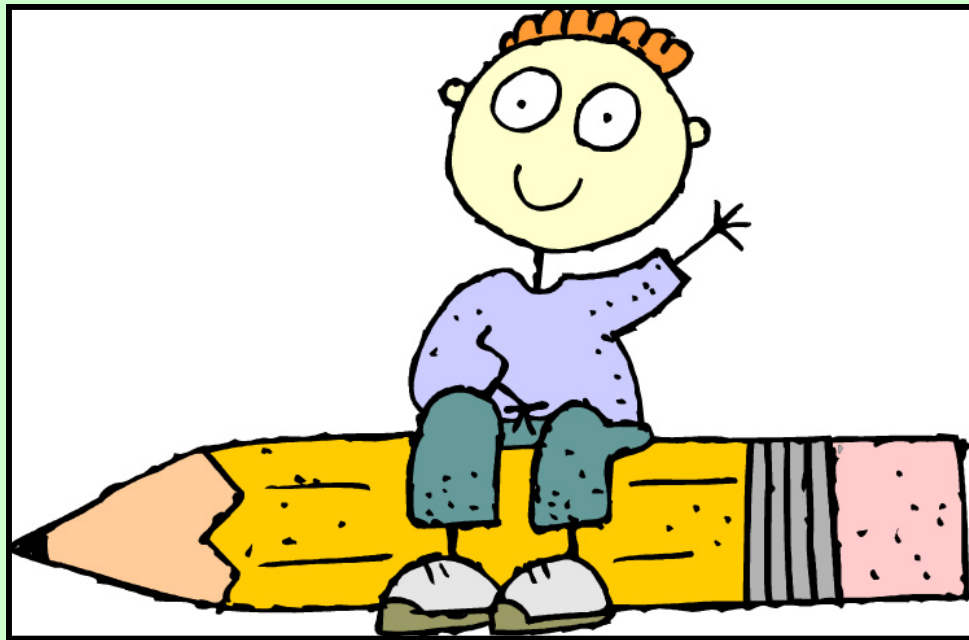




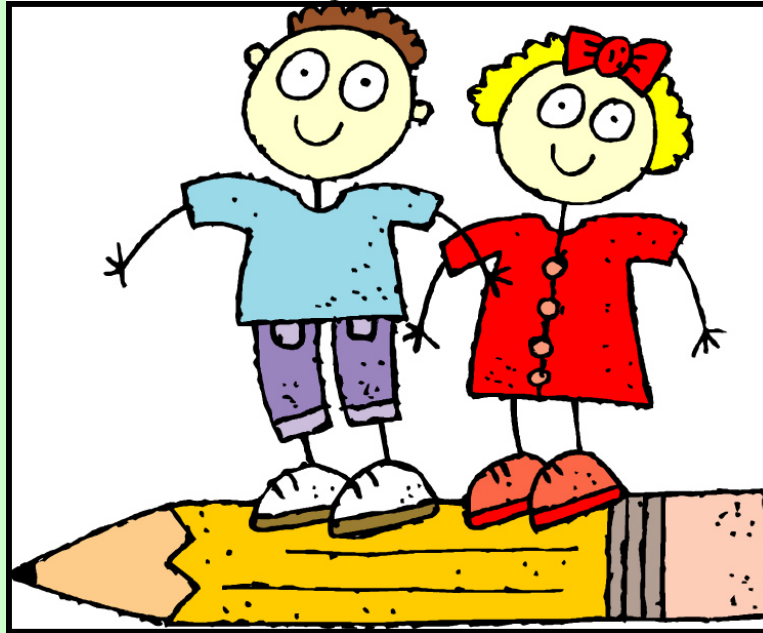
Primary Success Publications

Successful Writing Lessons Grade One



Mini-lessons to give direction
to your class writing time....

By Jean Roberts



Successful Writing Lessons - Grade One

By Jean Roberts

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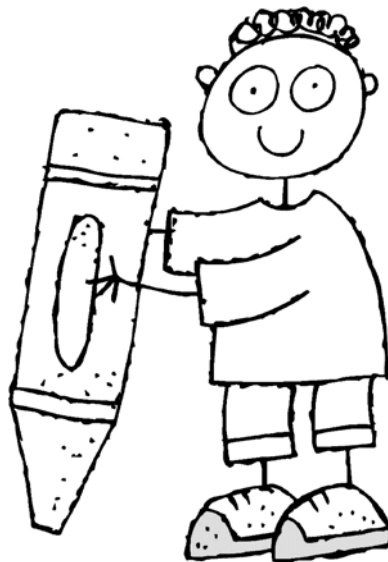
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Capital letters, Punctuation

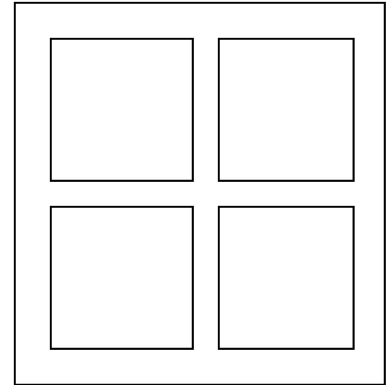
Learning the basic conventions

Using capital letters and punctuation correctly is very important. It is necessary to teach lessons on these conventions frequently and remind the students in all their work. Repeat these lessons with the whole class or with small groups that need the reminders.

Some of the lessons have physical movements and sounds to help the students with punctuation. These are fun, and the students will remember to apply the concepts more often after these active lessons.



Periods



Skill: The importance of periods at the end of sentences

Materials: chalkboard or chart, small toy cars, small stop signs (see the page with the signs to photocopy).

Lesson:

1. Draw a pattern of several streets on the board or chart. You can draw in houses and other features. Lay this flat on the floor or table. Give two or three students toy cars and let them drive around on the streets. Soon they will 'crash' or get in one another's way. (The right student choice will ensure this!) Then have a discussion about signs around town. Discuss where stop signs could go on the map. Try driving again following the rules and see whether these signs help.

