

THE LEARNER'S TOOLKIT SERIES

The Writer's Toolkit

Year 1

Explicit, Skills-Based Writing Instruction for Early Elementary Learners

From First Sentences to Original Stories

SEA Publishing



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ISBN: 978-1-947473-22-5

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THE LEARNER’S TOOLKIT SERIES

The Learner’s Toolkit is a series of evidence-based curricula built on principles of explicit, scaffolded instruction. Each toolkit provides systematic teaching that respects both child development and parent/teacher capabilities.

Published by SEA Publishing

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The Stargazer’s Notebook

Blair Lee, M.S., is the founder of SEA Publishing. She holds a master’s degree in science and is the author of 18 books, including the *REAL Science Odyssey* series. Blair holds certificates in the Hochman Method from The Writing Revolution Organization and developed *The Writer’s Toolkit* to bring this research-backed approach to parent-led instruction. *The Writer’s Toolkit* is part of *The Learner’s Toolkit series*, which includes *The Critical Thinker’s Toolkit* and reflects Blair’s commitment to explicit, systematic teaching that respects both how children learn and how parents teach.

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A Note from the Author

I believe that if your child uses a skills-based, sequential writing course like this one, they will learn to write. I have immersed myself in the research on writing instruction, and that is what it indicates. When children receive explicit instruction in the structure of language, when they learn how sentences work and how to build them deliberately, they learn to write clearly and well, and they are confident about it.

The research also indicates that earlier is better than waiting.

You might be wondering how a skills-based approach can lead to the kind of creative, beautiful writing that we, as adults, love to read. I would encourage you to look at writers who are known for exactly that kind of writing: Maya Angelou, Toni Morrison, Ta-Nehisi Coates, Louise Erdrich, Arundhati Roy, Joan Didion, Annie Dillard, George Saunders, Shakespeare. Read some poetry: E. E. Cummings (my favorite poet growing up), Amanda Gorman, Ross Gay, Billy Collins. (The list could go on. I keep thinking of other authors to add!) What you will find, across every one of them, is that they are incredibly skilled. They understand how language works at a structural level, and because they understand it, they can do remarkable things with it. A painter who understands technique, who has studied color and composition and form, is more likely to create a masterpiece than one who has not. Writing works the same way. Skill is not the opposite of creativity. Skill is what makes creativity possible.

One area I researched carefully was the connection between skills-based writing instruction and the transition from learning to read to reading to learn. Every study I found that looked at this question came to the same conclusion: children who receive explicit writing instruction have an easier time making that transition. When your child learns to build a clear sentence, expand it with a conjunction, plan a paragraph with a simple outline, they are not only learning to write. They are building the comprehension skills they will need when reading gets harder and the texts get longer.

That is what this course is designed to do. It starts with sentences and stays there until your learner is ready for more. It is fully scripted so you do not have to figure out what to teach or how to teach it. And it is built on the Hochman Method, which is one of the most well-researched approaches to writing instruction available.

Thank you for trusting this course with your learner's writing development. I am glad you are here.

Blair Lee

Author, *The Writer's Toolkit Year 1*

An early elementary writing course based on the Hochman Method

How to Use This Course

The Writer's Toolkit: Year 1

What This Course Is

The Writer's Toolkit Year 1 is a year-long, fully scripted writing course for early-elementary learners, aligned with the Hochman Method (*The Writing Revolution*). Across 32 lessons in seven units, your learner moves from single sentences to paragraphs to short, multi-paragraph illustrated stories. Each lesson has four instructional days plus a fifth Book Nook Day built around a picture book.

By the end of the year, your learner will plan and write short, multi-sentence illustrated stories with clear sequence, precise vocabulary, and purposeful structure.

This is not a handwriting workbook or a collection of creative-writing prompts. It is a thinking-and-writing course designed for home and microschool settings. You do not need prior training in the Hochman Method; the scripts walk you through each step.

Who This Course Is For

The Writer's Toolkit Year 1 is for early-elementary learners (roughly ages 5½ to 8) who can speak in simple sentences but are not yet fluent writers. Your learner may or may not be reading independently and may struggle to get even one sentence on paper without help.

If your learner is older but has never had explicit writing instruction, this approach is still appropriate and often exactly the foundation they need.

Before You Begin

When to start. Any time your learner can reliably speak in simple sentences.

How many days per week. Aim for four to five. If you only manage three, pick up where you left off rather than skipping ahead.

Routine. Choose a regular time and place. Have the whiteboard ready. Think of this as a 20-minute habit, not a big production.

Read ahead. Skim each day's script before teaching so you can focus on your learner, not the page.

The Whiteboard

The whiteboard is the primary instructional tool for the entire year. It is not a convenience. It is where the teaching happens.

When you write your learner's words on the board, they see their spoken ideas turn into print in real time. You model capitalization, punctuation, spacing, and left-to-right direction without asking your learner to juggle generating ideas and forming letters at the same time. And because you can erase, rearrange, and try alternatives easily, revision becomes visible and low-stakes.

Tip: Repeat your learner's sentence aloud while you write it so they hear their own language matching the words on the board.

Teacher as Scribe: The Core Design

In this course, the adult does the writing. You act as the scribe for all written work: you write on the whiteboard, and your learner composes aloud. This is the standard design for all 32 lessons, for every learner, including strong readers and older students using the course as a reset.

Why? Young writers have to manage two hard jobs at once: getting words and ideas right (text generation), and getting letters and spelling right (transcription). Berninger’s *Simple View of Writing* (2002) established that for beginning writers, transcription is so effortful it consumes nearly all available working memory, leaving little capacity for composition. By taking over the pen, you free your learner’s working memory so they can concentrate on building complete, clear sentences and choosing better words.

Over time, your learner will carry these skills into independent writing in journals, science notebooks, and later writing courses. This course’s job is to build the mental blueprint first.

Why a Student Workbook When the Adult Does the Writing?

1. Seeing writing in a different format. Worksheets show printed layouts your learner does not encounter on the whiteboard: structured lines, varied typography, visual prompts. This builds comfort with how writing looks on a page.
2. Targeted practice with manageable motor demands. Circling, underlining, sorting, drawing lines, and matching let your learner practice important decisions (sentence vs. fragment, because vs. but) without having to produce words by hand.
3. The answer keys are in the lesson scripts in this teaching guide.

For most pages, you will read the instructions aloud, think aloud about the choices, and have your learner point, circle, or tell you the answer before they mark it. You write on the lines; your learner does the thinking.

Fidelity to the Hochman Method

This course is aligned with the Hochman Method as described in *The Writing Revolution* (Hochman, J. C., & Wexler, N., with Maloney, K. 2024 and Hochman & Wexler, 2017). The method’s core principles: explicit, bite-sized skills instruction; grammar woven into real sentences rather than taught in isolation; writing linked to reading; and many opportunities to plan and revise.

- Sentences come first. Your learner spends the first three units working only at the sentence level before writing a paragraph. Once sentences are sturdy, paragraphs are easier because your learner can focus on organization instead of still wrestling with basic construction.
- Grammar is taught in context. Your learner learns what because does by using it in sentences, not by memorizing a definition on a worksheet. Punctuation and capitalization are taught the same way, as part of building and checking real sentences, not as isolated rules.
- Planning comes before drafting. The Single Paragraph Outline (SPO) is introduced through extensive modeling before your learner ever uses one independently.
- Revision is a thinking skill. Your learner learns to replace vague words, add missing details, and check for fragments as deliberate, sequential steps.

The scripts are carefully sequenced. Each skill builds on the one before it, and skills return in increasingly complex contexts throughout the year. If a lesson feels too easy, trust the progression. If it feels hard, slow down rather than skip ahead. Mark a lesson as “slow-down,” repeat it with new content, or split the day in half.

How a Lesson Works

Each instructional day (Days 1–4) follows a consistent structure:

- **Review** (1–5 minutes): A quick warm-up with familiar skills from earlier lessons. This is metacognitive practice. It keeps previously learned material active.
- **I Do** (educator models): You talk through the skill and write on the whiteboard while your learner watches. You are doing the thinking out loud so your learner can see how a writer approaches the task.

- **We Do** (guided practice): You and your learner co-create sentences together. This is the heart of the lesson. You provide as much support as needed and gradually hand more of the thinking to your learner.
- **You Do** (independent practice with support): Your learner takes the lead while you stay nearby. It is normal if You Do is very short at first (even one sentence) and grows over time.

This I Do / We Do / You Do structure is the *Gradual Release of Responsibility model* (Pearson & Gallagher, 1983). First you show how, then you do it together, then they try with your support nearby.

- **Learner-Generated Sentence Prompt:** One step beyond You Do. Your learner comes up with their own sentence using the day's skill. You still scribe. This is where you see what your learner can do with minimal support.
- **Sentence-Building Rule Check:** You and your learner recite the writing rules together: the rules for correctly writing a sentence that have been taught so far (capital letter at the start, correct end mark, and any new conventions as they are introduced). Saying the rules aloud every day builds them into long-term memory.

About the Scripts

Every lesson is fully scripted. The scripts use two main instructional prompts:

- **Say:** tells you what to teach: the language to use when introducing a concept, giving directions, or modeling a skill.
- **Ask:** tells you what to ask your learner. These questions are carefully sequenced; they are where much of the learning happens. Do not skip them to save time.
- **Write:** tells you what to write on the whiteboard: a model sentence, a question-word label, or your learner's dictated response.
- **Check** the writing rules: tells you and your learner to review the sentence on the board against the writing rules learned so far: punctuation and capitalization, with new conventions added as they are introduced.
- The arrow (→) shows a possible response: what your learner could say. It shows one likely answer, not the only right answer. If your learner gives a different but correct response, write their sentence. They are included so that you have an idea what a possible

You do not have to read the scripts word for word, but cover the concepts in order, ask the questions as written, and follow the sequence. Each step sets up the next.

A note on formatting: this course uses italics where you might expect quotation marks. Words being discussed as words (*because, but, so*) and example sentences being referenced as pieces of writing (*The dog ran to the park.*) appear in italics rather than in quotation marks. This means you will see more italics than you are used to in a teaching guide, and they may stand out at first. The reason is practical: in a fully scripted course, nearly every line tells you what to say, ask, or write. Adding quotation marks on top of that creates visual clutter that makes the scripts harder to read and slower to teach from. Italics keep the page clean so you can focus on the instruction, not the punctuation. After a few lessons, the convention will feel natural.

Feedback in This Course

In this course, feedback is narrow, specific, and encouraging on purpose. When you respond to your learner's writing, choose one or two skills at a time to notice and correct (for example, *Is it a complete sentence?* and *Did we start with a capital?*), rather than trying to fix everything at once. This makes it possible for your learner to understand and act on your feedback instead of feeling overwhelmed.

