

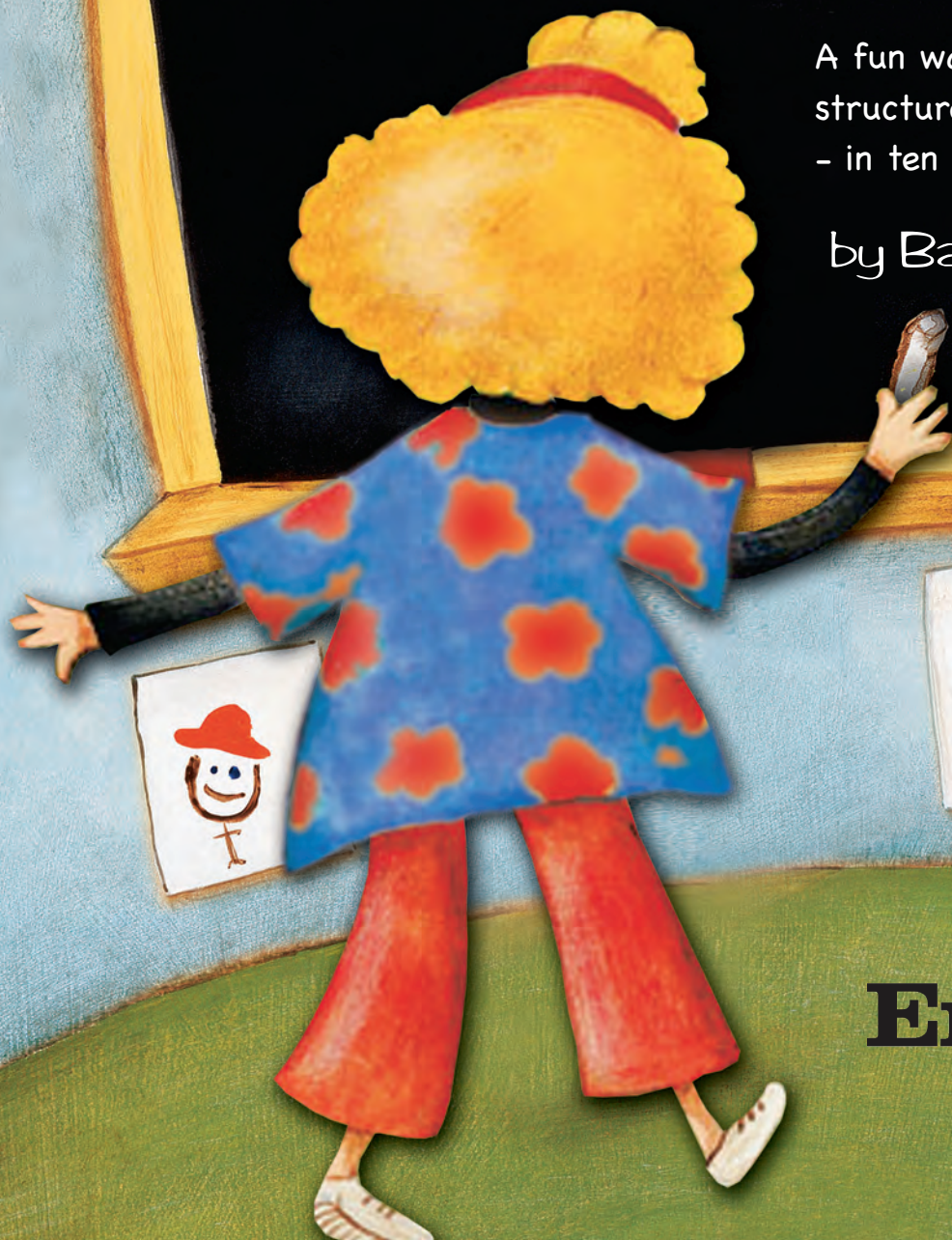
PREVIEW

A Sentence A Day for Grade 2

• ELL • Resource Room

A fun way to learn sentence
structure, genre, & vivid vocabulary
- in ten minutes a day!

by Barbara Mariconda



Empowering
Writers[®]

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INTRODUCTION

As young children learn to write there are many varied skills to acquire. They need to recognize letters, learn sound-symbol connections, and begin to express their thoughts, memories, and intentions on paper. At the same time they begin to learn the basic characteristics of a variety of genres.

