

UNIT 1.1



Simplify
Writing®

Foundations

Illustrations to Sentences

1st Grade

Simplify Writing

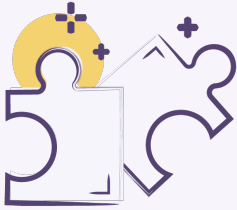
Thank you for downloading this sample. This is meant to give you an example of how our lesson plans are formatted, in order to make sure that this program is a good fit for your classroom.

Please keep in mind that:

- The complete lesson plans members get are fully editable, available in a PowerPoint format.
- Each unit includes:
 - pacing guide
 - mentor texts
 - reference texts (if applicable)
 - teacher lesson plans
 - student pages
 - output examples
 - rubrics
- Our members also have access to our full Grammar Library, Intervention Library, and ELL Modification Library.
- We provide training to our teachers on how to use these lessons, so anything you don't understand about the process will be easy to understand after our full, self-paced 8-hour writing training, *Success with Simplify Writing*®.

Have questions? We'd love to answer them! Just send an email to April@simplifywriting.com.

The Simplify Writing[®] Method



Bite-Sized Instruction. Students learn best when the writing standards are broken down into short, clear lessons that they can then apply in their own writing. Each of our lessons takes about 10-15 minutes and keeps students engaged and active in the learning experience.



Fluid Grammar. Grammar instruction should naturally flow into student writing. Many grammar skills can be explicitly modeled in the writing process as students develop their written language skills.



Differentiation. We know firsthand that each classroom is made up of a diverse group of students. Our resources provide the flexibility teachers need to reach students with varying experiences, background knowledge, and ability levels.



Support. Teachers are more successful when they receive adequate training on a new curriculum. We walk teachers through using the Simplify Writing[®] materials in every step of their writing instruction, and we provide ongoing email support to address any questions or issues they have in their writing block.

Pacing Guide

Day 1	Brainstorming Activity <i>Pencil Grip Practice</i>	pg. 6
Day 2	Pre-Writing Activity <i>Illustrations</i>	pg. 13
Day 3	Brainstorming to Write <i>Labeling</i>	pg. 17
Day 4	Drafting <i>Forming Sentences</i>	pg. 21
Day 5	Drafting <i>Writing Uppercase and Lowercase Letters</i>	pg. 29

Sample

Purpose: I can write my name on my paper and draw a picture to describe a classroom rule.

Standard(s):

- **CCSS.ELA-LITERACY.W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **CCSS.ELA-LITERACY.SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.L.1.1.A:** Print upper- and lowercase letters.
- **CCSS.ELA-LITERACY.SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Materials

- *Pencil Grip Guide* (pg. 8)
- Anchor chart (pgs. 9-10)
- Teacher model (pg. 11)
- Student page (pg. 12)
- Editable Student Name Cards *Prior to this lesson, prepare individual cards with each student's name printed on them (if needed).*

Learning Goal

Students will use correct pencil grip to write their name on their paper and draw a picture.

Success Criteria

- **Criteria 1-** The student uses the correct pencil grip.
- **Criteria 2-** The student illustrates a classroom rule using simple lines and shapes.

Mini-Lesson Steps (15 min.):

1. Begin by introducing what writing is and getting students excited about becoming first grade writers.
2. Discuss the purpose of writing using a partner.
3. Introduce the topic of classroom rules.
4. Using "Classroom Rules Brainstorm" anchor chart (pg. 10) as a guide, lead students in brainstorming classroom rules on the board or anchor chart paper. This is a class activity, and students do not need to create their own chart.
5. Display the writing template or create a large version of it on anchor chart paper. Model writing uppercase and lowercase letters on the template on paper with correct pencil grip. Distribute writing template (pg. 12), and pause the lesson to give students time to write their own name. Print an editable student name card for students who struggle to write their name. Model illustrating the classroom rule "keep your area clean" using the teacher model on pg. 11 as a guide. Use only a pencil or other writing utensil to create this simple sketch.

Independent Portion (15 min.):

1. Each student should choose one classroom rule to illustrate.
2. Students will draw a simple sketch of their chosen classroom rule using only their pencils.
3. Assess each student's pencil grip. Consider printing a class list to track the names of students who struggle with pencil grip. Techniques to address this are included in the *Pencil Grip Guide* (pg. 8). These pencil grip techniques and modifications can be used during any lesson.

Closure (<5 min.):

