

Holly Dahl
Section 10

Grade Level: 1st
Subject: Writing

Focus:

- I can write a complete sentence by beginning with a capital letter, spacing between words, end with proper punctuation, and write my upper and lower case letters legibly.
- The main focus was teaching the students the mechanics of writing sentence to include: capital at the beginning, use spaces between the words, write lower case letters throughout the rest of the sentence, and to end it with proper punctuation.

Where the Students were at the beginning:

- Space usage: The majority of my students did not use spaces at all or used very few spaces between their words when they wrote their sentences in the pre- assessment.
- Punctuation usage: I only had four students use some form of punctuation at the end of their sentences on the pre-assessment. The rest of the class did not have any punctuation in their sentences.
- Capital letter at the beginning: Almost all of my students did begin their sentence with a capital letter at the beginning on their pre- assessment. I only had one student who did not use a capital at the beginning.
- Lower case usage throughout the rest of the sentence: A little over half of the class received a zero or a one (out of three) for using lower case letters throughout the rest of the sentence. Many of my students still use capital letters in their sentences, because they are most comfortable with them. I had three students who did receive full points for using the correct letter form and line use with the lower case letters.

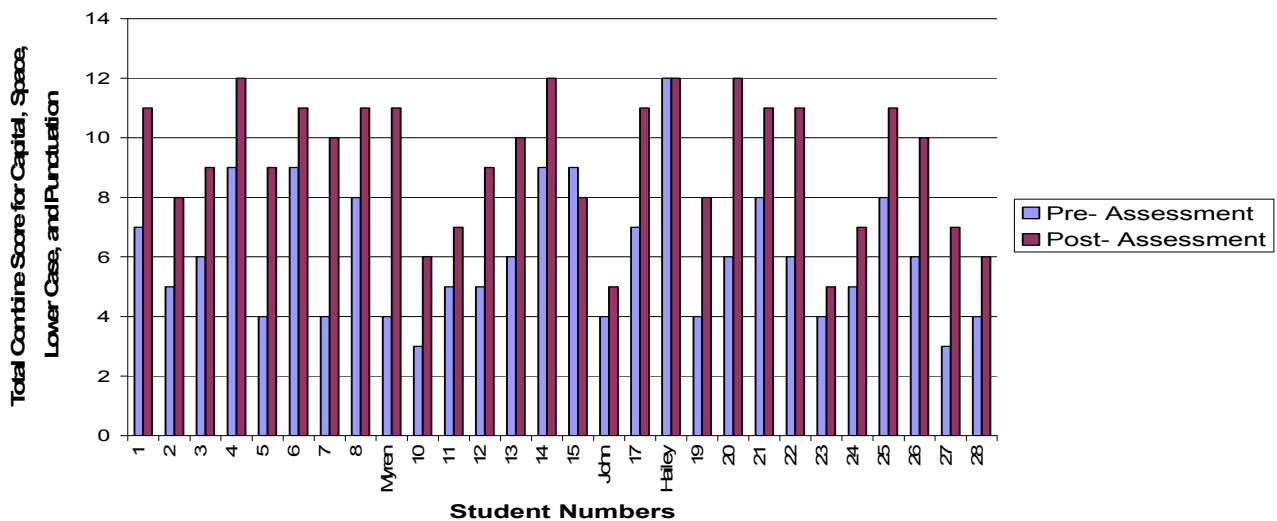
What I taught and how:

- Day 1: I pre-assessed the students by having them write a sentence about something they like and beginning with “I like.” I defined that a sentence is a complete thought or idea and that it has a capital at the beginning, spaces between words, lower case letters throughout the rest of the sentence, and ends with a period (or other kind of punctuation.) I gave the students several examples of sentences and had the students come up with some as well.
- Day 2: I reviewed with the students how to write upper and lower case letters by teaching them about the hat, belt, and boot line of the paper. I used a dictation style to go through the alphabet in both capital and lower case form. The students then wrote the alphabet in both forms on their own.
- Day 3: Capitals at the beginning of a sentence- Used a big book and highlighter tape to show the students how sentences begin with a capital letter and end with a period. I used different color tape for each component and showed the students the color pattern and related it to the sentence. Then I wrote a sentence incorrectly on the board and asked them what I needed to change to it.
- Days 4- 5: Spaces- I made a space man for each of the students. The first day I modeled how to use it and take care of it. Also, I wrote some sentences without any spaces and asked the students if they could read it. The next day the students practiced using the space man by copying a sentence off the board. Also, they guided me through the sentence writing process when we wrote examples on the board. Then they wrote a sentence on their own and had to put spaces between the words.
- Day 6: Punctuation- I used a big book and highlighter tape to show how sentences end with a period. Also, I had wrote the three types of punctuation that sentences usually end with and gave a few examples of each and wrote them down. The students also came up with some examples of each and guided me through writing them.
- Day 7: Capitalization of names and pronoun ‘I’- I gave the students examples of sentences that used people or pets’ names and a sentence about myself. Afterwards the students had to write their own sentence about a friend or family member. This gave them extra practice using all the components to sentence writing.
- Days 8-9: Review- First day of review I modeled for the students how we write sentences and included each component, and then had the students give me examples and guide me through the writing process. The second day we played a game where I passed out a set of index cards that made a sentence and paired the students up with a partner. They had to work together to arrange the words into a sentence and then shared it with the class. After the activity the students worked independently to write their own sentences.
- Day 10: Post- assessment- For the last day I post- assessed the students in order to find out what they had learned from the unit. I had them all write a sentence about something they liked and told them that it had to begin with “I like.” The total results can be found below.

What the Students learned:

- The students' scores drastically increased with their usage of punctuation and spaces between their words based on the post-assessment.
- Also, the students did improve with their use of lower case letters a little more than they did before based on the pre and post assessment scores.
- My middle focus student improved in all areas; my higher student remained the same because she received the highest scores in both the pre and post assessment; and my intensive student improved use of a capital at the beginning and lower case letters throughout, but did not put any punctuation or spaces in the sentence.
- Below is the graph of the total scores from the pre and post- assessment with their use of capital letter at the beginning, spaces between words, lower case letters throughout, and end with punctuation. Each component was worth three points, with a total possible of 12 points.

Total Overall Writing Score



Space Usage: 0- No spaces 1- some spaces 2- mostly used spaces 3- spaces between all words
Punctuation: 0- None 1- attempted (not right place or type) 2- correct place, wrong type 3- correct use
Capital: 0- None 1- capital form, incorrect line use 2- Correct line use, incorrect form 3- correct use
Lower case: 0- None 1- lower case form, incorrect line use (some lower) 2- correct line use, incorrect letter (mostly lower case) 3- all lower case in correct form

What I learned:

- Differentiating instruction to meet every child's need is very difficult and time consuming.
- It is important to use interactive and hands-on activities to help keep the students engaged.
- Balancing the allotted time to teach the lesson and give the students enough time to write was very difficult to do. There were many times that I underestimated the time the lessons would take or the time it would take the students to complete a task.
- That the students really responded well to doing something out of the normal routine of the day and being introduced to a new tool or resource was very exciting for them.
- Next time I think I would leave out the second lesson where we practiced writing the letters in capital and lower case form, because it was not very engaging and many of the students were bored with it.