However, for some students, writing a series of connected sentences is challenging. So often children are expected to produce stories or informative pieces before they understand what it takes to write a single sentence and understand the basics of grammar and mechanics. How are sentences constructed? What do sentences need? Can this be taught to primary grade writers?

Often, we assume that as students begin to read they will naturally learn to write sentences as well. But, for many, without direct instruction, this is challenging. When faced with the expectation that they must write entire essays or stories, students feel overwhelmed.

What Happens in Ten Minutes a Day?

In ten minutes a day, students can learn how sentences are constructed, recognize the parts of simple sentences, while being introduced to the basic characteristics of genre: narrative, expository, and opinion writing. Included is a week-at-a-glance, day-by-day teacher guide and related coloring pages that inspire writing. There are enough five-day themes for 38 weeks of school, plus an extra BONUS week. In addition, as other grammar, mechanics, and punctuation skills appear in the daily dictation, these are noted so that teachers can define and reinforce them for the class.

- Each week has a theme, with a text that is read in short daily installments. Each excerpt ends with a question that, in a predictable way, inspires a simple sentence. The grammar and mechanics skills addressed are listed at the beginning of each week, as well as teaching tips that help emphasize the various mechanics skills as they appear.
- The teacher reads a short, engaging daily excerpt, then charts the responsive simple sentence which is divided to emphasize the subject/predicate parts. The teacher demonstrates how to highlight the “who/what” section of the sentence (subject) and the “doing/describing” (predicate) part of the sentence. The “Words of the Week” which are necessary for sentence construction are included.

- Next, students write the sentence on their papers. They trace the initial capital letter and end punctuation in blue, underline the subject in red and predicate in green. On each of the next four days the text continues. Day Five features “Friday Free for All” in which students write their own sentences, applying the grammar, mechanics, and punctuation skills modeled throughout the week.
- As students write their sentence each day, the teacher circulates and “dots” their work - a quick dot beside each sentence element emphasizing the concepts students have demonstrated correctly. (See example, p. 2)

Review and Reinforcement:

In addition to the whole class ten minute a day process, an optional follow-up learning station activity is included that follows the theme of the week. Here, children arrange the word cards into a variety of simple sentences. Blank cards are also included so that you may create additional cards for students who need a challenge. They can incorporate these into the sentences they create.

Set Up a Sentence a Day Learning Station:

- Put together a “kit” including paper and pencils, and a collection of the word cards from this resource which are added to, week after week. In addition, use the punctuation cards that include periods, question marks, exclamation points, commas, and quotation marks. Students can combine these to form new sentences.
- Students can sort word cards by word “types” (nouns, proper nouns, pronouns, verbs, adjectives, adverbs).
- Students use paper and pencils to create new sentences using combinations of words from their collection.
- Subjects and predicates can be written on sentence strips in a pocket chart or on a bulletin board and combined in a variety of ways.

REMEMBER: *As in all learning situations, consistency is key. Commit to the ten minutes a day, every day, and you’ll see students learn sentence structure and become accustomed to the language and style of genre-specific texts. The daily exposure will allow students to assimilate this learning and begin to apply it to their own writing!*

Lesson Themes & Grammar Skills

Every day students practice capitalizing the first word in a sentence, adding appropriate end punctuation, and identifying the subject and predicate. The following skills are also addressed and applied:

