

Mini Lesson: Personal Narrative 1 (30) Using Periods

Standards: CC1.4.1.M Write narratives to develop real or imagined experiences or events.
CC1.4.1.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.

CC1.1.1.B Demonstrate understanding of the organization and basic features of print.

- Recognize the distinguishing features of a sentence.

Materials:

- Scott Foresman Reading Street Grade 1 Unit 2 Who Works Here? P. 72
- Red marker
- Chart paper
- Optional: Stop signs for students to hold up for periods (see pattern at end of lesson to run on red cardstock)

Connection: “We have talked about making our writing easier for readers to understand by giving them signals to pause—punctuation. We have been using punctuation. However, I’ve noticed that sometimes we need to give our readers a few more signals.”

Teach (modeling):

“I want you to listen carefully, as I read part of the story, Who Works Here?” Read pages 72 – 73 with no pauses, stops and awkward intonations and phrasing. “What did you think about how I read? (Someone will note that it didn’t make sense, there were no periods, etc.) “When I read these sentences to you, I read it without any periods. Without periods, it was hard for me to read and understand what I just read. Writers use periods to tell the reader how to read their words. By telling the reader how to read their words, writers are also telling the reader how to think like they did as they wrote it, one idea at a time. Today we’re going to practice using periods.”

“I’m going to re-read this part of Who Works Here? But this time, I want you to raise your sign/hand whenever you hear a complete sentence – whenever there should be a period.” (Read p. 72-73) Whenever students raise their hands, acknowledge them by “pausing” and saying something like, “Yes, there is a period. Yes, that’s the end of a sentence.”

ELD: Refer to “Complete Sentence Chart” to guide students thinking. Show text of Who Works Here either on chart paper or using document camera. Circle, highlight or underline the “who/what” using one color and “action” using another color.

Active Engagement: “Today, you are going to help me write a small moment. This is what I want my story

to say.” (Read as you write):

Yesterday I went for a bike ride We rode to the park It started to rain so we went home

“Turn and tell your partner where I should put periods so my words match my thinking.”

“Now let’s re-read this again. Whenever there needs to be a period, hold up your hand/sign and I will add a period.” Add periods when applicable.

Bridge to Independent Practice:

Students select one piece of writing to look at with partner. “Today, you and your partner are going to read one piece of writing at a time. As you read, use your stop sign/hand at the end of the sentence. If you forgot to add a period, be sure to write it

in.”

Meet with a small group of students who may have difficulty reading their work or identifying a sentence.

Closure:

“From now on, whenever you write, think about how you want the reader to read your work. You know that writers use a period and a capital letter to let the readers know where a sentence ends and begins.”