

Unit Title: N/A

Lesson Title: Building a Complete Sentence with Sternberg

Curriculum Area (s): Writing	Author: Jennifer Beasley
Grade Level: 1 st Grade	Author Contact: jgb6t@virginia.edu
Time Required: 30-40 minutes	Instructional Groupings: <i>Are you using whole group, small group, partners, quads, homogeneous, heterogeneous?</i>
Standards: <i>List the state or national standards that you are using in this unit/lesson.</i> 1.12 The student will write to communicate ideas. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies.	
Materials: Chart paper or white board for whole class brainstorming, copies of the Sternberg templates.	
Overview: <i>What is the purpose of the lesson?</i> The purpose of this lesson is to ultimately help students practice using descriptive words in their writing, but gives them choices about ways to think about their writing (creatively, analytically, practically). This is also a model lesson for teachers who are interested in ways to use Sternberg in the classroom to attend to learning profiles.	
What will I differentiate? Content Process Product	
How will I differentiate? For readiness interest learning profile affect/learning environment combination	
As a result of this lesson/unit students will...	
Understand that (<i>big ideas, principles, generalizations, rules, the “point” of the discipline or topic within the discipline</i>) <ul style="list-style-type: none">• Good writers write for purpose to convey meaning to an audience.• Our language consists of rules and patterns and by knowing the rules and patterns, we can communicate with others better.	
Know (<i>facts, vocabulary, how-to’s, information that is memorizable</i>) <ul style="list-style-type: none">• Sentences begin with a capital letter and end with a punctuation mark.• Sentences form a complete thought.	Do (Skills) (<i>thinking skills, skills of the discipline—skills you will assess—you want this to start with a verb</i>) <ul style="list-style-type: none">• Recognize complete sentences and write complete sentences.

We all have to use standards. In this case, we used the Virginia SOLs for 1st Grade.

Pre-Assessment (How will you find out about where your students are at for this lesson? What will your pre-assessment look like?)

This lesson will be helpful for me as a way to check for understanding of complete sentences. Students will be working in their preferred learning profile based upon their inventories they completed.

To see some examples of Sternberg Learning Profile inventories, please visit our Teacher Tools

Steps in the Lesson: Include ideas for whole-class instructions, if any; differentiated activities; sharing, etc

I. Good writers know and use the tools available to communicate with others.

Begin the class as a whole group. As a class discuss the question “what do good writer use to write?” Elicit examples: A pencil? A pen? Paper---these may all be examples the class might brainstorm---write them down.

Here is where I tried to introduce the “Big Idea” of the lesson in “kid friendly” language!

Introduce the idea that there are tools that writers use that we can’t see in our hands, but they are one we can see when we write sentences, such as: Spelling, writing letters, knowing how to use words to describe, being able to use complete sentences. Even: Knowing how to write a book!

Possible directions:

“Today we are going to use our tools for writing complete sentences to help think through a problem. Each of us will choose the problem we would like to work on, but each of use will use the same tools of writing to complete them.”

II. Using the tools of writing.

In order for first graders to make an informed decision about his/her activity, the class will try a sample of each activity.

Before we try one of these activities, I need to find out if you are ready to use the tools of good writers.

Pose the question: “What is a sentence?”

Definition: A sentence must have 3 things: A subject (this is what we are talking about), a verb (tells what the subject does), and can stand alone.

All sentences begin with a capital letter and end with a punctuation mark.

Guided Practice:

Analytical: **Sentence Sort**

Put 3 sentences on the board:

He is my friend.

What is he doing

he is playing ball.

Choose a couple of students to help you sort these sentences between Complete and Incomplete sentences.

After sorting, ask the students if someone can turn one of the incomplete sentences into a complete sentence.

Creative: **Cartoon Quotes**

Put the cartoon on the board. In this activity, you are to use the tools of writing complete sentences to help a character speak. What might the dog say in this cartoon? Some cartoons may have an incomplete sentence in it and you need to help out that character.

(use the examples in this lesson to model this choice)

Practical: **What Did You Say?**

Possible directions: “When my brother was very small, about 3 or 4 years old, he didn’t know the tools we use today to write OR to speak. When he wanted something from me, like a toy, he might say, “Me Want Toy” I just had to understand that he meant, “I want that toy!” In this final activity, we are going to see a few phrases that 3 and 4 year olds might use and try to translate those for others to understand. Let’s try a few first just so we can get the hang of it.”