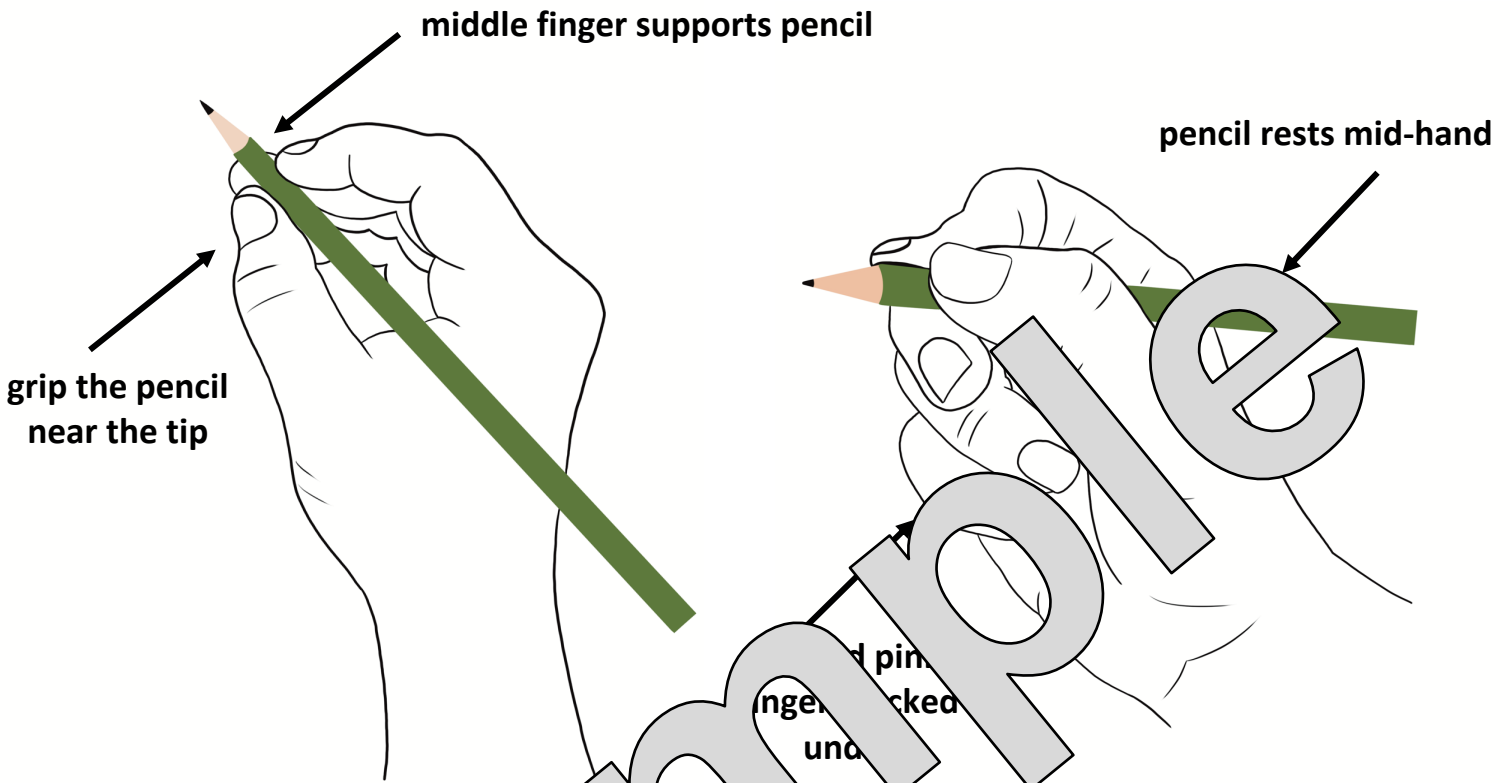
1. Have students share their drawing with a partner and orally explain the process they used to draw it.
2. Tell them that they will get to add details and color during writing time tomorrow.

Mini-Lesson Overview

How it sounds:

- “Today we’re going to officially become first grade writers! Raise your hand if you practiced writing letters or words in Kindergarten.” *[Call on 1-2 students with their hands up to share how they practiced writing last year.]*
- “My favorite thing about writing is that I can use it to share my ideas with other people. You’re going to get to share your ideas in our class this year by talking, writing, and drawing pictures. Another purpose for writing is to entertain people. Turn to a partner and tell them the title of your favorite book, movie, or TV show.” *[Allow students about 30 seconds to share. Bring them back by sharing your favorite.]* “Books, movies, and TV shows are all created by writing down ideas!”
- “We’re going to write about something very important. Our classroom has rules to help everyone safe and happy. We’re going to write about our rules to help everyone in our class learn them.”
- “Let’s start by sharing ideas out loud. I am going to write down the ideas we think of together so that we can use them when we write about our rules.” *[Display “Classroom Rules Brainstorm” (pg. 9 or recreate on chart paper. Record ideas as students share them. Students answer orally.)]*
- “Who can raise their hand and tell me a rule they think is important for our school?” *[Record rules on the organizer using simple words and/or sketches.]*
- “Wow, these are some important classroom rules! I’m going to use one of these rules to draw a picture so that you know what it looks like.” *[Display writing template (pg. 12) or recreate on chart paper.]* “Before I get started on my picture, I need to mention one important thing. Does anyone remember from Kindergarten what goes on the top of a page?” *[Allow for all the students to share by calling out.]* “Yes, our names go on the top of our page. Can you help me write mine?”
- “I know that the first letter in my name should be different than the rest. Can anyone remember how it’s different? Turn and tell your partner.” *[Allow them to share, then point out that it should be a capital letter. Model how to write the first capital letter. Repeat with lowercase letters.]*
- “Now it’s your turn to write your name. Remember to hold your pencil like this.” *[Model pencil grip and explain how to hold it. Show both on your right hand and left, referring to “Pencil Grip Guide” (pg. 4). Distribute writing template for students to write their name on.]*
- “Put your paper and pencil down. Bring your eyes back to me. Now that I have my name on my paper, I’m going to write a rule that I think is really important for the class to learn.” *[Model looking at the brainstorming organizer and thinking for a moment.]* “I’m going to choose the rule ‘keep your area clean’.”
- “I’m going to use lines and shapes to make my drawing.” *[Using pg. 11 as a guide, draw a simple sketch using just a pencil with basic lines and shapes to form it. Talk and draw to explain each step.]*
- “Now it’s your turn! Turn to a friend and tell them which rule you’re going to draw a picture of.” *[Give 30 seconds to share.]* “I heard a lot of great rules! Now, practice holding your pencil correctly while you illustrate the one rule you chose.”
- *[Students begin working on illustrating the rule they chose, using only a pencil. Assist with pencil grip as needed, making note of students who are struggling with this. When students are ready, move on to sharing and closure. The work time may be limited today, but students will finish their drawing in the next lesson.]*
- “Turn to a partner and share how you made your drawing. Count at least 3 steps on your fingers like this.” *[Model orally explaining your own drawing step-by-step]*
- “Tomorrow, we will add details and color to our picture.”

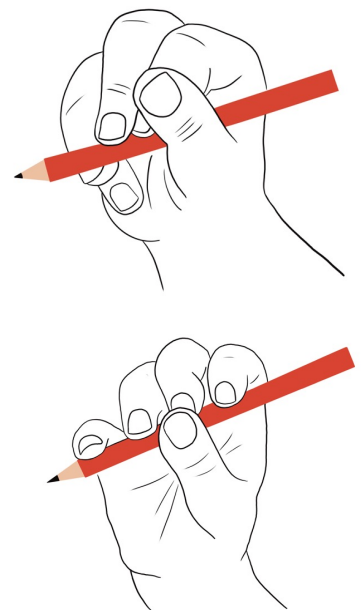
Pencil Grip Guide



Teacher Tips:

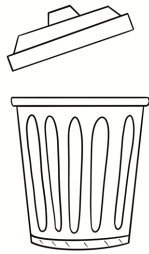
- Have students check each other's pencil grip. They may be more receptive to advice from their peers.
- Consider creating a class list and highlighting the names of any students who demonstrate incorrect pencil grip. Provide a pom-pom to students who are struggling with pencil grip. Instruct them to hold the pom-pom in their palm with the ring and pinky finger while gripping the pencil. Holding the pom-pom while they write may slow them down, but it will help their hand maintain the correct pencil grip.

