

5 Day Schedule

Sentence to Paragraph Lesson 1: Silly Sentences

Day 1: Section 1 – Organize Notebook (Together then teacher checks) WS 1 / TP 1

Assignment Segment 1

Day 2: Section 2 – Complete Sentences (Teacher instruction) WS 2 / TP 2

Section 3 – Sentence Practice (Teacher instruction and practice) (Teacher helps as needed and checks) WS 3 / TP 3

Day 3: Section 4 – Alliteration (Teacher instruction and practice) WS 4, 5 / TP 4, 5

Student writes, edits, and types 3 alliteration sentences. (1 – 3) (Teacher helps as needed and grades), *Assignment Segment 2*

Day 4: Section 4 – Alliteration WS 4, 5 / TP 4, 5

Student writes, edits, and types 3 alliteration sentences. (4 – 6) (Teacher helps as needed and grades) *Assignment Segment 2*

Day 5: Section 4 – Alliteration WS 4, 5 / TP 4, 5

Student writes, edits, and types 4 alliteration sentences. (7 – 10) (Teacher helps as needed and grades) *Assignment Segment 2*

Sentence to Paragraph Lesson 1: Silly Sentences

Sentence Structure: Writing Checklist 1 – 5

Poetry: Alliteration

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| 1. Organize Notebooks WS 1 (TP 1) | 3. Sentence Practice WS 3 (TP 3) |
| 2. Complete Sentences WS 2 (TP 2) | 4. Alliteration WS 4, 5 (TP 4, 5) |

1. Organize Notebooks WS 1 (TP 1) (*Assignment Segment 1 applies*)

Together: Fill in the blanks and highlight on WS 1 / TP 1. Organize a 3-ring binder / notebook from Student Supply List.

- Label 6 notebook tabs with the following highlighted words.
- Extra notebook paper goes in the front of the notebook.
- Place the full set of printed worksheets under tab 6.
 - Do not reorganize printed worksheets now.
 - Checklists and Word Lists worksheets will need to be saved for future lessons.
 - Organize worksheets that need to be kept under tabs as lessons are completed.

Organize Notebook WS 1 / TP 1

1. Assignments (<u>Papers</u> and <u>notes</u> for current <u>independent work</u> instruction)	<i>1. Assignment papers will rotate as lessons are completed.</i>
2. Checklists (Current <u>Checklist</u> and <u>No List</u> for <u>editing</u> independent work)	<i>2. Store checklists for reference in future lessons.</i>
3. Word Lists (As <u>introduced</u> , keep here for <u>easy reference</u> .)	<i>3. Store word lists for reference in future lessons.</i>
4. Reading List (For <u>reading</u> enrichment)	<i>4. Place and keep reading list here for reference as needed.</i>
5. Graded Work (Graded <u>sentences</u> , <u>paragraphs</u> & <u>poetry</u>)	<i>5. Store printed graded work as it is completed. (Save these to see progress.)</i>
6. Worksheets (Copies to be <u>used</u>)	<i>6. Place printed worksheets here for easy access.</i>

2. Complete Sentences WS 2 (TP 2)

Sentence Structure: A complete sentence is a complete thought.

Teaching Instructions: White Board

Discuss each item on Lessons 1 – 6 Sentence Writing Checklist, 1 – 5, WS 2 / TP 2.

1. Write an example that these 5 rules follow. Write a simple sentence on a white board or at the bottom of TP 2 such as “**The tree fell.**”
2. Show how the sentence follows the first 5 rules. Students should already be familiar with these rules.
3. They either have or will develop the ability to automatically apply and use these 5 rules every time they write a sentence.

*Every sentence written must adhere to the following **Lessons 1 - 6 Writing Checklist, WS 2 / TP 2**. The checklist will be expanded and more checklists will be added as the year progresses. The following checklist is to be used for lessons 1 – 6.*

WS 2/ TP 2

Lessons 1 – 6

Sentence Writing Checklist

1. Begin each sentence with a capital letter.
2. Put punctuation at the end of each sentence.
3. Every sentence must be a complete thought.
4. Subject in every sentence (**tells who – people, animals, places, things**) (highlight blue)
5. Verb in every sentence (**tells what was done – active or passive**) (highlight orange)

(When completed, file WS 2 behind the “Checklists” tab.)

3. Sentence Practice WS 3 (TP 3)

Together: Complete sentences will have a subject and a verb and will be a complete thought. A complete thought does not leave someone hanging in thought due to missing information.

Example Sentences:

Every complete sentence always has both a subject and a verb. Highlight the subject blue and the verb orange if they are in the phrase.

Teaching Instruction: Write out these 4 phrases on a **white board**, scrap paper, or overhead projector. Highlight the subject blue and the verb orange to help determine if they are complete sentences / complete thoughts. **If the thought is not complete, the sentence is not complete.**

Example Sentences (White Board)

Example phrases to decide if they are complete or incomplete thoughts.

