

Lesson Focus: Writing Sentences Lesson 1

Unit of Study: K- Narrative Writing **Lesson #:** Unit 3 Week 1 Workstation Activity Card #12

Connection (1 minute)	“Boys and girls, a few days ago we discussed how good writers draw good, detailed, and neatly colored pictures to tell their stories. Today I am going to teach you that good writers can write a sentence and draw pictures that match our sentence.”
Teaching (5 min)	<p>Give Students a Brief Description of Strategy and Why It’s Important</p> <p>→ “Boys and girls, up until this time when we wrote stories, we told our stories through drawing pictures. Many times when we write, we need to think about our readers and give them even more information. One way we can do this is by writing sentences that connect to our picture and tell more about the story.”</p> <p>→ <i>Teacher: Use sentence frames “I can _____.” from Workstation Activity Card 12.</i></p> <p>→ “Hmmm... let’s see what this says (point to each word as I read) “I” “Can” blank. What can I do? Hmm I do love to sing! So I am going to write a sentence about me doing one of my favorite things- singing! My sentence should read, “I can sing.” I already have the words “I can” written on my page. Now, to spell the word sing, I am going to sound out the letters. Watch me... /s/.../i/.../n/.../g/ There! “I can sing.” <i>Make sure to point to each word as you read the sentence.</i></p> <p>→ “Hmm what should I draw to match my sentence? I usually sing in my room. I am standing up and pretending to use a microphone! Watch me draw a picture to match my sentence of me singing.”</p> <p>Recap “Did you see how my sentence gives readers more information about my picture? Thumbs up if you noticed how my sentence matches my picture.”</p>
Active Engagement (3 min) Allows for guided practice	<p>Now it’s your turn to try this.....</p> <p>“Close your eyes, think of something that you can do. Can you swim? Can you dance? Can you play? Can you run?” “Open your eyes, at the count of three, turn and talk to your</p>

	partner and let them know what you can do. Ready, 1, 2, 3!”
<p>Link (1 min)</p> <p>Linking mini lesson to their independent work</p>	<p>“Today, I taught you how that good writers write a sentence and draw a picture to match.”</p> <p>“When you go off to write today, you’re going to practice how to write a sentence that tells the reader about something you can do. Be sure to connect your sentences to your drawings.”</p>
<p>Independent Writing</p> <p>Suggested time: Build to 25 minutes over the school year.</p>	<p>→ Students are writing independently.</p> <p>→ Teacher is differentiating instruction by pulling students for conferencing/ small group instruction.</p>
Share	<p>End of workshop - Whole Group Share</p> <p>→ “Writers, please put your writing in your folders and quietly join me on the rug.”</p> <p>→ “Okay Writers, thumbs up if you wrote a sentence telling something you can do. Tap your head if you drew a picture to match your sentence.”</p> <p>Sample talk: “Suzie, please share your sentence and picture with the group and tell us about it! Wow, great job Suzie!”</p>