Common Incorrect Pencil Grips:



Classroom Rules Brainstorm

keep your area
clean

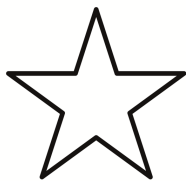


listen to adults

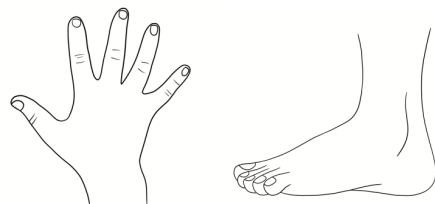


Classroom Rules

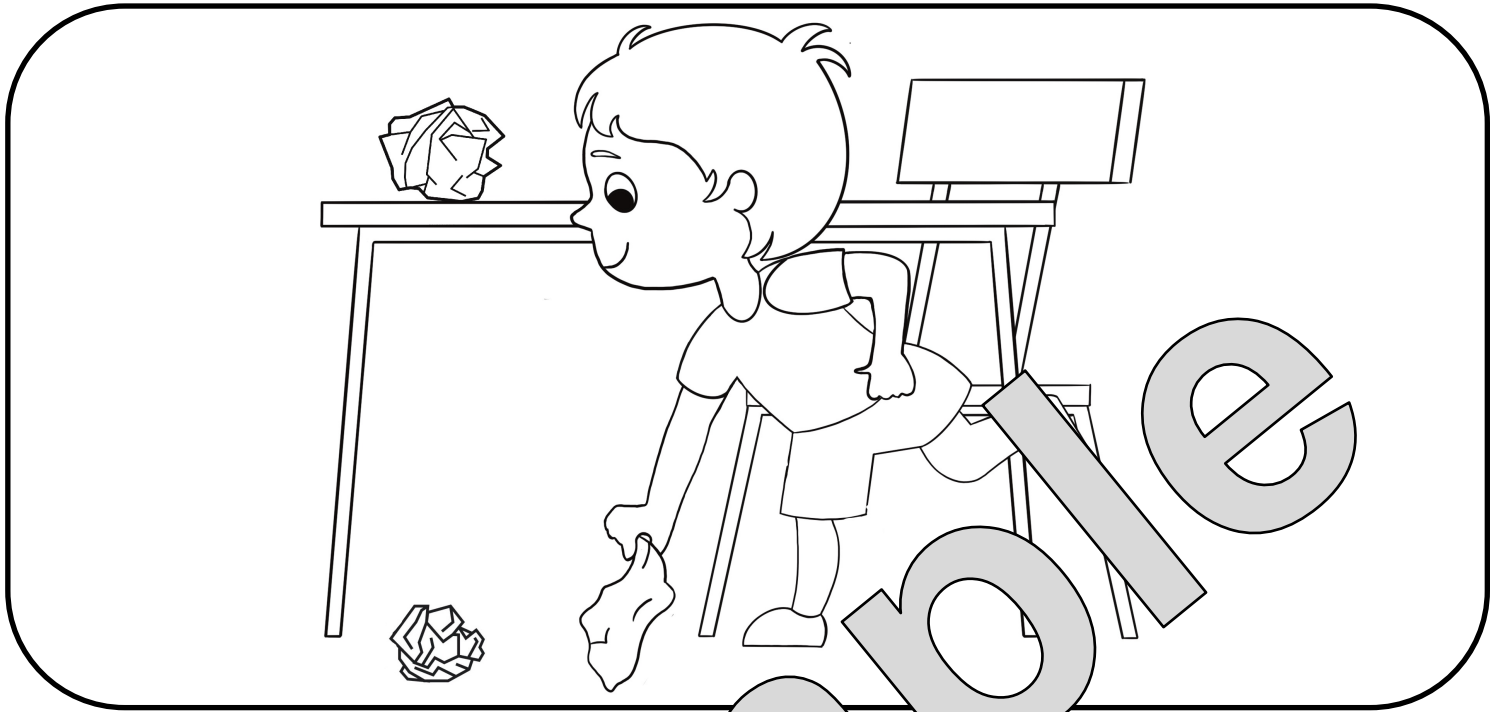
work hard



keep hands and
feet to yourself



Name: Mrs. Smith



Sample

Purpose: I can use an illustration checklist to help my audience understand my picture.

Standard(s):

- **CCSS.ELA-LITERACY.W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **CCSS.ELA-LITERACY.SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Materials

- Anchor chart (pg. 15)
- Teacher model (pg. 16)
- Student page (pg. 12)

Learning Goal

Students will use the Illustration Checklist to add color to their illustration.

Success Criteria

- **Criteria 1-** The student adds realistic colors to their illustration, filling the entire space and staying in the lines.

Mini-Lesson Steps (15 min.):

1. Review the classroom rules brainstorming from Day 1, and have students get out their writing templates. Show them the completed sketch from Day 1 (pg. 12).
2. Tell students that they will be adding color to their illustrations today. Explain that coloring is not only a fun activity but also an opportunity to practice important skills like focus, control, and creativity.
3. Display “Illustration Checklist” (pg. 15). You can also recreate this as an anchor chart for your students. Point out each section and emphasize how the illustrations in the last column are more enjoyable for the reader.
4. Display the teacher model with the completed pencil sketch from Day 1. Use pg. 11 as a guide, model how to color the illustration using the steps from the illustration checklist.

Student Action (15 min.):

1. Students will add color to their illustrations from lesson 1 by following the illustration checklist.
2. Monitor and assist students as needed.

