

Rationale:

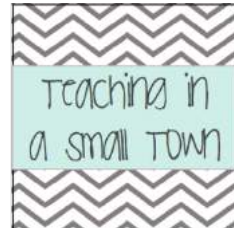
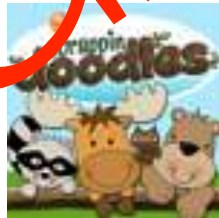
Asking students to notice what works well in a sentence, rather than to identify errors, helps students learn good grammar and mechanics. When we practice finding mistakes, we only focus on mistakes. When we practice finding what is good, we are focusing on what works well in sentences. Since we want our students to write sentences full of strong grammar, mechanics, word choice, figurative language, etc., we will look at good quality sentences that model these traits.

After all, we don't teach math by showing students how to find the wrong answers, or all the ways they could solve problems incorrectly. We teach math by showing students many different ways to find the right answer. Likewise, we rarely chose a poorly written book as a read-aloud. And we certainly would not pick a lousy piece of work and use it for mentor text in writing. We choose well-written work that models good writing. Let's do the same through interactive edit by choosing well-written sentences that give students the opportunity to notice what makes a great sentence!

Included in this resource are:

- A general lesson plan to follow when teaching an interactive edit each day.
- A completed interactive edit with rationale and extended teaching ideas.
- 20 original January-themed sentences on printable half sheets for student work.

****Thank you so much to these amazing clip artists, whose work is found throughout this resource!!



http://www.etsy.com/shop/kpmdoodles?ref=shop_sugg

Copyright © 2013 Jen Bengel

All rights reserved by author.

Permission to copy for single classroom use only.

Electronic distribution limited to single classroom use only.

Not for public display.

The Interactive Lesson Format:

Whole group lesson:

- Copy each sentence on the top of chart paper and ask students, "What do you notice that works well in this sentence?"
- Pass out the printable student sheet that matches each sentence so that students can follow along and complete the work independently during the lesson.
- To get all students more involved, you may have them turn-and-talk about sentences with a partner.
- You can then ask for ideas from the whole group.
- Write down all the ideas they have underneath the sentence on your piece of chart paper
- Have students copy the list of noticings onto their printable sheet.
- You might highlight or circle certain words, phrases, or punctuation students point out.
- Many of these lessons are based on what students notice during your class lesson. You can guide them through thinking if the class seems stuck.
- You will be constantly assessing based on what students notice, but more importantly, on what they do not notice.
- This is a great assessment tool because you will be able to notice what students see in sentences.
 - For example, through their responses students will tell you whether they understood the use of commas and their effectiveness in sentences.
- These short discussions can tie nicely into the systematic grammar and mechanics lessons you have been teaching. Students will be able to show-off what they know and remember from the rules of language you have been teaching all year.

Independent Work:

- After you have modeled how to notice good grammar and mechanics, ask students to complete the sentence printables independently.
- They can complete these for morning work, during centers, partner work, etc.

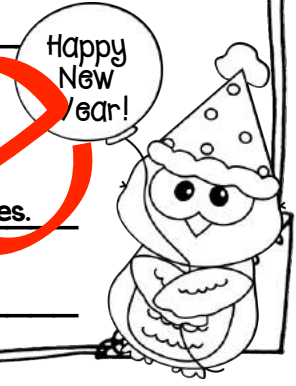
I told my mom that my New Year's resolution is to eat at least one piece of candy every single day; she didn't like that idea!

What I Notice About this Sentence:

Sample responses: your class and individuals may notice other things as well!

- * New Year's is capitalized _____
- * there is an apostrophe in Year's _____
- * there is a semicolon after day _____
- * didn't is a contraction...did not _____
- * exclamation mark at the end _____
- * resolution is not capitalized but New Year's is _____
- * That's a really weird resolution and it makes sense his mom didn't like it _____

- * 6 of the words in this sentence only have two letters _____
- * The biggest word in this sentence is resolution. It has 4 syllables. _____
- * The smallest word in this sentence has only one letter! _____



Sample

Notice how every response can be different? And, each response can lead to some amazing teaching!