- Week 1** – Pets are Fun: Sentence Punctuation, Subject and Predicate
- Week 2** – Let's Play: Singular and Compound Subjects, Subject/Verb Agreement
- Week 3** – Yummy or Not: Expressing Opinions, Subject/Verb Agreement
- Week 4** – No Trespassing: Interrogative Sentences (Using Question Marks)
- Week 5** – Heading to School: Adjectives and Vivid Verbs
- Week 6** – Getting Glasses: Alternatives to “looked”
- Week 7** – Neighborhood Map: Street Abbreviations (St., Rd., Dr., Ave.)
- Week 8** – Trick or Treat: Using Possessive 's with Proper Nouns
- Week 9** – Snack Time: Possessive 's and Plural “s”
- Week 10** – In Grandma's Attic: Adverbs
- Week 11** – Thanksgiving Fun: Expressing Opinions, Activity Words (Gerunds) as Subjects
- Week 12** – Umbrellas: Opinion Language, Using Adjectives in the Predicate (Object)
- Week 13** – Eating Cake: Opinion Language, Comparative/Superlative Language
- Week 14** – Hats: Adjectives, Vivid Verbs
- Week 15** – Elves: Singular and Plural forms of Nouns Ending in ‘.’
- Week 16** – Winter Sports: Using Adjectives in the Sentence Subject
- Week 17** – Dressing the Queen: Adjectives, Possessive 's, Using Vivid Verbs
- Week 18** – Grocery Store: Commas in a List

- Week 19** – The Cave: Contractions, Expressing Characters' Thoughts
- Week 20** – Groundhog: Alternatives to “look”, Using Adjectives to Describe Object in the Predicate
- Week 21** – Be My Valentine: Using Exclamation Points or Periods, What Feelings Look Like
- Week 22** – Calendar: Capitalizing Months, Days of Week
- Week 23** – A Busy Week: Using Commas in a Date, Capitalizing Names and Months
- Week 24** – Penguins and Seagulls: Contractions
- Week 25** – Leprechauns: Word Referents, Contractions
- Week 26** – Birthday Party: Possessive 's vs. Plural “s”
- Week 27** – Lost in the Woods: Using Abstract Nouns as Subjects, Character Traits, and Theme
- Week 28** – April Fools: Red Flag Words and Phrases, Vivid Verbs, Exclamation Marks
- Week 29** – Weekend Plans: Using Quotation Marks, Exclamation Marks
- Week 30** – Lost and Found: Possessive Pronouns
- Week 31** – Categorizing Animals: Contractions
- Week 32** – Backyard Wildlife: Articles ‘a’ vs. ‘an’
- Week 33** – New Neighbors: Abbreviations for titles (Ms., Mrs., Mr.) and Quotation Marks
- Week 34** – Take a Hike: Reaction Words, Conjunctions (and/but), Alternatives to “went”
- Week 35** – Pie Contest: Comparative and Superlative Language (good, better, best)
- Week 36** – Field Day: Pronouns, Adverbs, Vivid Verbs
- Week 37** – Wanted - One Bad Pirate: Conjunctions (but/however)
- Week 38** – Pool Party: Contractions, Pronouns, Quotation Marks, Alternatives to “Said”
- BONUS WEEK** – Picnic Fun: Commas in a List, Pronouns

WEEK 1: PETS ARE FUN

Words of the Week:

A /cat/dog/fish/

bird/fun/is

Each simple sentence this week contains a simple subject (article and common noun) and basic predicate (is fun).

DAY 1

TEACHER READS: Dan wanted a pet. His mom took him to the pet store to find out about all of the different types of pets. They walked up and down each aisle. Dan's heart raced with excitement! He stopped in front of a tall cage. Inside were three kittens. The black one climbed on a branch. A small orange cat played with a mouse toy. The white kitten saw Dan and pawed at the cage. "Oooh, fun!" his Mom said. "What do you think about the cats, Dan?" Dan thought...

CHART: A cat / is fun.

DAY 2

TEACHER READS: Dan and his mom continued to walk through the pet store. Dan was thinking about how much fun it would be to own one of the cats. Just then Dan's mom said, "Listen Dan...Do you hear that?" A squeaky voice was calling, "Hell-oohhhhh!"

Hell-oooh!" Dan stopped short. He couldn't believe his eyes. A brightly colored bird was sitting on a perch watching them. It opened its beak and said, "Hell-oooh!" "What do you think about a talking bird?" his mom asked. Dan thought...

CHART: A bird / is fun.

DAY 3

TEACHER READS: In the next aisle of the pet store Dan and his mom found themselves surrounded by tanks full of water, wavy underwater plants, and hundreds of shiny colorful fish! Their tails swished as they swam between rocks, pebbles, and plants. It was like being in a magical world under the sea. Dan's mom asked, "What do you think about a fish, Dan?" Dan thought...