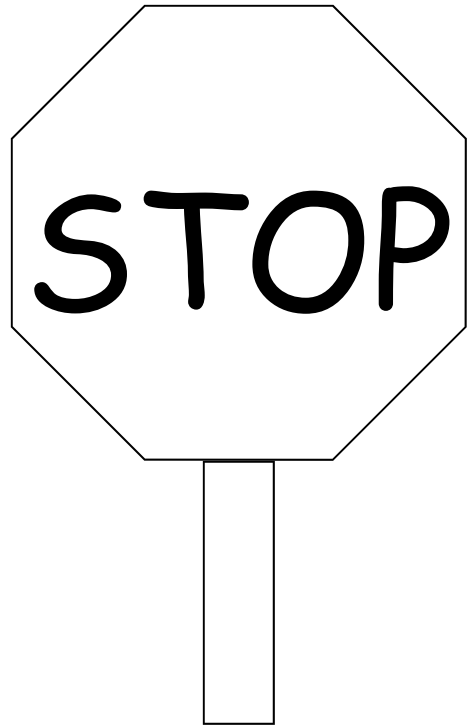
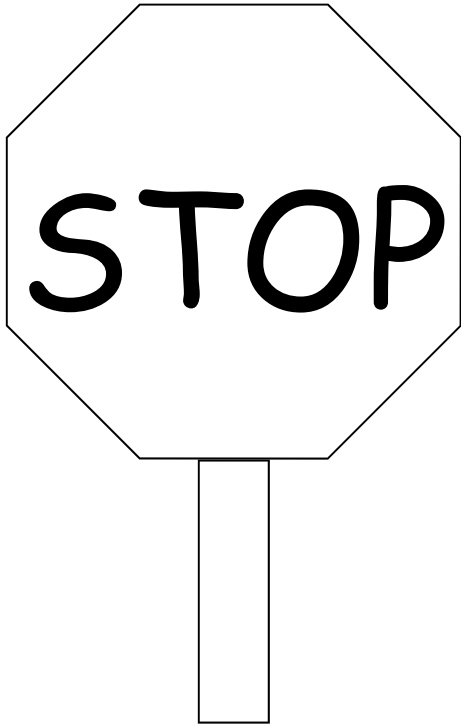
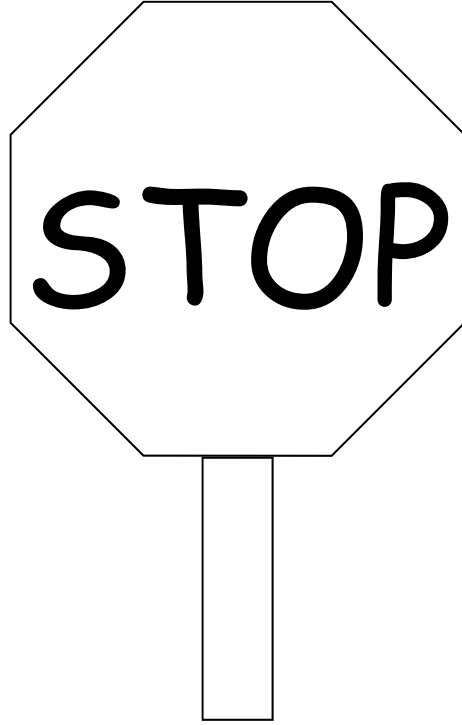
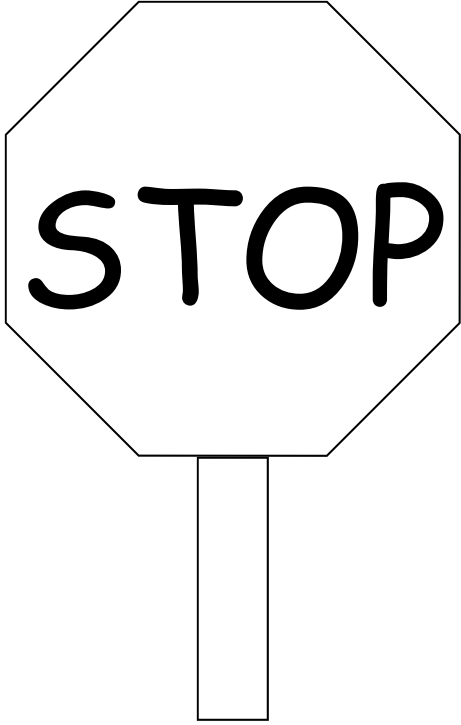
2. We have signs when we read or write. Read a page of simple print from a book or chart. Can any students tell what the signs are? These signs are just like road signs.

3. What happens to writing if there are no signs? Print two or three sentences. For example: I go home on the bus after school the bus is very big Megan sits beside me

Have a student read this without punctuation. Discuss what is wrong. Relate this to the streets with no signs where nobody stops. Decide where to put the periods. Hold up the little stop signs beside the periods.

4. Re-read the sentences, stopping in the correct places. A student could hold the small stop signs and show the reader where to stop.

5. You can give all the students small stop signs to remember to put periods in the writing.



Capital letters on names



Skill: The importance of capital letters on names

Materials: chalkboard or chart, small crown signs (see the page with the crowns to photocopy), a crown (see the page with the crown centre), paper for drawing.

Lesson:

