



## OBJECTIVES

## Students will

- ◆ create third drawings for picture books.
- ◆ learn that a period signals the end of a statement.
- ◆ participate in a Thinking Story experience.

## MATERIALS

- ◆ *Language Arts Big Book*, p. 57
- ◆ *Finding Friends Big Book*, pp. 5–7
- ◆ *Willy the Wisher*, p. 32



## Introduction to the Writing Process



### Draft: Drawing and Labeling

#### Teach

Remind students that today they will draw the last pictures about the people who are the subjects of their picture books. Allow them time to think about and, if necessary, discuss some ideas for these third drawings.

#### Apply

- ◆ Distribute another clean sheet of drawing paper to each student, and make art supplies available.
- ◆ Allow students time to create the third drawings for their picture books.
- ◆ Remind students they will each choose a word as a label for each picture in their picture books. Help students write the words that will be these pictures' labels.
- ◆ Ask students to sign their names to their work. Tell students they will continue working on their books in the next lesson. Collect today's drawings, and store them until they are ready to assemble their books.



### Teacher Tip

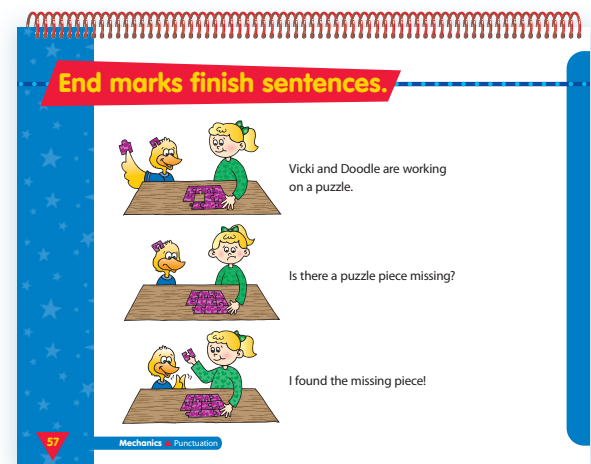
**PLAN AHEAD** In preparation for the following activity, have drawing paper and art supplies on hand.

## Grammar, Usage, and Mechanics



### Teach

- ◆ Display *Language Arts Big Book* page 57. Ask students if anyone knows what a period is. Invite a volunteer to come and point to a period on page 57.
- ◆ Explain to students a period is a kind of end mark. Tell them a writer uses an end mark at the end of a sentence to show an idea has stopped. Explain that when a reader sees a period, he or she knows that is the end of the sentence.
- ◆ Point to the capital letter that begins each sentence. Explain capital letters help show where new sentences begin. All sentences begin with capital letters.



*Language Arts Big Book*, p. 57