CHART: A fish / is fun.

DAY 4

TEACHER READS: There was one more aisle in the pet store for Dan and his mom to explore. Behind a large glass panel were cages, with a puppy in each! One puppy had long, droopy ears and big brown eyes. Another tiny pup had a pushed in face and a short curly tail. A third pup had rusty colored curly hair and its tail wagged when Dan pointed to it. "What do you think about the dogs, Dan?" his mom asked. Dan thought...



CHART: A dog / is fun.

DAY 5 – Friday Free For All

TEACHER READS: "Okay," said Dan's mom. "You've seen the little cats, a talking bird, the fish, and the baby dogs. You get to pick only one!" Dan thought and thought. They would all be fun, but only one would be the most fun! Which pet did Dan think is the most fun? Dan thought...

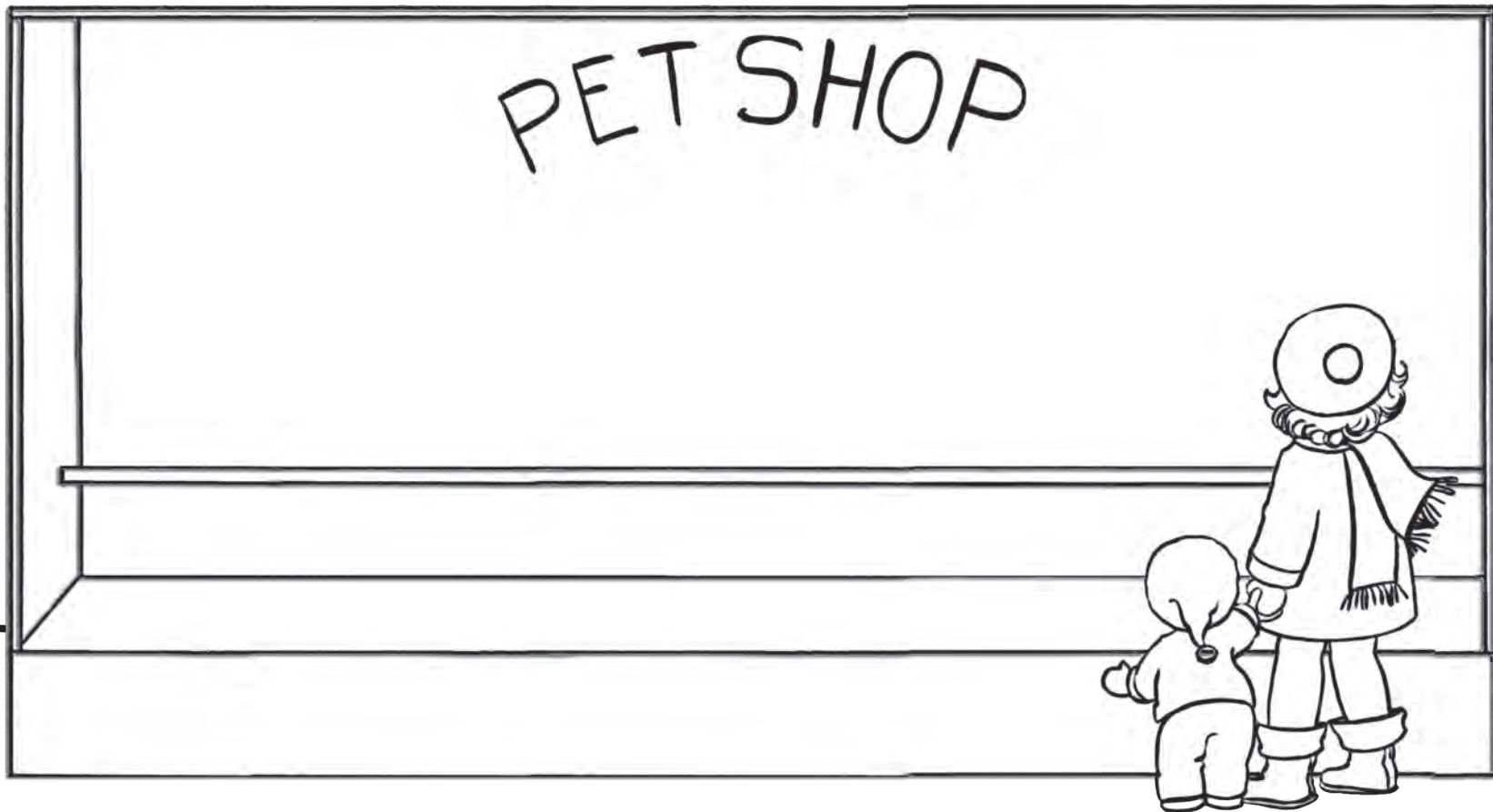
TEACHER WAITS, THEN ASKS: Who can come up and write their sentence on the chart? (A student comes up, writes and diagrams their simple sentence.)

