



## OBJECTIVES

## Students will

- ◆ choose and discuss topics for writing.
- ◆ learn how words are put together to make declarative sentences.
- ◆ participate in a thinking-story experience.

## MATERIALS

- ◆ *Language Arts Big Book*, pp. 23, 53–56
- ◆ *Skills Practice 1*, pp. 43–44
- ◆ *Willy the Wisher*, p. 27



## Introduction to the Writing Process



### Prewrite: Choosing a Topic and Telling about It

#### Teach

- ◆ Remind students they are beginning to plan their writing for a picture book about a friend or a family member. Review the idea web you created in the previous lesson.
- ◆ Show *Language Arts Big Book* page 23, and explain that if you wrote your picture book about Doodle, you would tell about how he likes to fish and about how he is learning to use in-line skates.

#### Apply

- ◆ Remind students that they chose one person to write about in their picture books. Then give students a few minutes to think about some things they would like to tell about that person.
- ◆ Remind students of the rules for sharing and working together. Then have them work in pairs to discuss the topics of their picture books.

#### Differentiating Instruction

#### English Learners

IF ... students need additional help with the Writing activity **THEN ...** refer to Unit 3 Lesson 2 of the *English Learner Support Guide*.

## Grammar, Usage, and Mechanics



#### Teach

- ◆ Use *Language Arts Big Book* pages 53–55 to briefly review naming words, action words, and describing words.
- ◆ Explain we put words together in certain ways to make sentences. Tell students there are different kinds of sentences. Display *Language Arts Big Book* page 56, and read the sentences aloud.
- ◆ Focus students' attention on the first sentence. Read it aloud once more, and explain that this sentence tells something. Explain that this kind of sentence is called a statement or a declarative sentence.



*Language Arts Big Book*, pp 25, 53–56