

Mini-lesson: Launching (19) Using Periods at the End of a Sentence

Standards: CC 1.1.1 B Demonstrate understanding of the organization and basic features of print.

-Recognize the distinguishing features of a sentence.

CC 1.4.1 M Write narratives to develop real or imagined experiences or events. CC 1.4.1.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize dates and names of people.

- Use end punctuation; use commas in dates and words in series.

- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.

Materials:

- “Complete Sentence” chart (see sample at end of unit)
- Chart paper
- Markers
- Color-coded sentence strips prepared with subjects and predicates (see sample sentences in the Active Engagement section)
- Sentence strip pieces prepared with periods
- Optional: Sticky notes

Connection: “We’ve been learning about professional authors and how they write. We learned about how to write a complete sentence. Have you ever noticed that professional authors always use periods at the end of their complete sentences? Today we’ll talk about where and when to use periods.”

Teach:

Show mentor text on document camera or enlarged photocopy to illustrate that professional authors use periods. [TIP: Make sure the example you use has all complete sentences – in the real world we often write fragments.]

“To write a complete sentence we need to write about ‘who or what’ and ‘what they did.’

If we have written something and it has both of these pieces, we are ready to use a period to show that the sentence is finished. Help me as I write:”

Write: My dog...

Think aloud: “Let’s see if I have a complete sentence yet. Did I tell ‘who’? Yes. Did I tell ‘what they did?’ No, so I don’t have a complete sentence and I can’t use a period yet. I still need to write what my dog did.”

Write: My dog chased the ball.

Think aloud: “Did I tell what my dog did yet? Yes, I did, so I can put a period at the end of the sentence! Let’s write another sentence.”

Think aloud, use chart, and write another sentence or two. (You may want to not capitalize the next two sentences in anticipation for tomorrow’s lesson or just change them to lowercase after this lesson):

he grabbed it with his teeth.

then he growled and shook his head.

Complete Sentence Chart. Circle ‘chased the ball’ in another color and point to the ‘what they did’ part of the “Complete Sentence” chart.

Active Engagement: “Writers, I have some sentence strips here with ‘who or what’ and ‘what they did’ written on them. Let’s read them together and put them together to make some complete sentences that are ready for periods.”

Make up a simple story that pertains to your class or use the following examples:

My mom was so funny

So I forgot to pack my lunch

It had to buy lunch

The story could read as follows:

My mom forgot to pack my lunch. So I had to buy lunch.

It was so funny!

After the group organizes the story, then add the periods (and/or exclamation point) that are on the separate sentence strips. [NOTE: All sentences end with a period, but some may have a question mark or exclamation point on top of the period.]

ELD: Color code sentence strips to correspond with the same colors used in activity above.

Bridge to Independent Practice:

"When you are writing today, remember to use a period at the end of a complete sentence. Use the complete sentence chart to know when you are ready for a period."

Optional: "If you write a complete sentence with a period, get a sticky note and post your name on our chart."

"Does your sentence have 'who or what?'"

"Does your sentence have 'what they did?'"

"Is this a complete sentence (use the chart)?"

"What does your sentence need at the end?"

Closure: Select 3-5 students to share a sentence they wrote today, how they knew they had written a complete sentence and how they knew to use the period.