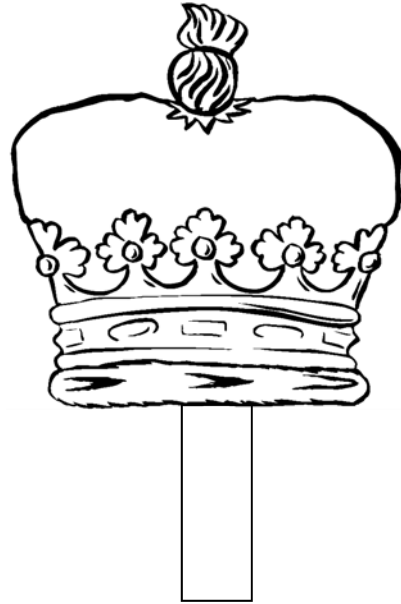
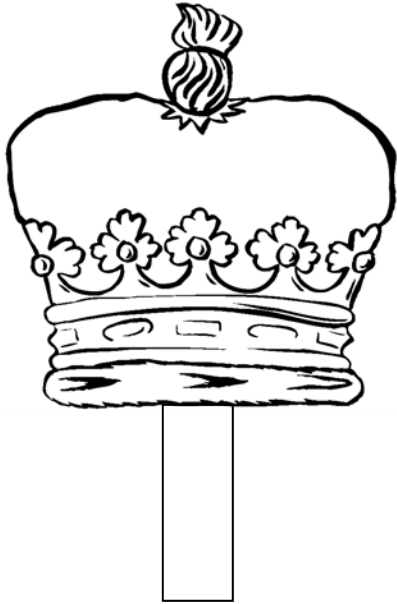
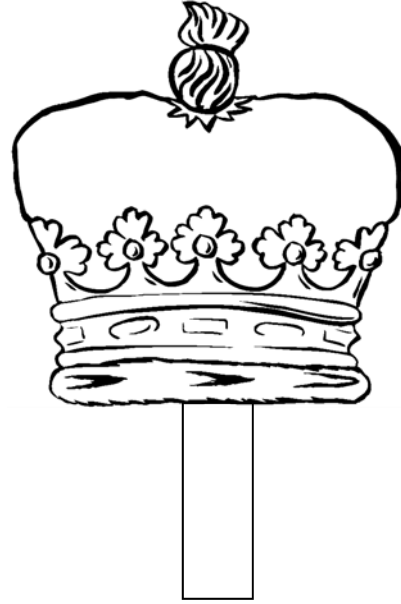
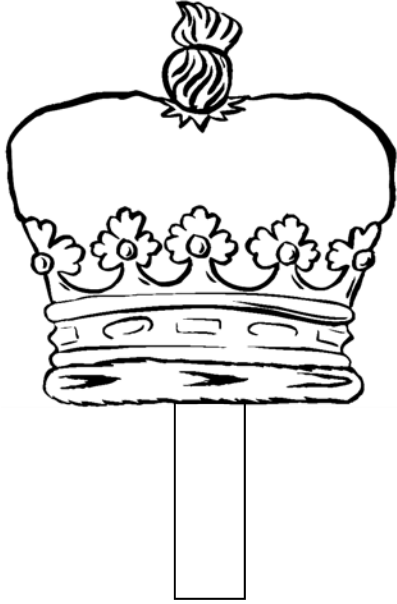
1. Cut a strip of paper, attach the crown pattern and staple it to fit a child's head.

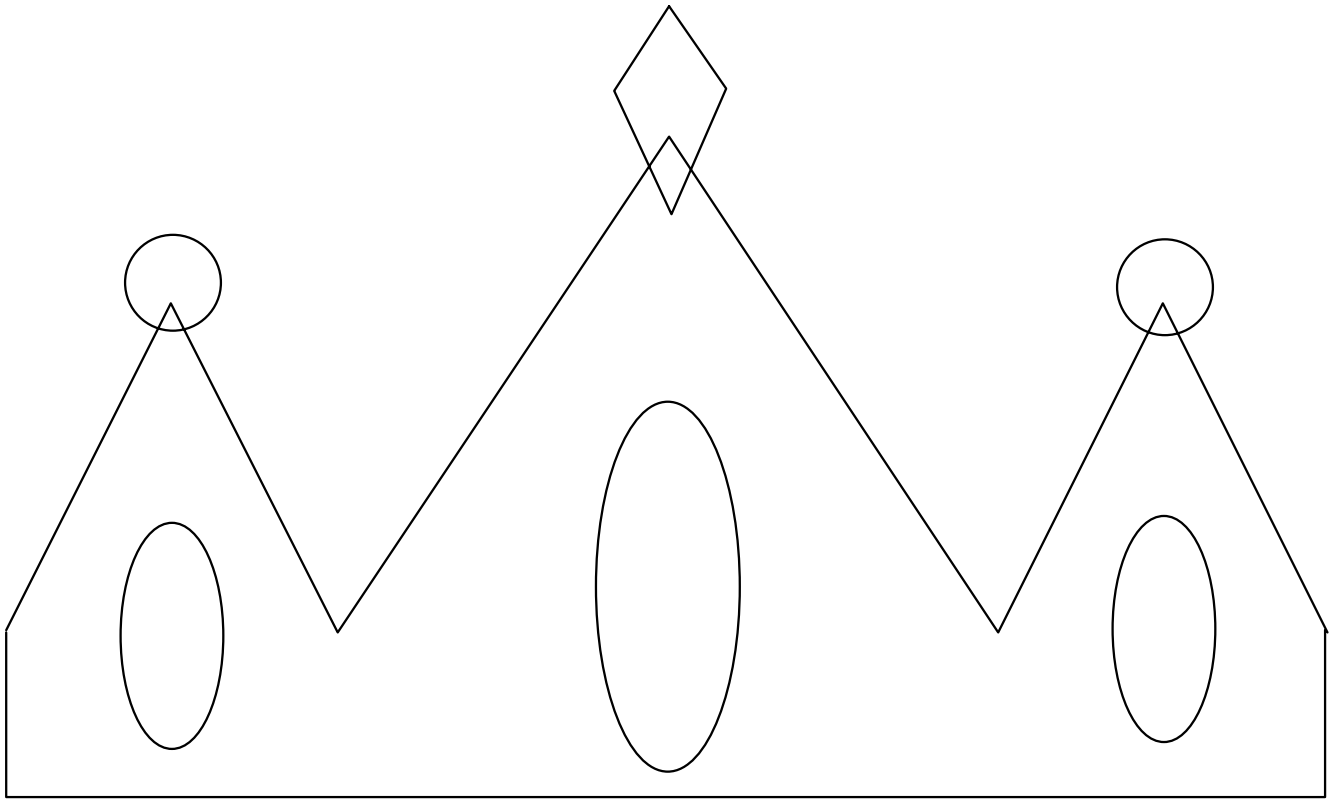
2. Discuss how important the children are! Pick one student to stand up and put on the crown. Print the student's name on the chart or chalkboard. Then say, "Look! Even his/her name is important! It has an important letter at the beginning. It is a 'capital' letter. Capital letters are very important!" Hold one of the small crowns over the capital letter at the beginning of the name.

3. Have the students look around the classroom for their names. Go and hold a crown over the capital letters in the names.

