



## OBJECTIVES

## Students will

- ◆ create first drawings for picture books.
- ◆ review declarative sentences.
- ◆ review spacing between words in sentences.
- ◆ review letters and sounds through game play.

## MATERIALS

- ◆ Hop Along Game Mats
- ◆ Game markers
- ◆ Number cubes



## Introduction to the

# Writing Process



## Draft: Drawing and Labeling

### Teach

- ◆ Ask each student to think about the person who will be the topic of his or her picture book. Tell students today they will begin creating their books.
- ◆ Tell students to remember the ideas they shared with their partners last time. Ask students to decide what the first pictures will look like.

### Apply

- ◆ Distribute a sheet of drawing paper to each student, and make available art supplies.
- ◆ Allow students time to create their first pictures for their picture books. Circulate around the room, and ask students to tell you why they are making the pictures look the way they do.
- ◆ Remind students they will each choose a word or words as a label for each picture in their picture books. Help students write the words that will be the pictures' labels.
- ◆ Remind students that capital letters begin important words such as their names. Ask students to sign their names to their work. Collect students' pictures, and store them until they are ready to assemble their books.

## Grammar, Usage, and Mechanics



### Teach

Remind students we make sentences by putting words together in a certain order. Also remind them we know where one word ends and another begins because we put spaces between words in a sentence.

### Guided Practice

- ◆ Write this sentence on the board or on chart paper: We write sentences. Invite a volunteer to come point to each word in the sentence as you say it aloud. Repeat, having the class say the sentence aloud with you. Then ask another volunteer to come point to the spaces between the words in the sentence.
- ◆ Repeat this activity, using student-generated sentences. If students need help thinking of their own sentences, prompt them with sentence topics such as homework, sleeping, fish, and so on.



### Teacher Tip

**PLAN AHEAD** In preparation for the following activity, have drawing paper and art supplies on hand.

#### Differentiating Instruction

#### English Learners

**IF ...** students need extra help with selection vocabulary, **THEN ...** use pictures, objects, stick drawings, or pantomime to help them visualize the words.