On Friday, ask the students about the genre of the text they hear all week - was it a narrative story? Did it give the reader information? (This week's genre was narrative.)

LESSON FORMAT

- After charting each day **ALWAYS** ask:
How do I know it's a sentence?
- Point out the **who/what** part and the **doing** part. Then ask:
 1. How does it begin? (With a capital!)
 2. How does it end? (With a period.)
 3. Now, you write the sentence on your paper. (wait)
 4. Underline the **who/what** part of your sentence in RED. (wait)
 5. Underline the **doing/describing** part of the sentence in GREEN. (wait)
 6. Trace the capital letter and the period in BLUE. (wait)
- Walk around and "dot" elements students get correct.

Draw the pet that is the most fun!



cat

dog

fish

bird

fun

is

A

WEEK 9: SNACK TIME

Words of the Week:

-- Kate / wanted / Dan's / Jan's / Tim's / Nick's /
grapes / apples / dip / and / carrot / sticks / Tom's --

This week's sentences all include the use of possessive 's to show ownership.

DAY 1

TEACHER READS: It was snack time at school. The students went to their cubbies and took out their snacks. Kate went to get her snack but her cubby was empty. She was really hungry and she'd forgotten her snack! Her teacher noticed she was the only one without a snack. "Who would share their snack with Kate?" asked her teacher, Ms. Clark. Everyone in class raised their hands. "I'll share!" they said. Ms. Clark smiled. "Okay Kate," she said. "You can pick whatever you like!" Kate's stomach began to growl when she spotted Dan's grapes. What did Kate want?

CHART: Kate / wanted Dan's grapes.

Point out the capitalization of proper nouns and use of 's to show ownership (vs. plural 's')

DAY 2

TEACHER READS: Dan shared two grapes with Kate. Ms. Clark said, "Kate, you can pick something else." Kate looked around. Her mouth watered when she saw Jan's snack. Jan had apples and dip. What else did Kate want?

CHART: Kate / wanted Jan's apples and dip.

DAY 3

TEACHER READS: Jan shared an apple slice and dip with Jan. Tim said, "Kate, I have carrot sticks and dip!" Kate licked her lips. "Mmmmm..." said Kate. What else did Kate want?

CHART: Kate / wanted Tim's carrot sticks and dip.

DAY 4

TEACHER READS: Now Kate had two grapes, an apple slice, carrot sticks and dip. Ms. Clark looked at Kate. "Seems you have plenty of delicious things to eat," she said. Nick spoke up. "I want to give Kate a bread stick!" "Yum!" said Kate. What else did Kate want?

CHART: Kate / wanted Nick's bread stick.

DAY 5 – Friday Free For All

TEACHER READS: Even though Kate had two grapes, an apple slice, carrot sticks and dip, and a bread stick, there were other delicious snacks she wanted to try. Kate scanned her classroom, until her eyes landed on Tom's desk. "Ooooh," Kate sighed. "That looks delicious!" What did Kate want?

TEACHER WAITS, THEN ASKS: Who can come up and write their sentence on the chart? (A student comes up, writes and diagrams their simple sentence.)

On Friday, ask the students about the genre of the text they heard all week – was it a narrative story? Did it give the reader information? Did it express the characters' opinions or point of view? This week they heard a narrative story.

