

I CAN write a complete sentence by beginning it with a capital letter, use spacing between words, and use proper punctuation, and write my upper and lower case letters legibly.

Mon. 11/3/08	Wed. 11/5/08	Thurs. 11/6/08	Mon. 11/10	Tue. 11/11/08
<ul style="list-style-type: none"> <li>• <b>GLCE:</b> W.GR.01.01- in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.</li> <li>• <b>Objective:</b> Students will be able to recognize that a sentence is a complete thought and give examples and non-examples of a sentence.</li> <li>• <b>Lesson Format:</b> -Introduce that we are going to learn about sentences and how we use them in everyday conversation. Explain that we can use sentences as a way to write down what we are thinking. -I will write four examples of a sentence and three non-examples of a sentence through modeling. -I will model each component in a sentence as I write my examples: begins with capital letter, space</li> </ul>	<ul style="list-style-type: none"> <li>• <b>GLCE:</b> W.HW.01.01- legibly write upper and lower case manuscript letters.</li> <li>• <b>Objective:</b> Students will be able to write the letters of the alphabet in upper and lower case form.</li> <li>• <b>Lesson Format:</b> - Open up the lesson by asking students what a sentence is. If students are not in the right direction, ask them for an example of a sentence and an example of what a sentence is not. - Then I will ask the students what sentences have in them, and what is at the beginning, end, and in between the words. - I will then tell the students that we are going to write the alphabet in capital and lower case letters. -Next, I will model all the letters of the alphabet in capital and lower case letters. Explain that in order to write words we need to know how to write both forms of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>GLCE:</b> W.GR.01.01- in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period.</li> <li>• <b>Objective:</b> Students will be able to identify that sentences begin with a capital letter and end with punctuation.</li> <li>• <b>Lesson Format:</b> - First I will gather the students onto the carpeted area for the lesson. - Introduce the lesson by reviewing the components of a sentence and asking students where the capital letters, spaces, lower case letters, and punctuation is located. - Next, I will use a big book to show students how the first letter in sentences are always capitalized and how at the end of the sentence there is a period. I will try to get them to notice the pattern that after a period there is a capital letter. - As we go through the big book, I will use highlighter tape to emphasize the</li> </ul>	<ul style="list-style-type: none"> <li>• <b>GLCE:</b> W.GR.01.01- in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.</li> <li>• <b>Objective:</b> Students will be able to use spaces between their words when writing a sentence.</li> <li>• <b>Lesson Format</b> - Review what a sentence is and the components of a sentence (begins with capital, lower case throughout, spaces, and punctuation.) - I will write a sentence on the overhead without any spaces and ask students to read it. After students struggle to read it, I will explain that it is important to use spaces between our words in order to make it easier for people to read and for us to remember what we wrote. - Then I will re-write my sentence with spaces between</li> </ul>	<ul style="list-style-type: none"> <li>• <b>GLCE:</b> W.GR.01.01- in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.</li> <li>W.HW.01.01- legibly write upper and lower case manuscript letters.</li> <li>• <b>Objective:</b> Students will be able to use spaces between their words when they write sentences.</li> <li>• <b>Lesson Format:</b> - Review the components of a sentence (capital, lower, spaces, punctuation.) - Introduce the importance of spaces again by writing a different sentence on the board with no spaces and ask the students to read it. - Show the students my spaceman and how I use it and take care of it. - Then I will pass out the spacemen for the students to use in order to</li> </ul>

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<p>between words, rest of words lower case, and ends with punctuation. -Call on five students, depending on time, to volunteer examples of what a sentence is and I will write them down. - Close by telling students that it is very important to learn how to write sentences, because it is how we convey our thoughts.</p> <p>● <b>Assessment:</b> Informally assess by the example sentences that students provide.</p>	<p>- I will explain the lined paper we are using by explaining the boot, belt, and hat of the paper. - I will write all the letters in a capital form first on the overhead, showing where I start on the lined paper and how I write it. - As I go through the capital letters, depending on time, I will ask a couple of students to volunteer to come up and help me write some of the letters on the overhead. As the students are writing I will guide them as they go. -Then I will write all the letters in the lower case form and explain how I write them. If time permits I will have student volunteers come up to the overhead and help me write some letters. If the students do not know, then I will guide them in writing the letters. - I will close the lesson by passing out paper to the students to have them write all the letters and for my intensive students they will trace and write the letters A, B, E, G, H, J, K, M, N, R, U, W, Y in the capital and lower case form. I will tell them to write the letters</p>	<p>capital letter at the beginning and the period at the end. - After we look at the book, I will ask students what else they notice about the sentences in the book (spacing, lower case letters, etc). - I will also, introduce the idea that we capitalize the word "I" and names in a sentence. - Then I will write a sentence in all lower case letters on the chart paper and ask what is wrong with my sentence (no capital.) -Then I will write a sentence in all capital letters and ask them what is wrong with it (no lower case.) - Then I will write a sentence with no period or punctuation at the end and see if they can find what is wrong with the sentence. - Afterwards I will have the students go back to their desks and write a sentence on their own and explain that it must start with a capital letter and the rest must be lower case letters.