

5 Day Schedule

Sentence to Paragraph Lesson 1: Silly Sentences

Day 1: Section 1 – Organize Notebook (teacher checks) *Assignment Segment 1*

Section 2 – Mind Bender® (instruction and practice)

Section 2 – Mind Bender®

Student works independently. (teacher helps as needed and checks) *Assignment Segment 2*

Day 2: Section 3 – Complete Sentences (instruction)

Section 4 – Sentence Practice (instruction and practice)

Day 3: Section 5 – Alliteration (instruction and practice)

Student writes, edits, and types 3 alliteration sentences. (1 – 3) (teacher helps as needed and grades),
Assignment Segment 3

Day 4: Section 5 – Alliteration

Student writes, edits, and types 3 alliteration sentences. (4 – 6) (teacher helps as needed and grades)
Assignment Segment 3

Day 5: Section 5 – Alliteration

Student writes, edits, and types 4 alliteration sentences. (7 – 10) (teacher helps as needed and grades)
Assignment Segment 3

8 Day Schedule

Sentence to Paragraph Lesson 1: Silly Sentences

Day 1: Section 1 – Organize Notebook (teacher checks) *Assignment Segment 1*

Day 2: Section 2 – Mind Bender® (instruction and practice)

Day 3: Section 2 – Mind Bender®

Student works independently. (teacher helps as needed and checks) *Assignment Segment 2*

Day 4: Section 3 – Complete Sentences (instruction)
Section 4 – Sentence Practice (instruction and practice)

Day 5: Section 5 – Alliteration (instruction and practice)

Day 6: Section 5 – Alliteration

Student writes, edits, and types 3 alliteration sentences. (1 – 3) (teacher helps as needed and grades),
Assignment Segment 3

Day 7: Section 5 – Alliteration

Student writes, edits, and types 3 alliteration sentences. (4 – 6) (teacher helps as needed and grades)
Assignment Segment 3

Day 8: Section 5 – Alliteration

Student writes, edits, and types 4 alliteration sentences. (7 – 10) (teacher helps as needed and grades)
Assignment Segment 3

Sentence to Paragraph Lesson 1: Silly Sentences

Sentence Structure: Writing Checklist 1 – 5

Poetry: Alliteration

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|--|--|
| 1. Organize Notebooks WS 1 (TP 1) | 4. Sentence Practice WS 4 (TP 4) |
| 2. Mind Bender® WS 2 (TP 2) | 5. Alliteration WS 5, 6 (TP 5, 6) |
| 3. Complete Sentences WS 3 (TP 3) | |

1. Organize Notebooks WS 1 (TP 1) (*Assignment Segment 1 applies*)

Notebooks need to be organized no later than Lesson 2. Label notebook tabs with the following highlighted words. Extra notebook paper goes in the front of the notebook. For now place the full set of worksheets under tab 7. Worksheets are to be organized under the other tabs as lessons are completed. Do not reorganize the worksheets now. Fill in the blanks on WS 1. (File WS 1 behind the “Lesson Notes” tab.)

Organize Notebook – 8 tabs (WS 1)	
1. Assignments (<i><u>Papers</u></i> and <i><u>notes</u></i> for current <i><u>independent work</u></i> instruction & completed <i><u>independent work due</u></i>)	<i>1. Assignment papers will rotate as lessons are completed.</i>
2. Checklists (Current <i><u>Checklist</u></i> and <i><u>No List</u></i> for <i><u>editing</u></i> independent work)	<i>2. Store checklists for use in future lessons.</i>
3. Word Lists (As <i><u>introduced</u></i> , keep here for <i><u>easy reference</u></i>)	<i>3. Store word lists for use in future lessons.</i>
4. Lesson Notes (Other <i><u>papers</u></i> and <i><u>notes</u></i>)	<i>4. Store notes from lessons for reference.</i>
5. Reading List (For <i><u>required</u></i> outside <i><u>reading</u></i>)	<i>5. Place and keep reading list here now.</i>
6. Graded Work (Graded <i><u>paragraphs</u></i> & <i><u>poetry</u></i>)	<i>6. Store graded work as completed.</i>
7. Worksheets (Copies to be <i><u>used</u></i> and for <i><u>independent work</u></i>)	<i>7. Place worksheets here for easy access.</i>
8. Mind Benders® (Ready <i><u>for independent work</u></i>) (<i>It is legal to make copies for instructional use, just not for resale.</i>)	<i>8. Store Mind Bender® copies to use.</i>

2. Mind Bender® WS 2 (TP 2) (*Assignment Segment 2 applies*)

Mind Benders® teach organization skills through a systematic approach to problem solving. Instructional examples are included in each Mind Bender® book with answers and instructions for every Mind Bender® in the back. Mind Bender® books may be purchased from www.criticalthinking.com.

Book 3 is recommended for Sentence to Paragraph level.

Work the practice Mind Bender® together **WS 2 & TP 2**. Mark the answers on **TP 2** as students mark **WS 2**.

Answers to practice: boulder – valley, cobble – gorge, pebble – lake

(**Book 3 Page 1** is independent work.) (File WS 2 behind the “Lesson Notes” tab.)

