
FOUNDATIONAL LESSONS

WRITING BLOCK

- 10 daily, detailed lessons
- Daily Slides for each lesson



INTRODUCTION:

- After I teach my students their procedural lessons (what will our writing block look like? What are our responsibilities? Etc.), I like to dive into these foundational lessons to get us started for the year.
- These types of lessons will go over some of the basics of illustrations, sentence writing, punctuation, and more. These lessons get us started and we continue to go over them and add to them throughout the year through genre-based lessons.
- Some of these lessons will have been shown in the procedural lessons and will be a re-reteach lesson. This is a good time to review these foundational skills (spelling and labeling for example).

The core lessons included in this unit are:

1. I can use shapes to make illustrations
2. I can use shapes to make backgrounds
3. I can add labels to my illustrations
4. I can use sounds to spell words
5. I can identify the parts of a complete sentence
6. I can write complete sentences with a period
7. I can write complete sentences with a question mark
8. I can write complete sentences with an exclamation point
9. I can write superstar sentences
10. I can write more than one sentence about something I know



SLIDES:

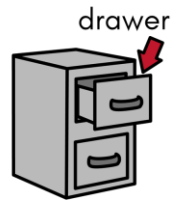
- For each day's lessons, I made slides that walk through each lesson. These include timers (that you can replace with whatever time works for you) and give prompts for the teacher and students.

LESSON 3



Let's learn to
WRITE

I can add labels to
my pictures to give
more information.



LESSON 5

My Turn:

Tim is going to school.

The dog barked.

Frank and I jump into the pool.



Model reading each sentence aloud asking yourself who or what is this sentence talking about and highlight the subject. Then determine the predicate or telling part of the sentence and highlight it a different color. I also ask students to help me find the capital letter and punctuation.

My Turn:

I can write a question about this picture.



Model thinking aloud as you brainstorm a few different questions you may ask about the picture. Use oral language first and try a few different question words to show different types of questions you might write. As you write the sentence point out the question mark at the end.

LESSON 6

There are different types of punctuation we see at the end of sentences. The most common one we see is a period which looks like a little dot at the end.

A girl went for a walk.
The plate was filled with grapes.



We use this type of punctuation at the end of a sentence that is telling the reader something.

Read the sentences aloud, pointing out the naming part and telling part. Discuss how these sentences are giving information and telling the reader something, so they end with a period. If you would like to add hand symbols have students use their closed fist to point out every time they find a period at the end of a sentence.

SHAPES TO MAKE ILLUSTRATIONS

PREVIEW:

- Today, students will be introduced to creating illustrations from basic shapes.

MINI LESSON:

We can use shapes to make illustrations.

Have students join you on the rug and introduce the objective for the day. Let them know that we will learn some strategies to help us create our own illustrations with drawing. Have student identify many different shapes that they'll be familiar with (slide 3 has examples). Students will come up to the board, name the shapes they know and trace them.

Have students take a look at different lines as well. They can draw straight lines, curved lines, and zig-zag lines. If you aren't using the slides to guide this, you can have students bring their whiteboards and markers to the rug so they can draw the different types of lines on their own.

Display a few images (either photos or clipart) of people, animals, and things that they see every day. Have students identify the different shapes and types of lines in the images. They may notice straight lines to create a tree trunk or a circle to make a sun.

Model drawing your own person, animal, or thing using some of the shapes we learned about. As you model, think aloud and identify the shapes you're using.

Let students know that they will now be creating their own illustrations using shapes. Before they go back to their seats, have them turn to a partner what they will draw. Will they try to draw a person, an animal, or something they see around us?

INDEPENDENT WORKING:

Pass out the [illustration sheet](#) to students and they will spend their time drawing different illustrations using the shapes we've learned. As you walk around (or pull a small group back), remind students that we are not professional artists. It's okay if our picture doesn't look exactly the way we want it to. We are just trying our best!

CLOSING:

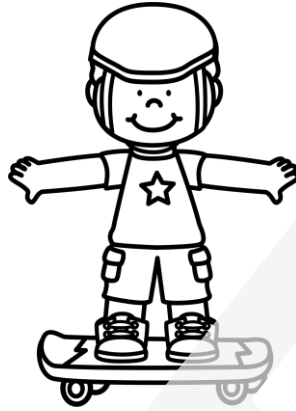
Students will share with a partner what they drew and what shapes they used. You can also see if any students want to come up to the front and share their work with the class.

WRITING COMPLETE SENTENCES



Name: _____

Write a complete sentence about each of the pictures.



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



naming part



telling part



capital letter



period