For example, the response about how there are 2 two letter words in the sentence can lead to conversation about how short words really help support the main idea of a sentence. You could start a class list of common two letter words found in sentences. This could be an interactive list that students could add to as they found more words during independent reading that had two letters. You could ask them to make a list of two letter words independently as well. It would be perfect for a center! The ideas are limitless!

Here are just some ideas to expand each noticing:

- Make lists of word patterns (for example, other words that begin with silent k)
- Search for the same noticing in reading
- Search for the same noticing in writing
- Use as the starting point of a language lesson in guided reading or whole group.
- Try out an approach in writing workshop
- Compare noticings with a partner, small group, whole class. Discuss each other's ideas during a mini lesson, centers, partner work, guided reading, literature circles, etc.

It takes me 10 minutes to get ready for recess because I have to put on my gloves, hat, scarf, boots, snowpants, and jacket.

What I Notice About this Sentence:

* *

* *



* * * * *

Sample

Sometimes, when I stay outside too long, my cheeks turn redder than a ripe tomato.

What I Notice About this Sentence:

* _____

* * * * *

* * * * *

* * * * *


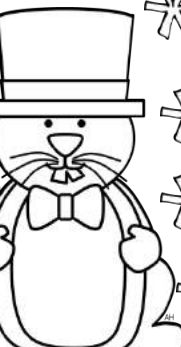
* * * * *



The very first Groundhog Day was celebrated on February 2, 1886 in Punxsutawney, Pennsylvania.

What I Notice About this Sentence:



* * * * *



Every year my mom waits, wishes, and wonders if the groundhog will see his shadow.

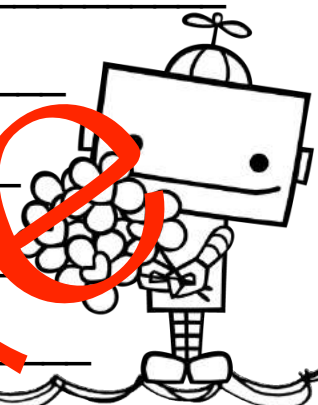
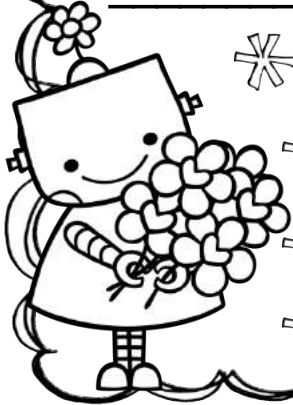
What I Notice About this Sentence:

* * * * *



"I think Valentine's Day is the grossest day of the year because who would ever want to kiss a girl?" screeched my little brother.

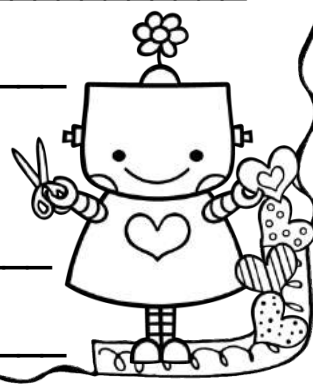
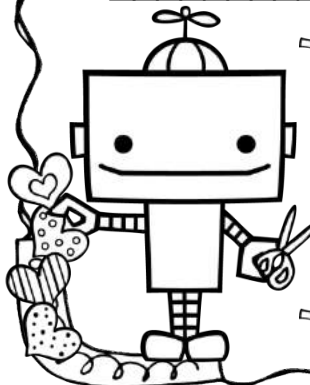
What I Notice About this Sentence:



Sample

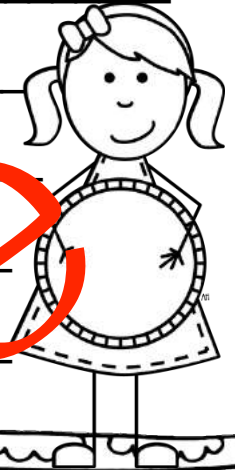
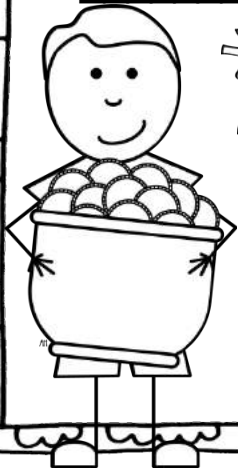
Roses are red, violets are blue--
I'm beyond blessed to have met you.

