

## K-2 Revision

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### Strand: Writing

SOL 1.13 c, d  
2.12 c, d

### Materials

- whiteboards or paper
- markers
- word web
- descriptive sentences and simple sentences

### Lesson

1. Review the importance of writing in complete sentences.
2. Write an incomplete sentence on the board, for example, “She was” and question students about what is missing.
3. Students copy the sentence starter and complete the sentence using correct ending punctuation.
4. Students read their sentences to their partners and help each other make corrections as necessary.
5. Students work in partners; one partner will create a sentence starter, and the other partner will complete the sentence.
6. Several pairs share their complete sentence with the class as the teacher writes the sentences on the board and the class checks them for completeness.
7. Write a simple sentence on the board such as, “I saw a cat.” Ask students to decide with their partners if the sentence is complete.
8. Students close their eyes as the teacher reads the sentence aloud.
9. Students divide their whiteboards or paper into thirds and number each section. Under number 1, the students will draw the cat on their whiteboards and hold up their drawings of the cat.
10. Ask partners to discuss why some of the drawings are the same and why some are different and share their information with the class.
11. Next, insert the word “black” into the sentence for the class to draw the cat with the additional information under box number 2.
12. Pairs will discuss the similarities and differences of the pictures in boxes 1 and 2.
13. Next, insert the word “fat” in front of the word black, so the sentence reads, “I saw a fat, black cat.” Direct students to draw the cat under box number 3 and hold up their drawings showing the fat, black cat.
14. Pairs discuss which sentence has more descriptive detail. Which sentence gives the reader more information? Drawing 1 - I saw a cat. Drawing 2 - I saw a black cat. Drawing 3 - I saw a fat, black cat. Refer the students to their drawings, if necessary.

15. Circle the word fat in the third sentence and engage students in brainstorming synonyms for the word fat.
16. Create a word web for the word fat and use it to create a more descriptive sentence about the cat.
17. 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?
18. Pairs share their “best” descriptive sentence with the class.
19. Direct students to close their eyes and listen to the simple and descriptive sentences. If the sentence is descriptive, students pat their heads. If the sentence is simple, without description, students fold their arms. Remind students that sometimes it is easier to visualize when eyes are closed.
20. 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 reader a picture of what the author is describing.
21. This lesson can be extended or repeated as necessary to include writing about other animals or things, people, places, or events.

# Word Web

