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| **WRITING** | **Connect** | | **Teach** | **Engage** |
| **Focus/Review** | **Objectives** | **Teacher Input/**  **Guided Practice** | **Independent Practice**  **Closure/Review** |
| **Mon.**  **Sept. 21** | Today we are going to focus on the prewriting aspect of the writing process. | Students will use oral and written language to discuss, sustain conversation on a topic, and explain own learning. They will identify a purpose, audience, and appropriate form of writing task. Students will also use planning strategies with assistance to generate a written product. | Discus with students that the prewriting process begins by discussing with others what you want to write about. Today I want you to think about your favorite sport-football, basketball, baseball, gymnastics, etc. Who is your favorite athlete? We are going to pretend that you are a reporter for a TV show called “Wild Fans.” You are going to write a descriptive introduction to your favorite sport (one paragraph) and questions that you would like to ask your favorite athlete. Right now, I want you to turn to your neighbor and discuss your favorite sport and athlete. | Pass out graphic organizer to each student. Have them begin brainstorming their sport and interview questions. |
| **Tues.**  **Sept. 22** | Today’s focus for writing is composing a proper paragraph. | Students will use proper spelling and mechanics when composing a paragraph. | Demonstrate on the board how to compose a proper paragraph. Have students get out their brainstorming graphic organizer. Tell them that today they are going to write their descriptive paragraph of their favorite sport. | Allow students ample time to write their descriptive paragraphs. Go around and check to make sure everyone is doing what they are supposed to be doing. |
| **Wed.**  **Sept. 23** | Today’s focus for writing is to compose 5 properly worded questions. | Students will use proper mechanics to compose 5 questions. | Have students pair up with someone writing about a different sport than they are. They need to discuss questions that might be asked of famous athletes. | After meeting with a partner have students compose detailed questions they would like to ask their favorite athlete. |
| **Thurs.**  **Sept. 24** | Today’s focus is to add detail to both their descriptive paragraphs and to their questions. | Students will use descriptive words to make their papers more interesting. | Explain to students that they are going to add details to their work. Give examples on the board of adding details to make a story more interesting. | Have students get into groups of 3 and read their work. They need to help one another with adding detail to their stories. |
| **Fri.**  **Sept. 25** | Students will share their writings today. |  |  |  |
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| **Mon.**  **Sept. 28** | E.Q.: What is a sentence?  Today and tomorrow students will be learning what a sentence is. They will be asked to identify when a group of words is a sentence and when it is not. | -Define a sentence.  -Differentiate a sentence from a sentence fragment | Ask students the questions: “What is a sentence?” Allow them time to brainstorm. Summarize that a sentence is a group of words that has a subject and a predicate and that expresses a complete thought. Write several sentences on chart paper. Have students look for similarities among the sentences. Ask them to tell you what is alike about each of the sentences. | Remind students that a sentence is group of words with a subject and a predicate that expresses a complete thought.  Give each student two index cards, and have them write the word yes on one and now other the other. Tell them that you will read groups of words. If the words communicate a complete thought, they will hold up the yes card, and no if it does not. Use examples on TE p. R20 |
| **Tues.**  **Sept. 29** |
| **Wed.**  **Sept. 30** | E.Q.: How can I use sentences to summarize what I have read in Theme 1? | Remind students that a sentence is group of words with a subject and a predicate that expresses a complete thought. | Students will be asked to get into small groups and summarize different stories. These summaries need to be in the format  Someone  Wanted  But  So  Then | Students will write summaries of the stories we have read in this theme using proper sentence structure. Each group will have a different story to summarize. Share summaries at the end of this session. |
| **Thurs.**  **Oct. 1** | E.Q.: What information in the text helps me better understand the main idea of the story? | Students will be focusing on main idea in today’s writing session. Remind students that a sentence is group of words with a subject and a predicate that expresses a complete thought. | Give each students several sentence strips Tell students they are going to find the main idea from the story they summarized yesterday. | On each sentence strip sentence are going to write in proper sentence structure the main idea from their story. |
| **Fri.**  **Oct. 2** | E.Q.: How will I know if a group of words is a sentence?  Students will find examples of complete sentences in other stories they have read recently. | Give students several selections/books to choose from. Have them select one to focus on. | Students will go through their selections and pick out 3 of their favorite sentences that they read. They will then write each sentence on a sentence strip. On this strip they will identify what makes each a sentence: subject; predicate; thought. | Have each student pick one of their sentences to share with the class. They will identify each part of their sentence. |