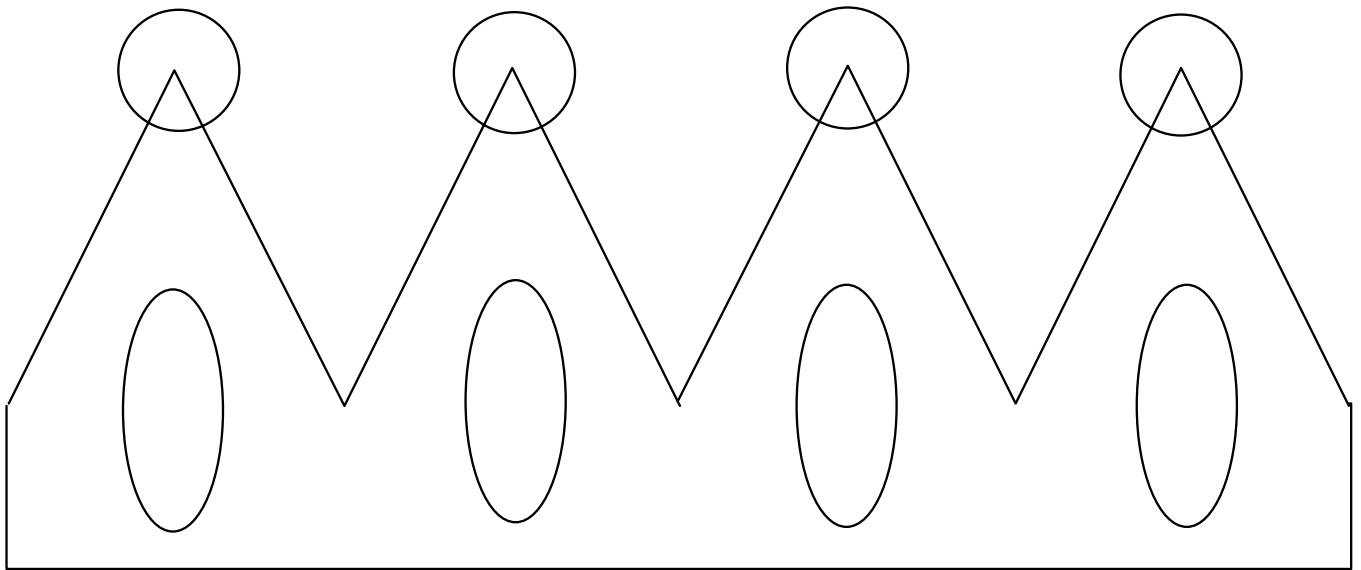
4. Have each student draw their name, and put a crown over the capital letter at the beginning.

5. Discuss putting a capital letter on names in the writing or whenever people's names are written. If the Principal comes in, print his/her name with a capital and hold a crown over the capital letter to show how important the letter and the person is.





Crowns: Photocopy and cut out the pattern. Colour it brightly. Attach it to the centre of a longer strip and fit the longer strip to a child's head and staple it.



Capital letters at the beginning of sentences



Skill: The importance of capital letters at the beginning of sentences

Materials: chalkboard or chart, the tiny crown signs and the small stop signs (see the page with the small crowns to photocopy), crown for child's head.

Lesson:

1. Cut a strip of paper, attach the crown pattern and staple it to fit a child's head.

2. Discuss how important the children are! Pick one student to stand up and put on the crown. Print the student's name on the chart or chalkboard. Then say, "Look! _____ is very important! _____'s name is important so we put a capital letter at the beginning. The things _____ says are very important, too!" Have the child with the crown tell the class something about himself. Print the sentence on the chart or board. Now draw a crown above the first letter in the sentence. Have the student tell something else, print the next sentence, also with the crown above the first letter. The beginning of what you say is important, too!

3. Discuss the fact that a sentence begins with this important letter and ends with the 'stop sign'. Sometimes the beginning of a sentence is not at the beginning of a line.

4. Open a 'Big Book' and have a student take a little crown and show the capital at the beginning of a sentence, and the small stop sign to show the period at the end. Have other students do the same thing and find more capital letters at the beginning of sentences.

5. Have each student write a sentence in their Journals. Touch the capital letter and touch the period. Cheer each student who remembers to put the capital letter at the beginning and the period at the end.

Capital letters and periods



Skill: Sentences begin with capital letters and end with periods.

Materials: chalkboard or chart, red and green felt pens, picture of traffic light, red buttons or other small round flat objects, a glue stick.

Lesson:

1. This can be done after something special has happened at school. For example, the class went to the gym or the library. Ask what happened in sequence, and print perhaps four sentences about the event. Leave out all capital letters and punctuation.

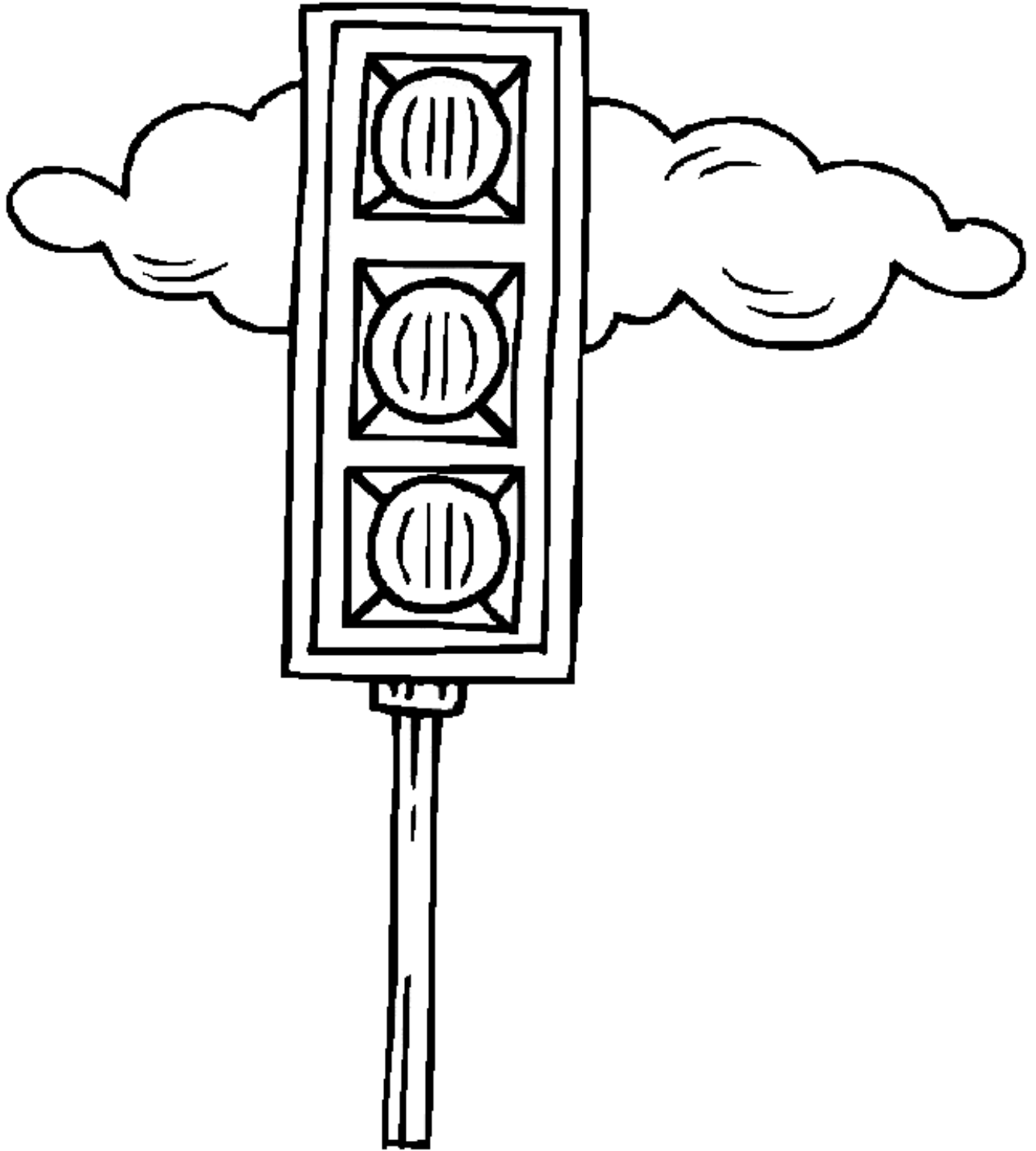
2. Read the sentences to the students without pausing. Talk about the traffic lights. Green means go and red means stop. Colour red, yellow and green in the traffic lights. Where will we start? What does it need? A capital letter, of course. Print it in green with the felt pen over the original. Green tells us to 'go!' (or..... you could glue an upper case plastic letter over the lower case one.) Have a student read the first sentence. Where should we stop? What tells us to stop? If nothing is there, there is no sign to show us. Discuss the period as a stop sign. Now, glue on the red button as the period.