Start by naming what your learner did well, then give a small, concrete next step. "You used *because* to tell why, and that makes your sentence clearer. Let's check if we remembered the period at the end." Keep your comments about the work, not about your learner as a writer (*This sentence tells exactly*

what happened rather than You are good at writing). With young learners, even corrections should sound like invitations to improve: *Example*: Let's fix this together so your sentence is complete.

During the Sentence-Building Rule Check, you can think of yourself as a coach. You are helping your learner apply a short checklist of taught skills, not hunting for every possible error. Over time, as your learner internalizes those rules, you will give fewer reminders and more praise for independent self-correction.

Differentiation

The Hochman Method differentiates by adjusting the level of support, not by changing the content. Every learner works on the same skills; the scaffolding varies.

FOR LEARNERS NOT YET WRITING LETTERS

You handle 100% of the writing on the board. On worksheets, your learner may only circle, draw lines, or point. Handwriting can be addressed in a separate, short block. This course protects composition time.

FOR LEARNERS WHO NEED MORE TIME

Slow down if your learner cannot generate a sentence without you feeding almost every word, or if they consistently forget the writing rules without prompts. Repeat the lesson with new content. If your learner has language or learning differences, the same structure applies. Stay longer in We Do and keep sessions shorter. There is no rule that says you must move to independent practice the same day. Repeat We Do with different examples before moving on. Book Nook Days provide natural re-entry points for practicing skills in a low-pressure context. If your learner is not ready for a skill, it will return; the course is recursive and cumulative by design. If attention is limited, it is fine to break a session into two 10-minute blocks.

FOR LEARNERS WHO NEED LESS TIME

Move through guided practice faster and give more independence during You Do. The Learner-Generated Sentence Prompt scales naturally. A learner who has mastered the day's skill will produce longer, more complex sentences. Encourage combining multiple conjunctions or question words in a single sentence.

A NOTE ABOUT INDEPENDENT WRITING

This course assumes the adult will scribe all year. Some learners, especially older students or those with strong fine-motor skills, will want to pick up the pen. If that happens, you can offer small extensions: a few answers on worksheet lines, copying a sentence from the board, or adding labels to drawings. These are optional extras. The Writing Revolution organization recommends that, during writing instruction, adults typically do the writing so learners can focus on sentence construction and word choice rather than letter formation. In this course, any independent handwriting that happens should be brief and should never lower the sophistication of the sentences your learner can compose aloud.

When your learner does the writing, pay close attention: the sentences on the page should be just as sophisticated as the sentences they can articulate when you scribe. The power of this course lies in connecting the thinking—choosing words and structuring ideas—to seeing those sentences appear in print. Just because a learner can form the letters does not mean that the act of writing is not still disrupting that connection.

Book Nook Days (Day 5)

Most lessons end with a picture book day built around three activities, each doing specific work.

Reading the book aloud builds vocabulary, background knowledge, and exposure to the kinds of complex sentence structures that appear in written language but rarely in everyday conversation. Discussing the book develops the habit of thinking actively about a text (what happened, why it happened, what

it means) rather than just listening to it. Story Sentences are where your learner applies the week's writing skill to the book. When your learner completes a because sentence or a First / Then / Next / Finally sequence about a story they just heard, they are organizing their understanding into a structure that requires them to identify a relationship and commit to it. This is sentence-level writing about text, and research shows it is one of the most effective tools for deepening reading comprehension in young children (Graham & Hebert, 2011).

Book Nook Days also build the foundation your learner will need when reading shifts from something they are learning to do to something they use to learn. The vocabulary, syntactic fluency, and reasoning skills practiced here are the same ones that support comprehension of increasingly complex text in later grades.

About the Art and Hands-On Activities

This course includes drawing, coloring, cutting, gluing, and other hands-on activities throughout. These activities serve the writing instruction. They give your learner something concrete to observe, describe, or respond to in their sentences and paragraphs. The writing is always the point.

If your learner is not interested in art, keep the activity brief and move to the writing. A quick sketch or a few minutes of coloring is enough to generate the content the lesson needs. You do not need to extend an art activity to fill time or push for a polished result.

For learners with fine motor delays, you can assist with the physical work (cutting, gluing, drawing details) while your learner directs what to make and where to place things. Thicker markers or crayons are easier to grip than colored pencils. The lesson goals do not depend on the quality of the artwork. They depend on the thinking and writing that comes from it.

How This Course Connects to Reading

Writing and reading are not separate skills that happen to share an alphabet. They draw on the same underlying knowledge (vocabulary, syntax, text structure, background knowledge) and strengthening one strengthens the other.

Graham and Hebert's meta-analysis (2011) found that having students write about texts they read reliably improved reading comprehension, and that explicit writing instruction itself produced measurable gains in reading ability. That finding is baked into this course: every time your learner composes a sentence about a picture book, expands a sentence with a conjunction, or plans a paragraph using a Single Paragraph Outline, they are building comprehension skills at the same time.

The sentence and paragraph skills your learner builds in Year 1 also prepare for what reading researchers call the shift from "learning to read" to "reading to learn." The ability to organize, sequence, and articulate ideas in writing is the same ability that lets a reader extract meaning from increasingly complex text.

In practical terms, question-word expansion and SPO planning carry over to science narration, history retelling, and any subject where your learner needs to organize thoughts into words. This is not an extra. It is core instruction that strengthens everything else.

What You Need

- A whiteboard and dry-erase markers in at least two colors (the primary writing surface for the whole year; your scripts use color-coding)
- Picture books (listed by lesson in the Teaching Guide)
- The Student Workbook
- A pencil for circling and marking on worksheets
- A binder or folder to store completed pages so your learner can see growth over time

A recommended book list and a glossary of key terms are included in the back of this book.

Time and Pacing

Days 1–4 take approximately 20 minutes each. Book Nook Days run 30–45 minutes, including the read-aloud. If a day runs long, split it across two sittings.

If your learner needs more time on a skill, take it. You can repeat a day, spend extra time on the Review warm-up, or add a day of practice before moving on. This course works best when your learner is solid on each skill before building the next one on top of it. Finishing on schedule is not the goal.

If you need to pause for life events, you can re-enter with a Review warm-up or a Book Nook Day to reconnect before picking up where you left off.

Common Concerns and Questions

Is it a problem if my learner is still dictating by spring? No. The course is designed for adult scribing all year. Dictating is the course working as intended.

What if my child's spelling is far below their spoken language? Normal. Spelling lags composition in beginning writers. This course separates the two on purpose.

What if my learner hates writing? This course starts with talking and pointing. Your learner composes orally while you write.

We missed a week. Are we behind? Pick up where you left off. The course is designed for real life.

How to Tell It Is Working

A mid-year check. You are looking for:

- Your learner's spoken sentences are getting longer and more precise.
- Your learner can explain why they chose because instead of but.
- Your learner needs less prompting to start a sentence.
- Your learner uses sequence words (First, Then, Next, Finally) when talking about books and experiences.
- Your learner catches fragments without being prompted.
- Your learner can recite the writing rules from memory.

These gains may not look like pages of writing yet, but they reflect the underlying skill growth the Hochman Method targets.

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Creating a Writing Portfolio

Throughout this year, your learner will grow from composing single sentences to planning and writing short, multi-paragraph illustrated stories. A writing portfolio captures that growth in a way that is concrete and visible.

WHAT YOU WILL NEED

A folder, large envelope, or three-ring binder. Label it with your learner's name and the year. You will also need a pen for dating each sample.

WHEN TO SAVE SAMPLES

Save at least one sample at the end of each unit. You can save more if you see different skills worth capturing. There is no wrong number of samples per unit. The goal is to document your learner's growth over the year, and more data points make that growth easier to see.

Samples can come from any lesson in the unit, not just the final one. If your learner produces something in Lesson 3 of a unit that clearly shows a skill clicking into place, save it.

WHAT COUNTS AS A SAMPLE

Since most of the work in this course happens on the whiteboard, a photo of the board counts as a portfolio sample. Look for work from the We Do or, even better, the You Do portion of the lesson. What you are capturing is your learner's thinking: their sentence construction, their word choices, their ability to apply a skill. This is not a handwriting course, so it does not matter whether the sample is in your learner's handwriting or yours. A photo of a whiteboard sentence your learner composed and you scribed is a perfectly authentic record of their writing ability.

For the Unit 7 stories (Lessons 29, 30, and 31), save all three completed final drafts with illustrations. These go through the full writing process: plan, write, revise, edit.

HOW TO CHOOSE

Choose work that shows what your learner can do with the skills they have learned. Look for moments where your learner applied a skill with minimal support from you, rather than work that required heavy scaffolding. The sample does not need to be perfect. It should be representative of your learner's current ability.

PREPARING EACH SAMPLE

Date each sample clearly in the corner. If you like, add a brief note describing the skill demonstrated (for example, "First paragraph with topic sentence"). Store it in the portfolio right away so nothing gets lost.

THE BOUND STORYBOOK

In Lesson 32, your learner will bind their three Unit 7 stories into a book. This bound storybook belongs in the portfolio. It is the culmination of the year's work and the clearest evidence of how far your learner has come.

UNIT 1

Building Blocks of Sentences

This unit builds from the ground up. Your learner starts by identifying nouns and verbs through games and physical activities, then combines them to write their first sentences. From there, skills build one at a time: capital letters, end punctuation, sentence types, proper nouns. Your learner also learns to distinguish between statements and questions.

Midway through the unit, your learner starts expanding sentences with question words: *where*, *when*, and *why*. Each expansion follows a structured routine: write a short sentence, ask a question word about it, answer in a fragment, then fold that detail back into the sentence. This routine is the foundation for the planning tools your learner will use later in the course. The question words are not just adding length to sentences. Each one teaches your learner to think about a specific kind of information. Later, when your learner plans paragraphs and stories, they will draw on this same thinking: what information should be included?

Toward the end of the unit, your learner is introduced to the conjunctions *because* and *but* and begins using them to connect ideas within sentences. *Because* gives a reason. *But* signals a change in direction. These are thinking tools as much as writing tools.

Over the next six lessons, your learner will:

- Identify and use nouns and verbs.
- Write sentences with proper capitalization and punctuation.
- Expand simple sentences by adding details about where and when.
- Distinguish between statements (sentences that give information) and questions (sentences that ask for information).
- Understand the difference between common nouns (ex. dog) and proper nouns (ex. Spot.)

DIFFERENTIATION

If your learner already has the vocabulary of *noun* and *verb* move through the early identification days as a quick review and spend your energy on the sentence-building work that begins on Lesson 1, Day 5.

For younger or less experienced learners, the multimodal design gives you natural scaffolds. The noun categories (person, place, thing, animal) can be introduced one or two at a time. The physical routines let learners show understanding before they can articulate it in words. If your learner needs more time on nouns and verbs, take it. The sentence work will be stronger for it.

