“Super Sentence Starters”

For further information contact…

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2013 - 2014 IDEA CATALOG OF EXCELLENCE

PROGRAM OVERVIEW

The purpose of this program is to get students to write complete and quality sentences using small group activities to motivate their learning. The students are guided through the writing process using sentence starter strategies in small groups, by leveled ability, to help them develop an understanding of quality writing using their oral language and vocabulary skills. I wanted to develop a fun way to integrate the new Common Core standards for writing other than having my students sit at their desk and write in their journals. These activities are innovative because they provide a differentiated learning approach for my students that hooked their interest for writing. With the small group writing activities, they were engaged and cooperatively working to develop the writing skills necessary.

Within each small ability group of 3-4 students, I scaffolded the level of support they needed in their writing process by ability group. For lower-leveled students, I modeled dictated (teacher only) and interactive (teacher and student) writing to review how to match oral language to print. With my on-level groups, I reviewed the basic structures of writing (start with a capital letter, spacing, etc.). I had my high-leveled students using more details within their writing, using known books and activities they were already familiar with. In each small group lesson, the activity builds on the students’ prior vocabulary, phonics, and writing skills.

These small group writing activities/lessons lasted for 4 weeks of school and now are also used one at a time as review in literacy center rotations. During week 1, I reviewed the necessary writing strategies each small group needed and rotated groups daily to meet with all of my students throughout the week. During week 2, I introduced the flip books to the small group I worked with daily and had students practice writing story elements to make a quality sentence. In the 3rd week, I introduced each small group to using the picture dictionaries for creative thinking and sequencing story pictures to write about events in order. In the 4th week, I had students using prompts from the activity box with pictures to write sentences using details. Then, students collaborated with a partner to add another detail to their picture and sentence.

This program was used in a Kindergarten classroom with 19 students, ranging in ability level, including 1 autistic student and 1 gifted student. Many of my students began the year below level, not able to write their names or letters. 37% of my classroom is ESOL and 89% of my classroom is free and reduced lunch. My school is a Title 1 school and although we raised our school grade from a “C” to a “B,” we did not make AYP. This program can easily be adapted to fit the needs of a first or second grade classroom with low-leveled writers.

LESSON PLAN TITLES

• Flip Book Sentence Stories
• Sentence Sequence Stories
• Sentence Pocket Prompts

MATERIALS

This program was used in my classroom and the materials for each center are listed in each lesson plan. Overall materials budget, including pricing and vendors, is attached following the lesson plan.

ABOUT THE DEVELOPER

Samantha is from North Carolina and graduated from the University of Southern Florida. She has taught 5th grade, 3rd grade, and Kindergarten. This is her first teacher developer grant and loves teaching!
**SUBJECTS COVERED**
Language Arts/Writing

**GRADES**
Kindergarten

**OBJECTIVES**
Students will...

... write at least 1 complete sentence as emergent writing
... learn to connect thoughts and oral language to generate ideas
... use correct punctuation, spacing, and capitalization
... use visual prompts to write a narrative text using story elements
... learn how to plan for writing

**COMMON CORE STANDARDS**
CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**MATERIALS**
- Paper/Journal/Writing Book per student
- Crayons/pencils
- 4-part paper foldable per student
- Lakeshore Build-a-story Flip Book per student in small group

**DIRECTIONS**
1. Teacher prompts students by telling a familiar story (ex. The 3 Little Pigs)
2. Teacher asks students orally about story elements (characters, setting, events, conclusion)
3. Depending on small group’s ability level: Teacher models or has students write a 4-part foldable for the familiar story: Characters, Setting, One event (or Problem), Conclusion (or Resolution).
4. Once students show an understanding of each part, the teacher models or interactively writes with students, a sentence about the familiar book, using the foldable. (The 3 little pigs have a brick house and the wolf can’t get in.)
5. Review sentence elements as needed (punctuation, capitalization, spacing)
6. Teacher models using the flip book to make a sentence orally. Repeat as many times as needed, depending on ability level.
7. Teacher/students decide on a sentence from the flip book to write together. Teacher can write to model, teacher and students can write a sentence together, or teacher can model/dictate the sentence for students to write on their own paper.
8. Have students use the flip book to create their own sentence, using basic story elements.
9. Teacher gives continuous support and has students repeat as needed by the students in the small group’s ability level.
10. Have students share their sentences with each other.

**ACCOMMODATIONS**
- Teacher can model writing examples for students below-level, not ready to write and have students retell orally or draw detailed pictures.
- Have above-level students write more than one sentence about the 4 story elements as a longer narrative.
- Groups are adjusted to meet the needs of each individual student.

**EVALUATION/ASSESSMENT**
Review what students have written, using the flip book, and follow the attached rubric for an evaluation of mastery.
Lesson Plan No 2: Sentence Sequence Stories

**SUBJECTS COVERED**
Language Arts/Writing

**GRADES**
Kindergarten

**OBJECTIVES**
Students will…
... learn how to plan for writing
... learn to connect thoughts and oral language to generate ideas
... write at least 1 complete sentence
... use correct punctuation, spacing, and capitalization
... use visual prompts and resources to write a narrative text in sequential order of events.