3. Continue through the other sentences, showing the beginning of the sentences and the stops at the end. Have the students glue on the red buttons in the correct places.

4. Re-read the sentences, thinking about the stops.

5. Open a Big Book, and read a sentence. Have a student hold a red button over the period to show the stop sign.

6. The students could print a sentence of their own. Make the capital letter at



Capital letters and periods



Skill: Sentences begin with capital letters and end with periods.

Materials: a Big Book

Lesson:

1. Read through the Big Book. Discuss capital letters and periods that are used in the book. Remember the crowns for capital letters? Make a crown on your head with your hands. Now every time you come to a capital letter, make the crown! Do this on a page of the book as you read together. Draw your hand under the words so the students read in unison.

2. Think of a sound for the period. It could be a screech (like putting on brakes), a 'beep!' or a clap. Go through a page making the sound whenever you come to a period. Now read the page, doing both the crown motion and the sound. Pause at the periods.

3. Continue through the book, making the gestures and sounds. Have different students make different sounds, if you wish.

4. Re-read the book (or part of the book) without the gestures and sounds, thinking about the capital letters and periods.

5. Do the Journal entry.

6. Share some Journal entries, making the crowns and period noise.

Punctuation - Question marks



Skill: A sentence that is a question ends with a question mark.

Materials: chalkboard or chart, black and red felt pens, stop signs photocopied on tag and cut out, one of each per student (you can colour them or photocopy on red paper or tag).

Lesson:

1. What is a question? Ask the group questions..... "How old are you?" "What day is it today?" "Where do you live?" etc. What is a question? A question asks something.

