

Picture This!

Composing Grammatically Correct Sentences

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Published by *Oklahoma Young Scholars/Javits*

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Grade Level	1st Grade	**Time Frame**	1-2 class period(s)
Subject	English/Language Arts	**Duration**	45 minutes

Essential Question

How do authors write good sentences?

Summary

This lesson invites students to think about what they know about nouns, verbs, adjectives, and other components of a sentence. Students study a picture prompt and work as a class to compose sentences describing it. Then, students practice diagramming their sentence by drawing color-coded "train cars" around each word, then adding a capital letter "engine" and punctuation "caboose." After working with their peers, students create and diagram their own sentences from two more picture prompts.

Snapshot

Engage

Using the I Notice, I Wonder strategy, students collectively create sentences using a picture prompt.

Explore

Students identify and discuss nouns, verbs, and adjectives, and find examples of these parts of speech in one of the sentences they formulated in the Engage phase.

Explain

Students learn about the components of grammatically correct sentences by using a train analogy. As a class, students diagram the sentence from the Engage and Explore phase by color-coding words as "train cars," identifying the capital letter "engine," and adding a punctuation "caboose."

Extend

Using a different picture prompt, students try creating and color-coding a sentence on their own.

Evaluate

Students create storybook pages, each using their own unique picture prompt.

Standards

Oklahoma Academic Standards for English Language Arts (Grade 1)

1.5.W.2: Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.

Attachments

- Animals-in-Action-Picture-This.pdf
- Engage-Picture-Prompt-Picture-This.pdf
- Sentence-Building-Handout-Picture-This.docx
- Sentence-Building-Handout-Picture-This.pdf
- Storybook-Sentence-Picture-This.docx
- Storybook-Sentence-Picture-This.pdf

Materials

- Animals in Action Picture Prompts (attached; optional)
- Engage Picture Prompt (attached)
- Sentence Building Handout (attached; two per student)
- Storybook Sentence Handout (attached; one per student)
- Red Crayons (one per student)
- Blue Crayons (one per student)
- Green Crayons (one per student)
- Black Crayons (one per student)
- Red, blue, green, and black whiteboard markers
- Art materials (paper, markers, etc.) (optional)

Engage

Show the students the attached **Engage Picture Prompt.** Borrowing from the I Notice, I Wonder learning strategy, ask students questions about the picture, such as, "What do you notice about this picture?" "Does anyone know what this animal is?" "What is the animal doing?" and other similar questions. Discuss with the class until they can formulate a sentence or sentences to describe what is happening in the picture. At least one of these sentences should include a noun, verb, and adjective.

Teacher's Note: Terminology

Be sure not to introduce the terms "noun," "verb," or "adjective" to students or prompt them with formulating a sentence with these parts of speech. This terminology should be introduced in a later phase.

Possible Student Responses

Students might come up with sentences like "The beaver chews" or "The brown beaver swims."

Explore

Teacher's Note: Engage Picture Prompt

If possible, display the Engage Picture Prompt throughout this lesson. This visual can help students' understanding when diagramming their sentences.

Select a sentence from the Engage phase with a noun, verb, and adjective included. **Do not** introduce these parts of speech to students at this time.

Pass out a copy of the attached **Sentence Building Handout** to each student. Model writing the Engage phase sentence on a whiteboard or projector space, asking students to write along with you in the first box on their handouts. Each student should write the same sentence.

Pass out a red, blue, green, and black crayon to each student. Have students write the sentence again in the second box on the handout. Ask students, "What are nouns? Why do writers use nouns?"

Possible Student Responses: Nouns

A noun is a person, place, or thing. Writers use nouns because they tell the reader who is involved.

Ask students to decide where the nouns are in the sentence. Have students use the red crayon to circle the nouns on their handouts. (In the example sentence "The brown beaver swims," the circled noun would be "beaver.")

Ask students, "What are verbs? Why do writers use verbs?"

Possible Student Responses: Verbs

A verb is a word that shows action. Writers use verbs because they tell us what is happening (the action in the sentence).

Ask students to decide where the verbs are in the sentence. Have students use the blue crayon to circle the verbs on their handouts. (In the example sentence "The brown beaver swims," the circled verb would be "swims.")

Ask students, "What are adjectives? Why do writers use adjectives?"

Possible Student Responses: Adjectives

Adjectives can be (for example) colors, numbers, and other words that tell us what things look like, sound like, or even smell like. Writers use adjectives to describe nouns, and they tell us more details.

Ask students to decide where the adjectives are in the sentence. If no adjective is present in the sentence, invite students to come up with one to add. Have students use the green crayon to circle the adjectives on their handouts. (In the example sentence "The brown beaver swims," the circled adjective would be "brown.")

Explain

Borrowing from the Metaphorical Thinking learning strategy, invite students to think of the sentence as a train. For example, the first word of any sentence starts with a capital letter, just like the first part of a train has to be an engine. The end of any sentence is always followed by a punctuation mark, just like a caboose always follows the end of a train. Words come together with a capital letter and punctuation to form a sentence, just like the cars of a train link together between the engine and caboose.

Have the class write the sentence once more in the third box on the handout. Then, ask students to follow along with you, using crayons to copy what you do to mark the sentence. Displaying the model sentence on a whiteboard or projector space, draw a red box around any nouns. Draw a blue box around any verbs. Draw a green box around any adjectives. If the sentence contains other leftover words that are not nouns, verbs, or adjectives, draw a black box around them. Draw a black box around the period at the end of the sentence. (Or, if you prefer, leave the end of the sentence free of punctuation.) Draw wheels under each box to make them look like train cars (as shown below).



