

Lesson Title: Charting your Sentences

Problem: Run-ons, weak sentence structure, fragments

Description of Lesson:

Students will fold a clean sheet of paper length-wise once, and then fold it again to create four columns. Then students will label the four columns as follows:

Sentence #	# of Words	1 st Four Words	Verbs

Students will be analyzing the first ten sentences of their compositions. In the first column simply number 1 – 10. In the second column, students will record the number of words in each sentence. In the third column, the students will record the first four words of each sentence, and in the fourth column, the verb from each sentence will be recorded. By completing this chart, students will be able to identify run-ons, determine repetitive sentence beginnings, and discover repeated words.

Lesson Title: Show; Don't Tell

Problem: Paper is a list of facts, writer does not paint a picture, underdeveloped ideas

Description of Lesson:

Students read their papers, and at the end of each sentence, they place a "T" or an "S" to identify whether the sentence is a telling sentence (T), a showing sentence (S), or both.

- Showing sentences appeal to the senses by allowing the reader to get a mental picture while reading.
- Telling sentences simply make a statement and serve to provide a storyline.

In an ideal world, there will be a balance between the two. Obviously, if the paper is mostly T's, then the student will need to revise to add some showing sentences.