Explain to students that they will identify each type of sentences in Alice’s writing. Students only need to find one example of each.

Screen 2:

Rewrite Alice’s sentences - Explain to students that they will rewrite some of Alice’s sentences according to the prompt. They can choose the type of sentence they wish to write for the last two sentences.

d. Write Your Own Definition + Gallery

Screen 1:

Write Your Own Definition - Explain to students that they will write their own definition for each type of sentence.

e. Paragraph Writing + Gallery

Screen 1:

Students will write a paragraph on how they feel about reading. Instruct the students to use all four types of sentences.

Lesson Two: Moving Right Along

LA: Sentences Galore!

a. Complete Me!

- Write this sentence on the board: The bookworm is reading.
- Explain that this is a complete sentence. Ask students what makes this sentence complete. (It has a subject and predicate.)
- Inform students that this is considered a simple sentence. Ask students why it is a simple sentence.
- Make sure students understand there is nothing wrong with using simple sentences. Read a few examples of simple sentences Alice used.
- Ask the following questions about the sentence:
 1. What is the definition of “subject?” (what or whom the sentence is about)
 2. What is the subject of this sentence? (the bookworm)
 3. What is the definition of predicate? (It tells the action of the subject – or tells what the subject is doing.)
 4. What is the predicate of this sentence? (is reading)

b. Screen 1: T-Chart

- Project the T-Chart onto the whiteboard. Brainstorm subjects and predicates as a class. Ask for volunteers to come to the board and fill in the T-Chart.
- Instruct students to work as partners to write simple sentences using the T-Chart words. Ask for volunteers to share sentences out loud.

LA: From Simple to Complex!

a. Identify Adjectives

- Inform students that good writers mix up their writing by using simple sentences as well as more complex sentences.
- Explain that there are several ways to expand a simple sentence into a complex sentence.
- Inform students that you are going to read a short story and you want them to identify what the author used to expand the sentences.
- Read the picture book “The Rainbow Fish” aloud, emphasizing the adjectives. (Or use any picture book that uses adjectives.)
- After reading, ask students how the author expanded the sentences.
- Read the story again, this time leaving out the adjectives.
- Elicit the difference between the two versions. (use of adjectives)
- Ask volunteers to define “adjective” and write their definitions on the board.
- Spend a few minutes brainstorming adjectives using these categories:
 1. How many
 2. Color
 3. Size
 4. Quantity
- Have students add adjectives to their simple sentences from the previous lesson and share the sentences with the class.

b. Identify Prepositional Phrases

- Write this sentence on the board: Alice reads a book.
- Inform students that another way to expand a simple sentence is to add how, when, where, and which one. (Write those words above the sentence.)
- Model a Think-Aloud by asking yourself: Where does Alice read her book? (under the warm blanket.)
- Add this to the sentences on the board: Alice reads a book under the warm blanket.
- Underline the word “under.”
- Inform students that this word is a preposition. Explain that prepositions are words that link nouns and pronouns to other words.
- Now underline the phrase “under the warm blanket.” Inform students that this is a prepositional phrase.
- Distribute Printable: What Can Alice Do While Reading a Book?
- Explain that a good way to remember prepositions is to think about all the things Alice can do while reading a book.
- Have a student choose a word from the list of commonly used prepositions and then use it in a sentence. For example: Alice read her book “inside” the library.
- Review the list, then ask students to work as partners to come up with a few sentences about things Alice can do while reading a book. Remind them to use prepositional phrases.
- Have partners share sentences with class.

LA: Flipping Over Sentences

a. Flipping Over Sentences

Printable

- Inform students that they are going to create a flip book of silly complex sentences.
- After creating the book using the instructions below, ask students to write five complex sentences, one on each page of paper following the format – adjective, subject, predicate, prepositional phrase. Once the book is put together and complex sentences are written, students can flip sections to make silly sentences.

1 inch margin			
<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">Adjective</div>	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">Subject</div>	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">Predicate</div>	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">Prepositional Phrase</div>

Directions for Flip Book:

1. Fold each white paper into fourths.
2. Stack all five papers in one stack.
3. Cut all the pages simultaneously along the folds, stopping one inch from the top of the page. (See chart.)
4. Staple the flip book pages along the one-inch margin.
5. Write a complex sentence following the format on each page. After all sentences have been written, flip different sections to discover silly sentences.



Notes



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