What I Notice About this Sentence:



I really, really, *really*, want to find a pot of gold so that I can buy myself a plane ticket to Disney World.

What I Notice About this Sentence:



Sample

I gave my mom a Saint Patrick's Day card that said, "I'm as lucky as a leprechaun that you are my mom...Happy St. Patrick's Day."

What I Notice About this Sentence:



My teacher says that April Fool's Day is the only day all year we can tell a lie and get away with it!



What I Notice About this Sentence:

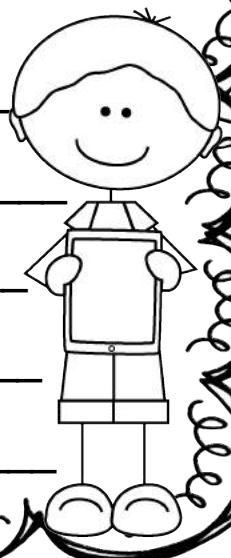
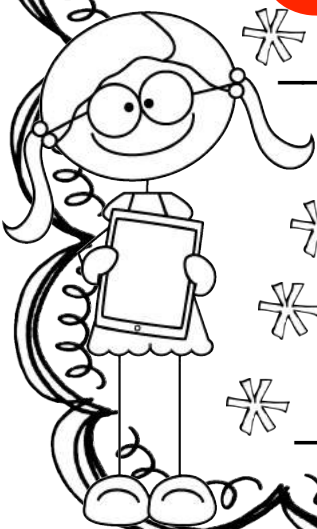
* * * * *



It's hard to believe that the very first iPad was sold in the United States on April 3, 2010...that's just a few years ago!

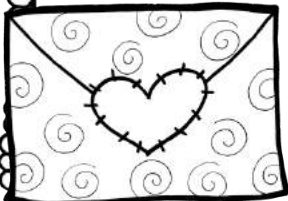
What I Notice About this Sentence:

* * * * *



My mom *loves* homemade presents for Mother's Day; she keeps them on display on an overflowing bookshelf in the living room.

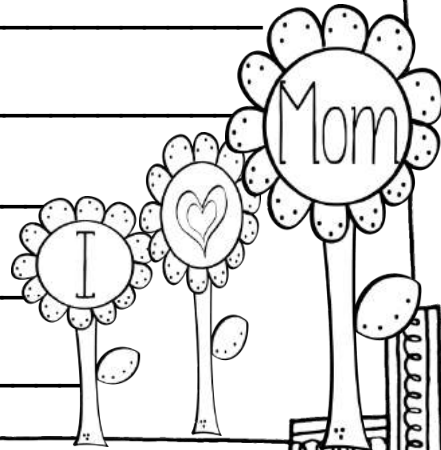
What I Notice About this Sentence:



Sample

We made our mom coupons for Mother's Day that said things like: 'free spa day,' 'quiet time pass,' and 'one night off.'

What I Notice About this Sentence:

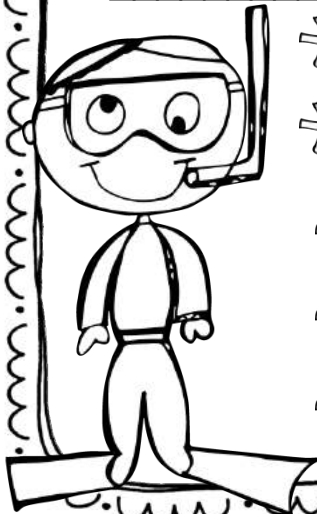


Going snorkeling in the neighbor's pool isn't the same as snorkeling in the Great Barrier Reef in Australia, but it's still fun.

