

Responding to Reading

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Learning to Create the Basic Sentence

□ Early Writing Big Ideas:

- Emphasize that writing goes on in the mind first
- We share our writing first orally
- Process is both oral and aural (listening)
- We hear the language being developed in our mind as it is being developed

(Source: *Fearn & Farnan, Interactions Teaching Writing and the Language Arts, 1998*)

Sentence Development Sequence

1. Creating a sentence in the mind with a given word
 2. Creating a sentence with a given word and a specified number of words
 3. Creating a sentence with a given word, specified number of words, and a specific position of the given word
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- ❑ Boys and girls we are going to be reading a story about a dog.
 - ❑ Everyone say dog.
 - ❑ Even though we may not know all of our letters, we can write a sentence in our mind with the word dog.
Writers always start by making their sentences in their head.
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- ❑ See if you can think of a sentence about a dog in your head.
 - ❑ Partner share
 - ❑ A few student sentences are shared with the group.
 - ❑ Class repeats sample sentences.
 - ❑ Teacher reinforces that students have written a sentence in their head.
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- ❑ Teacher explains the convention of a period at the end and gives students a signal that goes with the word period.
 - ❑ Students practice saying their sentence out loud and ending it with the signal and a period.
 - ❑ Teacher models writing one dog sentence on the board, beginning with a capital and ending with a period.
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- As students gain confidence in writing a given word sentence in their heads, the teacher asks students to write the sentence in their heads using a specified number of words.
 - Let's see if you can write a four word dog sentence in your head. Get ready to count on your fingers up to four.
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- As students become more competent in writing sentences with a variety of words began to experiment with a specified word placement.
 - Think of a five word sentence where the word rain is the second word in the sentence.
 - After students have practiced placing the word in different positions reinforce that they are getting very good at making the sentences do what they want them to do.
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□ Reinforce story grammar with sentence work

- Create a sentence in your head about the main character
 - Create a sentence in your head about the setting
 - Create a sentence in your head about the problem
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- ❑ Expanding the one word idea sentence to a two word idea sentence- dog, face
 - ❑ Move to a sentence about character and setting Ex. mice and Mouseopolis
 - ❑ Move to triple word sentences
alone, pie, face
spider, cool, harm
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Experiment with Constructive Responses

- Write a simple question about the story on the board.
 - What does Dogzilla eat up?
 - Model wrapping the question into the answer.
 - Dogzilla eats up the furniture store.
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Responding to Expository Text

- Provide students with framed topic sentences
 - We know many facts about plants.
 - Spiders are helpful in two ways.
 - Hand washing keeps us healthy.
 - In the fall children visit the pumpkin patch.
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Teach Outline Organization

In the fall children visit the pumpkin patch.



Choose pumpkin



Corn maze

More Outline Ideas

- Allow young students to draw their star ideas
 - Add transition words to the star ideas
 - EX. First, second, next, finally
 - Add a simple conclusion
 - Model verbal rehearsal of the paragraph
 - Model writing the paragraph
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Teach Outline Organization

In the fall children visit the pumpkin patch.



First,



Next,



Clearly, the pumpkin patch is fun.

The Pumpkin Patch

In the fall children visit the pumpkin patch. First, they choose a pumpkin. Next they go in the maze. Clearly, the pumpkin patch is fun.
