

Lesson Link Cycle 1 Lesson Plan

School Site: McKinley Grade/Subject: 2nd Grade/Writing Date: 10-29-07
Topic/Lesson Title: Writing Complete Telling Sentences

Teaching Point/Lesson Objective:

Today I will teach you how to write a complete telling sentence. A telling sentence has a “who” and a “what happens” and also a capital and a period. Explain to students a “who” doesn’t always have to be a person, it can be an animal or object also. Today we will learn how to correctly write a complete telling sentence with all of the correct parts.

Connection:

In our writing and reading we have been learning about complete telling sentences. In order to become stronger writers we need to learn how to correctly write complete sentences. In order to become stronger writers we need to learn how to correctly write complete sentences.

Teaching:

During the teaching time the teacher will repeatedly reinforce a complete sentence has a who, what happens, capital, and a period.

On a chart there will be 5 telling sentences. The teacher will read one sentence at a time and elicit responses from students as to what makes that particular sentence complete. After their answer is given the teacher will review the who of the sentence by underlining it in red and underlining the what happens in blue.

The sentences we will use are:

1. Rosa runs a race.
2. Paul bounces the ball.
3. The leaves blow in the wind.
4. The children are eating in the cafeteria.
5. The red flower is being picked.

The teacher will remember to reinforce the 5 examples have a who, what happens, capitals, and periods to make complete telling sentences.

Active Engagement:

The teacher will now show a paragraph that has been written on chart paper without any capitals or periods. The teacher will read this paragraph to the students. Students will then turn and talk with their partner about where capitals and punctuation should go to create complete telling sentences. Remind students the new sentences must have a who and a what happens.

After a few minutes the teacher will elicit responses from students as to where the punctuation and capitals belong. The teacher will edit the piece in front of the students first by adding only capitals and periods where they belong and then going back and underlining the who with red and the what happens in blue for each new sentence. This will be direct modeling of what the teacher expects the students to do on his or her own.

The paragraph we will use is:

yesterday I walked to the park with my mom when we got there we ran to the swings after 10 minutes I got hungry my mom gave me my healthy snack my juicy red apples was yummy then I was ready to play some more

Link:

The teacher will remind students a complete telling sentence has a capital, period, a who, and a what happens. Tell students from now on, when they write their sentences need to have all of these things in order for it to be a complete telling sentence.

Application:

Students will be given a paragraph they need to correctly edit on their own. The teacher will read the paragraph out loud twice. Students will first add capitals and periods where necessary. Then the students will then underline the who of each sentence with red and the what happens in each sentence with blue.

Evidence:

The teacher will collect the edited paragraph and check for capitals and periods added in the correct place. The teacher will also check for the who and what happens to be correctly underlined. The editing and underlining will allow the teacher to see who understood the teaching point of the lesson which was all complete telling sentences need to have a who, what happens, capital, and period.

Name _____

Date _____

Directions: Listen to your teacher read the paragraph as you read it on your own. Put capitals and periods in the correct places to make complete telling sentences. Then underline the **who** with red and the **what happens** with blue for each new sentence you have made.

raccoon decided to have a party he
put up balloons and made some good
food he invited some friends to come to
his party they sang and danced they ate
delicious food his friends played party
games together he enjoyed being with his
friends they helped him clean up
everyone went home because it was
getting late