

Mini-lesson: Launching (15) Complete Sentences
<p>Standards:</p> <p>CC 1.4.1 M Write narratives to develop real or imagined experiences or events.</p> <p>CC 1.4.1 R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"><li>- Capitalize dates and names of people.</li><li>- Use end punctuation; use commas in dates and words in series.</li><li>- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</li></ul>
<p>Materials:</p> <ul style="list-style-type: none"><li>• “Complete Sentence” chart (see sample at end of this unit)</li><li>• Sentences from a simple teacher story, written up on chart</li><li>• Chart paper</li><li>• Marker</li></ul>
<p>Connection:</p> <p>“We’ve been learning a lot about how professional authors write. You may have noticed that professional authors usually write in complete sentences. Today we’ll learn about how to write a complete sentence.”</p>
<p>Teach:</p> <p>Show “Complete Sentence” chart.</p> <p>“Complete sentences make our writing easier for our readers to understand our stories. To write a complete sentence we need to tell ‘who or what did something’ and then explain ‘what they did.’ I wrote, ‘I sang songs with my students.’ Let’s check the chart and see if I have ‘who or what’ and ‘what they did.’ Did I tell who or what? Yes, my sentence is about me! I’m a ‘who!’ Did I tell what I did? Yes, I wrote about singing. The sentence I wrote is a complete sentence! Let’s try another one; remember complete sentences need a ‘who or a what’ and ‘what they did.’”</p> <p>We sang loudly.</p> <p>We scared the class hamster.</p> <p>ELD: Point to chart as you explain. Chart should have visuals.</p>
<p>Active Engagement:</p> <p>“Writers, think about the story you are working on. Close your eyes and think about a complete sentence you wrote in you story, or a complete sentence you could add to your story. Turn and talk with a partner and work together to think of a complete sentence.”</p> <p>Call on volunteers and check their sentence with the chart to see if they have ‘who/what’ and ‘what they did.’ Quickly write a sentence or two. You can do other student sentence examples orally.</p>
<p>Bridge to Independent Practice:</p> <p>“As you write today, remember that complete sentences have two parts: ‘who or what’ and ‘what they did.’”</p> <p>“Does your sentence have ‘who or what?’”</p> <p>“Does your sentence have ‘what they did?’”</p> <p>“Is this a complete sentence (use the chart)?”</p>

**Closure:**

Teacher selects 3-5 students to share one sentence and to explain how they know it is a complete sentence.