Revise: Vary Sentence Beginnings

Objectives

Concepts About Print
• Apply print concepts and conventions during writing.

Oral Language and Grammar
• Retell information orally.
• Use nouns, verbs, adjectives, and personal pronouns in complete sentences.

Purposeful Phonics Connections
• Apply phonics knowledge to encode unknown words.
• Write high-frequency words.

Reflecting Reading in Writing
• Ask questions.
• Identify main idea and details.
• Use texts as sentence models for writing.

Writing
• Revise an informational report for sentence beginnings.

Materials
• Modeling text prepared prior to lesson (see Focus)
• Students’ drafts of informational reports (from Weeks 20 and 21)
• Chart paper, markers, and highlighters
• Interactive whiteboard resources

1. Focus (15 minutes)

Display the modeling text without revisions on chart paper or using the interactive whiteboard resources. Read it aloud, asking students to follow along as you read.

My mom Mom is a doctor. My mom She works in a hospital. My mom helps people. My mom Doctors makes people feel better.

Modeling Text

Invite a different volunteer to think aloud about each sentence and tell whether or not he or she would change the sentence and what might make it better. Invite other volunteers to make the changes to the text. Provide support as needed. If you observe that students have difficulty suggesting improvements to the text, provide additional modeling using the suggested revisions.

2. Rehearse (10 minutes)

Distribute highlighters and students’ writing folders. Ask each student to choose an informational report he or she wrote and would like to revise. Ask students to work in pairs. Say: Decide which report you will revise first. Read the report together and highlight the first word in each sentence. If you see the same word over and over, ask each other questions to help you think of other words you could use. When you are done, do the same thing with the other report. Move among the pairs of students to monitor and support their efforts.
3. Independent Writing and Conferring (15 MINUTES)

Say: Now make the changes you talked about with your partner. You don’t need to revise every sentence. Replacing or adding one or two words is fine. If any students have difficulty figuring out what to revise, ask questions to guide them in the right direction. In addition use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations. As students finish, say: Now reread your report to your partner to show how the new sentence beginnings you wrote make your report sound more interesting.

4. Share (5 MINUTES)

Use the Share time in one of the following ways depending on your observations of students during Independent Writing and Conferring:

- Invite volunteers to share a topic sentence and facts they drafted.
- Ask students to cite their sources and discuss why it’s important to include sources when we write reports.
- Invite students to share a part of the report-writing process that is difficult for them. Invite other students to share strategies they use when they have that same problem.
- After a student has shared his or her report, use it to discuss other ways the writer could have varied sentence beginnings.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I will think about pronouns I can use to start my sentences.
- I will ask myself questions to help me think of ways to revise my sentences.

Directive and Corrective Feedback
- What words mean the same as ______? Use one of those words to start your sentence.
- How could you describe ______?
- What pronoun could you use in place of the word ______?

Self-Monitoring and Reflection
- What could you ask yourself here?
- Tell me the questions you asked to help you think of ______.
- Read this sentence beginning. What is another way you could write that?

Validating and Confirming
- Changing this word made your sentence sound really interesting.
- Your sentences are interesting and fun to read!
- I noticed that you asked yourself questions about describing words you could use. That made your sentences sound better.

Teacher Tip
Continue using informational reports from primary grade magazines as read-alouds throughout the unit and make them available in your classroom library for independent exploration.