Closure (<5 min.):






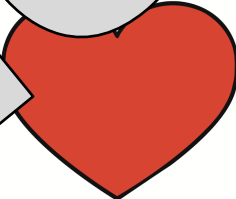

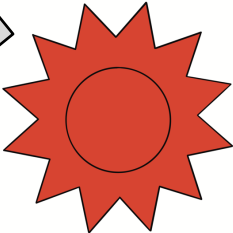
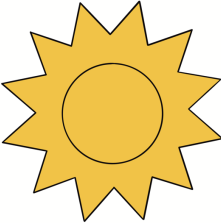

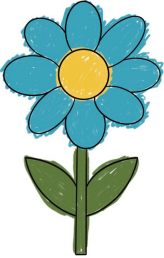
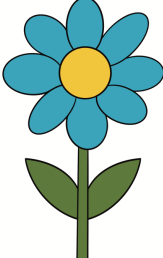
1. Have students return to the meeting area with their completed illustration. Continue to display “Illustration Checklist” (pg. 15).
2. Read each step of the Illustration Checklist and ask students to self-assess their work with a thumbs up or thumbs down.
3. If time allows, a few students can share their illustrations with the class.

Mini-Lesson Overview

How it sounds:

- “Remember that during our last writing lesson, we each chose a classroom rule to illustrate. Who would like to share which rule they chose?” *[Call on 1-2 students with their hands up to share which rule they chose.]*
- “Today, we are going to continue working on your illustration. During our last lesson, we drew our illustrations in pencil. Now, we will add color! Coloring is not only a fun activity but also an opportunity to practice important skills like focus, control, and creativity.”
- “Let’s take a look at our Illustration Checklist. This page shows us exactly how to make sure our illustration looks the best it can for our reader.” *[Display “Illustration Checklist” (pg. 15) or re-create this on chart paper with students.]* “Do you notice how the illustration on the right look much better? Think about books that you love. What do their illustrations look like? They are probably bright and full of color! Coloring neatly, and following some illustration rules, helps your final image look neat, organized, and realistic for your audience.”
- “During our last lesson, I chose the classroom rule ‘Keep a clean desk’ and I illustrated it with my pencil.” *[Display the teacher model with the completed pencil sketch from Day 1.]*
- “Now, I’m going to add color using my crayons.” *[Model how to add color, using the teacher model on pg. 16 as a guide. Reference the illustration checklist as you color. Involve students in the process by asking them which color would be realistic for each part of the illustration.]*
- “How did I do? Let’s check our illustration checklist to see if I included every step. Give me a thumbs up if you think I colored in all of the white space.” *[Continue with all of the rows on the illustration checklist.]*
- “Now, it’s your turn to color your illustration using your crayons. I’ll leave this checklist on the board so you can look at it when you want. Let’s see what amazing illustrators you all are!” *[Monitor and assist students as they work.]*
- “Now that we are done adding color, I want everyone to bring their paper to the carpet.” *[Bring the class together in the meeting area. Students do not need anything but their writing paper.]*
- “I see some beautiful illustrations! Let’s check our work to make sure we did everything on our illustration checklist. I’m going to read a step of the checklist, and I want you to look at your illustration and think about whether you accomplished that step. If you did, give me a thumbs up! If it still needs work, give me a thumbs down. A thumbs down just means that we need to spend more time on this.”
- “Give me a thumbs up if you colored in all of the white space. Give me a thumbs up if you used realistic colors.” *[Continue with all the rows on the illustration checklist.]*
- *[If time allows, a few students can share their illustrations.]*

Illustration Checklist

			
Color all the white space			
Use realistic colors			
Color inside the lines			

Purpose: I can add labels to help my reader understand what is happening to my illustration. I can break apart a word and write all the sounds I hear.

Standard(s):

- **CCSS.ELA-LITERACY.W. 1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **CCSS.ELA-LITERACY.SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.RF.1.2.D:** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Materials

- Anchor chart (pg. 19)
- Teacher model (pg. 20)
- Student page (pg. 12)

Learning Goal

Students will add labels to their illustrations by segmenting the sounds in each word.

Success Criteria

- **Criteria 1-** The student adds at least 3 written labels to their illustration.
- **Criteria 2-** The student uses phonics to write the sounds for each letter.

Mini-Lesson Steps (15 min.):

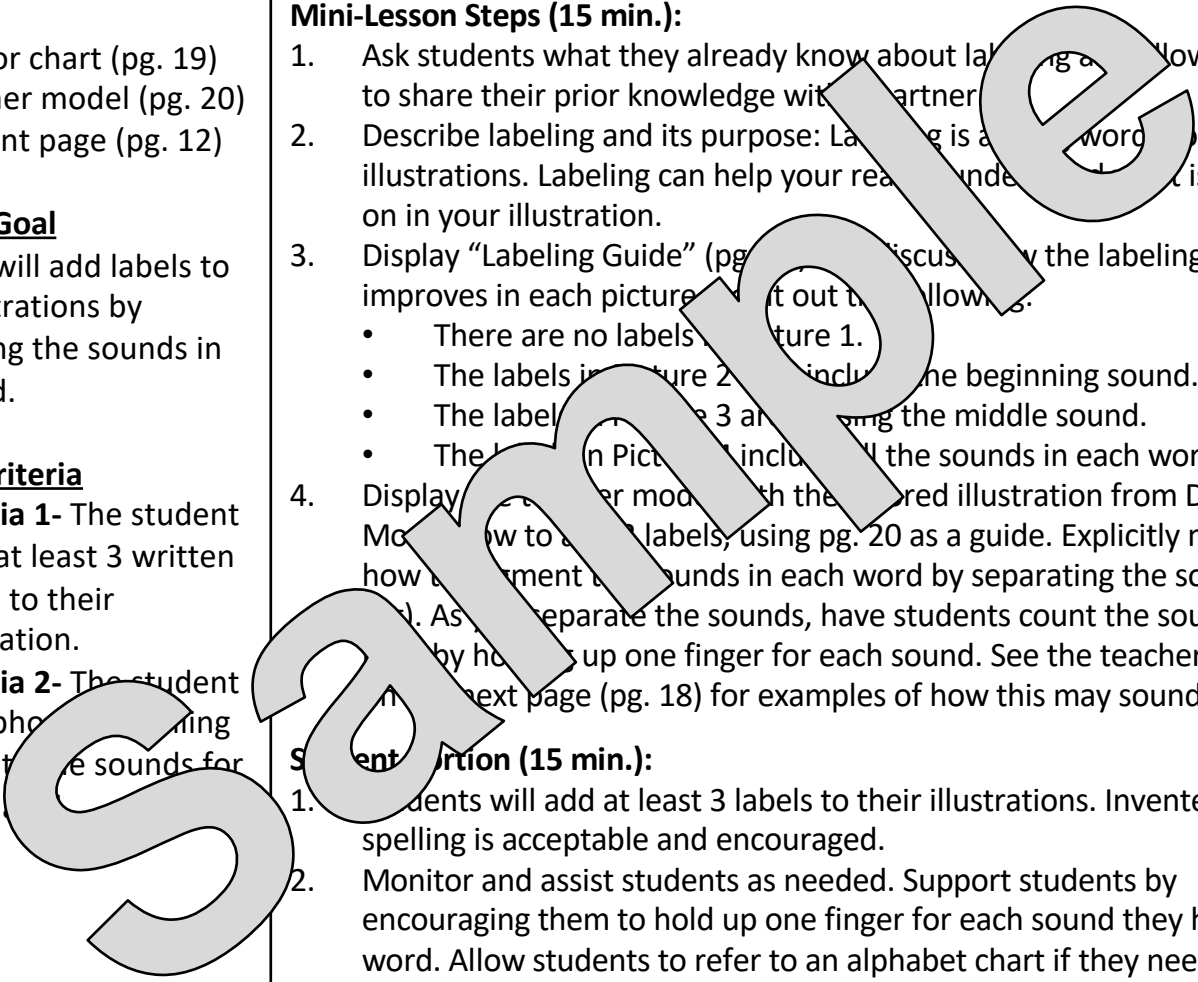
1. Ask students what they already know about labeling a picture. Allow them to share their prior knowledge with a partner.
2. Describe labeling and its purpose: Labeling is a way to describe what is going on in your illustration. Labeling can help your reader understand what is going on in your illustration.
3. Display “Labeling Guide” (pg. 19) and discuss how the labeling improves in each picture. (It out to the following.)
 - There are no labels in picture 1.
 - The labels in picture 2 include the beginning sound.
 - The labels in picture 3 are labeling the middle sound.
 - The labels in picture 4 include all the sounds in each word.
4. Display the teacher model with the labeled illustration from Day 2. Model how to label the words, using pg. 20 as a guide. Explicitly model how to segment the sounds in each word by separating the sounds (b-c-d). As you separate the sounds, have students count the sounds they hear by holding up one finger for each sound. See the teacher script on the next page (pg. 18) for examples of how this may sound.

