Sentence Fluency: Use Compound Subjects

1. Focus (15 MINUTES)

Display page 12 of Discover Journals using the big book or interactive whiteboard resources. Discuss the picture and read the first sentence of the journal entry together.

Say: We often use the word I in our journals to write about things we have seen and done. Sometimes our memories include other people. On this page, the boy wrote about an experience he had with his mom. He started his sentence with the words My mom and I. This week, we will think of experiences that we have shared with other people. We will use those people’s names along with the word I to tell about the experiences. Strong writers start their sentences in different ways, so it will be fun to try this new way! Now I will think of an experience that I have shared with someone else to draw and write about in my journal.

Model how to close your eyes and visualize a memory, using the think-aloud below as an example.

Say: I have a cousin named Lee. One time Lee’s dog had six puppies. They were so cute! When the puppies got big enough, Lee decided to give them away. Some people were coming to look at the puppies, so Lee and I put them in a box. I will draw a picture of the puppies in the box.

Model drawing your memory on chart paper and tell students your sentence. Say: I will write “Lee and I put the pups in a box.” Hmm . . . I think I need to add a describing word. Remember that Lee’s dog had six puppies. Instead of “the pups,” I will write “six pups”: “Lee and I put six pups in a box.” That’s better!

Point out whom the sentence is about and act out the action to demonstrate that you have a complete thought. Then model writing each word in your sentence.

Write Lee and I. Ask students to say the words Lee and and slowly and give you the sounds and/or letters. Then write the word I.

Write put. Point to the words as students reread what you’ve written so far and then point to where the next word should go. Say: We’re ready for the word put. Ask students to say the word slowly and give you the beginning and ending sounds and/or letters while you fill in the middle vowel.

Write six. Point to the words as students reread what you’ve written so far and then point to where the next word should go. Say: We’re ready for the word six. Ask students to say the word slowly and give you the beginning, middle, and ending sounds and/or letters.

Write pups. Point and reread with students. Then ask them to say pup slowly and give you the beginning, middle, and ending sounds and/or letters. Ask:
How can I show that I’m talking about more than one pup? (Allow responses.)
Good! I can add the letter s to show that I mean more than one. I will write s at the end of the word.

Write in, a, and box. Point and reread with students. Then model writing the words, asking students to tell you the sounds they hear. Put a period at the end, and reread to check your message. Invite a volunteer to make sure you’ve put the right beginning and end on your sentence.

**NOTE:** Save your sentence to use in the next lesson.

2. **Rehearse** (5 minutes)

Invite students to close their eyes and visualize a shared experience that they could draw and write about in their journals. **Say:** Tell your partner what you plan to draw and write about. Tell “who” your sentence is about and act out the action to make sure you have a complete thought.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
- ______ and I ______.
- I pictured ______.

3. **Independent Writing and Conferring** (20 minutes)

Distribute students’ journals. Invite each student to draw a picture of what he or she described and to write a message. Continue to support students at whatever stage of writing development they are in. Help them circle their compound subject, if used, or assist students who would like to try using one as they revise their sentence beginnings. In addition, continue the routine of asking questions to help students add appropriate adjectives to their sentences, encouraging them to get ideas and support from one another.

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. Point out and celebrate examples of compound subjects. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.

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**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

**Goal Oriented**
- ______ and I ______. I will draw the part about ______.
- I will say the word ______ and listen for the first sound.
- I will describe ______ with the word ______.

**Directive and Corrective Feedback**
- Think about something you’ve done with someone else. Tell me about it.
- Think about “who” your sentence is about.
- How could you describe ______? What other words could you use?

**Self-Monitoring and Reflection**
- Tell me what you’ve written so far.
- Did you include an action in your sentence?
- What word did you use to describe ______?

**Validating and Confirming**
- Your picture really shows the memory you described in words!
- You wrote the letter that stands for the ______ sound!
- You wrote the word ______! I like the way you worked that out.
- You thought about several different words and chose ______. That will help your readers visualize it.
- You asked yourself questions about your sentence. That’s something strong writers do to help them write strong sentences.

**Teacher Tip**

Reinforce examples of compound subjects in students’ everyday conversations in the classroom, such as “Lin and I sat on the carpet for the story” and “Matt and Maria made a poster.” If students inadvertently start the sentence incorrectly, such as “Me and Lin . . . ,” simply repeat the sentence modeling correct grammar.