1. The elephant walked quickly. (*complete sentence – Mark the subject blue and the verb orange.*)
2. The cougar promptly. (*incomplete thought – incomplete sentence – What did the cougar do?*)
3. A wolf raced over the hill. (*complete sentence – Mark the subject blue and the verb orange.*)
4. In the jungle sleeping. (*incomplete thought – incomplete sentence – What or who was sleeping?*)

Complete Sentences Instructions for WS 3 / TP 3

Students need to recognize incomplete sentences. They are expected to learn the concept that an incomplete sentence is an incomplete thought, but are not expected to learn the rules why as stated in the following exercise WS 3 / TP 3.

Work together the following list of complete and incomplete sentences. **WS 3 / TP 3**

1. If the sentence is complete, write “**complete**” in the blank underneath.
2. If the sentence is incomplete, **rewrite the sentence making it complete**.
3. Highlight the subject blue and the verb orange if they are in the original phrase.
4. Highlight the subject blue and the verb orange in the corrected sentences.

Answers will vary when rewriting as complete sentences. Work this exercise together.

Complete Sentences WS 3 / TP 3

1. The dog barked. (Complete)

2. Over the rainbow. (Incomplete – *prepositional phrase with rainbow as the object of the preposition. Rainbow is not the subject, and there is no verb*)

The sun was peeping over the rainbow.

3. Elephants stampeded through the jungle. (Complete)

4. When the sun rose. (Incomplete – *dependent clause with a subject and a verb, but it is not a complete thought.*) She was sleeping when the sun rose.

5. Maple syrup makes pancakes sweet. (Complete)

6. Because he was tired from the trip. (Incomplete – *dependent clause with a subject and a verb, but it is not a complete thought*) He almost failed the test, because he was tired from the trip.

7. In the middle of the huge barn. (Incomplete – *2 prepositional phrases without a subject or verb*)
In the middle of the huge barn the cats were sleeping.

8. The orange fluffy kitten excitedly. (Incomplete – *subject but no verb*)

The orange fluffy kitten excitedly raced to her food.

9. Ran over the elephant. (Incomplete – *verb and prepositional phrase but no subject*)

He ran over the elephant.

10. While the tide came in. (Incomplete – *dependent clause with a subject and a verb but it is not a complete thought*) They walked slowly while the tide came in.

4. Alliteration **WS 4, 5 (TP 4, 5)** (*Assignment Segment 3 applies*)

Alliteration, as taught and used in this curriculum, is the repetitive use of a beginning consonant letter and sound in a sentence or phrase. Typically, alliteration will have at least 3 words in a sentence that utilize the same consonant and sound. In this lesson more alliteration words will be required per sentence.

Alliteration guidelines: Discuss together (White Board) or use for reference as needed in this lesson.

1. Use only consonants: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.
2. The alliteration words begin with the same consonant **letter** and **sound**.
3. No vowels may be used for beginning letters and count. That is assonance, which is a form of alliteration, but will be taught in separate lessons later.
4. May use blends and diagraphs: beginning sounds must stay really close.

Blends: Words used may start with blends, but they must not lose the beginning sound. Most blends may be used with other words that start with the same beginning consonant. The beginning letter and sound must stay very close to the same sound.

Blends: 2 or 3 letters blend together as 1 sound but maintain their original sounds.

R blends – Cr, br, fr, gr, pr...

L blends – cl, bl, fl, gl, pl...

S blends – sc, sk, sw, str, sl, st...

Example: Billy broke his bike by blowing bubbles.

Diagraphs: 2 or 3 letters that make a new sound or the beginning letter is silent.

When words are used that start with digraphs, the other alliteration words must begin with the same or almost the same diagraph.

Diagraph “wh” makes a soft w sound that is close enough to the w sound.

Diagraphs: sh, ch, ph, th, thr, kn, gn, tr, tw...

(Tr and tw **or** th and thr could be used as alliteration)

Examples: Twenty trees trotted while the train twisted train tracks.

The thirty-three things thought they were thrilling.

(Sh and su could be used as alliteration.)

Example: She surely should shoot the shaky sugar bowl.

Work together: WS 4 / TP 4

Following is an example of 6 sentences about 1 animal, a gecko (hard g). These sentences have at least 8 words with 5 of the 8 words all starting with the same consonant and sound.

- Highlight the **alliteration words** **yellow** in the following example.
- **Underline** with highlighters the **subject blue** and **verb orange**.
- Student WS and TP are not numbered and the alliteration letter is not at the beginning. Add these to WS 4 / TP 4.

Teacher: Subjects and verbs should be underlined with highlighters in the following sentences to practice identifying complete sentence structure. Do not require students to highlight their subjects and verbs for independent work, because of the length and possible complexity of their sentences.

WS 4 / TP 4 Top**Gertrude's Giddy Gecko (Top of WS 4 / TP 4)**

1. (L) The **lumpy leaping lizard** (blue underline) **is lying** (orange underline) on **little Lizzie**.
2. (B) **Biting bitty bugs** (blue underline) **will be** (orange underline) delicious **before breakfast**.
3. (C) A **carefree cantankerous creature** (blue underline) **is crawling** (orange underline) **carefully** away.
4. (S) **It** (blue underline) **is** (orange underline) **so silly, so it** (blue underline) **soundly sticks** (orange underline) on **scores of surfaces**. (compound sentence with 2 subjects and 2 verbs)
5. (R) A **rough rubbery fellow** (blue underline) **was racing** (orange underline) and **running** (orange underline) **right** over **Randy**. (compound verb)

Fill in the chart at the bottom of WS 4 / TP 4 together. Select 1 – 5 animals to write sentences about. Select any 5 consonants, using 1 per sentence.