Student Action (15 min.):

1. Students will add at least 3 labels to their illustrations. Invented spelling is acceptable and encouraged.
2. Monitor and assist students as needed. Support students by encouraging them to hold up one finger for each sound they hear in a word. Allow students to refer to an alphabet chart if they need a refresher on which letter makes the sound they hear in the word.
3. The goal for some students may be picture 2 or 3 from the labeling guide. Consider displaying the labeling guide (pg. 19) and providing different students with different expectations based on their current ability levels.

Closure (<5 min.):

1. Have students return to the meeting area with their labeled illustrations.
2. Allow a few students to share their work. Segment the sounds in each word together by holding up one finger for each sound.



Mini-Lesson Overview

How it sounds:

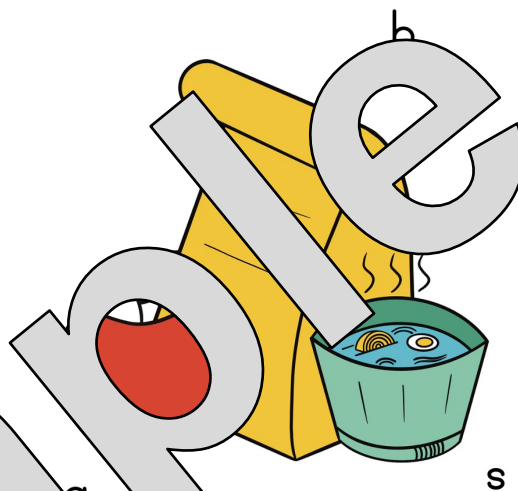
- “During our last lesson, you added color to make your illustration look neat, organized, and realistic for your audience. Today, we will be labeling our illustrations! What do you already know about labeling? Turn to your partner and explain what labeling is.” *[Allow students to discuss and refresh their memory on labeling.]*
- “That’s right! Labeling is adding words to your illustrations. Labeling can help your reader understand what is going on in your illustration.”
- *[Display “Labeling Guide” on page 19.]* “Let’s take a look at the labeling on these illustrations. This student wants to draw and label her lunch. What do you notice about Picture 1?” *[Call on a few students with their hands raised. Students will notice that there are no labels.]*
- “You’re right, Picture 1 doesn’t include any labels! What do you notice about Picture 2? Yes, there are two labels, but the student only wrote the beginning sounds. What can you do to make your work even more clear for our reader by adding the middle and ending sounds for each word?”
- “What do you notice about Picture 3?” *[Allow students to discuss.]* “Great! In Picture 3, there are labels that include the beginning and ending sounds for the words. We’re just missing one part – the middle sounds.” *[Note: some students may refer to middle sounds as medial sounds if students are already familiar with this term.]*
- “Let’s see if the labels in Picture 4 include all the sounds for each word.” *[Model how to stretch out the sounds in the words b-e-n-e-f-i-t, p-l-e, and s-o-u-p. Have students hold up one finger for each sound they hear.]* “Do all of the sounds get included?”
- “During our last lesson, I added color to my illustration of the classroom rule.” *[Display the teacher model with the colored illustration from Day 2.]*
- “Now, I’m going to add labels to the classroom rule. As I say the sounds in the word desk, I want you to hold up one finger for each sound you hear. D-e-s-k. Most of you have 4 fingers up! That’s correct. We heard 4 sounds in this word. Let’s make sure we write the letters that make each sound. After we write, we will check the word to make sure we included 4 sounds – the beginning, middle, and end of the word.”
- “I’d also like to label the trash. Let’s break apart this word together and hold up one finger for each sound we hear. t-r-a-s-h. We heard 4 sounds! First, we hear the /t/ sound. I’ll write the letter ‘t.’ Then, we hear /r/. I’ll write the letter ‘r.’ Next, we hear the /a/ sound. I’ll write the letter ‘a.’ Finally, we’ve gotten to our ending sound: /sh/. Does anyone know which two letters make the /sh/ sound together? The letters ‘sh’ make up this sound.” *[Continue this process to model how to segment other words in the illustration.]*
- “Now, it’s your turn to add 3 labels to your illustration! I can’t wait to see your work. As I walk around the classroom, I want to see you holding up your fingers to break apart the word into its sounds. Use what you know about letters and sounds to do the best spelling you can!”

