

Lesson Skill: Revision

Strand Writing

SOL 1.13

2.12

Materials

- Whiteboards or paper
- Markers or crayons
- Word Web (attached)

Lesson

1. Write an incomplete sentence on the board, such as, “The mouse was,” and ask students what is missing for it to be a complete sentence. See if they can tell you the importance of writing in complete sentences.
2. Students copy the sentence starter and complete the sentence using correct ending punctuation. Then pair students, and have them read their sentences to each other and help one another make corrections as necessary. Still working in pairs, have one student create a sentence starter for his/her partner to complete to make it a sentence. Have several pairs of students share their complete sentences with the class. Write them on the board, and have the class decide whether they are complete or not.
3. Write a simple sentence on the board such as, “I saw a cat.” Ask students to decide with their partners whether the sentence is complete. Have students close their eyes as you read the sentence aloud to help them visualize whether the sentence makes sense and is complete.
4. Students divide their whiteboards or a piece of paper into thirds and number each section. Ask students to draw a cat in section 1 and hold up their drawings. As a class, discuss the similarities and differences in the drawings. Next, add the word “orange” to the sentence, and have students draw the orange cat under number 2. Discuss the similarities and differences. Insert the word “fat” in front of the word “orange,” so the sentence reads, “I saw a fat, orange cat.” Have students draw a fat, orange cat under box number 3 and hold up their drawings. Have student pairs discuss which sentence has more descriptive detail: drawing 1, drawing 2, or drawing 3.
5. Circle the word “fat,” in the third sentence, and engage students in brainstorming synonyms for the word “fat.” Create a word web (attached) for the word “fat,” and use it to create a more descriptive sentence about the cat.
6. Students share their sentences with their partners and challenge each other to create a more detailed description of the cat by asking pertinent questions. Examples: “What is the cat doing?” “Where is the cat?” Have student pairs share their best descriptive sentences with the class.

7. Ask students to close their eyes and listen to the simple and descriptive sentences. If the sentence is descriptive, have them pat their heads. If the sentence is simple, without description, have students fold their arms.
8. Remind students they need to use complete sentences in their writing, and sentences should be full of descriptive detail to keep the readers interested and to give the readers a picture of what the author is describing.
9. This lesson can be extended or repeated as necessary to include writing about other animals or things, people, places, or events.

Strategies for Differentiation

- Include pictures at the beginning of the lesson.
- Review the definition of a sentence by having students complete sentences. For example: “The _____ desk was empty.” Choices: brown, old, new, big, broken, wooden. Discuss how each word changes the pictures the teachers and students see in their heads.
- Review or teach the definition of *synonym*, and provide examples.
- Lesson can be done using an interactive whiteboard.
- Use graphic organizer, or select another appropriate graphic organizer for students.

Word Web