“eat now?”

“blanket get”

After practicing the 3 activities, students now can choose their activity:
(see included activities)

Sentence Sort

Cartoon Quotes

What Did You Say?

As you examine all three choices, notice how all three are getting at the goal of the lesson. You want to align what you **do** in the lesson with your **what you said you were going to do** in

I made PLENTY of copies ahead of time just in case we had many students going to the same activity. I let them choose—which is best, but teachers can use this as a way to teach students about their own learning profile. As you teach the lesson you can remind the students about their inventories and how they like to learn. You can tell them explicitly which activity you created with THEM in mind! This will help younger students make more accurate choices vs.

Closure Activity/Wrap up: *This may be in the form of independent practice, a chance to share, or explicit restatement of the goals of the lesson.*

Give students around 15 minutes to work on their choices and take up the work afterward in order to check for complete sentences. If you had time, you could write examples on the board as students are working so that they can begin to see each other's work or even have the students from all 3 groups share their examples.

Post-Assessment: *How will you use this data to inform your next learning experience?*

I will use their classroom work to help me determine their needs for the next lesson. It is possible I may have to reteach the idea behind a complete sentence/complete thought.

Additional Resources: *Any websites or materials that you used?*

More information on comics are found on John Wood's website:
www.learninglaffs.com.

SCHOOLIES

A Learning Laughs Lesson
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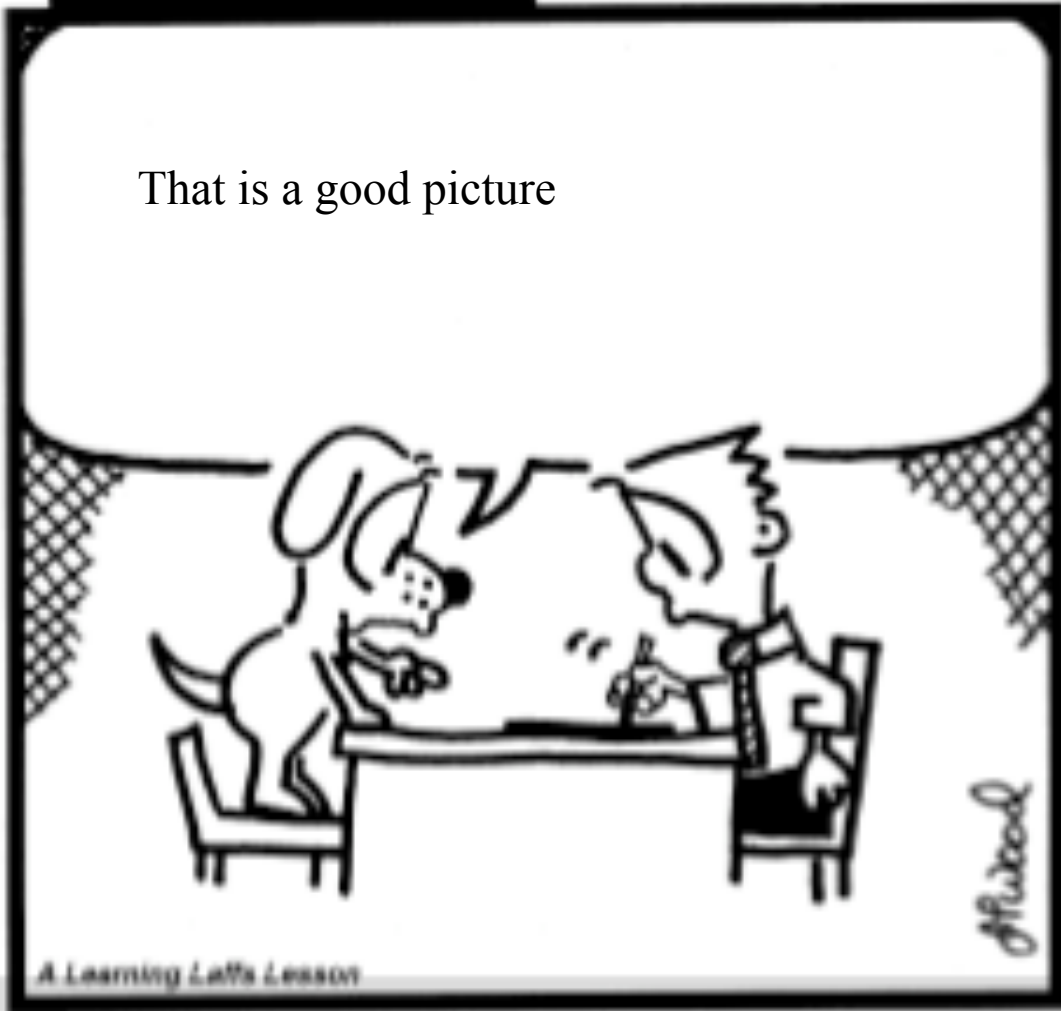
A Learning Laughs Lesson