LESSON FORMAT

- After charting each day **ALWAYS** ask:
How do I know it's a sentence?
- Point out the **who/what** part and the **doing** part. Then ask:
 1. How does it begin? (With a capital!)
 2. How does it end? (With a period.)
 3. Now, you write the sentence on your paper. (wait)
 4. Underline the **who/what** part of your sentence in RED. (wait)
 5. Underline the **doing/describing** part of the sentence in GREEN. (wait)
 6. Trace the capital letter and the period in BLUE. (wait)
- Walk around and "dot" elements students get correct.

Kate's Shared Snack



Kate

wanted

Dan's

Jan's

Tim's

Nick's

grapes

apples

dip

Add your own!

and

carrot

sticks

Tom's

WEEK 13: EATING CAKE!

Words of the Week:

Becca/preferred/selected/craved/had/
the/big/bigger/biggest/better/best

This week's sentences use comparative and superlative language (big, bigger, biggest) and opinion language.

DAY 1

TEACHER READS: Becca's mom was a baker! Last weekend was Becca's birthday and her mom baked three amazing cakes! The chocolate cake was big, covered in white frosting with sugar roses on it. The vanilla cake was even bigger and had chocolate frosting. The biggest cake of all had one chocolate layer and one vanilla layer. It was covered in pink frosting. Becca loved roses. Which cake did she prefer, the big, bigger, or biggest cake?

CHART: Becca / preferred the big cake.

DAY 2

TEACHER READS: Just as her mom was about to put the candles on the big white frosting cake with sugar roses Becca had second thoughts. The medium sized cake with chocolate frosting looked good too. She could almost taste the sweet gooey chocolate frosting melting in her mouth. Which cake did Becca select?

CHART: Becca / selected the bigger cake.

DAY 3

TEACHER READS: Becca's mom began to put the candles on the bigger cake with the chocolate frosting when Becca said, "Wait!" She stuck her finger into the pink frosting on the biggest cake and popped her finger in her mouth. "Ummm..." she sighed. "Delicious!" Her mom smiled and moved the candles toward the pink frosted cake. Which cake did Becca crave?

CHART: Becca / craved the biggest cake.

DAY 4

TEACHER READS: Becca's mom exclaimed, "I have a great idea! Why don't I cut you a piece of each cake and put a couple of candles on each? "Great idea!" Becca said. Her mom cut a piece of each cake and put all three on a plate. Becca smiled. She'd had good birthday parties before, but she enjoyed this one more! What kind of party did Becca have?

CHART: Becca / had an even better party.



DAY 5 – Friday Free For All

TEACHER READS: Becca devoured her three pieces of cake. Her mom grinned at her. "Next year we can bake the cakes together," she said. Becca thought about it. "Let's bake FOUR cakes next year!" Last year her party had been good. This year's party was even better! What do you think Becca thought about the next year's party?

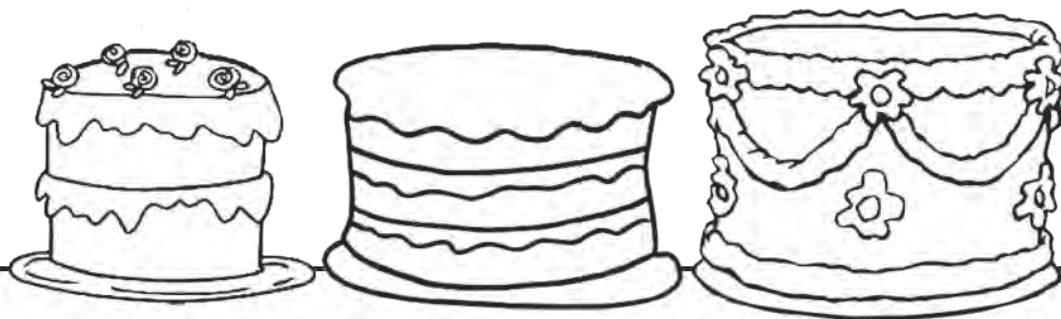
TEACHER WAITS, THEN ASKS: Who can come up and write their sentence on the chart? A student comes up, writes, diagrams their simple sentence.

On Friday, ask the students about the genre of the text they heard all week – was it a narrative story? Did it give the reader information? Did it express the characters' opinions or point of view? This week they heard an opinion text.

