Write a Complete Sentence

1. Focus (10 MINUTES)

Display page 9 of the mentor big book, using the big book or interactive whiteboard resources. Discuss the picture and read the sentence together.

Say: Yesterday we learned that people often use the word I in their journals to tell about their experiences. This girl says, “I had a big cake.” I tells “who” the sentence is about. Sentences tell what someone did, but they can also tell about what someone had. The words I had a big cake tell a complete thought. Who remembers what a complete thought is called? (Allow responses.) A complete thought is called a sentence. Now I’m going to think of something I once had. First I will visualize the object in my mind. Then I will show you how I draw and write a sentence in my journal.

Model how to close your eyes and visualize something you once had. Use the think-aloud below as an example of how to select important details.

Say: When I was little, my favorite outfit was jeans, a T-shirt, and my red belt. I loved that belt! I wore it almost every day. I’ll draw a picture of myself in my favorite outfit. I’ll draw a big smile on my face to show how I felt about it, and I’ll be sure to color the belt red!

Model drawing your memory on chart paper. Remind students that a rough sketch is fine and that the drawing is simply a way to remember the most important details you visualized. Then tell students your sentence.

Say: I want to add a complete thought to this journal entry. I’ll write “I had a red belt.”

Model writing each word in your sentence.

Write J. Say: The word I tells “who” the sentence is about: me! The rest of the sentence tells what I had. I have seen this word in books many times. What do I need to do before I start my next word? (Allow responses.) Yes! I need to leave a space.

Write had. Say: The next word is had. I’ll write this word to the right of the word I. Say the word had slowly with me: /h/ /a/ /d/. What sound do you hear at the beginning of had? (Allow responses.) That’s right. The word had begins with /h/, so I’ll write the letter h. I hear /a/ in the middle of the word. I will write the letter a. I hear the sound for the letter d at the end of the word, so I write that letter. I just wrote had!

Write a. Say: The word a is easy! It’s the same as the letter a. I’ll remember to leave a space before and after the word a.

Objectives

Concepts About Print
- Understand that words carry meaning and are comprised of letters.
- Understand that words go from left to right.
- Put spaces between words.

Oral Language and Grammar
- Share a message orally.
- Use a complete sentence.

Purposeful Phonics Connections
- Listen for sounds in words.
- Recognize sound/symbol relationships.

Reflecting Reading in Writing
- Develop genre awareness.
- Visualize.

Writing
- Draw and write a journal entry.

Materials
- Mentor big book: Discover Journals
- Chart paper and markers
- Interactive whiteboard resources
Write red and belt. Continue to model how you write the remaining words, encouraging students to help you with the sounds and letters. Ask them to listen for the sounds in the words and tell you what letters you should write. Remind students that we need to leave a space between words. Add a period at the end of the sentence.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize something they once had that they could draw and write about in their journals. Say: Tell your partner about the object. Include lots of details. When you’re ready to draw and write, you can choose the most important details to use to write your sentence.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
• I had ______.
• It was ______.

3. Independent Writing and Conferring (15 MINUTES)

Distribute students’ journals. Invite each student to draw a picture of his or her object and to write a sentence about it. Support students as they determine what details to include. Remind students that a sentence should be a complete thought, telling whom the sentence is about and what the person had or did.

Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

4. Share (5 MINUTES)

Invite two or three students to share their drawings and written messages. Encourage classmates to identify whom the sentence is about and what this person did. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• I had ______. The most important details are ______.
• I will say the word ______ and listen for the first sound I hear in the word.

Directive and Corrective Feedback
• Think about something you once had. Tell me your memory.
• Listen for sounds you know. Write any sounds you can hear.
• Tell me what you pictured. Now draw that.

Self-Monitoring and Reflection
• Does your picture match your message?
• What could you do to help you write that word?
• Point to each word in your sentence. Did you leave spaces between the words?

Validating and Confirming
• Your message matches your picture!
• You scribbled a message!
• You know how to write so many words now!
• I notice that you put spaces between your words. That’s an important part of writing.
• You wrote your message from left to right. Strong writers do that to make their writing easy to read.

Teacher Tip
Monitor students’ attempts to write complete thoughts. For students who struggle with this concept, have them perform an action and then use the subject I and the verb that describes their action to tell what they did—for example: I jumped, I laughed, etc.