These two examples are what I used during the whole class portion of the lesson.

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A Learning Laughs Lesson
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That is a good picture

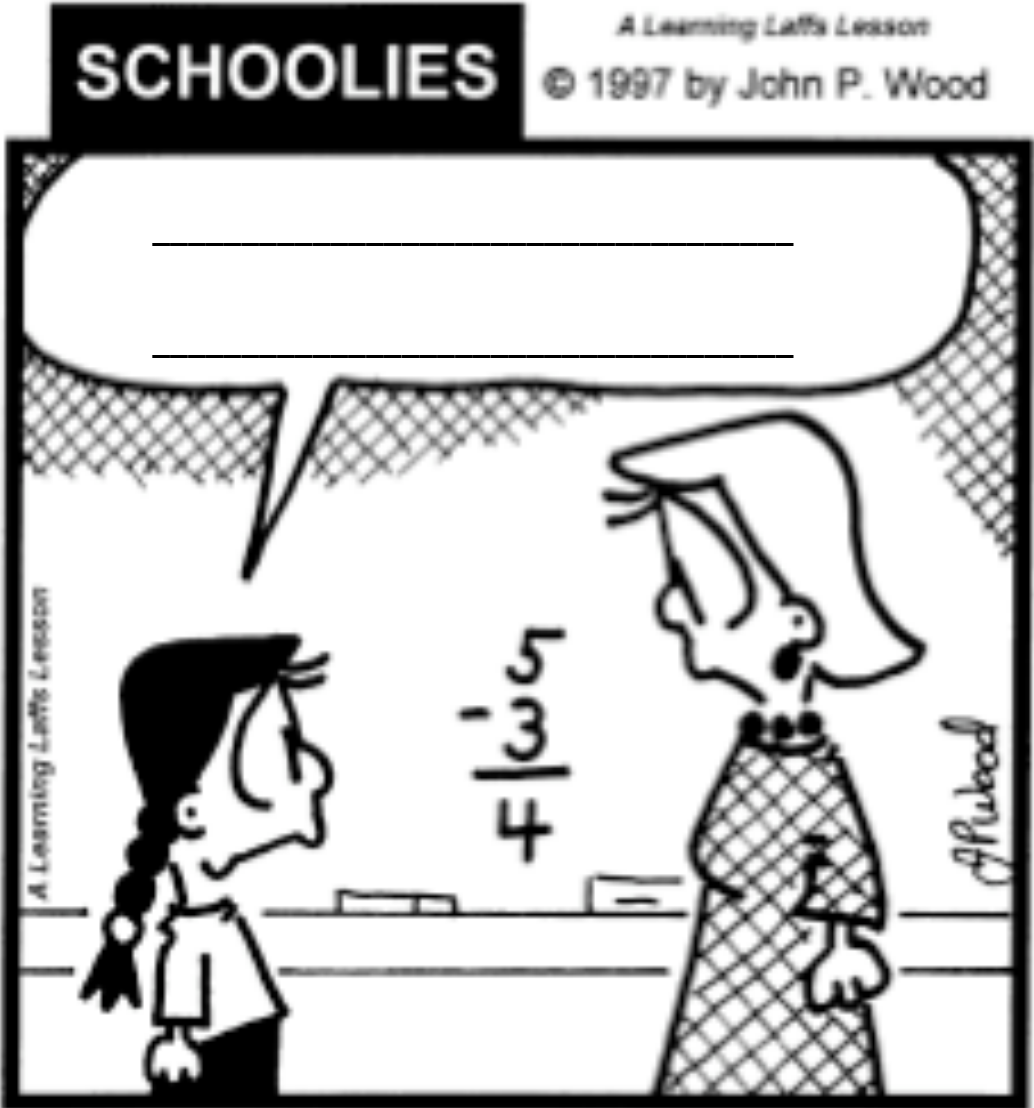


The complete sentence:

Cartoon Quotes

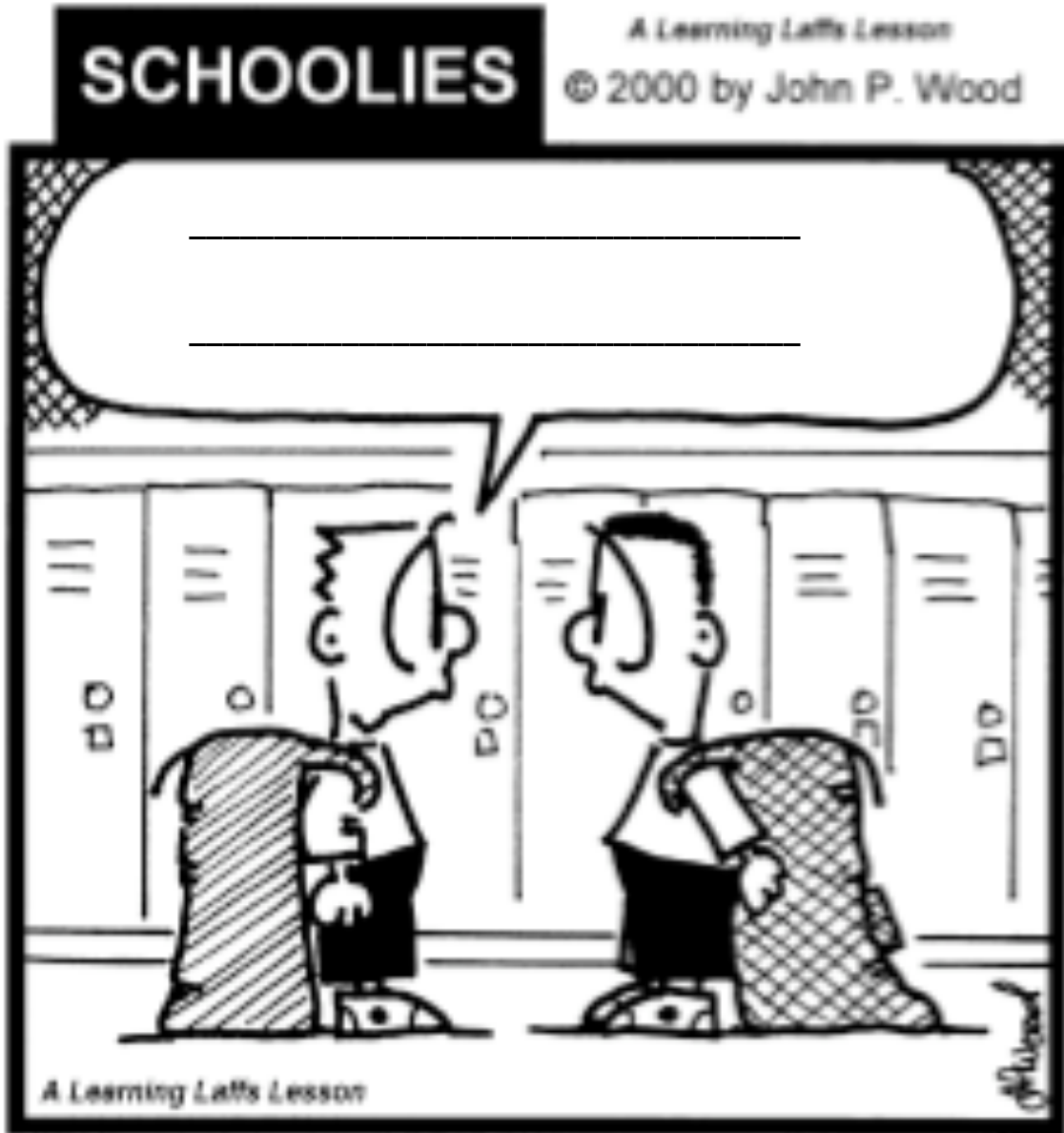
Cartoon Quotes

NAME _____



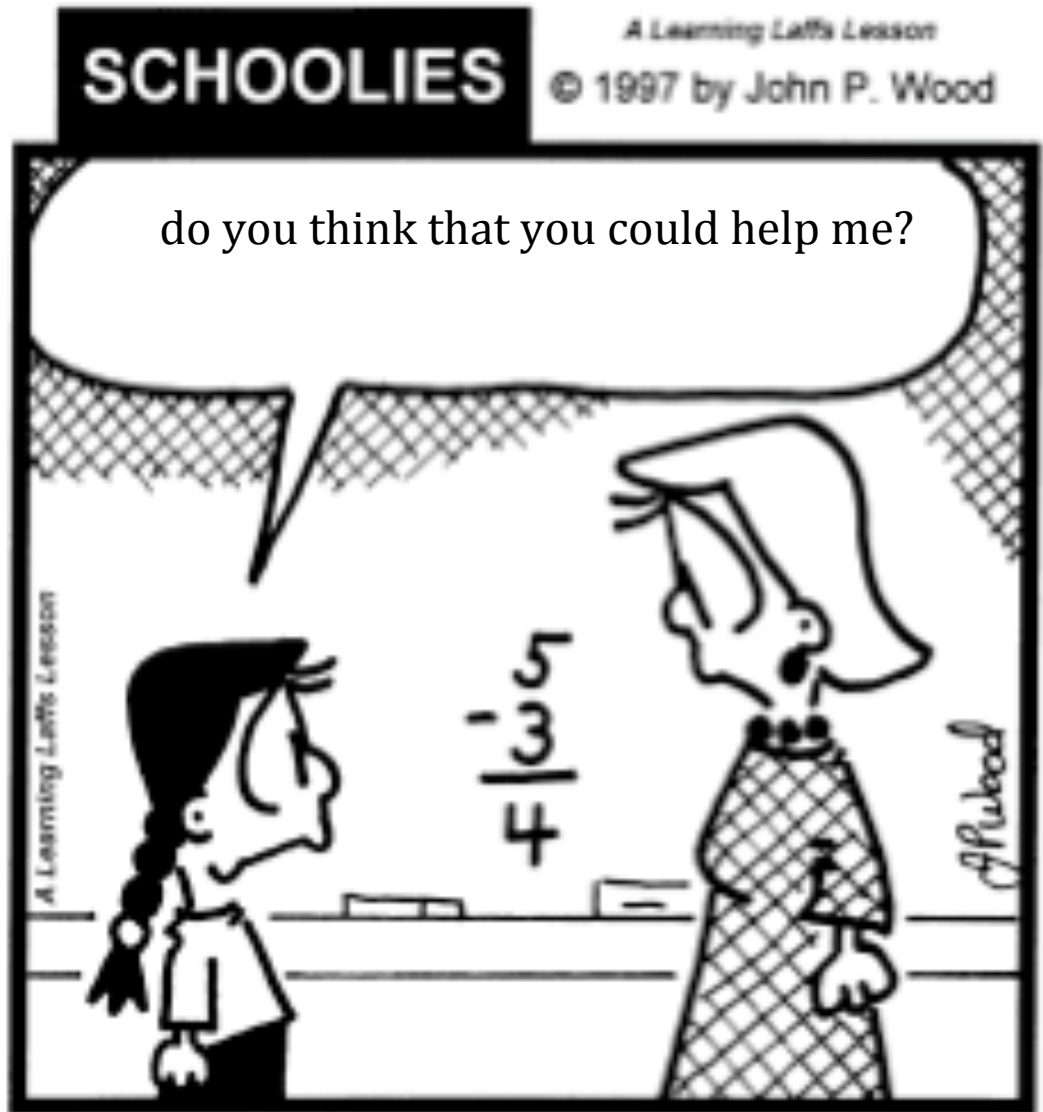
Cartoon Quotes

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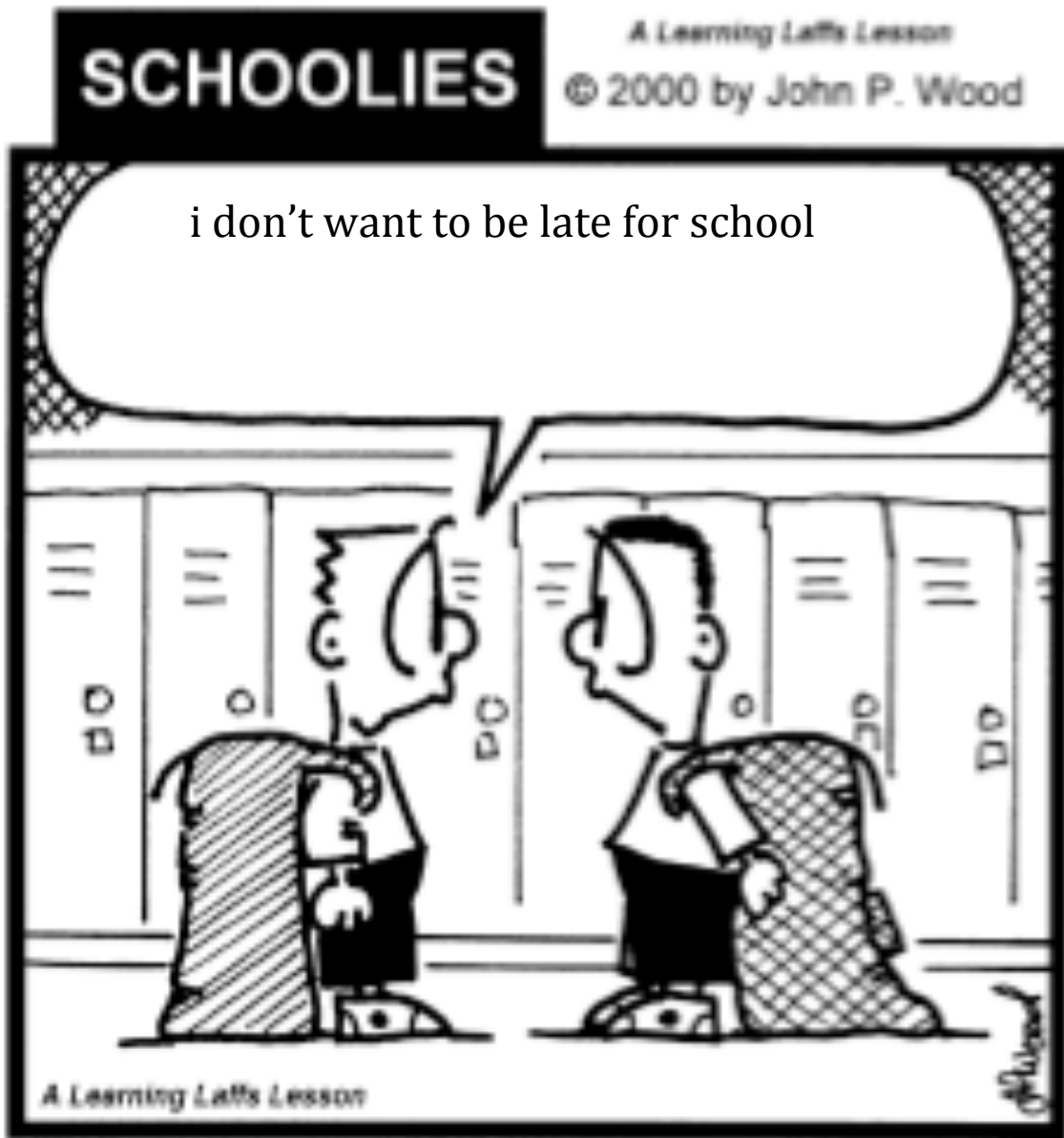
Cartoon Quotes

NAME _____



Cartoon Quotes

NAME _____



NAME _____



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What Did You Say?

What Did
You Say?

What Did You Say?

NAME _____



What is she saying?

Me want ball now-----> _____

give water-----> _____

I have boo boo-----> _____

where mommy?-----> _____

Sentence Sort Activity

Sentence
Sort!

Sentence Sort Activity

Take the sentences out of the bag and decide if they are complete sentences.

COMPLETE!



NOT COMPLETE!



Sentence Sort Activity

I wanted my ball.

went to go and get it.

The ball was in the house

The house was locked.

My mom had the.

She gave me the key.

I went in the house and got the ball.

I played outside with my.

