

- Choose a topic such as a slide, grass, sand, snow, fur etc. and have each student, or groups of students, come up with different uses for that specific topic. Students will draw a picture and write a sentence describing its use. **Examples:** I can hide under the slide when it's raining. I am sitting on my soft, green blanket. (Grass) You may want to bring back 39 Uses for a Friend to get their minds working and focused on one topic.
- Share a few sentences to edit together as a class. Have students go back and make sure they have a complete sentence using the *5 Requirements of a Sentence*. They can *pair* and *share* and tell their partner what their subject is, what the subject is doing (verb), their sentence starts with a capital letter and ends with the correct punctuation, and finally it makes sense. Again, each student should trace over the beginning letter with a green colored pencil using uppercase letters. Then have them circle the punctuation they used at the end of the sentence in red.

****Continue with Team Complete throughout the year. The goal is that students can recognize and apply all parts of a sentence both orally and in writing.****

Traits: Sentence Fluency, Conventions, Word Choice

Standard 3.1

Evidence Outcomes

d. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (CCSS: W.1.5)

f. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6)

Standard 3.2

➡ **Lesson 7 Objective:** Students will identify and correctly use subjects and verbs in a sentence

(Rough Draft, Revise, Edit)

➡ **Activities:**

Visiting the Pet Shop

- As a class, brainstorm ideas of what you would see when you visit a pet shop. On chart paper make 2 columns. Title the left hand column *What I See* and leave the next column blank for now. Tell students to think about what they would see in a pet shop. Have them close their eyes and picture a pet shop. Give them a minute of silent think time. As students give you their items, list them in the *What I See* column. Leave room between each item they see in the pet shop. **See sample on next page.** Explain that these items are nouns because they name a person, place or thing. Go through each individual word on the list and ask students if it is a person, place or thing.

Evidence Outcomes

a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)

ii. Use common, proper, and possessive nouns. (CCSS: L.1.1b)

iii. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS: L.1.1c)

iv. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). (CCSS: L.1.1d)

v. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). (CCSS: L.1.1e)

x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)

b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)

i. Write complete simple sentences.

iii. Use end punctuation for sentences. (CCSS: L.1.2b)

v. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)

vi. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)

Pet Shop

What I See	What's the Action
Dogs	
Birds	
Cats	
Snakes	

To help with generating ideas, you can have students draw a picture of a pet shop to help them visualize what they would find there.

- As a whole class, choose one animal from the pet shop list you created. Have students brainstorm what that animal might do. In the second column of your chart, write *What's the Action*. **See sample on next page.** For each subject/animal on your list brainstorm what that animal does and list the action in the second column of the chart. Explain to students that these action words are called verbs.

Pet Shop

What I See	What's the Action
Dogs	sleep bark wrestle
Birds	whistle flap wings sings
Cats	meow pounce
Snakes	slither sleep

- Together write a sentence about that animal that includes the animal's name and its action.
For example:

The bird sings.

- Explain to students that the subject of the sentence is who or what the sentence is about. Who or what is this sentence about? They should be able to clearly tell you the sentence is about the bird. Ask students if the bird is a person, place or thing. The bird is a thing. The bird is also the subject of the sentence. It's both a noun and a subject.
- Write: *The bird sings in his cage.*
- Ask students to pick out the nouns in the sentence. Point to each word in the sentence and ask *Is this a person, place, or a thing?* They should find two nouns. Ask students which noun is

the subject of our sentence. Remind them that the subject is what the sentence is about and the subject should be doing something. While cage is a noun it is not what our sentence is about and the cage is not doing anything.

- Ask students what the bird is doing. Then tell them that the action, or what the bird is doing, is the verb of the sentence. You are going to check if this sentence is really a complete sentence by using the *5 Requirements of a Sentence*. Model this process out loud. Generate two more sentences as a class using the bird as the animal and change what the bird does.

- **Example:**

The bird eats seed.

The bird flaps his wings.

- Go through the same process with these two sentences modeling out loud as you distinguish between the subject and noun. Identify the verb and check to make sure the sentence meets the *5 Requirements of a Sentence*.
- Have students choose an animal from the *Pet Shop* list and generate their own sentence. Have them box the word that represents the subject of the sentence and circle the word/s that tells what the animal does. Require students to check for the *5 Requirements of a Sentence* and trace the beginning capital letter in green and circle the end punctuation in red. Share a few sentences with the class each day and continue to check for all parts of a sentence.
- Go back to the original sentence: *The bird sings*. Give each student a small square sheet of unlined paper and have them draw this sentence. Do not give any other directions than *draw what you see in your head*. Look at the pictures as a class and see if there are any ways we can categorize them. For example: Are there pictures that illustrate where the bird is located? Are there pictures that illustrate the color or type of bird? Create a chart with the headings of *What*, *Where*, and *When* and discuss with students where each picture should go. For example, if they draw a picture of a bird in a cage it would go under the heading of *Where*. Explain to the students that the sentence we wrote: *The bird sings*. did not tell where the bird sings, but that you as the reader inferred the setting using your own background

knowledge and included it in your drawing. If they draw a literal picture of the bird singing and nothing else, it would go under the heading of *What*. Do a few of these a day until all students' pictures are on the chart under the appropriate title.