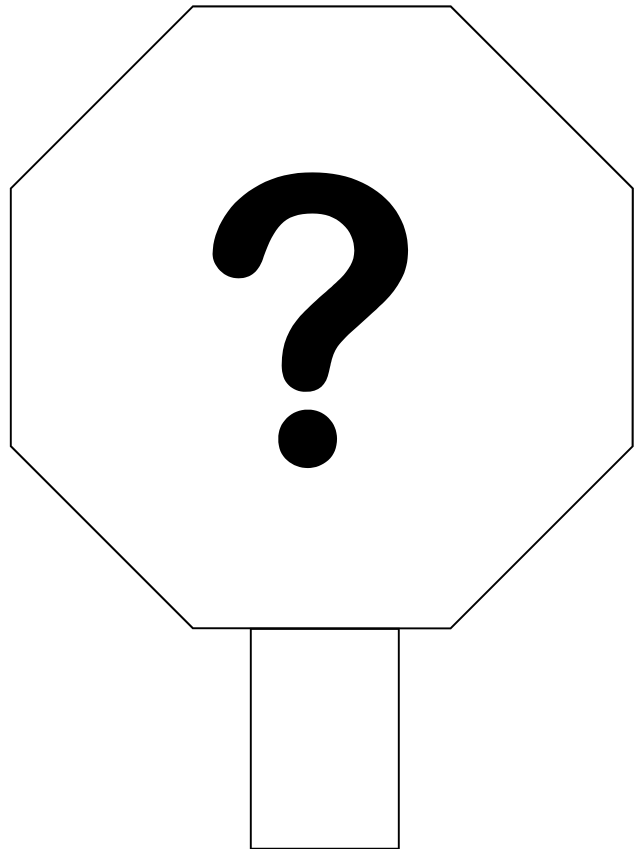
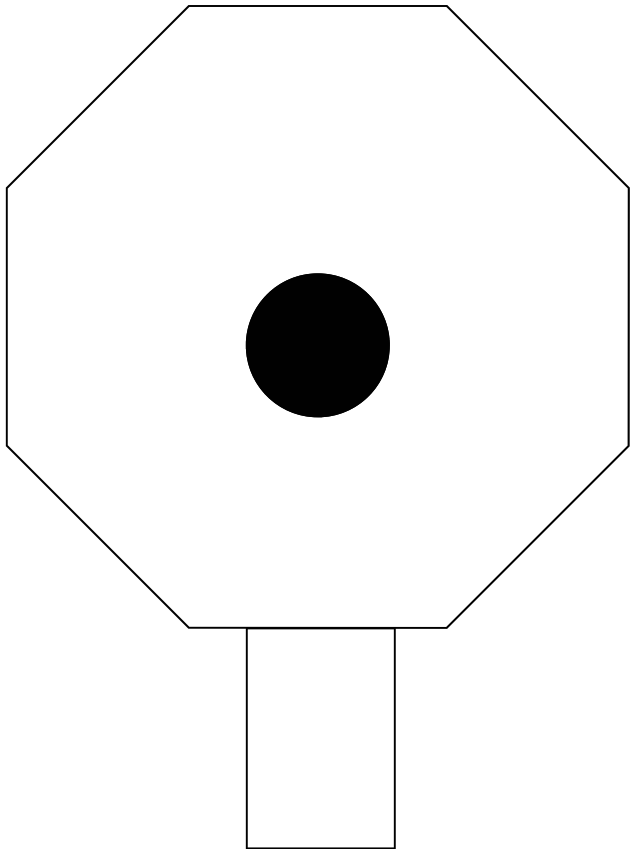
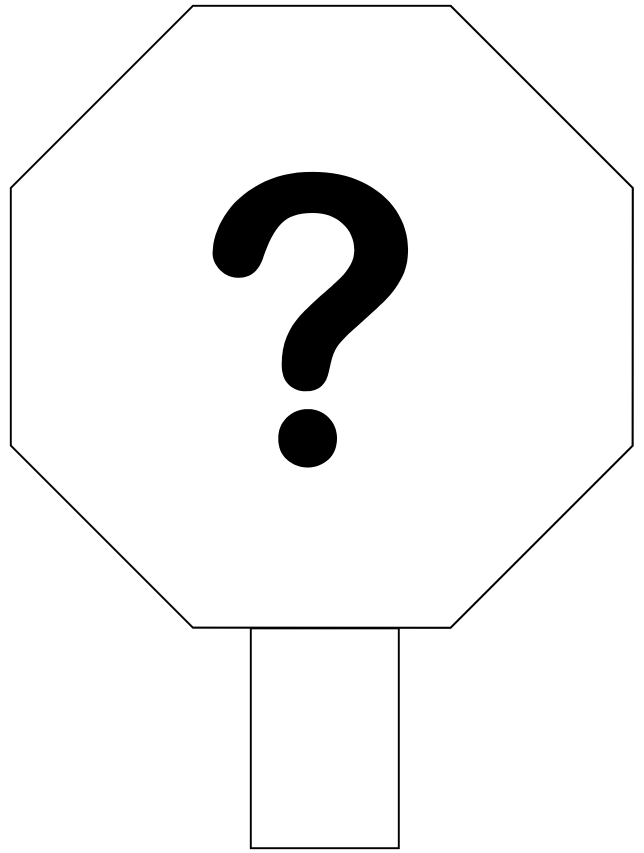
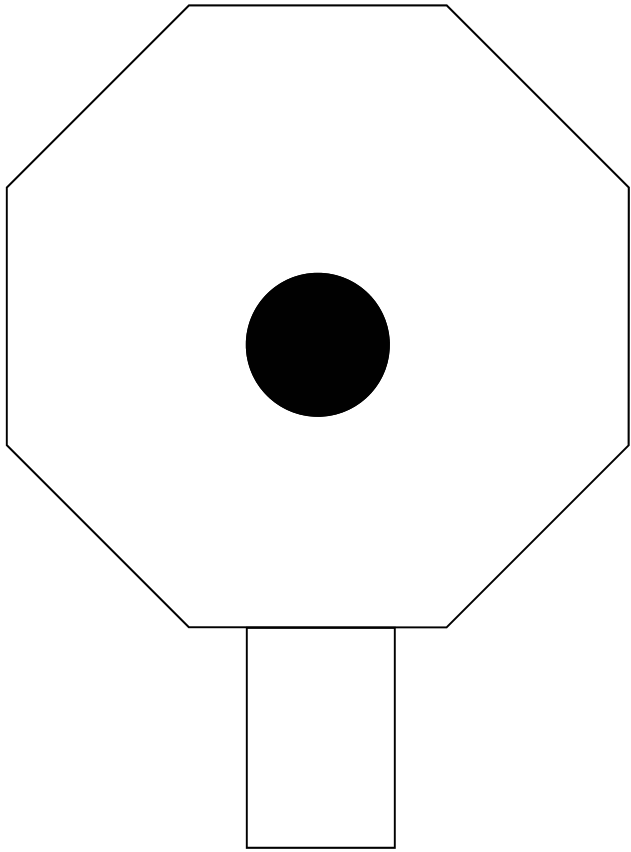
2. We put periods at the end of sentences to say stop. We must stop at the end of a question, too. Show the question mark. How do you know to stop when you see this? (It has a period in it....) Questions need answers. Print some questions and answers on the chart - making the question marks in red.

Give the students the stop signs. Say sentences - some questions and some statements. Have the students show you by holding up the correct 'stop sign'.

3. Have the students begin their writing with a question. Some students may need direction with this..... have them print a question such as "What did I do at recess?" "Who is my good friend?" "What did I have for dinner?" etc. Then they answer their own question.

4. Do the Journal entry.

6. Share some of the questions and answers.



Punctuation - Exclamation marks



Skill: Sentences can also end with exclamation marks.

Materials: chalkboard or chart, black and red felt pens

Lesson:

1. What is an exclamation mark? It changes the way we read the sentence. Show how it is made.

2. We put periods at the end of sentences to say stop. We must stop after an exclamation mark, too. How do you know to stop when you see this? (It has a period in it....) Exclamation marks tell us how to read the sentence. Discuss when it is used. It could be used to show excitement. It makes a sentence a 'WOW sentence!'.

3. Print some sentences with and without the exclamation mark. 'I don't want to go to bed. (!)' It was a good day.(!) Wow.(!) etc. Print the exclamation marks in red. Read them with lots of expression!

We must not over-use the exclamation mark! Make a rule - no more than one in the Journal entry or short story.

4. Do the Journal entry, and have one of the sentences with an exclamation mark.

6. Read the Journals, discussing the exclamatory sentences.

Capital letters - People, places



Skill: Proper names begin with upper case letters.

Materials: Chalkboard

Lesson:

1. Discuss the names of people, places - and pets or even some toys! Someone has given a special name, and all these names have capital letters.