For older or more advanced learners who are using this course to build skills they missed, the sentence expansion and conjunction work in Lessons 2–6 is where the real challenge lives. Constructing expanded sentences with multiple question words or using *because* and *but* to connect ideas requires genuine thought.

Portfolio Reminder: At the end of this unit, Lesson 6, you will save one work sample in your learner's writing portfolio. Review the section titled *Creating a Writing Portfolio* in the Introduction if you have not already set up your portfolio system.

Basic Conjunctions: Because and But

LESSON 5: OBJECTIVE

Learn to use *because* to give reasons and *but* to show contrast, then practice choosing between them. The core teaching move is the parallel structure: the same sentence completed with *because* and then with *but*, showing that one starting idea can go in two different directions.

MATERIALS

- Whiteboard and Markers
- 4 stuffed animals or toys
- Apple for modeling on Day 3
- *Don't Let the Pigeon Drive the Bus!* by Mo Willems

WRITING RULES IN THIS LESSON

Previously learned: Sentences start with a capital letter. Statements end with a period. Questions end with a question mark. Proper nouns start with a capital letter. Commas after *when* phrases at the start of a sentence. Question words: *who*, *what*, *when*, *where*, *why*.

New: *Because* tells why something is true. *But* shows that something different happens. There is a comma before *but*. (No comma before *because*.)

TEACHING TIPS

- On Day 4, your learner is asked to choose between *because* and *but*: *I like pizza, ___ I do not like hot peppers on it* versus *I like pizza ___ it tastes good*. This is a discrimination task and, when first encountered, it is harder than many adults realize. If your learner struggles, go back to the definitions: does this part give a reason, or does it show something different?
- In this course, commas are already in place so learners can focus on the meaning of sentences that use them, not on editing punctuation. This mirrors early Hochman/TWR practice, where teachers model correct commas. You will briefly point out the commas to reinforce the pattern.

DIFFERENTIATION

- If you think your learner is ready to practice placing commas, follow the script first so they see the correct placement. After two or more sentences, have them add the comma before *but* on their own. If they struggle, go back to pointing out the comma in the modeled sentences before trying again.

WHAT EDUCATORS NEED IN THIS LESSON

- **Day 1** uses stuffed animals or toys: have four ready. Your learner will hold them, describe them, and write *because* sentences about why they like them.
- **Day 3** uses an apple (or any item) for the *but* modeling.
- **Day 4** uses *Don't Let the Pigeon Drive the Bus!*
- **Day 5** uses both *Don't Let the Pigeon Drive the Bus!* (Book Nook activity) and *Ada Twist, Scientist* (Story Sentences). Have both books ready. Rereading *Ada Twist* is optional.

LESSON 5: DAY 1

MATERIALS

- Whiteboard and Markers
- 4 stuffed animals or toys

OBJECTIVE

Introduce *because* for giving reasons why in both statements and questions.

Review

1. **Ask:** What is *why* asking for? --> *Why* asks about the reason. (You cover it below, so if they do not remember, recognize they have not learned it yet and go on with the lesson.)
2. **Ask:** Why do you eat? --> *I get hungry.*
3. **Ask:** What are the two types of sentences we know? --> *Statements and questions*

CONNECT TO TODAY

1. **Say:** Today, you will learn about *because*, a word that gives reasons why.

Introduce Because

1. **Ask:** Why do you brush your teeth? Wait for a response.
 - If your learner does not use *because*, **restate:** You brush your teeth because you want to keep them clean.
2. **Write and read:** *Because* tells why something is true.

Statements with Because

1. **Write:** I am happy.
 - **Say:** This statement would have more detail if I gave a reason why I am happy.
 - **Erase** the period, **add:** because it is sunny outside.
 - **Read** the sentence: I am happy because it is sunny outside.

Questions with Because

1. **Say:** We also use *because* when we answer questions about why.
2. **Write:** Why are you happy?
 - **Say:** This is asking the reason you are happy. The answer would use *because*. For example, I am happy because it is sunny outside.
3. **Write:** Why do you brush your teeth?
 - **Say:** The answer would use *because*. I brush my teeth because I want to keep them clean.
4. **Say:** Questions with *why* expect answers with *because*.

I Do: Modeling

1. **Say:** You just saw how *because* adds a reason to a statement. Now let me show you how I think through writing one from scratch. **Pick up** a toy (teddy bear).
2. **Say:** I can write a statement using *because*.
 - **Write:** The teddy bear is soft because
 - **Say:** I need to give a reason why it is soft. What makes it soft? I can feel it. It has fluffy fur. That is why the teddy bear is soft.
 - **Write and read:** The teddy bear is soft because it has fluffy fur.

- **Check:** Capital letter? Period?
3. **Say:** I can write a question to go with my statement.
- **Write:** Why is the teddy bear soft?
 - **Say:** The answer would be: The teddy bear is soft because it has fluffy fur.
 - **Check** the writing rules.

We Do: Guided Practice

1. **Choose** another toy and **repeat** the process together.
 - **Say:** Let's write a statement giving the reason why you like this toy. *Because* tells why something is true, so our sentence will use because.
 - **Write:** I like (toy name) because
 - **Work together** to complete the statement.
 - **Check** the writing rules.
2. **Write** a question:
 - **Say:** Let's write a question to go with the statement.
 - **Write:** Why do you like (toy name)?
 - **Check** the writing rules. Is it asking for a reason why?

You Do: Independent Practice/Learner-Generated Sentence Prompt

1. **Say:** Pick two more toys. For each one, tell me why you like them using *because*. After your statements, you will create questions to go with them.
 - **Check:** Does it use because? Does it explain your reason?
 - For the statement: **Check:** Capital letter? Period?
 - For the question: **Check:** Capital letter? Question mark?
2. For each statement, **have them create** a matching question.
 - *Example:* Statement: I like the truck because it is red.
 - *Example:* Question: Why do you like the truck?

SENTENCE-BUILDING RULE CHECK

- *Because* tells why something is true.
- *Because* connects two ideas in a sentence.
- *Why* questions often get answers with *because*.

LESSON 5: DAY 2

MATERIALS

- Whiteboard and Markers

OBJECTIVE

Continue working with *because* to give clear reasons in statements.

Review

1. **Ask:** What does *because* tell us? --> *Because* tells why something is true.
2. **Say:** Listen to this sentence: I am tired because I stayed up late.
 - **Ask:** What is the reason I am tired? --> *I stayed up late.*
 - **Ask:** What kind of question often gets answers with because? --> *Questions with why.*

CONNECT TO TODAY

1. **Say:** Today, you will practice finishing sentences by choosing good reasons with *because*.

I Do: Modeling

1. **Say:** I can use *because* to finish a sentence by giving a reason.
 - **Write:** I am late because
 - **Say:** *Because* tells why something is true. I ask myself, What is the reason I am late? Maybe I overslept. That could be the reason.
 - **Write and say:** I am late because I overslept. The second part, *I overslept*, tells why that sentence is true.

We Do: Guided Practice

1. **Write:** I am happy because
2. **Say:** Let's ask our question: What is the reason I am happy?
 - **Brainstorm** reasons together (for example: my friend is here, I got a new toy).
 - **Choose one** and write it. *Example:* I am happy because my friend is visiting.
 - **Ask:** Does it tell why I am happy?

You Do: Independent Practice

1. **Say:** You will finish some sentences using *because*. Remember, *because* tells why something is true.
2. **Give your learner** these one at a time:
 - The baby is crying because
 - We went inside because
 - I am excited because
3. For each, **prompt:** Ask yourself, What is the reason this happened?
 - **Say** your full sentence with because.
 - **Write** the sentence. **Ask:** Does the part after *because* tell why this is true?

LEARNER-GENERATED SENTENCE PROMPT

1. **Say:** Think of something you like. Make a sentence that tells why you like it using *because*.
2. **Write** the sentence.

SENTENCE-BUILDING RULE CHECK

- *Because* tells why something is true.
- The words after *because* tell the reason.
- Statements start with a capital letter and end with a period. Questions start with a capital letter and end with a question mark. These are writing rules.

LESSON 5: DAY 3

MATERIALS

- Whiteboard and Markers
- Apple for modeling

OBJECTIVE

Learn how to use *but* to express contrast in statements.

Review

1. **Say:** Complete this statement: I eat breakfast because --> *I am hungry.*
2. **Ask:** What question might someone ask about eating breakfast? --> *Why do you eat breakfast?*
 - **Ask:** What does *because* tell us? --> *Because tells why something is true.*

CONNECT TO TODAY

1. **Say:** Today, you will learn about *but*, a word that shows something different happens.

Introduce But

1. **Say:** *But* shows something different happens.
 - **Ask:** Have you ever wanted to play outside, but you could not?
 - If needed, **model responses** using *but*. *Example:* I wanted to play outside, but it was too cold.
 - **Ask:** Have you ever liked a movie, but there was one part you did not like?
 - If needed, **model responses** using *but*. *Example:* I like *Finding Nemo*, but I did not like it when Nemo was caught.
 - **Say:** In both of those sentences, the first part went one way, and then but changed it to go a different way. That is what we mean by something different happens.
2. **Write and read:** *But* shows that something different happens.

Compare Because and But

1. **Write:** I wanted to stay up late because the movie was good.
 - **Say:** *Because* tells why something is true. It gives the reason I wanted to stay up.
2. **Write:** I wanted to stay up late, but I was too tired.
 - **Say:** *But* shows that something different happens. First, I wanted one thing, then something different happened.
3. **Say:** When we use *but*, we need a comma before it. This is a new writing rule. When we use *because*, we do not need a comma.

I Do: Modeling

1. **Hold up** an apple (or any item). **Say:** I can write a statement using *but*.
 - **Write:** I like apples, but
 - **Say:** I need to show something different happens. Maybe sometimes they are too sour.
 - **Write:** I like apples, but sometimes they are too sour.
 - **Say:** Let's check the writing rules: Does it start with a capital letter? Is there a comma before *but*? Does it end with a period?

We Do: Guided Practice

1. Work together, **write**: I like ice cream, but
 - **Ask**: What might change or be different about liking ice cream? Think of something that doesn't match liking it. **Prompt if needed**: Maybe it is too cold? Maybe it melts too fast?
2. **Write**: I wanted to go swimming, but
 - **Brainstorm** and finish the sentence. What changed? What was different?
 - **Check** the writing rules: Comma before *but*? Capital letter? Period?

You Do: Independent Practice

1. **Have your learner** complete 2 sentence stems:
 - I like _____, but _____.
 - I wanted to _____, but _____.
 - **Check** the writing rules: Comma before *but*? Does the part after *but* show a change?

LEARNER-GENERATED SENTENCE PROMPT

1. **Say**: Think of something you like but there is one thing about it you do not like. Create a statement using *but*.
2. **Write** the sentence.
3. **Check** that a comma is added before *but*.