Labeling Guide

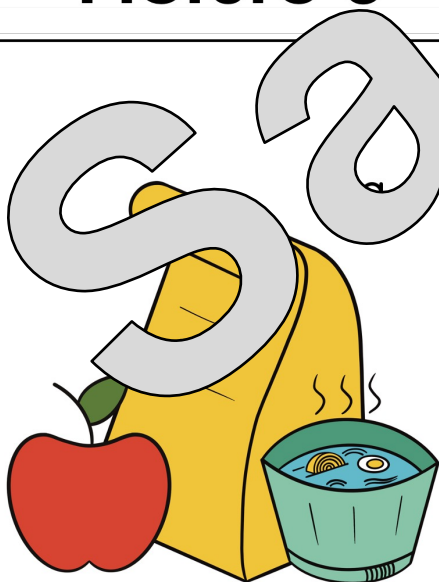
Picture 1



Picture 2



Picture 3



al

sp

Picture 4



apple

soup

Purpose: I can form sentences that include a subject and an action.

Standard(s):

- **CCSS.ELA-LITERACY.W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **CCSS.ELA-LITERACY.SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.L.1.1.C:** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

Materials

- Anchor charts (pgs. 23-27)
- Teacher model (pg. 28)
- Student page (pgs. 12)

Learning Goal

Students will form a sentence that includes a subject and an action.

Success Criteria

- **Criteria 1-** The student writes a sentence to describe the classroom rule they illustrated.
- **Criteria 2-** The student writes a sentence that includes a subject and an action.

Mini-Lesson Steps (15 min.):

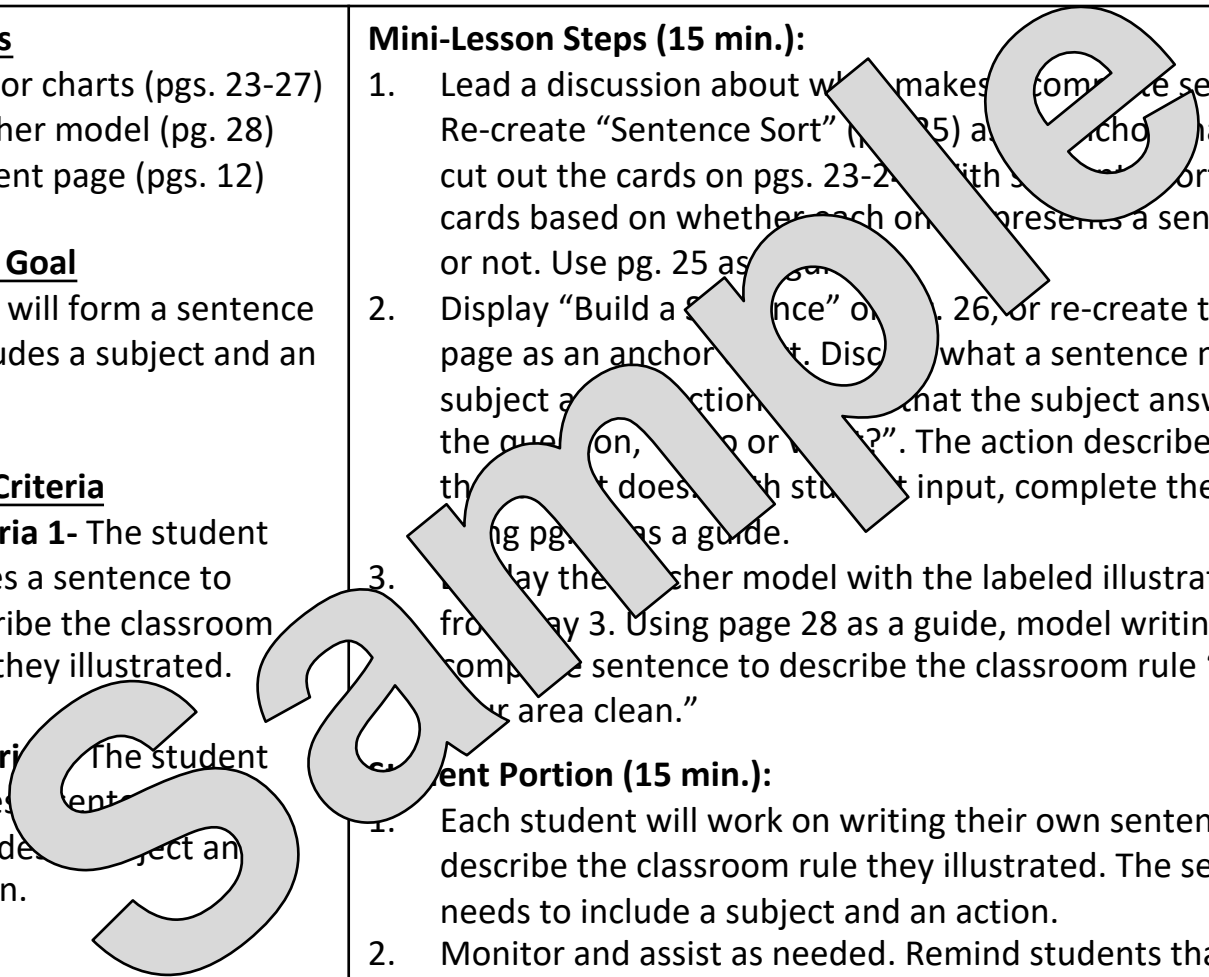
1. Lead a discussion about what makes a complete sentence. Re-create “Sentence Sort” (pg. 25) as an anchor chart, and cut out the cards on pgs. 23-24. With students, sort the cards based on whether each one represents a sentence or not. Use pg. 25 as a guide.
2. Display “Build a Sentence” on pg. 26, or re-create this page as an anchor chart. Discuss what a sentence needs: a subject and an action. Ask, “What does the subject answer the question, ‘Who or what?’”. The action describes what the subject does. With student input, complete the chart on pg. 26 as a guide.
3. Display the teacher model with the labeled illustration from page 3. Using page 28 as a guide, model writing a complete sentence to describe the classroom rule “keep your area clean.”

