

Mini Lesson: Personal Narrative 1 (21) Revisiting Complete Sentences

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

CC1.4.1 P Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.

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

- Recognize the distinguishing features of a sentence.

Materials:

- “Complete Sentences” template plus small versions of the template for partners to use during the lesson
- Pocket chart
- Sentence strips with sentences cut into two parts written in two different colors for the pocket chart (Suggestion: use orange for who or what and green for action)
- Smaller versions of sentence parts in two different colors for pairs of students (see sentence suggestions from Scott Foresman following this lesson or change sentences to match your specific class curriculum)
- Glue sticks
- Sticky notes (optional)

Connection: “We’ve been working really hard on making our good writing even better by making our writing easier for ourselves and others to read. I want to remind you of another way to make our writing easier to read. Since the beginning of the school year we’ve been talking about writing complete sentences. And guess what?! This is another way to make our writing easier for us to read.”

Teach:

“Remember our ‘Complete Sentences’ chart? Well, I revised it – fixed and fancied it up! We’re going to use this chart to help us with our writing.”

Refer to updated “Complete Sentences” chart as you are talking. “To write a complete sentence we need to tell ‘who or what did something.’ This is the naming part of the sentence (See Scott Foresman “Grammar and Writing Practice Book,” Pig in a Wig story). And then we need to explain ‘what they did,’ the action part of the sentence.”

“I have some sentence parts and I’m going to see how they fit together.” Read the sentence parts and model your thinking aloud. “Each sentence needs to have a ‘who’ or ‘what’ part and those are (orange) and a ‘what they did part and those are (green). I remember, too, the action part has a period at the end. This will also help me put my sentences together correctly. The period tells me the idea is finished and that I need to stop.” (See sentence fragments following this lesson.)

The cat	walked to the store.
We	picked me up.
My mom	hurt its paw.
The car	

“Let’s see...what makes sense?” Switch sentence parts on the pocket chart. “Gosh, ‘The car?’ That doesn’t make sense. That is not a sentence! Now I’m going to reread these other sentences to make sure they make sense.”