SENTENCE-BUILDING RULE CHECK

- *But* shows that something different happens.
- We put a comma before *but*. This is a new writing rule.

LESSON 5: DAY 4

MATERIALS

- Whiteboard and Markers
- *Don't Let the Pigeon Drive the Bus!* by Mo Willems

OBJECTIVE

Practice using *because* and *but*.

Review

1. **Ask:** What does *because* do? --> *Because* tells why something is true.
2. **Ask:** What does *but* do? --> *But* shows that something different happens.
3. **Choose** *but* or *because*: I like pizza, _____ I do not like hot peppers on it. --> *but*
4. **Choose** *but* or *because*: I like pizza _____ it tastes good. --> *because*

CONNECT TO TODAY:

1. **Say:** Today, we will read about a pigeon and use both *because* and *but* to create statements.

Don't Let the Pigeon Drive the Bus!

1. **Say:** Pay attention to what the pigeon says and how his words show reasons (*why* something happens) and changes (when something different happens).
2. **Read** *Don't Let the Pigeon Drive the Bus!*

I Do: Modeling

1. **Write:** The pigeon wants to drive the bus because
 - **Say:** *Because* tells why something is true. To finish this sentence, I need to think about why the pigeon wants to drive the bus. Maybe the pigeon thinks it would be fun. That is a reason.
 - **Write:** The pigeon wants to drive the bus because it would be fun.
 - **Ask:** Let's check the writing rules: Does it start with a capital letter? Does it end with a period? Then: Does the part after because give a reason?
2. **Write:** The pigeon wants to drive the bus, but
 - **Say:** *But* shows that something different happens. I ask myself, What stops the pigeon from getting what it wants? The bus driver will not let the pigeon drive the bus. That is what is different.
 - **Write:** The pigeon wants to drive the bus, but the driver will not let it.
 - **Say:** Let's check the writing rules: Does it start with a capital letter? Is there a comma before *but*? Does it end with a period? **Then:** Does the part after but show something different?

We Do: Guided Practice

1. **Write:** The pigeon gets upset because
 - **Ask:** Let's think about the reason. Why does the pigeon get upset? --> *Work together to finish.*
Example: The pigeon gets upset because no one lets it drive the bus.
 - **Check:** Capital? Period? Reason why?

2. **Write:** The pigeon gets upset, but
- **Ask:** What happens that is different? --> *Work together to finish. Example: The pigeon gets upset, but then it sees a truck.*
 - **Check** writing rules: Capital? Comma before *but*? Period?

You Do: Independent Practice

1. One at a time, **write** the sentences. **Have your learner** complete them.
 - The pigeon gets very angry because
 - The pigeon gets very angry, but
 - By the end of the story, the pigeon does not get to drive the bus because
 - By the end of the story, the pigeon does not get to drive the bus, but
2. **Check:** Capital? Comma before *but*? Period? Reason? (*because*) Something different happens? (*but*)

LEARNER-GENERATED SENTENCE PROMPT

1. **Say:** Create a statement about the pigeon using either *because* or *but*.
2. **Write** the sentence.
3. **Check** the writing rules.

SENTENCE-BUILDING RULE CHECK

- *Because* tells why something is true.
- *But* shows that something different happens.
- We put a comma before *but*.

LESSON 5: DAY 5 ~ Book Nook + Story Sentences

MATERIALS

- *Don't Let the Pigeon Drive the Bus!* by Mo Willems
- Paper
- Crayons or colored pencils
- *Ada Twist, Scientist* by Andrea Beaty

OBJECTIVE

Explore the use of a comic-style spread.

The Comic-Style Spread: Learning a New Technique

1. **Say:** We have already learned some of the ways authors and illustrators help readers understand how characters feel or how they say something. Mo Willems, the author and illustrator of *Don't Let the Pigeon Drive the Bus!*, uses many of these techniques in this book.
2. **Go to** pages 19-20.
 - **Ask:** What do you notice about the way these illustrations look?
 - **Guide your learner** to see that:
 - ◇ The pigeon is shown multiple times on the two-page spread.
 - ◇ Each little drawing shows the pigeon trying a different strategy for talking someone into letting it drive the bus.
3. **Say:** This is called a comic-style spread. Instead of using just one big picture, the illustrator shows many small moments in order. It is almost like a mini-comic.
4. **Discuss:**
 - **Ask:** What do these pictures show the pigeon doing?
 - **Ask:** Why do you think the author chose to draw it this way instead of writing lots of words?

Illustration Activity: Exploring a Comic-Style Spread

1. **Say:** Now, it is your turn to make your own comic-style spread, like the way Mo Willems showed the pigeon's actions in small steps instead of just one big picture.
2. **Say:** First, let's think of something simple that happens in steps. Possible ideas:
 - A child trying to reach a cookie.
 - A dog sneaking onto a couch.
 - A toy falling off a table.
3. **Give your learner** a blank sheet of paper and a pencil or crayons.
 - Either your learner or you should, **divide the paper** into 3 or 4 sections.
 - **Have your learner** draw each part of the *action* in order, one picture in each section. You can keep it simple. Stick figures and basic shapes are great.

Story Sentences

Say: Now we are going to use one of our stories to practice what we have been learning.

1. **Write:** Ada wanted to find the answer because
 - **Say:** *Because* tells why something is true. Think about Ada Twist. Why did Ada want to find the answer?
 - **Add:** [Learner response] --> *Example: Ada wanted to find the answer because she smelled a terrible smell.*
 - **Say:** Check the writing rules. Capital letter? Period?
2. **Write:** Ada wanted to find the answer, but
 - **Say:** *But* shows that something different happens. What got in Ada's way?
 - **Add:** [Learner response] --> *Example: Ada wanted to find the answer, but her parents told her to stop.*
 - **Say:** Check the writing rules. Capital letter? Period?
 - **Point to** the comma before *but*. **Say:** There is a comma before *but*.
 - **Point to** the *because* sentence. **Say:** There is no comma before *because*.
3. **Say:** I have two more sentences from Ada's story. These sentences need fixing.
 - **Write** (no capital letter, no period): she asked why things stink because ada wanted to understand
 - **Write** (no capital letter, no period, comma already present): ada tried everything, but she could not find the answer
 - **Say:** Can you find what needs to be fixed?
 - **Have your learner** fix: capital A on Ada (proper noun) in both sentences, capital letter at the start of each sentence, and period at the end of each sentence.
 - **Point to** the comma before *but* in the second sentence. **Say:** The comma before *but* is already there.

UNIT 2

Building Better Sentences

Unit 1 gave your learner a toolkit: nouns and verbs, five question words for expanding sentences, two conjunctions for connecting ideas, and the writing rules for putting it all on the page correctly. Unit 2 does two things with that toolkit. First, it completes it. Your learner adds the sixth question word, *how*, which asks about the way something is done. Second, it teaches your learner to look at sentences critically: to tell the difference between a sentence and a fragment, to diagnose what a fragment is missing, and to fix it.

The fragment work is the heart of this unit. The two-question check (*Does it have a who or what? Does it have an action?*) becomes your learner's diagnostic tool for evaluating whether a group of words is a sentence. This is the same thinking your learner has been doing since Lesson 1, but now it is turned around: instead of building sentences from scratch, your learner is examining existing word groups and making a judgment. That shift from building to evaluating is a significant cognitive move.

Lesson 8 teaches the diagnostic skill. Lesson 9 teaches the repair skill, adding the missing part to turn a fragment into a sentence.

Over the next three lessons, your learner will:

- Expand sentences systematically using the question word *how* (adding to the previous question words: *who*, *what*, *when*, *where*, and *why*).
- Combine multiple question words to create information-rich sentences.
- Distinguish between sentences and fragments.
- Convert fragments into sentences by identifying and adding missing parts.

DIFFERENTIATION

The question-word expansion work in Lesson 7 will feel like review for learners who handled the multi-question-word expansions in Unit 1 well. Let them move through it. The real new work starts in Lesson 8 with fragments, and this is where the range of learners shows up. Some learners will immediately see that *the brown dog* is missing an action. Others will need the two-question check every time. Both are using the tool correctly. One has internalized the check, the other is still building the habit. Do not rush the checking process for learners who need it.

For learners ready for more challenge, the fragment work extends naturally. Lesson 9, Day 3 includes an optional extension with longer, more complex fragments (“The girl with the red balloon,” “played soccer with friends”). Learners who handle basic fragment conversion easily can work with these.

Portfolio Reminder: At the end of this unit, Lesson 9, you will save one work sample showing your learner's work expanding fragments into sentences.

Expanding Sentences with Question Words

LESSON 7: OBJECTIVE

Add *how* (the sixth and final question word) and practice combining multiple question words to build detailed sentences. Day 4 apply all six question words to *Ursula Upside Down*. Day 5 explores perspective in upside-down illustrations.

MATERIALS

- Whiteboard and Markers
- Question Words Mini-Poster
- Lesson 7: Student Workbook
- Printed lyrics to *Twinkle, Twinkle, Little Star*
- *Ursula Upside Down* by Corey R. Tabor
- Illustrating supplies
- Lined paper and pencil

WRITING RULES IN THIS LESSON

Previously learned: All rules from Unit 1. Question words: *who, what, when, where, why, Because* and *but*. Comma after *when* at start of sentence. Comma before *but*.

New: *How* asks about the way something is done. Always use question words in this order: *who, what, when, where, why, how*.

TEACHING TIPS

- *How* is introduced through physical movement. Your learner acts out running fast, slowly, on tiptoes, like a robot. This multimodal approach is important for many young learners.
- Day 3 reviews *but* and the comma rule in the warm-up: *Birds fly in the sky, but penguins cannot fly*. This is skill threading: keeping earlier learning active. Skill threading (recursive work) is an important part of the Hochman pedagogy.
- Day 4 uses *who* to replace a pronoun, same as in Lesson 4: He saved Ursula. → *who*: Vern. The script asks: The sentence says *He*, but *who is he*? If your learner remembers this from Lesson 4, the skill is sticking.

WHAT EDUCATORS NEED IN THIS LESSON

- **Day 1** needs space for your learner to act out movements.
- **Day 3** requires printed lyrics to *Twinkle, Twinkle, Little Star* (in this guide) and the worksheet.
- **Day 4** uses *Ursula Upside Down*.

LESSON 7: DAY 1

MATERIALS

- Whiteboard and Markers

OBJECTIVE

Work on expanding sentences using *how* to describe manner or method.

Review

1. **Ask:** What question words have we learned? --> *Who, what, when, where, why.*
 - **Write** these.
 - **Ask:** What does *where* tell us? --> *Where asks about a place.*
 - **Write:** The dog runs
 - ◇ Expand this together using *where*. --> *Example: The dog runs in the yard.*
2. **Ask:** What does *what* tell us? --> *What asks about a thing or an action.*

CONNECT TO TODAY

1. **Say:** Today, you add detail to sentences using the question *how*.