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3. Complete Sentences WS 3 (TP 3)

Sentence Structure: A complete sentence is a complete thought.

Discuss each of items 1 – 5. Give an example that all 5 follow on the board.

Explain that the rest of the items on the list will be covered during the semester.

Write a simple sentence on the board such as “The tree fell to the ground.” Show how this sentence follows the first 5 rules. Students should already be familiar with these rules, which are foundational for effective communication. They should automatically apply and use these 5 simple rules every time they write a sentence.

*Every sentence written must adhere to the following **Sentence Writing Checklist, WS 3**. The checklist will be expanded and more checklists will be added as the year progresses. The following checklist is to be used for lessons 1 – 6.*

Lessons 1 – 6
Writing Checklist

1. Begin each sentence with a capital letter.
2. Put punctuation at the end of each sentence.
3. Every sentence must be a complete thought.
4. Subject in every sentence (**tells who – people, animals, places, things**) (highlight blue)
5. Verb in every sentence (**tells what was done – active or passive**) (highlight orange)

(When completed, file WS 3 behind the “Checklists” tab.)

4. Sentence Practice WS 4 (TP 4)

Following is a list of complete and incomplete sentences. Each complete sentence will have a subject and a verb. Each complete sentence will be a complete thought. A complete thought does not leave someone hanging in thought, missing information.

- Students need to recognize incomplete sentences. They are not expected to learn the details, as in the following teaching instructions explaining why sentences are incomplete, but learn the concept **an incomplete sentence is an incomplete thought**.

- Highlight the **subject** blue and the **verb** orange if they are in the phrase. Except for commands, which have “you” understood as the subject, **every complete sentence always has both a subject and a verb.**
- If the sentence is complete, write “complete” in the blank underneath.
- If the sentence is incomplete, rewrite the sentence making it complete.

Answers will vary when rewriting as complete sentences. Write answers on **WS 4 & TP 4** determining why the sentences are complete or incomplete and then writing a complete sentence when the original is incomplete. Work this exercise together.

1. The **dog barked.** (Complete)
2. Over the **rainbow.** (Incomplete – prepositional phrase with nothing for a verb) **The sun was peeping through the clouds over the rainbow.**
3. **Elephants stampeded** through the jungle. (Complete)
4. When the **sun rose.** (Incomplete – dependent clause with a subject and a verb, but is not a complete thought) **She had just climbed out of bed when the sun rose.**
5. Maple **syrup makes** pancakes sweet. (Complete)
6. Because **he was tired** from the trip. (Incomplete – dependent clause with a subject and a verb, but is not a complete thought) **He almost failed the test, because he was tired from the trip.**
7. In the middle of the huge **barn.** (Incomplete – 2 prepositional phrases with nothing for a verb) **In the middle of the huge barn the cats were sleeping.**
8. The orange fluffy **kitten** excitedly. (Incomplete – subject but no verb) **The orange fluffy kitten excitedly raced to her food.**
9. **Ran** over the elephant. (Incomplete – verb and prepositional phrase but no subject) **He thought he ran over the elephant.**
10. While the tide came in. (Incomplete – dependent clause with a subject and a verb but is not a complete thought) **They walked on the beach while the tide came in.**

(File WS 4 behind the “Lesson Notes” tab.)

5. Alliteration **WS 5, 6 (TP 5, 6)** (*Assignment Segment 3 applies*)

Alliteration is the repetitive use of a single beginning consonant sound in a sentence or phrase. When used for the rest of the year, alliteration will have at least 3 words that utilize the same sound. At least 3 words should be placed fairly close together in the same sentence, which begin with the **same consonant and sound** to count as alliteration.

No vowels may be used for beginning letters. That is assonance, which is a form of alliteration, but needs to be taught as a separate lesson since more and different rules apply.

Alliteration with consonants:

For teaching purposes in this lesson, students will be writing complete sentences with at least **8 words total and 5 alliteration words**.

- Other words that do not have the alliteration sound and or letter can be used, but the alliteration words should have the same beginning sounds and beginning consonants.
- Use only consonants: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
- Blends and Diagraphs:

Words used may start with blends, but they must not lose the beginning sound. Most blends may be used with other words that start with the same beginning consonant. The beginning letter and sound must stay very close to the same sound.

Blends: 2 or 3 letters blend together as 1 sound but maintain their original sounds.

Examples: R blends – Cr, br, fr, gr, pr...

L blends – cl, bl, fl, gl, pl...

S blends – sc, sk, sw, str, sl, st...

Example: Billy broke his bike by blowing bubbles.

Diagraphs: 2 or 3 letters that make a new sound or the beginning letter is silent.

When words are used that start with digraphs, the other alliteration words must begin with the same or almost the same diagraph.

Examples: sh, ch, ph, th, thr, kn, gn, tr, tw...

(Tr and tw or th and thr could be used as alliteration) (Sh and su could be used as alliteration.)

Example: The thirty three things thought they were thrilling.

