

Lesson 3: Skill Day (Sentence Variety)



2.L.1.e.

Objectives

Teacher Objectives

Students Will Be Able To...

- expand short starter sentences into longer ones by answering the questions *who*, *what*, *where*, *when*, and *why*

Student Objectives

I Can...

- make longer sentences by answering the questions *who*, *what*, *where*, *when*, and *why*

Pre-Instructions

Materials & Preparation

- [Module cheat sheet](#) ⓘ

Instruction

Set the Stage

5 mins

- Remind** students that including sentences of different lengths in a paragraph makes the writing more interesting to read.
- Write** or display the following sentence: *The dog barks.*
- Ask** students how they could make that sentence more interesting. Have students work with partners to brainstorm ways to change the sentence. Invite volunteers to share their new sentences with the class.

I DO: Teach

10 mins

A lesson that provides instruction in a skill, strategy, or concept. This section can be delivered by the teacher or digitally via the video below. Use the resources provided, or substitute with your own.

VIDEO

- Explain** that writers are always looking for ways to make their writing better and more interesting to their readers. One way is to add more details to the sentences that they write.
- Ask** students if they know what a simple sentence is. Explain that it is a short sentence that contains just one subject and one verb and is a complete thought.
- Write** or display some simple sentences.

[Sample Dialogue](#)

Examples:

- David made lunch.
- The dog jumped up.
- Ines asked her mother for \$2.00.
- Zion moved the car.
- Ms. Flores is an excellent teacher.

1. **Discuss** different ways writers could make these sentences more interesting. Explain that by answering the questions *who*, *what*, *where*, *when*, and *why*, writers can improve their writing.
3. **Model** how to apply questions to the sentences, and how to answer them so as to add more details.

[Sample Dialogue](#)

Think aloud: I wrote the sentence *Zion moved the car*. It's a simple sentence: one subject performing one action. If I wanted to make this sentence a little more complicated, I need to add details. I can ask myself questions about the sentence. For example, where did Zion move the car? I might answer that Zion moved the car to the park because his friend was going to borrow it. Now, I can use those details to add to my sentence. *Zion agreed to let his friend borrow his car, so he moved the car to the park where his friend would pick it up*. Now that's not a simple sentence anymore!

3. **Explain** that writers can answer more than one of these questions as they think about how to expand their sentences, but shouldn't try to answer all of them. If they answer too many questions with a single sentence, it will become overly complicated.
7. **Brainstorm** with students other possible questions and answers for each sentence. Use linking words such as *and*, *because*, *so*, and *so on*.
3. **Discuss** with students the benefits of having different sentence lengths. Point out that it's good to have some simple sentences, but they should be mixed with other, more complex, sentences.

Check for Understanding

Check your students' understanding by using the game below.

GAME

 **Teacher Tip**

Use example sentences that you feel your students would relate to. You can also extend the discussion to talk about how linking words can be used to turn simple sentences into compound sentences.

WE DO: Guided Practice

15 mins

A time to extend learning by applying the content of the lesson to a writing sample. Guided practice can be delivered to the whole class or to a small group, or modified for additional support or differentiated instruction. Use the resources provided, or substitute with your own.

1. **Discuss** how students can use what they learned about simple and more complicated sentences in their mini biographies.
2. **Display** example sentences about Dr. Martin Luther King Jr. and have students work in groups to expand the simple sentences by answering the questions in parentheses and adding those details to the sentence.

[Sample Dialogue](#)

Examples:

- Martin Luther King Jr. was a leader. (When?)
- He was born in 1929. (Where? When?)
- King made a famous speech in 1963. (What? Where? When?)

3. **Ask** volunteers to share their expanded sentences, and discuss how they compare to the original sentences.

[Sample Dialogue](#)


Examples:

- Martin Luther King Jr. was a leader during the American civil rights movement.
- He was born on January 15, 1929, in Atlanta, Georgia.
- King made his famous *I Have a Dream* speech at the March on Washington on August 28, 1963.

1. **Collaborate** with students to discuss where these more complicated sentences could be added to the biography, and what other sentences could also be adjusted.
3. **Pair** students and ask them to look through the drafts of their mini biographies to see if there are places where they can expand simple sentences by answering the questions *who*, *what*, *where*, *when*, and *why*. Students can practice applying questions to the sentences with their partners.

 **Teacher Tip**

If necessary, provide more time or other resources to enable students to expand the sentences about Martin Luther King Jr.

 **Teacher Tip**

Make sure students don't think they need to expand all of their sentences. The point of the lesson is to create sentences of varying lengths to make writing more interesting to read. Having some simple sentences in their mini biographies is fine.

You Do: Independent Practice & Teacher Conferencing

25 mins

Student Writing Practice

25 mins

1. **Continue** working on the draft of your mini biography
2. **Ask** yourself the questions *who*, *what*, *where*, *when*, and *why* to expand sentences
3. **Make** sure you have sentences of different lengths in your mini biography

 **Teacher Tip**

Have students share some of their ideas for expanding their sentences with other students or the class.

Teacher Conferencing

Use independent writing time to confer with students, make informal observations, keep anecdotal records on students' progress, differentiate instruction, pull students for small group instruction, or conduct formative assessments.

1. **"Look Fors"** in this lesson. Are students doing the following:
 - distinguishing between simple and more complicated sentences
 - asking themselves the questions *who*, *what*, *where*, *when*, and *why* to expand sentences
2. **"Look Fors"** from previous lessons. Are students doing the following:
 - evaluating the lengths of the sentences in their mini biographies

 **Conferencing Tip**

Pay close attention to how students are using the strategy from the lesson. Assist students in expanding simple sentences into complex or compound sentences to vary the lengths of the sentences in their writing.

How will students see this assignment?

Writing Main Quest

Unit = **World 3**
Module = **Mission 3**
Lesson = **Level 3**

Closure

5 mins

An opportunity to conduct an informal assessment, have students reflect on their learning, or celebrate successes.

1. **Partner Share:** Have students find a partner. Decide who is Partner A and Partner B. Have partners share where they expanded simple sentences into more complex sentences. Have partners read the sentence before and the after version of the sentence. Encourage the listening partner to provide feedback.

Post-Instruction

Enrich & Reteach

Lesson plans can be adjusted to support students who are struggling and can be enhanced for students who are proficient.

1. **Reteach:** To provide extra support, slow the lesson down, devote more time or multiple days to instructing on each component, or provide extra examples or practice with the new learning.
2. **Enrich:** To provide enrichment, challenge students to address their audience by elaborating on their writing by adding details and examples, or descriptive words and phrases.