LESSON FORMAT

- After charting each day **ALWAYS** ask:
How do I know it's a sentence?
- Point out the **who/what** part and the **doing** part. Then ask:
 1. How does it begin? (With a capital!)
 2. How does it end? (With a period.)
 3. Now, you write the sentence on your paper. (wait)
 4. Underline the **who/what** part of your sentence in RED. (wait)
 5. Underline the **doing/describing** part of the sentence in GREEN. (wait)
 6. Trace the capital letter and the period in BLUE. (wait)
- Walk around and "dot" elements students get correct.

Draw a fourth cake!



Becca

preferred

selected

craved

had

the

big

bigger

biggest

Add your own!

best

WEEK 23: A BUSY WEEK!

Words of the Week:

Mr./Mrs./Brown/Browns/Ben/Lucy/flew/
saw/visited/strolled/on/a/the/across/
July/play/Statue of Liberty/Times Square

This week children are introduced to the rule of capitalizing names of landmarks and special places. Children also learn how to place a comma between the day and the year when writing a date.

DAY 1

TEACHER READS: Mr. and Mrs. Brown and their children Ben and Lucy were excited! They were going on vacation to New York City! Before they left they sat together to review their plans for each day of their trip. "What are we doing on the first day of our trip?" Lucy asked. Mrs. Brown studied their airplane tickets. "Well," she said, "Today is July 1, 2017. Our plane tickets are for tomorrow." On what date did the Browns fly to New York City?

CHART: The Browns / flew on July 2, 2017.

DAY 2

TEACHER READS: Mr. and Mrs. Brown, Ben, and Lucy arrived in New York City on July 2, 2017. They arrived at their hotel and Mrs. Brown looked at their plans. "Tomorrow we will see a play on Broadway!" she exclaimed. On what date did the Browns see a play?

CHART: The Browns / saw a play on July 3, 2017.

DAY 3

TEACHER READS: The day after they saw the play Mrs. Brown and Ben wanted to go to the top of the Empire State Building. Mr. Brown and Lucy wanted to visit the Statue of Liberty. So, the family split up to see the sites they each wanted to see. On what date did Mr. Brown and Lucy visit the Statue of Liberty?

CHART: Mr. Brown and Lucy / visited the Statue of Liberty on July 4, 2017.

DAY 4

TEACHER READS: That night the Browns watched fireworks over New York Harbor for the Fourth of July. They had big plans for the next day! Mr. Brown and Lucy wanted to ride bikes in Central Park. Mrs. Brown and Ben planned on walking across Times Square. On what date did Mrs. Brown and Ben stroll across Times Square?

CHART: Mrs. Brown and Ben / strolled across Times Square on July 5, 2017.

Remind the students of the abbreviation "Mrs." and that the names of special places and landmarks are capitalized.



DAY 5 – Friday Free For All

TEACHER READS: The Browns had one day left in New York City and there were still many things to see and do! They could go to a baseball game and see the Yankees and Mets play. It might be fun to ride the subway. There were museums to visit, boat rides, and tours of Grand Central Station. What did the family do on July 6, 2017?

TEACHER WAITS, THEN ASKS: *Who can come up and write their sentence on the chart? A student comes up, writes, diagrams their simple sentence.*

On Friday, ask the students about the genre of the text they heard all week – was it a narrative story? Did it give the reader information? Did it express the characters' opinions or point of view? This week they heard a narrative text.

LESSON FORMAT

- After charting each day **ALWAYS** ask:
How do I know it's a sentence?
- Point out the **who/what** part and the **doing** part. Then ask:
 1. *How does it begin? (With a capital!)*
 2. *How does it end? (With a period.)*
 3. *Now, you write the sentence on your paper. (wait)*
 4. *Underline the who/what part of your sentence in RED. (wait)*
 5. *Underline the doing/describing part of the sentence in GREEN. (wait)*
 6. *Trace the capital letter and the period in BLUE. (wait)*
- Walk around and "dot" elements students get correct.



Mr.

Mrs.

Brown

Browns

Ben

Lucy

flew

saw

visited

strolled

on

a

the

across

July

play

**Statue of
Liberty**

**Times
Square**