What I Notice About this Sentence:

* _____ *

* _____ *



* _____

* _____

* _____

* _____

* _____



Joe's dream summer vacation is a trip to Maui, Hawaii to surf on the big, bad, bodacious 10 ft. waves.

What I Notice About this Sentence:

* _____

* _____

* _____

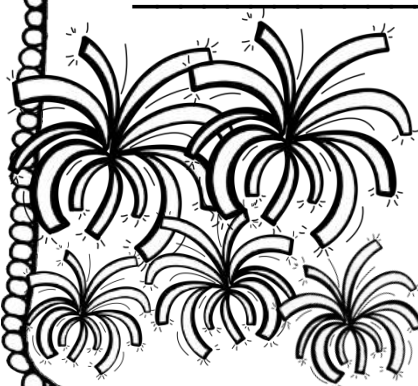
* _____

* _____

A decorative border with a scalloped edge. On the left is a smiling sun with rays. On the right is a girl holding a large fish. The word 'Sample' is written in large red letters across the center.

Bang...crack...pop...boom, the firework finale made the sky explode louder than a 3-year-old having a temper tantrum.

What I Notice About this Sentence:



Sample

My favorite part of the month of July is writing my name over and over again in the air with sparklers.

What I Notice About this Sentence:

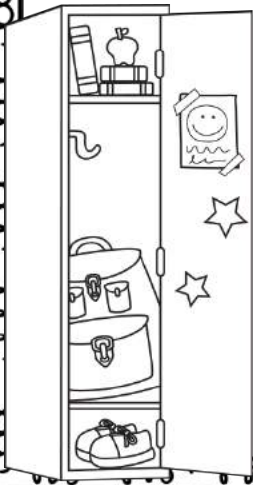


You should've seen all the 6th graders trying to open their new lockers on their first day of middle school, I felt bad for them!
What I Notice About this Sentence:



Jill's first priority, just like all her friends, was to glamorize, organize, and personalize her very own locker.

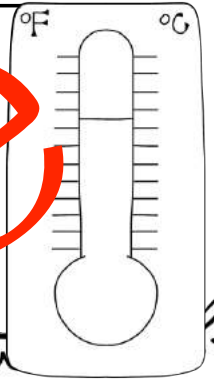
What I Notice About this Sentence:



"Brrrrr...." mom said as she opened the front door,
"you better wear a jacket to school this morning
because it's freezing out there!"



What I Notice About this Sentence:



Sample

Grandparents Day at school is so much fun because my
Grandma Gertie and Grandpa Jim spend the entire morning
at school with me.

What I Notice About this Sentence:



The average cost of a Halloween costume is \$28.65; how much does your costume cost?

What I Notice About this Sentence:



Sample

Princess, Batman, and Spider-Man are the three most popular Halloween costumes for kids.

What I Notice About this Sentence:



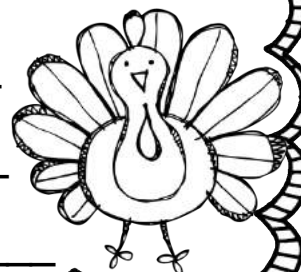
The very first Thanksgiving Dinner was in 1621, with the Pilgrims and Wampanoag Natives celebrating the harvest.

What I Notice About this Sentence:



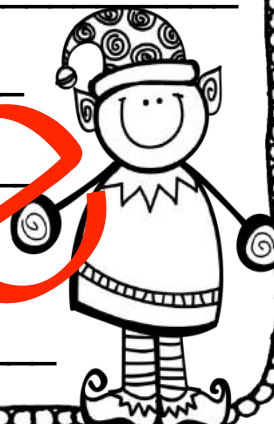
The first Thanksgiving celebration lasted three days and included cranberries, shellfish, roasted meat, and deer.

What I Notice About this Sentence:



Edy the Elf comes to our house every year in December to make sure we are behaving before Santa arrives!

What I Notice About this Sentence:



Sample

If my brother/sister, or I are naughty during the day, Edy will do something very bad while we are sleeping.

What I Notice About this Sentence:

