

Sentence Expansion

Concept: Writers expand sentences

CCSS: L.1.1.J Produce and **expand** complete simple and compound declarative, interrogative, imperative, and exclamatory **sentences** in response to prompts.

Pre-Corrections:

- This is a concept that should be taught throughout the year repeatedly.
- Students need to be able to write simple sentences with capital letters and punctuation.
- Students should have prior knowledge of parts of speech, such as nouns, verbs and adjectives.
- Note: Various organizers are provided for you to make it more difficult as students master concept

Materials

- Chart Paper/whiteboard
- Graphic Organizers
- [SSS w/Adjectives, Nouns and Verb](#)
- [SSS w/Adjectives, Nouns, Verb and Where](#)
- [SSS w/ Adjectives, Nouns, Verb, Where and When](#)

I Do It
(12-15 minutes)
Connection

Teach

1. The teacher will tell the class a brief story about a memorable event that happened to him/her. During the storytelling, leave out several important details that the students will be curious to know. It is suggested that you plan the story ahead of time.
2. A sample story could be: *Yesterday on my way home from school I saw a dog laying on the side of the road. I stopped my car and walked to him. He was hurt. I called the Animal Control people and they came and took him away. I went home.*
3. The students cannot comment or ask questions during or after the story. Rather, they will write on a piece of paper a question they have for the teacher/storyteller.
4. The teacher reads the questions aloud, answers them while reminding the students how important it is to include the details in their writing.
5. Project the [graphic organizer](#) and model writing a simple sentence with only a noun and a verb. An example might be, "The puppy played." Next, model brainstorming ways to describe the puppy and write them in the adjective column. Lastly, choose an adjective from the list and copy the super-size sentence on the line provided.

We Do It (5-7 minutes) <i>Active Engagement</i>	1. Using the same graphic organizer (you may want to copy it on two sides for the We do & I do) have students copy this simple sentence or something similar “The cat meowed.” 2. With a partner create a list of adjectives to describe the cat. 3. As students share their ideas, the teacher can add to the projected graphic organizer, while students add to their own list. 4. Write a new super-sized sentence on the line provided.
Mid-Workshop Teaching Point (3 minutes)	Options: ● Draw attention to the capitalization and punctuation ● Notice common errors students are making and teach to them ● Highlight a student who is applying strategy
You Do It (20 minutes) <i>Link</i>	1. Students will come up with and write a simple sentence on the top of their organizer. 2. Create a list of adjectives to describe their noun. 3. Write the new super-sized sentence on the line provided.
Assessment Check Point	Options: ● Orally share sentences ● Collect student samples and check for understanding