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ED443t Editing Made Easy: Strategies That Work for All Writers  
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Editing #9

**Simple Sentences of the Northwest Temperate Forest  
3rd Grade**

**Adapted from a lesson from the book Everyday Editing by Jeff Anderson  
Chapter 5**

**Rationale:**  Many students are still unsure what a sentence needs to include. Because they are not always sure, they aren’t sure where to put punctuation when writing a paragraph. This activity takes sentence writing down to the most basic it can be. It’s a great place to start a discussion about what a sentence needs to have in order to be called a sentence. (Subject and verb)

**Objective**: I can write a series of simple, two word sentences with a subject and a verb.

**Opening Discussion Question**: Can a sentence have only two words?

* This is a great way to have an open dialogue/discussion with your students, and students with each other, about what a sentence needs to include to be a sentence.

**Activity**

Our current G.L.A.D. unit is the Northwest Temperate Forest. Students have already built background knowledge by doing research on their own, research with a partner, reading books, instruction through the use of visuals/photographs, small group and whole group instruction, and many opportunities to talk and discuss.

* Brainstorm a list of things in the Northwest Temperate Forest. This does not need to be limited to just plants and animals.
* Next, brainstorm a list of actions (verbs) that would go with the nouns on the list.

Below is a shortened, sample list of items students may brainstorm.

|  |  |
| --- | --- |
| **Nouns** | **Verbs** |
| squirrels | ate |
| opossum | slithered |
| deer | crawled |
| moss | flew |
| trees | jumped |
| bears | hibernated |

* Model putting a noun and verb together. Do they make sense?
* Have the kids turn and talk to a neighbor, practicing putting a noun and verb together.
* Discuss poetry . . . Do poems need to rhyme?
* Talk about how you will be writing a poem, each line one sentence, each sentence two words.
* Show student the poem you have written.

**Sun shines.  
Forests grow.  
Salmon swim.  
Trees rise.  
Ferns crawl.  
Owls hoot.  
Wolves howl.  
Rain falls.  
People hike.  
Life abounds.**

* Have students write a rough draft of their own poem. Tell them it must be at least 5 lines, but it can be more lines. (Differentiation)
* Once students have written their poems, have them share their poem with a peer.
* Publish the poem on a lined piece of paper.
* Cut the poem out, glue it onto a piece of white cardstock or construction paper, and have the students do illustrations around their poem.

**Wrap-up**

Poems can be shared and displayed throughout the G.L.A.D. unit.

**Going Further . . .**

While this activity uses simple, two word sentences, doing the Sentence Patterning Chart next would be a logical, next step. Students have already brainstormed nouns and verbs. Now, adjectives, adverbs, and prepositional phrases can be added.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Adjectives** | **Noun** | **Verbs** | **Adverbs** | **Prepositional Phrases** |
|  |  |  |  |  |

**Reflection from the Lesson**

This lesson was presented during our Integrated Literacy time. Since students have been working on the Northwest Temperate Forest, everyone was able to share a noun. Surprising, most students were also able to share verbs. Some verbs were very specific to the animals, such as hibernate. I was impressed with their enthusiasm.

The author of Everyday Editing had mentioned not using verbs that ended in -ing, since these sometimes form fragments. I didn’t discuss this with the kids, but I did change the tense of the verbs they shared. However, this still produced complications when writing their poem, because students were mixing present and past tense verbs together. Next time, I would talk about what tense the verbs we are using will be, so that all verbs on the brainstorm list are in that tense. The great thing about brainstorming verbs in the past tense is it’s a wonderful way to do an informal assessment on which kids still struggle with the irregular past tense verbs.

Another unexpected thing that happened was the confusion with the plural of some nouns. One student gave me the word “deers”, which of course seems logical. We discussed briefly and corrected the misconception, but it made me realize that we need more work with these irregular plural nouns as well.

For the publishing portion, I would probably already have the lines printed on the white cardstock, so students wouldn’t need to write their poem on a lined, piece of paper, cut it out, and glue it to the cardstock. It worked well, because students’ poems were varied in length. They were also able to glue the poem to the paper wherever they wanted it to be located. There are pros and cons to both ways of publishing.

This was a great lesson, which relied on prior knowledge but also gave me information for future steps. From this lesson, I now have three other lessons/strategies I can teach. The kids were excited, and it included several “Invitation” steps, as laid out in Jeff Anderson’s book.