Introduce How Through Movement

1. **Write and read:** *How* asks about the way something is done.
2. **Write:** [Learner's name] ran.
 - Under the sentence, **write:** how:
 - ◇ **Say:** Imagine you are running.
 - ◇ **Ask:** How are you running? Are you running fast, slowly, on tiptoes, or like a robot?
 - ◇ **If they want,** let them act out how they imagined running.
 - After *how:*, **write** your learner's response. --> *how: [Learner response].*
 - **Say:** Now, let's add this detail to the sentence. --> *[Learner's name] ran [Learner response].*
 - **Ask:** Let's check the writing rules. Does it start with a capital letter? This is a statement. Does it end with a period?

I Do: Modeling

1. **Write:** I walk.
 - Under the sentence, **write:** how:
 - **Say:** Let me show you how I add more detail to this sentence by explaining how I walk.
 - **Act out walking** in really slow motion.
 - **Ask slowly** for emphasis: How am I walking?
 - **Add:** slowly. --> *how: slowly*
 - **Say:** I add this detail to the sentence.
 - **Write:** I walk slowly.
 - **Say:** This sentence gives a more detailed picture of how I walk.

We Do: Guided Practice

- Write:** We tiptoe.
 - Under the sentence, **write:** how:
 - Act it out** together. **Prompt** your learner for what to write after how:. --> *Example: with tiny steps.*
 - After *how:*, **write** your learner's idea. --> *how: [Learner response].*
 - Ask:** How can we use this idea to the sentence *We tiptoe*?
 - Write** the sentence. --> *Example: We tiptoe with tiny steps.*
- Reinforce** grammar rules as you do these. **Ask:**
 - What do we need at the beginning of our sentence? --> *A capital letter.*
 - Is this sentence a statement or a question? --> *A statement*
 - What do we need at the end of our statement? --> *A period.*

You Do: Independent Practice

- Say:** Now, it is your turn!
 - Write:** I draw.
 - Under the sentence, **write:** how:
 - Hand a marker** to your learner.
 - Say:** Show me how you draw.
 - Let them** draw. Then, **ask:** How did you draw? Was it beautifully, quickly, carefully, messily, or another way?
 - After *how:*, **write** your learner's description. --> *Example: how: carefully.*
 - Ask:** How can you use this in a sentence about drawing?
 - Write** the sentence. --> *Example: I draw carefully.*

LEARNER-GENERATED SENTENCE PROMPT

- Say:** Think of something you like to do. Create a sentence that tells me how you like to do it.
- Write** the sentence.
- Check** the writing rules.

SENTENCE-BUILDING RULE CHECK

- How* asks about the way something is done.
- We can use *how* to add details that show the way something is done.
- Every sentence starts with a capital letter and ends with a period.

We Do: Guided Practice

- Write:** We tiptoe.
 - Under the sentence, **write:** how:
 - Act it out** together. **Prompt** your learner for what to write after how:. --> *Example: with tiny steps.*
 - After *how:*, **write** your learner's idea. --> *how: [Learner response].*
 - Ask:** How can we use this idea to the sentence *We tiptoe*?
 - Write** the sentence. --> *Example: We tiptoe with tiny steps.*
- Reinforce** grammar rules as you do these. **Ask:**
 - What do we need at the beginning of our sentence? --> *A capital letter.*
 - Is this sentence a statement or a question? --> *A statement*
 - What do we need at the end of our statement? --> *A period.*

You Do: Independent Practice

- Say:** Now, it is your turn!
 - Write:** I draw.
 - Under the sentence, **write:** how:
 - Hand a marker** to your learner.
 - Say:** Show me how you draw.
 - Let them** draw. Then, **ask:** How did you draw? Was it beautifully, quickly, carefully, messily, or another way?
 - After *how:*, **write** your learner's description. --> *Example: how: carefully.*
 - Ask:** How can you use this in a sentence about drawing?
 - Write** the sentence. --> *Example: I draw carefully.*

LEARNER-GENERATED SENTENCE PROMPT

- Say:** Think of something you like to do. Create a sentence that tells me how you like to do it.
- Write** the sentence.
- Check** the writing rules.

SENTENCE-BUILDING RULE CHECK

- How* asks about the way something is done.
- We can use *how* to add details that show the way something is done.
- Every sentence starts with a capital letter and ends with a period.

UNIT 3

Connecting Ideas

Unit 3 shifts to what happens when your learner has two ideas and needs to connect them. This is a significant cognitive move. Your learner is no longer just constructing sentences. They are expressing relationships between ideas, and the word they choose to make that connection changes the meaning.

The unit opens by completing your learner's sentence types. Commands and exclamations join statements and questions, giving your learner four distinct purposes for a sentence: give information, ask for information, tell someone what to do, or express strong feeling. Knowing that sentences have different purposes, and that punctuation signals which purpose is in play, is early rhetorical awareness.

From there, the unit moves into conjunctions, and this is where the real cognitive work of this unit is. Your learner already knows *because* (gives a reason) and *but* (shows contrast). This unit adds five more: *before* and *after* for time relationships, *if* for possibility, *when* for expectation, and *so* for results. Each conjunction expresses a different logical relationship, and the sequencing is deliberate. *Before* and *after* come first because temporal ordering is concrete and observable: your learner can see that one thing happened before another. *If* comes next, and this is your learner's first step into conditional thinking, reasoning about what might happen rather than what did happen. *When* follows *if* on purpose, so your learner can learn the distinction through contrast: *if* it rains (it might or might not) versus *when* it rains (we expect it to). Finally, *so* is taught alongside *because*, and here your learner discovers that the same cause-and-effect relationship can be expressed from two directions: *because* looks backward to explain a reason, *so* looks forward to show a result.

By the end of this unit, your learner has seven conjunctions in their writer's toolkit, each one a specific tool for a specific kind of thinking. They also have practiced choosing between them, which is the point. The goal is not just to use these words. It is to choose the right one for the relationship your learner wants to express.

Over the next six lessons, your learner will:

- Identify and use all four sentence types: statements, questions, commands, and exclamations.
- Understand that commands start with an *action* word and that the *who* is understood.
- Understand that punctuation signals tone and feeling, not just sentence type.
- Expand sentences with temporal conjunctions (*before*, *after*) to show time relationships and apply the comma rule when these words start a sentence.
- Express possibilities with the conditional conjunction *if* and distinguish *if* (what might happen) from *when* (what we expect to happen).
- Show cause-and-effect relationships with the conjunction *so* and distinguish *so* (shows a result) from *because* (gives a reason).
- Choose appropriate conjunctions based on the relationship they want to express.

DIFFERENTIATION

Some learners will quickly grasp the *if* versus *when* distinction. Others will need to return to the decision questions (*Do we expect this to happen?* or *Might it happen?*) multiple times. Both are normal. One learner has internalized the distinction; the other is still building the habit of checking. If your learner is losing track, practice using each of the seven conjunctions outside of your writing lessons, naming the purpose they serve as you use them.

Portfolio Reminder: At the end of this unit, Lesson 15, save one or more work samples demonstrating use of the four sentence types and complex conjunctions.

Commands and Exclamations

LESSON 10: OBJECTIVE

Introduce commands (sentences that tell someone what to do, start with an action word, and leave the *who* understood) and exclamations (sentences that show strong feeling and end with an exclamation point), completing the four sentence types. Practice distinguishing all four types by their purpose and punctuation.

MATERIALS

- Whiteboard and Markers
- Stuffed animal
- Pencil
- Lesson 10: Student Workbook
- *Can I Be Your Dog?* by Troy Cummings

WRITING RULES IN THIS LESSON

Previously learned: Statements end with a period. Questions end with a question mark. Sentences start with a capital letter. Fragment identification and repair. All question words. Conjunctions *because* and *but* (comma before *but*).

New: A command tells someone what to do. It starts with an action word and ends with a period. In a command, the *who* is understood. An exclamation shows strong feeling and ends with an exclamation point. The same words can be a statement or an exclamation depending on the feeling behind them.

TEACHING TIPS

- Commands break the pattern your learner has been using to check sentences. After weeks of asking *Does it tell who or what?* your learner now encounters a sentence type where the *who* is not visible. The lesson addresses this directly, but expect the shift to require repetition: a command is a sentence even though it does not name the *who*.

WHAT EDUCATORS NEED IN THIS LESSON

- **Day 1** uses a stuffed animal for the animal trainer activity. Have one ready.
- **Day 2** requires the Day 2 Pictures (frog, birthday celebration, fox, children with dog).
- **Day 3** is the Follow the Command game. Your learner needs space to move.
- **Day 4** is a worksheet identifying all four sentence types and adding correct punctuation.
- **Day 5** uses *Can I Be Your Dog?* by Troy Cummings. There are two letter-writing options: an independent writing option (that assumes you are the scribe in most cases) and a build-a-letter option using sentence strips. Choose the one that fits your learner's writing readiness.

LESSON 10: DAY 2

MATERIALS

- Whiteboard and Markers
- Lesson 10: Day 2 Pictures

OBJECTIVE

Define, identify, and practice using exclamations.

Review

1. **Ask:** What is a command? --> *A sentence that tells someone what to do.*
2. **Write:** The spotted frog.
 - **Ask:** Is this a command or a fragment? --> *A fragment.*
 - **Ask:** Does it have a *who* or *what*? --> *Yes, the spotted frog.*
 - **Ask:** Does it have an *action*? --> *No.*
 - **Say:** It is a fragment because it is missing an *action*. Remember, a fragment is missing *who* or *what* or an *action*. Can you fix it? --> *Example: The spotted frog jumped.*
3. **Ask:** What does a command start with? --> *An action.*
4. **Say:** Give me a command. Wait for response. **Check:** Does it start with an *action*? Does it tell someone what to do?

CONNECT TO TODAY

1. **Say:** Yesterday, we learned commands. Today, we will learn the fourth and final sentence type.

Define Exclamations

1. **Say:** We are going to see how one sentence can change depending on how we feel.
2. **Write:** I saw a dog (**Do not add** punctuation at the end.)
 - **Read** this using a calm voice.
 - **Say:** When we are calm and just giving information, this is a statement.
 - **Ask:** What punctuation should we add? --> *A period.*
 - **Add** a period. --> *I saw a dog.*
3. **Re-write:** I saw a dog (**Do not add** punctuation at the end.)
 - **Say:** Now imagine a neighbor lost their dog, and you just spotted it on the way home. You would be really excited! Let's read this sentence with an excited voice.
 - **Read** the sentence in an excited voice.
 - **Say:** When a sentence shows strong feeling, like excitement, surprise, or joy, it is called an exclamation. Exclamations end with an exclamation point.
 - **Add** an exclamation point to the end of the sentence.
4. **Say:** The same words can be a statement or an exclamation. The difference is strong feeling. Exclamations show strong feeling and end with an exclamation point.
5. **Write:** Statement → . Exclamation → !