Student Portion (15 min.):

1. Each student will work on writing their own sentence to describe the classroom rule they illustrated. The sentence needs to include a subject and an action.
2. Monitor and assist as needed. Remind students that they can ask themselves “Who or what?” to see if their sentence has a subject. They can ask themselves, “What is the subject doing?” to figure out the action.

Closure (<5 min.):

1. Allow a few students to share their sentences with the class. After each student shares their sentence, ask the class to identify the subject and the action in the sentence.



Mini-Lesson Overview

How it sounds:

- “Now that our illustrations are complete, we need to add a sentence to our writing that matches our illustration. Think: what does a sentence need? Turn and talk to your partner.” *[Allow 1 minute for students to discuss. Many students will say that a sentence needs a capital letter and a period.]*
- “You’re right, sentences need a capital letter and an end mark. But they also need something else! They need to include a complete thought. Let’s complete this sentence sort together. Think about whether each card includes a complete thought.” *[Complete the sentence sort with students’ input. Cut out the cards on pgs. 23-24 and sort them on chart paper.]*
- “We noticed that some cards had a complete thought, like ‘The kids played even though this is a short sentence, it forms a complete thought. This is because it has a subject and an action.’”
- *[Display pg. 26, or re-create it on anchor chart paper.]* “A subject describes who or what the sentence is about. An action describes what the subject is doing.”
- “Let’s practice writing a few sentences that have a subject and an action. I’ll start with the subject, and you can help me finish the sentence.” *[Write the words “students” in the subject column of pg. 26. Call on a few students to provide ideas for the action. Use pg. 27 as a guide, but encourage student input and use their suggestions to complete the sentence. Continue this process to write 4-5 sentences together.]*
- “I’m going to write a sentence about the classroom that we already illustrated.” *[Display the teacher model with the selected illustration from Day 3.]* “I’m going to write, ‘I will keep my desk at school clean.’” *[Model correct letter formation and segmenting sounds as you write this in front of students.]*
- “Now it’s your turn to write a complete sentence. Remember that this sentence should be about the classroom rule you wrote, and it should match your illustration. Your sentence should have a subject and an action.”

Sentence Sort

Sentence



Not a Sentence



The girls talk.

Students

The kids take turns.

Mum's sister.

He cleans the table.

Dancing around.

I drink milk.

We.

Build a Sentence

Subject
(Who or what?)

Action
(What is the subject doing?)

Students

work hard at school.

We

throw away trash.

I

listen to Mrs. Smith.

First graders

share with others.

Sample

Purpose: I can use uppercase letters at the beginning of proper nouns.

Standard(s):

- **CCSS.ELA-LITERACY.W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **CCSS.ELA-LITERACY.SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.L.1.1.A:** Print all upper- and lowercase letters.
- **CCSS.ELA-LITERACY.L.1.1.B:** Use common, proper, and possessive nouns.

Materials

- Anchor chart (pgs. 31-32)
- Teacher model (pg. 33)
- Student page (pgs. 12)

Learning Goal

Students will add a capitalized proper noun to their existing sentence.

Success Criteria

- **Criteria 1-** The student adds a proper noun to their sentence.
- **Criteria 2-** Student capitalizes the first letter of each word and adds a proper noun to their sentence.

Mini-Lesson Steps (15 min.):

1. Provide a refresher on what a noun is (person, place, thing, or idea). Ask students to provide examples.
 2. Explain that a proper noun is the specific name of a noun. A common noun might leave you with questions because it is not specific.
 3. Display or re-create “Common Proper Nouns” (pg. 31). Model completing the chart with students. Use pg. 32 as a guide and allow students to contribute ideas. Using people and places that are familiar to your students will help them stay engaged.
 4. Emphasize the use of a capital letter at the beginning of each proper noun. Model how to form the letter correctly and remind students that common nouns do not need a capital letter at the beginning.
- Allow students to copy the teacher model with the completed illustration and writing from Day 4. Using the teacher model on pg. 33 as a guide, model how to revise the sentence by adding a proper noun, such as the name of your school.

Student Portion (15 min.):

1. Students will add a proper noun to their own sentence. Monitor and support students as needed.
2. *Optional:* After students write, have them highlight or circle the capital letters in their sentences. This can be especially useful for students who have capital letters in incorrect places throughout their sentences.

Closure (<5 min.):

1. Allow students to meet with a partner to share the proper noun that they added to their sentence.

Mini-Lesson Overview

How it sounds:

- “Today, we’re going to talk about nouns! A noun is a person, place, thing, or idea. Does anyone see any nouns around us in the classroom? Raise your hand if you would like to share what you see. Remember, it should be a person, place, thing, or idea.” *[Allow a few students to share.]*
- “You did a great job of finding nouns around us! Most of these are what we call common nouns. Common nouns are NOT specific. They might leave us with questions in our head. For example, let’s imagine that I tell you we are going on a field trip. What question would this leave you wondering?” *[Allow a student with their hand raised to answer. They might say, “I want to know WHERE!”]*
- “Exactly! A common noun like, ‘field trip,’ leaves you wondering, ‘WHERE?’ You don’t know the specific place where we are going: the name of the place. These names are called proper nouns. Examples of proper nouns are The Dallas Zoo or Urban Air. When I write these words, I use capital letters at the beginning to show that they are proper nouns.” *[Display “Common & Proper Nouns” (pg. 31), or re-create it on a chart paper. Add the word “field trip” to the common noun side. Add a specific place like The Dallas Zoo (or a zoo that is local to your students) to the proper noun side.]*
- “Think about the word ‘teacher.’ Is this a common or proper noun? Does it leave you with any questions?” *[Allow think time or a quiet discussion. They might be wondering, ‘Which teacher?’ A proper noun would be the specific name of a teacher, like Mrs. Smith. When I write this proper noun, I’m going to pay close attention to where the capital letters go. There should be a capital letter at the beginning of Mrs. and Smith. When I write a capital M, I start at the top and draw a line down, then, back to the top and draw a slanted line down and another slanted line back up. Then, I draw a line down.”] *[Continue the process of modeling and explaining correct letter formation as needed.]**
- *[Continue adding more common/proper noun pairs based on student input. Focus on including words and continue correct letter formation.]*
- *[Display the teacher model with the completed illustration and writing from Day 4.]* “Now that we know all about common and proper nouns, I’m going to add a proper noun to my sentence. Right now, my sentence says, ‘I will keep my desk at school clean.’ I’m going to cross out the word ‘school,’ and add ‘Abbott Elementary School.’ I can use the signs and posters around us to spell this correctly. When you get out your writing piece, I want you to think about a proper noun that you can add to your sentence. You can cross out words and draw an arrow if you run out of space on your paper.” *[It may be helpful to provide students with a list of proper nouns they might need, if they are not already listed on the chart.]*
- *[Optional: After students write, have them highlight or circle the capital letters in their sentences. This can be especially useful for students who have capital letters in incorrect places throughout their sentences.]*