2. Orally say the names of people or places, mixed with other nouns. For example: Megan, ball, book, (your town), street, Park Street, boy, girl, Ms _____, etc. Have the students stand up for words beginning with a proper noun and hold their hands up to show the 'big' or capital letter, and put their hands near the floor for the common nouns (small letters).

3. Print on the chalkboard: michael lives in toronto, ontario. (or a student in your own town and province) Also print: i have a dog named spot. Discuss what words need capital letters and why.

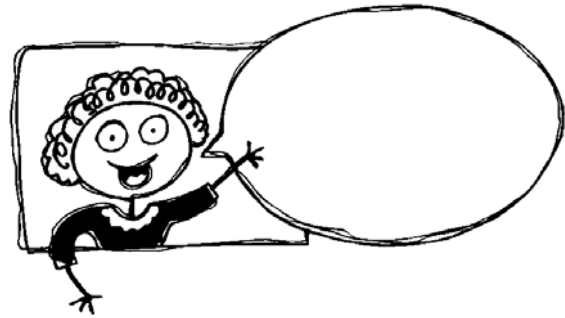
4. Print the Journals.

5. Discuss words in the Journals that needed capital letters. Share these sentences.

Count the number of capital letters in each Journal entry. Touch each capital. Why did the student make these letters upper case?

Highlight all the capital letters in the Journals.

Words we speak - Speech bubbles



Skill: We can show words that are spoken by using speech bubbles.

Materials: Some simple comic strips, or use the following page. Photocopy the picture on page for each student, chalkboard or chart paper

Lesson:

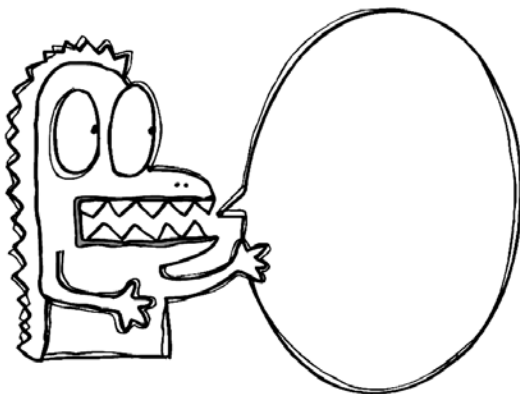
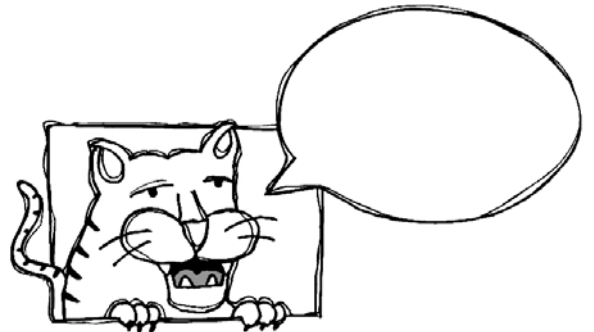
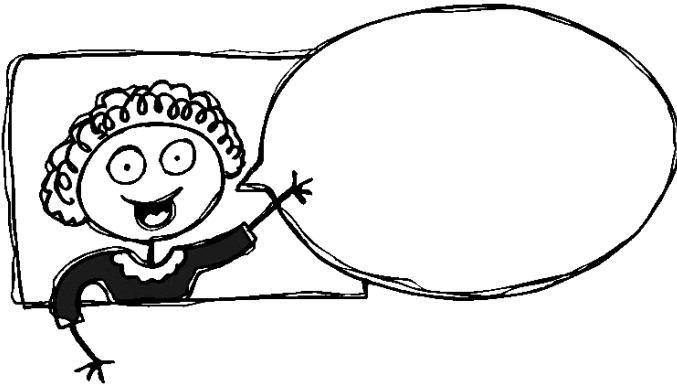
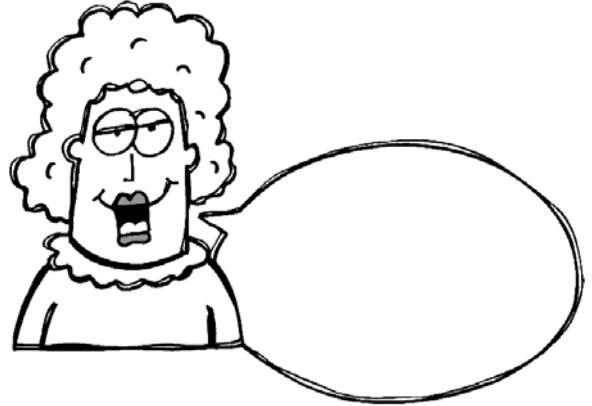
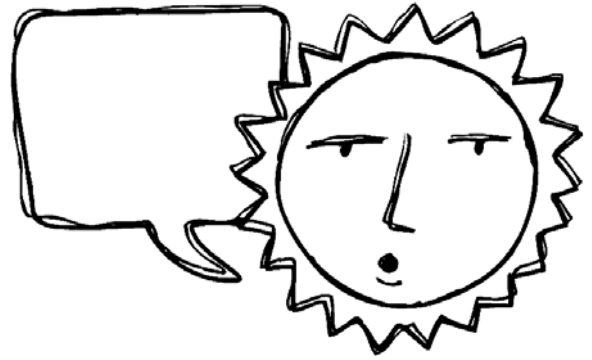
1. Have one of your students stand up and say something to the group. Print the words above the student's head on the chalkboard and enclose it in a speech bubble. Have another student stand and reply to the first. Print those words over his head and enclose them in a speech bubble, too.