I Do: Modeling

1. **Show the picture** of the frog.
 - **Say:** I love frogs, and I think this one is beautiful.
 - **Write:** The frog is beautiful! (**Read** with enthusiasm.)

- **Say:** I have strong feelings about this frog. Without this [point to exclamation point], a reader might think I like frogs. With the exclamation point, they know I really love frogs! It is an exclamation.
2. **Say:** Let me try another one.
- **Show** the picture of the birthday celebration.
 - **Say:** Let me think about what strong feeling I have about this picture. I do love birthday cake.
 - **Write:** I love birthday cake!
 - **Check:** Does it show strong feeling? **Then check** the writing rules: Does it start with a capital letter? Does it end with an exclamation point?

We Do: Guided Practice

1. **Show** the picture of the fox.
- **Say:** Let's make an exclamation about this picture together.
 - **Ask:** What strong feeling do you have when you look at this?
 - **Create** an exclamation together. **Write** it on board.
 - **Check** the writing rules: Capital letter? Exclamation point? **Then ask:** Does it show strong feeling?
2. **Say:** Now let's make sure we know the difference between a statement and an exclamation about the same picture.
- **Ask:** Can you give me a calm sentence about this picture that just gives information?
 - **Write** the statement on board.
 - **Ask:** What punctuation does the statement get? --> A period
 - **Point to both sentences:** Same picture, but our sentences about it show different feelings. The statement is calm. The exclamation shows strong feeling.

You Do: Independent Practice

1. **Show** the picture of the children with the dog.
- **Say:** Now it is your turn. Look at this picture and make an exclamation about it. Remember, an exclamation shows strong feeling and ends with an exclamation point.
 - **Write** your learner's exclamation on the board.
 - Check the writing rules: Capital letter? Exclamation point? **Then ask:** Does it show a strong feeling?
2. **Say:** Now, pick one of the pictures we used today. Make me a statement giving information about it.
- **Write** the statement.
 - **Ask:** How is this different from the exclamation you made? --> The statement is calm / gives information / ends with a period. The exclamation shows strong feeling / ends with an exclamation point. (Any one of these is correct.)
3. **Say:** Look at your exclamation. Can you make it even more exciting by telling *where* or *when*? --> *Example: That fox is beautiful! → That fox in the snow is beautiful! (where)*
- **Write** the expanded exclamation.

LEARNER-GENERATED SENTENCE PROMPT

1. **Say:** Think of something that makes you feel excited or surprised. Make an exclamation about it.
2. **Write** the exclamation.
3. **Check** the writing rules.

SENTENCE-BUILDING RULE CHECK

- An exclamation shows strong feeling.
- An exclamation starts with a capital letter and ends with an exclamation point.
- There are four sentence types: statements, questions, commands, and exclamations.

UNIT 4

From Sentences to Paragraphs

In Unit 4 your learner moves from constructing individual sentences to organizing multiple sentences into a paragraph. This is a significant shift. Writing a paragraph requires your learner to think about how sentences relate to each other, not just whether each sentence is correct on its own. The unit builds toward this gradually. It opens with observation: your learner reads published paragraphs and notices that sentences cluster around topics, that topic changes signal new paragraphs, and that many paragraphs begin with a sentence that introduces the main idea. From there, the unit moves into analysis: your learner learns to label sentences as topic sentences or details and to check whether details connect back to the topic sentence. Only after this observation and analysis work does the unit introduce the Single Paragraph Outline (SPO), a planning tool that externalizes what skilled writers do in their heads.

The SPO is the bridge between sentence work and paragraph work. It gives your learner a visible structure: topic sentence, two details, concluding sentence. The details go on the SPO as fragments, which your learner already knows how to identify. When they write the paragraph, they turn those fragments into sentences, applying every skill from Units 1 through 3. The SPO makes the planning visible so your learner can focus on one decision at a time rather than juggling everything at once.

Over the next four lessons, your learner will:

- Observe how published authors use paragraphs to organize sentences about the same topic.
- Identify topic sentences (the sentence that tells what the paragraph is about) and detail sentences (the sentences that tell more about it).
- Distinguish between topic sentences and details when sentences are out of order.
- Learn to use the Single Paragraph Outline (SPO) as a planning tool for organizing a topic sentence, two details, and a concluding sentence.
- Turn SPO plans into written paragraphs by converting detail fragments into sentences.
- Apply the SPO to both informational and personal narrative writing.

DIFFERENTIATION

The observation and identification work in Lessons 16 and 17 may feel straightforward for learners who already read fluently and notice paragraph structure in books. Let them move through the identification quickly, but make sure the labeling practice (T.S. for topic sentence, D for detail) is solid. SPO work depends on it.

For learners who struggle to distinguish topic sentences from details, the sentence-by-sentence check is the scaffold: *Is this sentence what the other sentences are about?* Some learners will internalize this quickly; others will need it for every paragraph through the end of the unit.

Lessons 18 and 19 are deliberately model-heavy. These lessons do not follow the standard I Do, We Do, You Do structure from earlier units. Your learner watches you plan and write from an SPO multiple times before contributing ideas, and contributes ideas before writing independently. This is as recommended by the Hochman Method. The SPO is an abstract planning tool, and young writers need to see the process modeled repeatedly before using it. If the pacing feels slow, trust the sequence. The repeated observation builds the mental models your learner needs.

Portfolio Reminder: At the end of this unit, Lesson 19, I recommend you save your learner's first complete paragraph to their portfolio.

Introduce SPO (Single Paragraph Outline) Planning Tool

LESSON 18: OBJECTIVE

Introduce the Single Paragraph Outline (SPO) as a planning tool for paragraph writing, observe the full process of filling out an SPO and writing a paragraph from it, and practice guided SPO planning with increasing learner participation.

MATERIALS

- Whiteboard and Markers
- Lesson 18: SPO Form in Student Workbook
- *Inside Out* (movie 2015)
- Simple observation objects (apple, orange, or other familiar items)

WRITING RULES IN THIS LESSON

Previously learned: All rules from Lessons 1 through 17. Paragraph vocabulary: paragraph, topic, topic sentence (T.S.), detail (D).

New: SPO stands for Single Paragraph Outline. The SPO has space for a topic sentence, two details (written as fragments), and a concluding sentence. A concluding sentence finishes the paragraph in a strong way and still connects to the topic. Details on the SPO do not need to be sentences, but they become sentences in the paragraph.

TEACHING TIPS

- This lesson is model-heavy by design. Days 1 and 2 are almost entirely I Do: you fill out an SPO, then you write a paragraph from it while your learner watches and discusses. This may feel like your learner is not doing enough. They are. Watching the planning process modeled repeatedly is how young learners internalize it.
- When your learner suggests a detail that is actually a sentence, note that SPO details are fragments. When you write the paragraph, you will turn them into sentences. This reinforces fragment identification from Unit 2 in a practical context.

WHAT EDUCATORS NEED IN THIS LESSON

- **Day 1** needs an apple or other simple observation object to model the SPO process. Save the completed apple SPO for Day 2.
- **Day 3** requires a blank SPO Form. Save the completed SPO for Day 4.
- **Day 4** writes a paragraph from the Day 3 SPO. Save this paragraph for the Lesson 19: Day 5 celebration.
- **Day 5** uses *Inside Out* (2015 movie). This is a full movie viewing day with a discussion and drawing activity about personification. The Story Sentences section writes a topic sentence and two *before/after* details about Joy's character arc.
-

LESSON 18: DAY 3

MATERIALS

- Whiteboard and Markers
- Lesson 18: SPO Form

OBJECTIVE

Practice planning an SPO with your learner.

Teaching Notes: 1. You can use the SPO Form or create one on the whiteboard. Choose based on what works best for your learner. 2. You will need the SPO created today for Lesson 18: Day 4.

Review

1. **Ask:** What do we put on an SPO? --> *Topic sentence, two details, concluding sentence.*
 - **Ask:** How does an SPO help writers? --> *It gives us a plan and helps us remember what to write.*
2. **Write:** Before we eat, we wash our hands.
 - **Ask:** Is this a sentence or a fragment? --> *A sentence.*
 - **Ask:** Where is the comma? Why is it there? --> *After before we eat. When before starts a sentence, a comma goes after that part.*
 - **Say:** When you plan details for an SPO, you might start a sentence with a word like *before* or *after*. Remember to put a comma after it.

CONNECT TO TODAY

1. **Say:** Today, we will fill out an SPO together.

Choose the Topic Together

1. **Say:** Let's plan a paragraph together using an SPO.
2. **Offer** simple topic choices: Cats, Winter, Ice cream, Your favorite toy
3. **Let your learner** choose.
4. **Write** the topic on the board or the SPO Form next to the label *Topic*.

We Do: Guided Planning (Topic Sentence)

1. **Say:** First, we need a topic sentence, our main idea. Remember, a topic sentence does two things: it names the topic and tells what we think about it. It tells what the paragraph is about.
2. **Ask:** Our topic is [topic]. What do you think about [topic]? What do you want to tell the reader? Wait for a response.
3. **Help your learner** combine their topic with their idea into one clear sentence:
 - If your learner gives just the topic, *Example: Cats*, **ask:** That is the topic. But what do you think about cats? What do you want the reader to know about that topic?
 - If your learner gives a vague opinion, *Example: Cats are cool.*, **ask:** What do you mean by cool? What can cats do? What is interesting about them? Help them be specific. *Example: Cats can do many surprising things.*
 - If your learner includes a specific detail in their topic sentence, *Example: Cats are interesting animals because they purr:* **Say:** That gives us your topic sentence, Cats are interesting animals. The purring part will be one of your details.
4. **Write** the topic sentence on T.S. line.
5. **Read** it together and check: Does it name the topic? Does it tell what we think about it? If yes, we have a good topic sentence.

We Do: Guided Planning (Brainstorm and Choose Details)

1. **Say:** Now, we need two details that go with our topic sentence.
2. **Brainstorm** together:
 - **Ask:** What are some things about [topic] that go with our main idea? *Example: If the topic is cats, ask: What interesting facts do we know about cats? What is your favorite thing about cats? What makes cats good pets?*
 - **Write** the ideas on the board, not on the SPO yet. You are just brainstorming.
3. When you have 4-5 ideas, **say:** Now, we need to choose the best two.
4. Together, choose the best 2 details:
 - **Ask:** Which two go with our topic sentence?
 - **Guide selection** to ensure the details connect to the topic
5. **Write** the two details on SPO detail lines. **Do not use** sentences.
6. **Ask:** Do both of these details go with our topic sentence? --> **Yes.**

We Do: Guided Planning (Concluding Sentence)

1. **Say:** Now, we need a concluding sentence for our paragraph. A concluding sentence finishes the paragraph in a strong way and still connects to the topic. Writers can choose different kinds of sentences for a concluding sentence.
2. **Say:** We used statements for the topic sentence and details. Let's end the paragraph with a different type of sentence: a question, exclamation, or a command. **Practice** making sentences with these sentence types.
 - If needed, **offer options:**
 - ◇ Command: Learn more about cats.
 - ◇ Exclamation: Cats are the best pets!
 - ◇ Question: Do you like cats too?
4. **Let your learner** choose or create their own.
 - **Ask:** You chose, why did you choose it? Wait for a response.
5. **Write** the concluding sentence on the C.S. line.