</p> <p>● <b>Assessment:</b> - Informally assess the students' sentences as I walk around the room. Look to see who is using capital and lower case letters in their sentences properly.</p>	<p>the words and ask them to read it. I will be sure to explain that it is much easier to read words that have spaces between them. - I will introduce the space man, and have one that I will use and show them how to use the space man to help them remember to put and use spaces between their words. - Next, I will write some words on an index card in all lower case letters and form a sentence with the words. I will push the words together so there are no spaces and have no punctuation and no capital. I will call on students to come up and show me what I need to change (space the words out, capitalize, and end with period.)</p> <p>● <b>Assessment:</b> Informally assess students by how they respond my questions throughout the lesson.</p>	<p>help them put spaces between their words. - I will write a sentence on the board and the students will copy it and use their spaceman to put spaces between each word. For my higher level students, I will have them write their own sentence to practice with the space man. - As a guided practice I will tell the students a sentence that I want to write and have them tell me what to do, step-by-step. - Have the students independently practice writing their own sentence. I will circulate the room to see how each student is doing and help those who are having a difficult time. - I will differentiate by having my lower students at a table to work in a small group. For my benchmark students, I will introduce the idea of how to write a paragraph (three sentences, describe one topic, give more details, etc.), and have them write their own sentences.</p> <p>● <b>Assessment:</b> Formally assess students on the</p>
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	<p>one at a time on the paper on their own.</p> <p>• <b>Assessment:</b> I will informally assess the letters the students write. I will be sure to differentiate by giving my intensive students the letters to trace in order to guide them in writing the letters, and have the rest of the students free write the letters on the lined paper. Also, the intensive students will write fewer letters.</p>			<p>sentences they are writing and if they are using all the components of a sentence that we have learned so far (capital at the beginning and spaces between words) as I circulate the room.</p>
<p><b>Wed. 11/12/08</b></p> <p>• <b>GLCE:</b> W.GR.01.01- in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.</p> <p>• <b>Objective:</b> Students will be able to recognize and use a period or other kind of punctuation at the end of their sentences.</p> <p>• <b>Lesson Format:</b> -Review what a sentence is and the components of a sentence. - Ask students why it is important to</p>	<p><b>Thurs. 11/13/08</b></p> <p>• <b>GLCE:</b> W.GR.01.01- in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.</p> <p>• <b>Objective:</b> Students will be able to capitalize "I" and names when they use them in a sentence.</p> <p>• <b>Lesson Format:</b> -Review the components of a sentence and ask for about three volunteers to give me an example of one and a non-</p>	<p><b>Fri. 11/14/08</b></p> <p>• <b>GLCE:</b> W.GR.01.01- in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.</p> <p>• <b>Objective:</b> Students will be able to give me examples of sentences and guide me through the process of writing it using all components we have learned.</p> <p>• <b>Lesson Format:</b> -Review the definition of a sentence and the components of a sentence. - Model an example of a sentence and how I write one using all the parts of a</p>	<p><b>Mon. 11/17/08</b></p> <p>• <b>GLCE:</b> W.GR.01.01- in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.</p> <p>• <b>Objective:</b> Students will be able to write sentences on their own and be able to correct sentences.</p> <p>• <b>Lesson Format:</b> - Introduce to students that we are going to play a game. I have words written on flashcards and the students have to arrange them into a</p>	<p><b>Tues 11/18/08</b></p> <p>• <b>GLCE:</b> W.GR.01.01- in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.</p> <p>W.HW.01.01- legibly write upper and lower case manuscript letters.</p> <p>• <b>Objective:</b> Students will be able to write sentences independently and include capital at the beginning, spaces between words, lower case letters throughout</p>