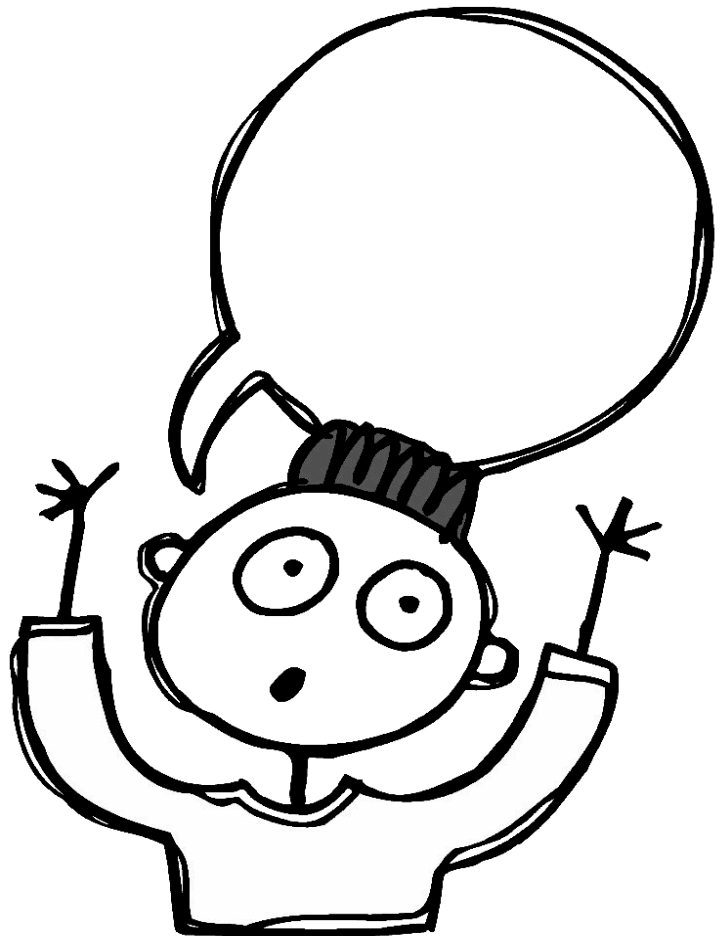
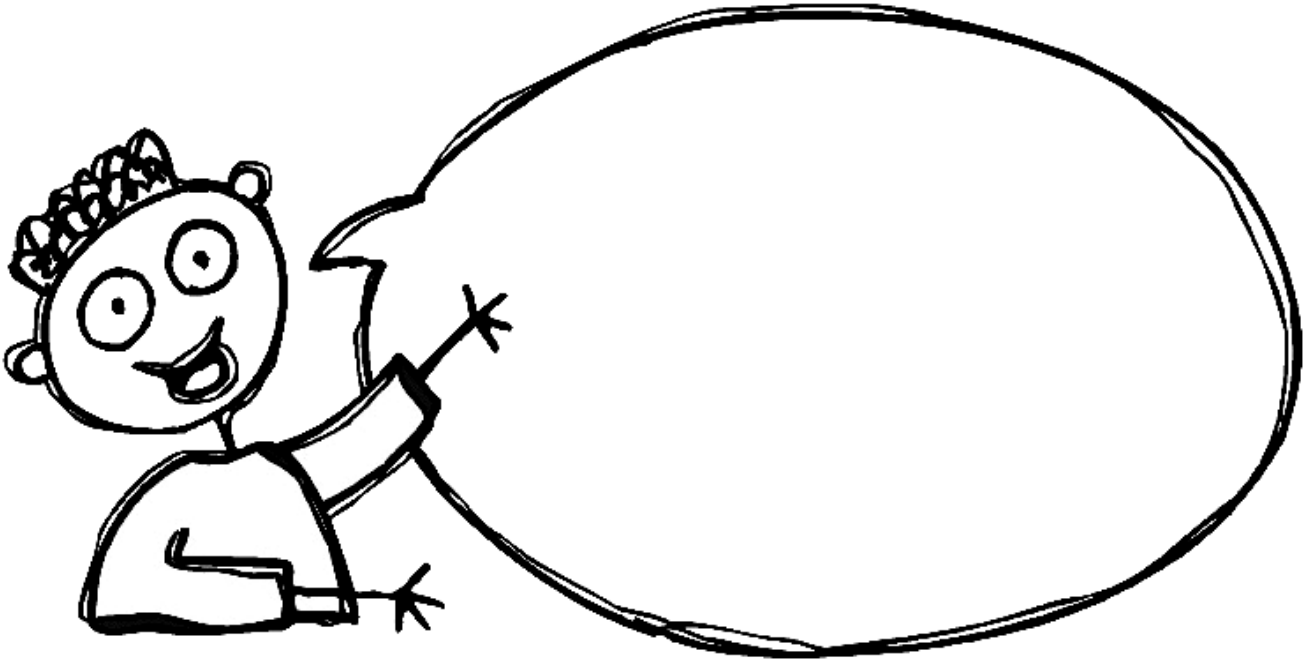
2. Show the pictures of figures on the following page, and think what they might be saying. Write the words in the bubbles. Have the students read the words back. We can hear the words in the bubbles.

3. Quickly cut out some big bubbles from chart paper. On one, print: Will you play with me at recess? And on the next: Yes, I will play with you! Have students hold up the bubbles and say the words.

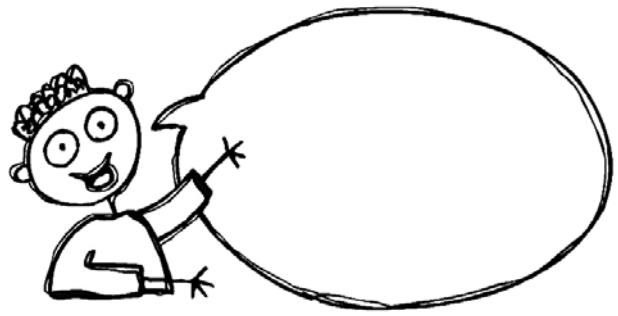
4. Give out the picture on page to each student and have them make a conversation.

5. When they have printed the conversation, have them come together and discuss what the characters have said.





Quotation marks



Skill: When we are writing, we use quotation marks to show the words that are spoken.

Materials: elbow macaroni, glue, sentence strips - one for each student with their names and a quote. For example: Katie said, I like to go to school. Reading is fun, said Mike.

Lesson:

1. Review the last lesson, with the speech balloons. Practice saying only what is in the balloon.

2. Discuss the quotation marks. We use them just like the speech bubbles, showing the words a person says. Show that there are two curved lines on each side of what is said. Have a student tell you something, and print it in a sentence: Samantha said, _____. Hold up your hands like brackets and show the words we hear between the hands. Bring out the macaroni and show how it is like the hands around the words spoken. Do this with a number of students - sometimes putting the quote first and sometimes at the end. _____, said Mike. Mike said, _____.

3. Now give each student their own sentence strip. Make sure every student can read what is written. Have the students read the strip, but only the quote, the words that are said. Have them hold their hands like brackets around the words that are said. Now lay the two pieces of elbow macaroni at the beginning and ending of the words that are said.

4. Once all students understand this, they can glue their macaroni on.

5. Read the quotes aloud.