**DIRECTIONS**
1. Model sequencing a picture card scene with the appropriate number of cards, based on small group’s ability level. (3 scene set for lower-leveled students, 4 scene set for on-leveled students, 6 scene set for higher-leveled students)
2. Teacher leads a discussion with the group about what each picture represents
3. Teacher models how to write about each individual picture, using the picture dictionaries as necessary to “look up” words/pictures/vocabulary
4. Teacher and students write about each picture card, using sentence strategies, in sequential order
5. Students practice writing sentences in correct sequential order using a different picture card set independently or with a partner.

**COMMON CORE STANDARDS**
CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**MATERIALS**
- Paper/Journal/Writing Book per student
- Crayons/pencils
- Lakeshore Sequencing Cards – Complete set (3 card scenes, 4 card scenes, 6 card scenes)
- Picture dictionary per student

**ACCOMMODATIONS**
- Teacher can model writing examples for students below-level, not ready to write and have students retell orally or draw detailed pictures.
- Depending on small group’s ability level, teacher can decide the number of sequencing cards students are ready to write with.
- Groups are adjusted to meet the needs of each individual student.

**EVALUATION/ASSESSMENT**
Review what students have written, using the sequencing card scenes, and follow the attached rubric for an evaluation of mastery.
Lesson Plan No 3: Sentence Pocket Prompts

**SUBJECTS COVERED**
Language Arts/Writing

**GRADES**
Kindergarten

**OBJECTIVES**
Students will…

... learn how to plan for writing
... learn to connect thoughts and oral language to generate ideas
... write at least 1 complete sentence
... use correct punctuation, spacing, and capitalization
... use visual prompts and resources to write a narrative or informational text.

**COMMON CORE STANDARDS**

CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**MATERIALS**

- Paper/Journal/Whiteboard per student
- Crayons/pencils
- Lakeshore Writing Activity Pockets K-Gr. 1

**DIRECTIONS**
1. Teacher models how to use the Writing Activity Pockets set in a small group and all of the choice writing activity ideas/prompts.
2. Teacher can use the appropriate leveled writing prompts from the 3 levels of the activity offered based on the students in the small group.
3. Teacher models correct sentence strategies to fit the needs of the students and vocabulary prompts.
4. Teacher and students will write interactively using the prompts, fun fact cards and idea cards in the writing set.
5. Teacher gives continuous support and has students repeat as needed by the students in the small group’s ability level.
6. Students practice writing sentences using a different picture card set independently or with a partner as teacher observes and modifies writing strategies/behavior.

**EVALUATION/ASSESSMENT**

- Review what students have written and follow the attached rubric for an evaluation of mastery.

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**ACCOMMODATIONS**

- Teacher can model writing examples for students below-level, not ready to write and have students retell orally or draw detailed pictures.
- Depending on small group's ability level, teacher can decide the appropriate level of prompting cards from the activity.
- Groups are adjusted to meet the needs of each individual student.
## Materials Budget

<table>
<thead>
<tr>
<th>SUPPLIER</th>
<th>ITEM # AND DESCRIPTION</th>
<th>COST</th>
<th>QUANTITY</th>
<th>TOTAL COST</th>
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<td>Lakeshore Learning</td>
<td>Writing Activity Pockets K-Gr. 1</td>
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<td>Build-a-story Flip Book</td>
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<td>American Heritage Picture Dictionary</td>
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<td>Double Sided Write and Wipe Boards</td>
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<td>Shipping if applicable</td>
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<td>TOTAL BUDGET AMOUNT</td>
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Teacher **Samantha Hill**

School **Laural Elementary**
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<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing a Complete Sentence</strong></td>
<td>Student uses 1-2 word phrases for a sentence.</td>
<td>Student uses some known words to write part of a sentence.</td>
<td>Student can write a complete sentence accurately.</td>
<td>Student writes more than 1 complete sentence accurately.</td>
</tr>
<tr>
<td><strong>Capitalization</strong></td>
<td>Student does not capitalize or uses random capital letters.</td>
<td>Student capitalizes some words correctly, but not all.</td>
<td>Student capitalizes all necessary words in the sentence.</td>
<td>Student capitalizes all necessary words in multiple sentences.</td>
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<tr>
<td><strong>Punctuation</strong></td>
<td>Student does not use correct punctuation.</td>
<td>Student uses incorrect punctuation.</td>
<td>Student uses correct punctuation for sentence.</td>
<td>Student uses multiple punctuation marks for different types of sentences.</td>
</tr>
<tr>
<td><strong>Spacing</strong></td>
<td>Student does not space between words.</td>
<td>Student uses spacing for some words.</td>
<td>Student uses correct spacing for the sentence.</td>
<td>Student uses correct spacing for multiple sentences.</td>
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<tr>
<td><strong>Effort</strong></td>
<td>Student puts forth no, or very little effort.</td>
<td>Student puts forth some effort.</td>
<td>Student puts forth a sufficient amount of effort.</td>
<td>Student puts forth an accomplished amount of effort.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td>/15</td>
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