Review the Completed SPO

1. **Read** through the SPO together:
 - Topic sentence
 - Each detail
 - Concluding sentence
2. **Check** each part:
 - **Ask:** Does our topic sentence tell what the paragraph is about?
 - **Ask:** Do our two details go with the topic sentence?
 - **Ask:** Does our concluding sentence end the paragraph well?
 - **Ask:** Could we use this to write a paragraph?

LEARNER-GENERATED SENTENCE PROMPT

1. **Ask:** If we were making an SPO about your favorite book, what would be your topic sentence?
2. **Write** their topic sentence.
3. **Ask:** What two details could go with that?
4. **Say:** Those would go on an SPO if we were planning that paragraph.

SENTENCE-BUILDING RULE CHECK

- SPO planning starts with choosing a topic and main idea.
- We brainstorm details, then choose the best two that go with the topic.
- All details must connect to the topic sentence.
- A good plan makes writing easier.

LESSON 18: DAY 4

MATERIALS

- One completed SPO from Lesson 18 Day 3
- Writing paper and pencil

OBJECTIVE

Use the completed SPO from Lesson 18: Day 3 to write a paragraph.

Review

1. **Ask:** What does an SPO help you do? --> *It helps you plan your paragraph before you write.*
2. **Write:** It was raining, so
 - **Ask:** Can you finish this sentence with *so*? --> *Accept any reasonable response. Example: so we stayed inside.*
 - **Say:** *So* shows what happened as a result. That is a detail. If you were writing a paragraph about a rainy day, this sentence could be one of your details.

CONNECT TO TODAY

1. **Say:** Today, we will use this SPO to write our paragraph.

Review the SPO Together

1. **Read** through the SPO:
 - Topic sentence
 - Each detail
 - Concluding sentence
2. **Say:** This is our plan. Now, we will turn it into a paragraph.
3. **Say:** The topic sentence stays exactly as we planned it.

We Do: Guided Planning (Write a Topic Sentence)

1. **Say:** First, we write our topic sentence.
2. **Write** the topic sentence from the SPO on writing paper (or the board).

We Do: Guided Planning (Turn the Details into Sentences)

1. **Read** the first detail from the SPO.
 - **Say:** Now, let's turn this detail into a sentence.
 - ◇ **Ask:** What is missing: the *who or what*, or an *action*? --> *[Learner identifies which part is missing.]*
 - ◇ **Say:** Let's add what is missing to turn it into a sentence.
2. **Work together:**
 - **Ask:** How can we make this into a sentence? Think about the question words. Can you tell me who has it, what it is like, or why it matters?
 - **Guide** your learner to create a sentence.
 - **Write** the sentence they create.
 - *Example:* Detail on SPO: soft fur
 - ◇ The sentence: Cats have soft fur.
3. **Read** the second detail from SPO and work together to create a sentence.

We Do: Guided Planning (Write Concluding Sentence)

1. **Read** the concluding sentence from the SPO. **Write** it exactly as planned to complete the paragraph.

Compare SPO to Finished Paragraph

1. **Show** the SPO and paragraph side by side.
2. **Point out:**
 - Every part of SPO is in the paragraph.
 - Details became sentences.
 - The topic sentence and concluding sentence stayed the same.

Read the Complete Paragraph Aloud

1. **Read** the entire paragraph from beginning to end.
2. **Ask:**
 - Does it have a clear topic sentence?
 - Do both details go with the topic?
 - Is the concluding sentence one last thought about the topic?

Teaching Note: Save this paragraph for the Book Nook Day: Lesson 19: Day 5.

LEARNER-GENERATED SENTENCE PROMPT

1. **Say:** Think about something you did today. To show the order they happened, tell me two sentences about it using *before* and *after* at the start of each sentence.
2. **Write** the sentences.
3. **Check:** Are there commas after the first part?

SENTENCE-BUILDING RULE CHECK

- We use the SPO as a guide when writing.
- The topic sentence goes first, just as planned.
- We turn both details into sentences.
- The SPO helps us write organized, complete paragraphs.

UNIT 5

Refining Paragraphs

Unit 5 teaches three skills that make those paragraphs stronger: combining sentences, ordering details, and staying on topic. Each skill is a different kind of revision, and each one addresses a different problem in early writing.

Sentence combining comes first. Young writers tend to produce short, repetitive sentences: *The cat runs. The dog runs.* This lesson teaches your learner to use *and* to join nouns doing the same action or verbs done by the same noun, reducing repetition and improving flow. The combining work extends naturally from two sentences to three, introducing the comma-before-*and* pattern for lists.

Ordering with *first*, *then*, *next*, and *finally* comes next. These sequence words give your learner a concrete tool for organizing details within a paragraph. The words go beyond labeling order; they signal to the reader how events connect in time. This is the same sequential thinking that supports following multi-step directions, explaining processes, and retelling stories.

Staying on topic completes the unit. This is the skill of knowing what to leave out. Your learner learns to check each detail against the topic sentence and cross out details that do not belong. The work with *Creepy Carrots!* shows how published authors make the same choices: every detail serves the topic, and irrelevant details weaken the writing.

Over the next three lessons, your learner will:

- Combine short sentences into stronger ones by joining nouns or verbs with *and*, using commas when combining three or more.
- Organize details in logical order using *first*, *then*, *next*, and *finally*, with a comma after each when it starts a sentence.
- Recognize and eliminate details that do not support the topic sentence.
- Apply all three skills together within paragraphs planned with the SPO.

DIFFERENTIATION

The sentence combining work in Lesson 20 is physical and game-based (holding hands to demonstrate *and*, charades for verb combining). Learners who grasp the concept quickly can move to combining three nouns or three verbs, which adds the comma rule. Learners who need more time can stay with two-sentence combining until the pattern is solid.

The sequence word work in Lesson 21 builds directly on the *before* and *after* work from Unit 3. If your learner handled *before* and *after* well, *first*, *then*, *next*, *finally* should feel like a natural extension. If the comma rule after sequence words at the start of a sentence is getting lost, keep a reference chart on the board.

For learners ready for more challenge, the staying-on-topic work in Lesson 22 includes analyzing how an author's word choices, illustration style, and detail selection all serve the same purpose. This is analytical thinking about craft, not just grammar.

Portfolio Reminder: Save one work sample from this unit. Your learner's SPO from Lesson 21 (using *first*, *then*, *next*, and *finally*) should be a good choice. Your portfolio now documents growth from basic sentences through paragraph construction to organizing details logically.

Staying on Topic

LESSON 22: OBJECTIVE

Decide which details support a topic sentence and which do not, practice sorting details between two different topic sentences about the same topic, and cross out irrelevant details in illustrated paragraphs.

MATERIALS

- Whiteboard and Markers
- *Creepy Carrots!* by Aaron Reynolds
- Lesson 22: Student Workbook
- Pencil
- *Optional:* Tape (for detail sorting activity)

WRITING RULES IN THIS LESSON

Previously learned: All rules from Lessons 1 through 21. Sentence combining, sequence words.

New: None. This lesson applies the topic sentence and detail relationship from Unit 4 in a new way: evaluating whether details belong and eliminating those that do not.

WHAT EDUCATORS NEED IN THIS LESSON

- **Day 1** requires the detail cards cut into individual squares before the lesson. Have tape ready if you want to tape cards under topic sentences on the board.
- **Day 2** uses *Creepy Carrots!* Read it yourself first. The lesson sorts story details between two topic sentences about Jasper's contrasting feelings about carrots.
- **Day 3** requires the Day 3 Illustrated Worksheet.
- **Day 4** uses *Creepy Carrots!* again for a guided book analysis. This day does not follow the usual I Do, We Do, You Do pattern. You flip through the book together examining illustration choices, word choices, and what the author chose to show and not show.
- **Day 5** is the book award celebration and portfolio save. Gather all books from Unit 5.

LESSON 22: DAY 3

MATERIALS

- Whiteboard and Markers
- Lesson 22: Day 3 Illustrated Worksheet
- Pencil

OBJECTIVE

Identify details that do not support the topic sentence and cross them out.

Review

1. **Write:** The tall brown fence.
 - **Ask:** Is this a sentence or a fragment? --> **A fragment.**
 - **Ask:** Does it have a *who* or *what*? --> **Yes, the tall brown fence.**
 - **Ask:** Does it have an *action*? --> **No.**
 - **Say:** When you write details for a paragraph, you need to check that each detail is a sentence, not a fragment.

CONNECT TO TODAY

1. **Say:** Today, we will find details that do not go with topic sentences and cross them out.

Introducing Staying on Topic

1. **Say:** When I visit the zoo, I like to see different animals. The orangutans are fun to watch as they climb with their long arms. I wonder if we have grapes in the kitchen? I also like to see the tigers.
 - **Ask:** Did everything I just said go together? --> **No.**
 - **Ask:** Which sentence did not belong? --> **I wonder if we have grapes in the kitchen.**
 - **Say:** That sentence is about food at home, not about the zoo. When we write, all details need to match the topic.

I Do: Modeling

1. **Show Picture 1** (a bird flying) from the worksheet.
2. **Read** the topic sentence: Birds fly.
 - **Say:** First, I make sure I understand the topic sentence. It is *Birds fly*. That means every detail should be about birds flying.
3. **Read** the details one at a time:
 - Their wings flap fast.
 - Some birds run fast.
 - They soar through the air.
 - The bar-tailed godwit flies from Alaska to New Zealand.
4. **Say:** I will check each detail by asking, Does it talk about birds flying?
5. **Work through** each detail:
 - Their wings flap fast. *Wings flapping* is part of flying. This goes with the topic sentence. --> **I put a check mark next to it.**
 - Some birds run fast. Wait, let's use our check. The topic sentence says birds fly. The detail says birds run. The *action* in the detail does not go with the *action* in the topic sentence. That is how we know it does not belong. --> **That does not go with this topic. I draw a line through it.**
 - They soar through the air. Soaring is flying. --> **This goes with the topic sentence. Check mark.**

- The bar-tailed godwit flies from Alaska to New Zealand. This is about flying. --> This goes with the topic sentence. Check mark.

6. **Say:** I crossed out the detail about running because running is not about flying.