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<p>write sentences and explain that it is a way to write down what we are thinking.</p> <ul style="list-style-type: none"> <li>- Explain to students that we use punctuation to show that we have completed our thought or that we have ended our thought. Read a couple of pages in the big book to show this.</li> <li>- Write on the chart paper what the different ending punctuations look like and write a sentence or question using them.</li> <li>- Use guided practice to write a sentence and have the students guide me through each step of it. Be sure to revisit capital at the beginning, lower case letters, and spaces.</li> <li>- Use a big book to highlight where there are periods or other punctuation to end a sentence.</li> <li>- Use the big book to show how we mostly use periods, but that we occasionally use an exclamation point or a question mark at the end.</li> </ul> <p>● <b>Assessment:</b> Informally assess students by how they guide me through writing a sentence and tell</p>	<p>example.</p> <ul style="list-style-type: none"> <li>- Introduce the lesson by explaining how we know about capitals at the beginning, spaces between words, and punctuation at the end; but that sentences have one more rule: capitalize the word "I" and any names in a sentence.</li> <li>- Give the students an example: Today is Hailey's birthday. I will model how I write the sentence by thinking aloud that I need a capital at the beginning, use my space man to put a space between words, and that I know the name has to be capitalized and that I need a period at the end.</li> <li>-Next, pick a student to give me an example of a sentence that has a person's name in it. Have the class guide me through how I write the sentence and to include all the parts.</li> <li>- Be sure to ask if the students have any questions.</li> <li>- Have the students work independently to write a sentence using a name of a friend. Give examples of some. Be sure to explain that spelling does not count, but that</li> </ul>	<p>sentence. Be sure to give an example that includes a name or I in order to review the previous lesson.</p> <ul style="list-style-type: none"> <li>- Use guided practice to ask for a couple of volunteers to give me an example of a sentence and guide me through the process and what I need to do as I write it.</li> <li>- Close by asking students why it is important to write sentences and to include each component.</li> </ul> <p>● <b>Assessment:</b> Informally assess the answers that the students provide for why it is important to include all the parts of a sentence. Also, I will be assessing how the students guide me through writing a sentence.</p>	<p>sentence that has all the parts.</p> <ul style="list-style-type: none"> <li>- I will use independent practice to pair the students up with a partner. I will give them a flashcard sentence set, which will include a word that has a capital letter at the beginning and a punctuation mark, and tell the students that they have to arrange the cards into a sentence. I will be sure to pair up my higher level students with my lower level students so they can provide support and help one another.</li> <li>- As the students are arranging their cards into sentences I will be circulating the room to assist the students.</li> <li>- Once the pairs are done arranging their sentences, I will call on a couple volunteers to share with the class their sentence and what they did to arrange it.</li> <li>- Next, the students will work independently to write a sentence about anything they want. I will be sure to have my lower students work at a table in a small group, and have my higher students write a paragraph about anything they want.</li> </ul>	<p>the rest of the sentence, and punctuation at the end.</p> <p>● <b>Lesson Format:</b></p> <ul style="list-style-type: none"> <li>- Review that a sentence is a complete thought.</li> <li>- Review the writing components of a sentence: begin with capital letter, spaces between words, lower case letters throughout the sentence, and punctuation at the end.</li> <li>- Ask students why it is important to write sentences.</li> <li>- Tell the students that I want them to write a sentence about something they like. Give some examples of some ideas.</li> </ul> <p>● <b>Assessment:</b> Post assessment: Formally assess the sentences that students write about something they like. Use it to see if they used a capital letter at the beginning, lower case throughout, spaces between words, and ended with a period or other kind of punctuation.</p>
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<p>me what kind of punctuation to put at the end of it.</p>	<p>they should include all the parts of a sentence.          - During independent work time, I will place my lower students at a table to work in a small group setting. For my higher students I will be sure to talk to them about what a paragraph is and that they should write a paragraph about a friend. Provide feedback to them regarding details in their paragraph and how they are writing their sentences.          - As students are working independently I will walk around to give feedback and let them know how they are doing.          -Close by collecting their sentences and reviewing the parts of a sentence and the new rule we learned today.  <b>• Assessment:</b>          Formally assess by walking around the room and reading their sentences. I will provide feedback for the students and look to see if they included all the components of a sentence that we have been talking about.</p>		<p>- I will circulate the room to provide feedback and assist any students who need help coming up with an idea.          - If the students finish early writing a sentence I will have them write another sentence about what they are writing about.  <b>• Assessment</b>          I will formally assess the students' sentences as I circulate. I will be looking to see if they used a capital at the beginning, put spaces between their words, and ended it with the correct punctuation. I will differentiate my assessment by having my higher students practice writing their paragraphs; and for my lower students I will work with them in a small group to provide them with more assistance and guidance.</p>	
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