I Can, You Can, We Can Write Sentences!

First Grade, Second Grade  Writing  60 minutes  Standards: L.1.1

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Let's write some simple sentences. This creative lesson has students pairing subjects and predicates to create their own expressive statements.

Learning Objectives
The students will be able construct simple sentences that include subjects and predicates.

Materials and Preparation
- Markers
- Strips of paper
- Lined paper

Key Terms:
- sentence
- subject
- predicate
- period
- capital letter

Lesson

Introduction (5 minutes)

- Tell the students to repeat after you: I can... (repeat) You can... (repeat) We can write sentences! (repeat).
- Tell the students they are going to learn the different parts of a sentence, then write their own complete sentences today.

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Explicit Instruction/Teacher Modeling (10 minutes)

- Before the lesson, write three sentences on the board.
- Read them one at a time to the class.
- Point out the capital letter at the beginning and the period at the end of the first sentence.
- Let the students identify the beginning and end of the other two sentences.
- Now ask them who or what the first sentence is about. Circle it and call it the subject. Explain to them that the subject is who or what the sentence is talking about.
- Proceed to ask them what is happening in the sentence. Underline the rest of the sentence and call it the predicate. It tells what is happening in the sentence.
- Explain that a sentence has a subject, predicate, capital letter at the beginning, and period at the end.
- If the students are having trouble identifying the two parts, identify it for them.
- Go over the rest of the sentences in the same manner as the first. Be sure to emphasize the words "subject" and "predicate" for each sentence.

Guided Practice/Interactive Modeling (15 minutes)

- Write several subjects on the board, e.g. "The yellow duck," "My mom," or "The quiet turtle." Be sure to identify these as subjects.
- Choose one of the phrases from the board, and write it on the left half of a strip of paper.
- Fold the phrase behind the rest of the strip.
- Together with the students, come up with a predicate to complete the sentence.
- Write it on the rest of the sentence strip.
- Repeat the cheer from the Introduction.
- Unfold the subject and read it with the rest of the sentence.
- Explain to the students this is what a complete sentence looks like.
- Point out to them the capital letter at the beginning and the period at the end.
- Ask the students to identify the subject and predicate of the sentence.
- Repeat the process with another subject.
Independent Working Time *(15 minutes)*

- Give each student a sentence strip, sheet of lined paper, and marker so he can make his own sentence.
- Students can choose a subject from the board or come up with their own. Then, they'll write their own predicates.
- Them them to write their sentences on lined paper first.
- Circulate the room to make the students are on the right track.
- Once you've confirmed that a student has written his sentence correctly, allow him to write it onto his sentence strip.
- Remind students to circle the subject and underline the predicate.

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**Extend**

**Differentiation**

- **Enrichment:** Encourage advanced students to add more detail to their sentences. For example, they can add adjectives to make their sentences more descriptive.
- **Support:** Struggling students can be asked to keep their sentences as simple as possible. For example, you can limit their sentences to five words and under.
Review

Assessment (10 minutes)

- Let the students read their sentences to the class. Let students in the audience ask questions about their sentences.
- Use this time to assess students' understanding of the lesson content.

Review and Closing (5 minutes)

- Write an example sentence on the board, and have students identify its subject and predicate.
- Repeat the Introduction’s cheer again to end the lesson.