

Writing Sentences: A 1st Grade Inquiry Project

Unit Focus (I Can Statement):

I can legibly write a complete sentence correctly using upper and lower case letters, beginning my sentence with a capital letter, putting spaces between my words, and ending it with proper punctuation.

Unit Overview:

Day 1- A Sentence is a Complete Thought

- **Objective:** Students will be able to identify strings of words as either a sentence or a non-sentence, or for students to state their own sentence.
 - Connecting the idea of writing sentences, to verbally speaking in sentences
 - Students identified the strings of words as sentences, or non-sentences
 - Students observed modeling of teacher writing sentences.

Day 2- Writing Upper Case and Lower Case Letters on Lined Paper

- **Objective:** Students will be able to identify upper case and lower case letters, and students will be able to write upper case and lower case letters on lined paper.
 - Model writing upper case letters on lined paper, then model lower case letters
 - Students practiced writing both upper case and lower case letters

Day 3- Capital Letter to Begin a Sentence

- **Objective:** Students will be able to write an upper case letter in the beginning of their sentence and use lower case letters throughout the rest of their sentence.
 - Use big book and highlighter tape to visually show how sentences always begin with a capital letter
 - Model writing sentences that begin with a capital letter

Day 4 and Day 5- Spaces, Spaces, Spaces

- **Objective:** Students will be able to write an upper case letter in the beginning of their sentence and use lower case letters throughout the rest of their sentence and students will be able to put a space between two words in a sentence while writing.
 - Why we need spaces: A sentence with no spaces, can you read it?
 - Introduce and model writing sentences with spaceman
 - Students practice writing with their own spacemen

Day 6- Punctuation at the End of a Sentence

- **Objective:** Students will be able to accurately state what punctuation goes at the end of a sentence
 - Model writing sentences with different punctuation at the end

Day 7- Capitalize the word “I” and Names

- **Objective:** Students will be able to use upper case letters when writing the pronoun “I” and when writing names.
 - Model writing sentences with the pronoun “I” and names in them
 - Students independently practice writing sentences about families

Day 8 and Day 9- Sentence Review

- **Objective:** Students will be able to state that a sentence begins with a capital letter, the rest of the letters are lower case, spaces are needed between words, and that punctuation is needed at the end of a sentence. Students will be able to find the error in a sentence and fix it, and that students would be able to write a sentence beginning with a capital letter, correct lowercase letter usage, spaces between words, and punctuation at the end of a sentence.
 - Model writing sentences
 - Students find and correct the error in my sentence
 - Students practice writing sentences in their writer notebooks

Day 10- Post Assessment

- **Objective:** Students will be able to write a sentence beginning with a capital letter, correct lowercase letter usage, spaces between words, and punctuation at the end of a sentence.
 - Students will write one sentence as a post assessment

Pre Assessment:

Punctuation	0	1	2	3	Spaces	0	1	2	3
0- No punctuation used					0- No spaces between words				
1- Punctuation used somewhere in sentence	22/27	2/27	0/27	3/27	1-Some spaces between words	10/27	5/27	4/27	8/27
2- Correct placement of punctuation in the sentence	81%	7%	0%	11%	2- Most words have clear spaces between them	37%	19%	15%	30%
3- Correct type of punctuation and placement of punctuation					3- All words have clear spaces between them				

* The majority of students did not use punctuation in the pre-assessment and there was a wide range of attempts at spacing.

Begins with a Capital Letter	0	1	2	3	Letter Usage	0	1	2	3
0- No capital letters used					0- Correct >10% of the time				
1- Correct capital letter form, incorrect line usage	11/27	3/27	0/27	13/27	1- Correct 11% to 59% of the time	5/25	7/27	8/27	7/27
2- Correct line use for a capital letter, incorrect form	41%	11%	0%	48%	2- Correct usage between 60% and 89% of the time	19%	26%	30%	26%
3- Correct capital letter form and correct line usage					3- Correct < 90% of the time				

* Students either tended to capitalize correctly or not at all in their sentences and the letter usage was very divided among scores.

Post Assessment:

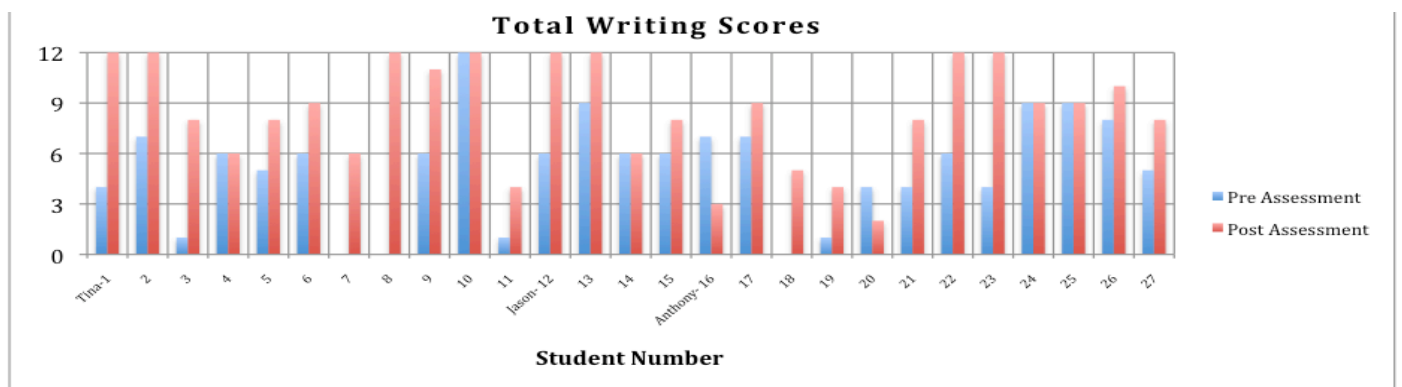
Punctuation	0	1	2	3	Spaces	0	1	2	3
0- No punctuation used					0- No spaces between words				
1- Punctuation used somewhere in sentence	14/27	0/27	0/27	13/27	1-Some spaces between words	4/27	0/27	2/27	21/27
2- Correct placement of punctuation in the sentence	52%	0%	0%	48%	2- Most words have clear spaces between them	15%	0%	7%	78%
3- Correct type of punctuation and placement of punctuation					3- All words have clear spaces between them				

* Students drastically increased in their use of punctuation and spacing while writing sentences.

Begins with a Capital Letter	0	1	2	3	Letter Usage	0	1	2	3
0- No capital letters used					0- Correct >10% of the time				
1- Correct capital letter form, incorrect line usage	6/27	2/27	0/27	19/27	1- Correct 11% to 59% of the time	0/27	2/27	9/27	16/27
2- Correct line use for a capital letter, incorrect form	22%	7%	0%	70%	2- Correct usage between 60% and 89% of the time	0%	7%	33%	59%
3- Correct capital letter form and correct line usage					3- Correct < 90% of the time				

* Students drastically increased in their use of capital letters to begin a sentence and the percent of students who used correct letter usage also increased overall.

Total Writing Scores:



What I Learned:

- Differentiation is a great way to aid students in their learning, but it is also a very hard and time-consuming thing to do.
- Interactive and hands on activities in lessons were the times my students were most engaged in learning.
- Balancing time for teaching the lesson and independent writing was difficult and the writing time varied for all students.
- Keeping all students at varying levels on task while independent writing was very hard because many of my low students would not write with out one-on-one attention.
- Using props and tools (spaceman) was an exciting way for students to think about spaces and they loved using the new tool exciting new tool.
- Next time I would focus less on modeling, more on interactive lessons, and plan for small group independent writing.