

## Grade 1: Sample Mini-Lessons

### Week 3/4: Sentences End with an End Mark Instructional Focus-Statements

#### Teacher Note

A color sheet introducing the members of the Soto family is included with the Week 3/4 practice pages. Students will find Liz, Max their parents, grandfather, and pets in practice items for the next several weeks. By the time students encounter the skill of capitalizing first names, they will have seen the names and pictures of Liz and Max and will have built a bit of schema. This allows us to limit the number of names we use in DLI items and build our practice items around a family that the students get to know.

Please guide students to color the page using the colors indicated on the key. As we progress to color words, students will be given daily practice items which ask them to color Dad's hair black, the Soto house blue with a red roof, and Tiki, the cat, orange with green eyes. These daily items will be consistent with the way that the color sheet was completed.

#### Prior Knowledge

Students have been exposed to this skill in kindergarten.

#### Lesson Focus

A sentence ends with a period.

Only statements are used for DLI materials for weeks 1-7.

Ask students several of these questions:

What do you see at the end of a train? (a caboose)

What do you see at the end of a dog? (a tail)

What do you see at the end of a movie? (the credits)

What do you **hear** at the end of the school day? (the bell)

What does your Dad **hear** at the end of his night's sleep? (the alarm clock)

What do you see at the end of a sentence?

Tell students that just like a caboose or a school bell are signals to us that something has ended, a **period** is a signal to us that a sentence has ended.

A sentence does not go on and on and on. It stops after it has done its JOB. Share with students the following:

Three JOBS for a sentence:

- 1) a sentence tells what a person does or
- 2) a sentence tells what a thing does
- 3) a sentence tells what happened

Using chart paper, compose some sentences together using the idea that a sentence stops when it has done its JOB. The following is a possible dialogue you might have with your students about JOB #1:

**Teacher:** Since a sentence tells what a person does, could someone name a person?

**Student:** Mom

**Teacher:** Let's record that name on our chart. What did we learn the last two weeks about what kind of letter we should use at the beginning of the sentence? Yes, that's right. Let's start with a capital letter for our first word, *Mom*. Mom comes at the start of our sentence, and it is a name. That gives us two good reasons to use a capital letter.

**Teacher:** Do you think that this is a sentence? (point to the word *Mom*) No, you are right; this is just our first word. The sentence hasn't finished its **job**, yet. It has to tell what the person **does**. Could someone tell one thing that Mom does?

**Student:** Mom goes to store.

**Teacher:** Let's write that next to the word *Mom*. Write the words "goes to the store" but do not add a period.

**Teacher:** Has the sentence finished its job? Does it tell who? Yes, the sentence is talking about Mom. Does it tell what Mom does? Yes, it tells that Mom goes to the store. What do you think? Has the sentence finished its job? Yes, so how do we **show** that this sentence has finished its job?

**Student:** We need a period to show that it is the end of this sentence.

**Teacher:** That is correct! A big, fat period tells us that this sentence is ending.

Repeat the steps above asking students to name another person and then ask what that person does.

Review the concepts as you close the lesson: Just like a caboose is a signal that the train has ended, a period is the signal that a sentence has ended.

Sentences do not go on and on. A sentence ends when it has finished its job.

Today we learned that one job of a sentence is to tell what a person does.

When the sentence finishes doing that job, it needs a period to show that it has ended.

On other instructional days, review the concepts from today's lesson. Then, develop JOB 2 for a sentence, telling what a thing does, and JOB 3, telling what happened.

### Lesson Extension

The following song reinforces the lesson content. It can be used as you do interactive editing with your class and also when your students look at their own writing. The editing tune below teaches students a strategy of using their thumb and pinkie to signal the capital letter and end mark. When students look for capitals and end punctuation, this tactile approach can help them to stay focused.