An example sentence with nouns, verbs, and adjectives color-coded

Now, ask the class what always comes at the beginning of a sentence.

Possible Student Response: Sentence Beginnings

The class should eventually agree that a capital letter always comes first in a sentence.

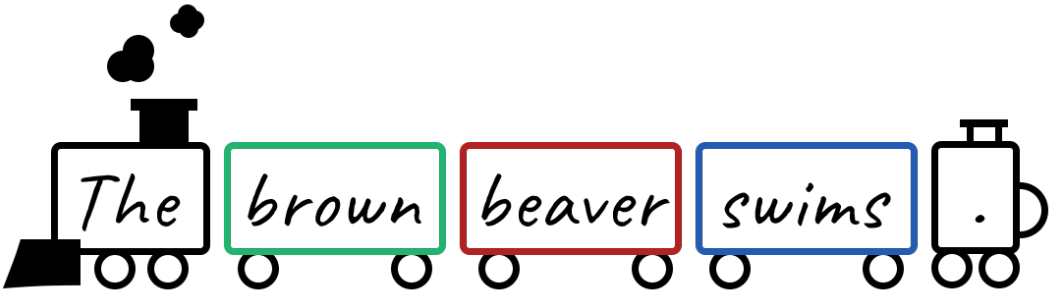
Share with the class again that, just as the first word of any sentence starts with a capital letter, the first part of a train has to be an engine. Ask students to draw along with you in the third box on the handout, and draw a black box with a smokestack around the first word of the sentence. (See below for an example.) Make sure the first letter of the sentence is capitalized.

Ask the class what must come at the end of every sentence.

Possible Student Response: Sentence Endings

The class should eventually agree that a period—or other punctuation, such as a question mark or exclamation mark—always comes last in a sentence.

Confirm with the class again that every sentence should end with a period or other punctuation, just as every train ends with a caboose. Ask students to draw along with you as you draw a black box "caboose" around the period at the end of the sentence, adding the correct punctuation if necessary. (See the picture below for an example.)



A completed example sentence with an "engine" and "caboose"

Invite students to write the complete sentence, including a capital letter and period, in the fourth box of the handout.

Extend

Optional: Lesson Timeframe

Consider beginning this phase of the lesson at the start of a new day.

Teacher's Note: Activity Prep

For this phase of the lesson, find a suitable picture prompt similar to the beaver picture used in the previous phases. Consider selecting a picture from the attached **Animals in Action** picture prompts or finding a picture online.

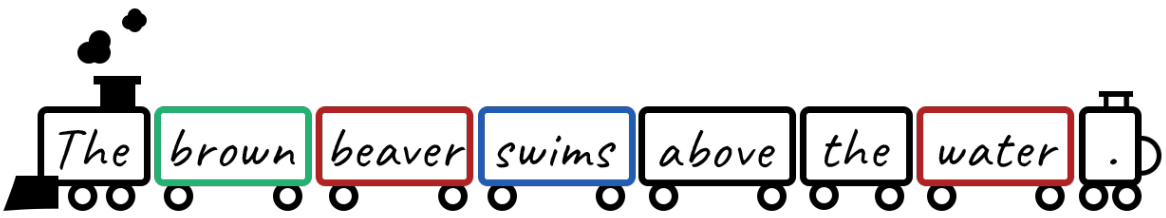
Review the Picture Prompt and class sentence. Additionally, review how the class described and used nouns, verbs, and adjectives.

Display the prepared picture prompt on a whiteboard or projector space. Invite students to work individually and create their own sentences based on this picture. Pass out a new copy of the attached Sentence Building Handout to each student. Ask them to follow the directions on the handout and complete the same activity they had previously as a class, constructing and labeling their own sentence with color-coded nouns, verbs, and adjectives. Allow enough time for students to complete their own sentence trains.

Teacher's Note: Monitoring Students

Use this time to monitor student progress and potential problems. Some students may want to write more than one sentence, and others may want to write more complex sentences. Use this as an extension opportunity, making sure that each sentence includes a noun, verb, and adjective.

Students' final products should look similar to the finished class sentence. (See below for an additional example.)



An extended sentence train

Evaluate

Teacher's Note: Activity Prep

In this phase of the activity, each student needs their own picture of a "noun in action" similar to those used in the Explain and Extend phases. These pictures may come from the attached Animals in Action photos, from magazines, or you may invite students to draw their own pictures. Print or otherwise prepare a different picture for each student, if necessary, or provide the tools for students to create their own.

Ask each student to observe their picture. Borrowing again from the I Notice, I Wonder learning strategy, ask students what they notice in the picture.

Hand out a copy of the attached **Story Book Template** to each student. Ask students to paste their pictures (or draw their own copy) in the box at the top. Ask each student to write a sentence about their picture in the lined space below. Remind them to include a noun, verb, and adjective. Have them circle their noun in red, circle their verb in blue, and circle their adjective in green.

The Story Book Template can be used as an Exit Ticket for this lesson.

Resources

- K20 Center. (n.d.). Bell ringers and exit tickets. Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505d6f2
- K20 Center. (n.d.). I notice, I wonder. Strategies. Retrieved fromhttps://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f507d1a7
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