Common & Proper Nouns

Common Nouns

Proper Nouns

field trip

teacher

school

student

book

city

store

The Dallas Zoo

Ms. Smith

Abby Lee Elementary School

Amelia

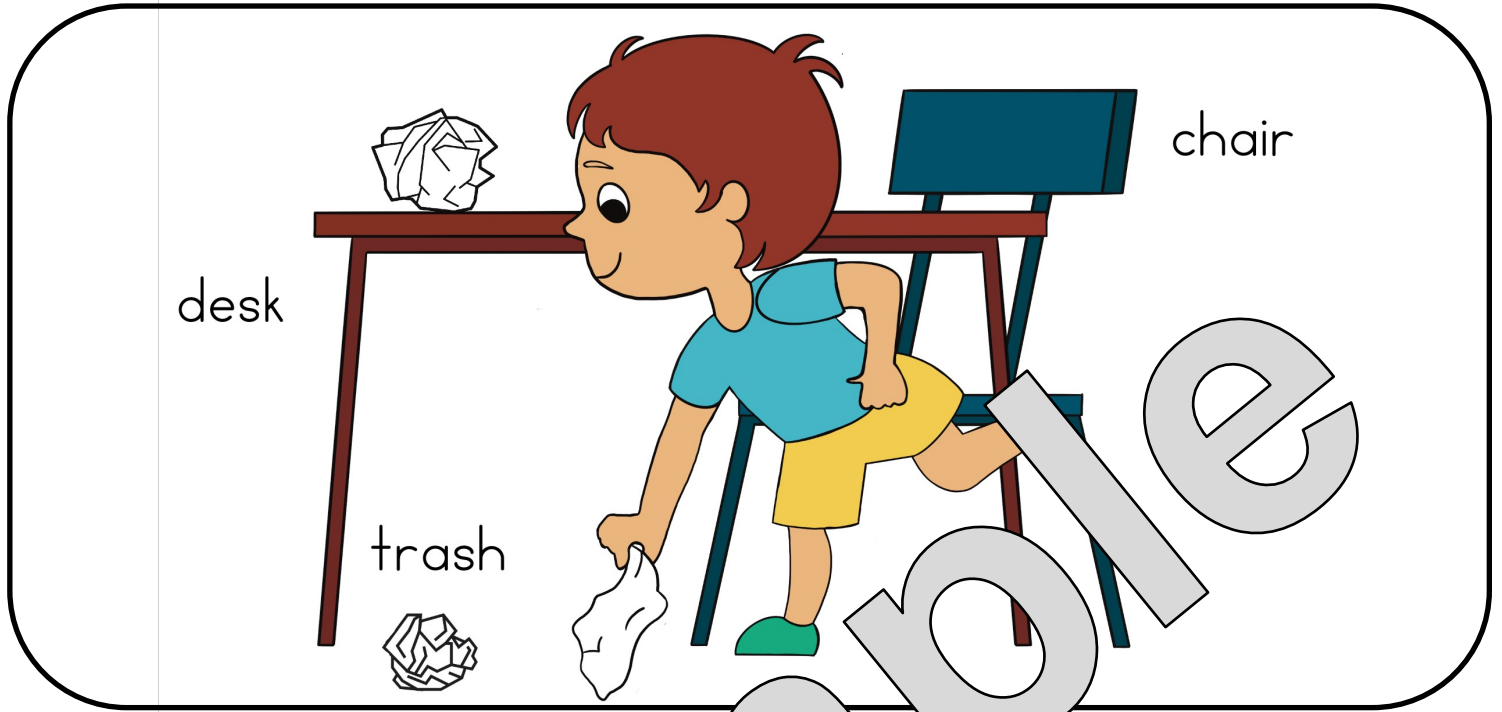
Super Fly Guy

Dallas

Target

Sample

Name: Mrs. Smith



I will keep my
desk at Abbott
Elementary
School clean.

Name:

Eli



Eli
Missin
MKS Smith

Rubric

	4 - Advanced	3 - Proficient	2 - Basic	1 - Below Basic
Name Writing	The student writes all letters of their name using name card prompt with first letter written as uppercase and remaining letters lowercase.	The student writes all letters of their name using name card prompt without attention to upper and lowercase letter formation.	The student writes some letters of their name.	The student is not yet able to write letters of their name.
Illustrations	The student creates a detailed illustration that accomplishes all 3 of the steps on the Illustration Checklist.	The student creates a detailed illustration that accomplishes 2 of the steps on the Illustration Checklist.	The student creates an illustration that accomplishes 1 of the steps on the Illustration Checklist.	The student creates an illustration but does not color it, or the drawing does not accomplish any of the steps on the Illustration Checklist.
Labeling	The student writes 3 or more labels to help their reader understand what is happening in the illustration. The beginning, middle, and ending sounds in each word are represented by letters (including invented spelling).	The student writes 2 or more labels to help their reader understand what is happening in the illustration. At least 2 sounds in each word are represented by letters (including invented spelling).	The student writes 1 or more labels. At least 1 sound (beginning, middle, or end) in each word is represented by a letter (including invented spelling).	The student does not write any labels.
Proper Nouns	The student includes a proper noun in their sentence. The proper noun is capitalized correctly.	The student includes a proper noun but makes minor mistakes in capitalization.	The student includes a proper noun but does not capitalize it (or <i>all</i> letters are capitalized).	The student does not include a proper noun in their sentence.
Sentence Structure & Focus	The student writes a sentence about their classroom rule that includes a subject and an action.	The student writes a sentence that includes a subject and an action, but the sentence is off-topic.	The student writes a few words about their classroom rule (not a complete sentence).	The student does not write a sentence.