Use only beginning consonants: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

How to find Possible Words:

The following instructions state how to use the thesaurus and the dictionary to come up with more descriptive words. List possible words on the bottom chart of **WS 4 / TP 4**.

1. Brainstorm: Write down different types of animals – nouns. (*for example – bird, lizard, sloth*)
2. Brainstorm: List things the animal does – verbs/action words. (*for example – float, crawl, yawn*)
3. Brainstorm: List words that describe the animal – adjectives. (*for example – fuzzy, slimy, hairy*)
4. Brainstorm: Write down how they act – adverbs. (*for example – loudly, slowly, peacefully*)
5. Look up the brainstorm words in a thesaurus and list other words that tell about the animal.
6. Using the chosen consonant, look in the dictionary for more possible words.
7. Each sentence may use the same consonant in every sentence, or use a different consonant for each sentence, but do not repeat alliteration words from one sentence to another.

The following chart lists possible words for a **cat**. Students may use the same letters as were used for the gecko poetry but may not copy the sentences. Following are some suggested words that can be used, but mostly use student input from thesauruses and dictionaries.

Animal Words (cat examples)

Possible Words WS 4 / TP 4 (continued)				
L	B	C	S	R
leans	bold	croon	slumber	resonate
lies	brave	consume	snooze	rises
leaps	bossy	courageous	stalk	rest
little	bear	cowardly	saunter	rules
lingers	blithe	confident	siesta	reliable
lenient	bouncy	confront	soft	rummage
light	bubbly	claws	search	ramble
lightweight	brainy	carefree	scratches	roam
lively	brilliant	clever	rubs	rats

Practice Writing Alliteration Sentences Together: WS 5 / TP 5

Using the animal words on WS 5 / TP 5, write 2 – 6 sentences together for practice on WS 5 / TP 5.

- The alliteration words do not have to have the same beginning letter as the subject.
- Sentences may be silly.
- The final alliteration sentences need to be **at least 8 words long with 5 or more words starting with the same consonant letter and sound.**
- The sentences must follow the **Lessons 1 – 6 Sentence Writing Checklist.**

Independent Work: Words written for practice may also be used for independent work, but the final sentences should be different from the examples and practice sentences.

Students may use StP Student Final Work Wd Docs, Lessons 1 – 14 folder in the Digital Additional Resources or create their own Word doc to type their independent work.

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| <ul style="list-style-type: none"> • In order to teach how to complete and present neat and orderly work, final sentences should be numbered, typed, and double spaced. • Always double space the final copy. This allows room for the teacher to write comments and the finished work looks better. • When work is typed, errors are easier for the student to spot and correct. |
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Independent Work: Write then type 10 sentences of at least 8 words each with 5 alliteration words in each sentence.

1. The final alliteration sentences need to be at least 8 words long with 5 or more words starting with the same consonant letter/sound.
2. Write about any combination of animals and or sports.
3. The sentences must be complete sentences, but subjects and verbs do not have to be highlighted. The teacher might want to give extra credit for correctly highlighted subjects and verbs.
4. At the end of these instructions, file WS 4 and WS 5 behind the “Assignment” tab or in the front notebook pocket to store until completed and graded.
5. Use the Lessons 1 – 6 Writing Checklist, which was discussed at the beginning of this lesson, to review and make corrections on independent sentences.
6. **Optional:** Students may use all or some of the sentences written together on **WS 5 / TP 5** for some of the independent work. These would need to be typed. This is an individual teacher decision.
7. **Optional** – Title the sentences with a 3-word alliteration that somehow reflects the sentences.
8. Use the assignment page to help when completing independent work.

Sentence to Paragraph Assignment 1

Independent work due:

- Organized Notebook
- 10 Alliteration Sentences (typed and double spaced)

Segment 1: Finish Organizing Notebook WS 1

Segment 2: Write, edit and type **10 alliteration sentences**.

Each sentence must be complete with at least **8 words total** and **5 of those words as alliteration** (same **consonant letter/sound**).

Use either **animals** or **sports** or a combination for your 10 complete sentences. Write about 1 animal or 1 sport or 10 different animals or sports.

- Use the same consonant in every sentence or a different consonant for each sentence.
- Use a **thesaurus** and **dictionary** to find words that could be used in association with the animal or sport.
- **Do not repeat any important words.**
- **Do not use vowels** to start your alliteration words.
- **Final sentences must be typed.**

Adhere to WS 3 the Sentence Writing Checklist.

Capitalize the first letter of the **first word** in each sentence and any **proper nouns** or names of people, places, and things. Do not capitalize any other words or have words with letters in the middle capitalized.