### My Sentence Needs a Check

To the tune of "The Farmer in the Dell"

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- |  |   |
|--|---|
| 1. My sentence needs a check;<br>My sentence needs a check.<br>Hi-ho, the Derry-o,<br>My sentence needs a check. | 2. Thumb taps the capital;<br>Thumb taps the capital.<br>Hi-ho, the Derry-o,<br>Thumb taps the capital.   |
| 3. Pinkie pats the period;<br>Pinkie pats the period.<br>Hi-ho, the Derry-o,<br>Pinkie pats the period.          | 4. My sentence now is fine;<br>My sentence now is fine.<br>Hi-ho, the Derry-o,<br>My sentence now is fine |

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Teachers in our pilot shared that they had great success with the strategy of having students tap the capital with their thumb and pat the period with their pinkie. After several weeks teachers used a simple signal as they reminded students to check for periods and capitals. They simply held their thumb and pinkie up with the rest of their fingers closed and rocked their hand back and forth to summarize their instructions to students.

## **Week 6: Capital Letter for I**

### **Prior Knowledge**

Students know that the names of people, including their own, start with capital letters.

### **Lesson Focus**

Use a capital letter *I* when writing the pronoun *I*.

### **Lesson Strategy**

Materials: 4" x 9" piece of bright construction paper for each student  
crayons or markers

One possible script for your lesson is provided below.

"We have learned how special we are and that means we should use capital letters when we start to write our names."

Instruct students to write their names on construction paper. Remind them to start their names with capital letters.

"Now, when you talk about yourself, you don't say, "Mary wants a drink of water." You say, " **I** want a drink of water."

"You use the word *I* instead of your name when you talk about yourself. The letter *I* takes the place of your whole name. Since your name starts with a capital letter, *I* must be a capital letter because it does the job or takes the place of your name."

"Turn your paper over and write a big, bold capital **I** to take the place of your name."

"Now, both sides of your card are **YOU**, and both have capital letters."

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## Lesson Extension

### Capital I Song

To the tune of "I've Been Working on the Railroad"

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I've been working on my capitals  
All the live long day.  
I've been working on my capitals  
Just to pass the time away.  
When you see the letter **I**  
Standing all alone,  
Make it big and bold and capital  
To show that it's my own.

## Week 22- Verbs: Action Words

### Prior Knowledge

This is an introductory skill- the focus will be on action verbs.

### Lesson Focus

Students will learn that verbs are action words.

### Lesson Strategy

Tell students that each sentence has an action part. If the sentence is about a cat, the verb is the word that tells what the cat does. Ask students this question: "What can a cat do?" Some sample responses may be: *eat, sleep, play, purr, climb, scratch, or meow*.

On another day you may wish to ask instead: "What did the cat do?" or "What is the cat doing?" These questions will generate verbs in past tense or past participles and you can talk about other endings common to verbs.

After talking to students about verbs as action words, play the game What Can I Do?. To play, you begin by doing an action (ex: clap) and have students guess the verb. Emphasize that the verb will tell what you can do. When students guess the verb, record it on chart paper and build a list of verbs which you can post on the wall of your classroom. After a few examples which you perform,

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ask for students to volunteer to do an action and have other students guess the verb. Suggestions: *jump, hop, sing, snap (fingers), skip, sleep, yawn, whistle, write, comb, pat, pull, push, kneel, climb, or read.*

## Lesson Extension

### Verbs

#### To the tune of "Take me out to the Ball Game"

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#### 1

Take me out to the playground;  
It's a place to find verbs.  
Verbs are those words that are  
action-packed.  
You swing on the swings and  
then you glide back.  
For it's kick the soccer ball;  
shoot it;  
The goalie lunges to save.  
For it's one, two, three verbs  
you'll find  
On the school play-ground!

#### 2

Take me out to the playground.  
Can YOU think of some verbs?  
Think of the batter and pitcher, too.  
Verbs are words that can tell what  
they do.  
For it's swing, slide, catch on the  
playground.  
If there's an ac-tion, verbs tell!  
For it's verbs that show what you do  
On the school play-ground!