Following is an example of 6 sentences about 1 animal, a gecko. These sentences have at least 8 words with 5 of the 8 words all starting with the same consonant and sound. Highlight the **alliteration words yellow** which are underlined in the following example, and **underline** with highlighters the **subject blue** and **verb orange**. Example: **TP 5**

Subjects and verbs should be highlighted in the following example. Because of the length and possible complexity of their sentences which they are required to write for their independent work, students will not be required to highlight their subjects and verbs on their independent work.

Gertrude's Giddy Gecko

The **lumpy leaping lizard** (blue) **is lying** (orange) on **little Lizzie**.

Biting bitty bugs (blue) **will be** (orange) delicious **before breakfast**.

A **carefree cantankerous creature** (blue) **is crawling** (orange) **carefully** away.

It (blue) **is** (orange) **so silly, so it** (blue) **soundly sticks** (orange) on **scores** of **surfaces**.

(compound sentence with 2 subjects and 2 verbs)

A **rough rubbery fellow** (blue) **was racing** (orange) and **running** (orange) **right** over **Randy**.

(compound verb)

The following instructions state how to use the thesaurus and the dictionary to come up with more descriptive words. Use the chart at the bottom of **WS 5 / TP 5**.

1. List things the animal does – action words. List these on the bottom of **WS 5 / TP 5** suggesting others as needed. Select words that could be used in sentences describing what the animal does.
2. Write down words that describe the animal (for example, *fuzzy, furry, soft, hairy, reptile, mammal, amphibian, fish, bird, yippy, wet, slimy,*). Then, next to each word, write down words that are found in the thesaurus under these words adding more words to the list.
3. List other words that could be used in association with the animal that are found in the thesaurus.
4. Look in the dictionary under whatever consonant using for sentences for more possible words.
5. Each sentence may use the same consonant in every sentence, or use a different consonant for each sentence.
6. Alliteration should be used for a title.

The following chart lists possible words for a **cat**. Use the same letters as were used for the gecko poetry. Following are some suggested words, but use the ones the students come up with using their thesauruses.

Animal Words

L	B	C	S	R
leans	bold	croon	slumber	resonate
lies	brave	consume	snooze	rises
leaps	bossy	courageous	stalk	rest
little	bear	cowardly	saunter	rules
lingers	blithe	confident	siesta	reliable
lenient	bouncy	confront	soft	rummage
light	bubbly	claws	search	ramble
lightweight	brainy	carefree	scratches	roam
lively	brilliant	clever	rubs	rats

Practice Silly Sentence Writing:

Using the words on **WS 5 & TP 5**, write a set of 6 sentences together. Students may be silly. The final alliteration sentences need to be **at least 8 words long with 5 or more words starting with the same consonant letter/sound. The sentences must be complete sentences that start with a capital letter and end with a punctuation mark.**

Highlight the **subjects blue** and their **verbs orange**.

Words written on **WS 5 & TP 5** may be used in the independent work, but the final sentences should be different from the sentences written. Do not repeat any important words.

In order to teach how to complete and present neat and orderly work,
final sentences must be typed and double spaced.

When work is typed, errors are easier to spot and correct.

Always double space the final copy. This allows room for the teacher to write comments and the finished work looks better.

For independent work, write 10 sentences of at least 8 words each with 5 alliteration words in each sentence.

- ◆ The final alliteration sentences need to be at least 8 words long with 5 or more words starting with the same consonant letter/sound.
- ◆ Write about 1 animal or up to 10 different animals. Write about animals and then sports. Or, write about 1 sport or up to 10 different sports.
- ◆ The sentences must be complete sentences, but subjects and verbs do not have to be highlighted. The teacher might want to give extra credit for correctly highlighted subjects and verbs.
- ◆ At the end of these instructions file WS 5 and 6 behind the “Assignment” tab or in the front notebook pocket for reference when completing this assignment.
- ◆ Use the Writing Checklist which was discussed at the beginning of this lesson to review and make corrections on independent sentences.
- ◆ A teacher may allow the student to use all or some of the sentences written together for some of the independent work. WS 6
- ◆ Use the assignment page to help when completing independent work.

Sentence to Paragraph Assignment 1

Independent work due:

- Organized Notebook
- Mind Bender® Book 3 Page 1
- 10 Alliteration Sentences (typed and double spaced)

Segment 1: Finish Organizing Notebook WS 1

Segment 2: Mind Bender® Book 3 Page 1

Segment 3: Write, edit and type 10 alliteration sentences.

Each sentence must be complete with at least **8 words total** and **5 of those words as alliteration** (same **consonant letter/sound**).

Use either **animals** or **sports** or a combination for your 10 complete sentences. Write about 1 animal or 1 sport or 10 different animals or sports.

- Use the same consonant in every sentence or a different consonant for each sentence.
- Use a **thesaurus** and **dictionary** to find words that could be used in association with the animal or sport.
- **Do not repeat any important words.**
- **Do not use vowels** to start your alliteration words.
- **Final sentences must be typed.**

Adhere to WS 3 the Sentence Writing Checklist.

Capitalize the first letter of the **first word** in each sentence and any **proper nouns** or names of people, places, and things.