

Explicit Instruction/ Model/ Think Aloud

I do - We do

Activating Prior Knowledge ~

- Have students write a sentence.
- Have students share their sentences.
- Ask, "How do you know you have a sentence?" "What makes that a sentence?"

Question: What do all sentences have? (capital letter, end mark, subject, predicate, verb, complete thought)

- make an anchor chart with students (subject + verb = a simple sentence)
- sentences have a subject and a predicate. A *simple predicate* is the verb. A predicate is what the subject is or does.

Question: What is a subject? (person, place, thing, or idea that is *doing* or *being* something.)

- The simple subject is just the subject, the complete subject is all that describes the subject.
- Can have two subjects or even two verbs.

Provide Information: A verb is a word that either:

- performs an action (swims, dances, sings, etc.)
- shows a state of being (is, was, are, were)

Explicit Instruction:

- When we write sentences, we need to make sure that they begin with a capital letter, end with punctuation, and have a subject and a verb. When we do this we have a complete thought and are clearly communicating with our readers.
- Provide an example simple sentence:
 - Andy jumped.
 - Andy jumped high.
 - Andy jumped as high the fence.
 - Andy jumped and ran.
 - Grace sang.
 - Grace sang a song.
 - Grace sang a song loudly.
 - Grace and Jenny sang loudly.
 - My mother was here.

- My mother was here yesterday.
- My mom and dad were here yesterday.
- Process:
 - Have the students find the subject and verb in their sentence they wrote earlier.
 - Share

Processing - Practice

You do together

- Have students get in groups of three
 - roles = subject, verb (simple predicate), predicate
- Give each group three sentence puzzles
- Have students put it together
- As a group they find the subject, simple predicate, predicate.
- While students are working, circulate and ask:
 - What is the subject?
 - What is the verb, or simple predicate?
 - What is the predicate?
- Once groups have completed, ask students if the sentences are complete thoughts. Look at each sentence one at a time.
 - Do you know who or what the sentence is about?
 - Does it tell what the subject is or does?

Explicit Instruction/ Model/ Think Aloud

I do

- Display my paper for the students.
- Model finding sentences and asking questions:
 - What is the subject?
 - What is the verb?
 - Is it a complete thought?
 - Does it begin with a capital letter?
 - Does it end with an ending mark?

Authentic Practice

You do it alone

Students will go into their own writing to look at their own sentences. They will proof read for complete sentences.