We Do: Guided Practice

1. **Show Picture 2** (a penguin with an egg) from the worksheet.
2. **Read** the topic sentence: Penguins keep their eggs warm.
 - **Ask:** What is this topic sentence about? --> Penguins keeping their eggs warm.
 - **Ask:** What should every detail be about? --> Penguins keeping their eggs warm.
3. **Read** each detail and work together:
 - They sit on the nest. **Ask:** Does sitting on the nest help keep eggs warm? --> Yes. Keep it.
 - They use their body heat. **Ask:** Does body heat help keep eggs warm? --> Yes. Keep it.
 - They have black and white feathers. **Ask:** Does having black and white feathers help keep eggs warm? --> No. Cross it out.
 - They fluff their feathers to trap heat. **Ask:** Does trapping heat help keep eggs warm? --> Yes. Keep it.
4. **Say:** We crossed out the detail about feather color because that does not help keep eggs warm.

You Do: Independent Practice

1. **Show Picture 3** (child playing soccer) from worksheet.
2. **Read** the topic sentence: Soccer keeps players moving.
 - **Ask:** What is this topic sentence about? --> Players moving in soccer.
 - **Say:** Read each detail. Cross out those that do not go with the topic sentence.
3. Review together: **Ask:** Why did you cross out *Some sports use rackets instead of balls*? --> It is not about players moving in soccer.

Answer Key: Picture 1: Cross out — Some birds run fast. Picture 2: Cross out — They have black and white feathers. Picture 3: Cross out — Some sports use rackets instead of balls.

LEARNER-GENERATED SENTENCE PROMPT

1. **Say:** Think of your favorite activity. Give me a topic sentence about why you like it. Then tell me two details: one that goes with the topic sentence and one that does not go with the topic sentence.
2. **Write** their sentences.
3. **Check** the writing rules.

SENTENCE-BUILDING RULE CHECK

- A topic sentence tells what the paragraph is about.
- We cross out details that do not go with the topic sentence.
- Checking that details go with the topic sentence is part of planning a paragraph.

Revision and Editing

This is the revision and editing unit. Revision is not intuitive for young writers. Many early elementary learners believe that once they write something, it is **done!** This unit reframes revision as an active thinking process with specific, teachable steps. The unit teaches three distinct revision skills in sequence, then brings them together in a multi-day writing experience that mirrors what professional writers do.

The unit opens with precise word choice. Your learner learns that some words (*nice, good, big*) are *tired* because they create vague mental pictures, and that precise alternatives (*generous, delicious, enormous*) communicate more clearly. From there, the unit moves to expanding writing with question words, a different kind of revision: not replacing *tired* words but adding missing information. The third skill is systematic editing using CPS (Capitalization, Punctuation, Spelling), which teaches your learner to check writing for mechanical correctness as a separate step from revision. The unit then brings all three together in a multi-day revision cycle where, over 4 days, your learner returns to the same piece of writing, each time with a different focus.

Over the next six lessons, your learner will:

- Replace tired, overused words with precise vocabulary that creates clear mental pictures.
- Apply precise vocabulary in extended story writing.
- Expand sentences by adding missing information using question words.
- Edit systematically using the CPS process: Capitalization, Punctuation, Spelling.
- Revise and edit a complete paragraph through the full writing process over multiple days.
- Organize events clearly using time-sequence words.

DIFFERENTIATION

- The tired-words concept in Lesson 23 depends heavily on vocabulary. Your learner understands many more words than they can recall independently. When they need help choosing a precise word, offer two or three options with brief definitions and let them pick the one that fits. This scaffolding is developmentally appropriate and expected for this lesson.
- For learners who handle word replacement quickly, the extended story writing in Lesson 24 is where the challenge lives: sustaining precise word choices across multiple sentences.
- The multi-day revision in Lesson 27 may feel slow. Each day focuses on one revision skill (Day 1: tired words, Day 2: question-word expansion, Day 3: conjunctions, Day 4: CPS editing). This separation is the point. Young writers need to focus on one kind of improvement at a time.

Portfolio Reminder: At the end of this unit, Lesson 28, you will save one revised paragraph showing the complete revision cycle. This unit marks your learner's introduction to revision techniques.

Applying Precise Vocabulary

LESSON 24: OBJECTIVE

Apply precise word choices across extended story writing inspired by *Muncha! Muncha! Muncha!*, sustaining careful vocabulary selection across multiple sentences and events.

MATERIALS

- Whiteboard and Markers (2 colors)
- Word Wall from Lesson 23
- Lesson 24: Student Workbook
- *Muncha! Muncha! Muncha!* by Candace Fleming
- Paper and pencil
- *Optional:* Space for movement/acting (Day 5)

WRITING RULES IN THIS LESSON

Previously learned: All rules from Lessons 1 through 23. Tired words versus precise words. Word Wall vocabulary.

New: None. This lesson applies precise vocabulary in an extended writing context.

TEACHING TIPS

- If your learner reverts to tired words during story writing, pause and check the Word Wall together rather than correcting directly.

WHAT EDUCATORS NEED IN THIS LESSON

- **Day 2** uses *Muncha! Muncha! Muncha!* by Candace Fleming as a mentor text. Read it yourself first to notice the author's word choices.
- **Day 3** requires the Lesson 24: Day 3 Photographs and two colors of whiteboard markers. Your learner revises a paragraph using a photograph as evidence.
- **Day 4** uses *Muncha! Muncha! Muncha!* again for reference. The lesson focuses on the recursive work of checking paragraphs for irrelevant details.

Keep the Word Wall visible and accessible throughout the lesson.

LESSON 24: DAY 5 ~ Book Nook + Story Sentences

MATERIALS

- Written story from Day 4
- *Muncha! Muncha! Muncha!* by Candace Fleming
- Space to move around
- *Optional:* Simple props

OBJECTIVE

Connect planning and revising to performance by acting out your learner's story and comparing word choices to *Muncha! Muncha! Muncha!*

Precise Words in Motion

1. **Say:** This week, you wrote a story using precise words. Today, we are going to act it out and see how precise words make stories come alive.

Act Out Your Learner's Story

1. **Assign** roles. Let your learner choose whether they want to be Mr. McGreely or a bunny.
2. **Read** one sentence at a time and perform it immediately. *Example:* You wrote *sneaky mice crept into the kitchen*. Show me what sneaky looks like.
 - Keep the pace lively and celebratory. Today is not about fixing. It is about experiencing your words.
3. After the performance, **ask:** Could we have acted it out this well if you had written *went* and *did* instead? Which of your words made the acting the most fun?

Act Out *Muncha! Muncha! Muncha!*

1. Round 1: **Read** a short passage using tired words. Mr. McGreely built a fence. The bunnies came and ate the vegetables. Act it out exactly as written.
2. Round 2: **Read** expressively: Tippy-tippy-tippy-pat... Muncha! Muncha! Muncha! **Act it out** big and silly: tiptoeing, munching.
3. **Ask:** Which version of *Muncha! Muncha! Muncha!* was more fun to do? Why? What made Fleming's version so alive?

Reflection

1. **Ask:** What word from your story or Fleming's do you want to use again because it is fun to say or act out? Let's add it to our Word Wall if it is not there already.

Story Sentences

Say: We are going to write about the story using what we have been learning. We will start with the same sentence and finish it three different ways.

1. **Write:** Mr. McGreely built a wall because

- **Say:** *Because* tells why something is true. Why did Mr. McGreely build a wall?
- **Add:** [Learner response] --> *Example: Mr. McGreely built a wall because he did not want the bunnies eating his vegetables.*
- **Check** the writing rules.

2. **Write:** Mr. McGreely built a wall, but

- **Say:** *But* shows that something different happened. What happened?
- **Add:** [Learner response] --> *Example: Mr. McGreely built a wall, but the bunnies kept getting in.*
- **Check** the writing rules. Comma before *but*?

3. **Write:** Mr. McGreely built a wall, so

- **Say:** *So* shows what happened as a result. What happened as a result?
- **Add:** [Learner response] --> *Example: Mr. McGreely built a wall, so the bunnies went tippy-tippy-tippy-pat to find a new way in.*
- **Check** the writing rules. Comma before *so*?

Expanding Writing with Question Words

LESSON 25: OBJECTIVE

Teach a second kind of revision: adding missing information to sentences using question words (*who, what, when, where, why, how*). Learners discover that revision has two distinct moves: adding what is missing and replacing weak words. Both moves make writing more detailed and clear.

MATERIALS

- Whiteboard and Markers
- Word Wall from Lesson 23
- *Olivia* by Ian Falconer
- Lesson 25: Student Workbook
- Question Words Poster
- Pencil
- *Optional*: Colored pencils, crayons, or markers
- *Optional*: Reusable sticker book

WRITING RULES IN THIS LESSON

Previously learned: All rules from Lessons 1 through 24. Tired words versus precise words.

New: Revision includes adding missing information, not just replacing weak words. Question words (*who, what, when, where, why, how*) help identify what information is missing from a sentence.

TEACHING TIPS

- This lesson builds on the revision work begun in Lesson 23. There, learners replaced tired words with precise ones. Here, they learn a second revision move: noticing when a sentence is missing information and using question words to add it.
- By the end of this lesson, your learner will have used both revision moves on the same paragraph. Day 3 adds missing details using question words. Day 4 returns to that same paragraph to replace tired words with precise ones. Seeing both moves applied to a single piece of writing is the core experience of this lesson.
- Day 4 is built around whatever paragraph your learner wrote on Day 3. The example sentences in Day 4 are illustrations only. Your learner's paragraph will look different, and that is expected. Before Day 4, read through your learner's Day 3 paragraph and identify any tired words. Common ones at this stage include *went, good, nice, said, and got*. If no tired words appear, the Day 4 teaching note will guide you.
- Have the Question Words Poster visible throughout all five days of this lesson.

WHAT EDUCATORS NEED IN THIS LESSON

- **Day 1** needs two copies of the Empty Room Worksheet and two pencils. If your learner prefers a hands-on option, a reusable sticker book works in place of drawing.
- **Day 2** uses the Question Words Poster for a warm-up activity. No additional materials needed.
- **Day 3** uses the Lesson 25: Day 3 photograph and the Day 3 worksheet.
- **Day 4** uses the paragraph your learner wrote on Day 3. No additional preparation is needed beyond reading it beforehand.
- **Day 5** uses *Olivia* by Ian Falconer.

LESSON 25: DAY 1

MATERIALS

- Whiteboard and Markers
- Lesson 25: Day 1 Empty Room Worksheet (2 copies)
- Question Words Poster
- *Optional:* Colored pencils, crayons, or markers
- *Optional:* Reusable sticker book

OBJECTIVE

Use hands-on activities and visual cues to expand a basic paragraph using question words.

Teaching Notes:

When expanding sentences, refer to the Question Words Poster as needed to reinforce the specific meanings of *who*, *what*, *when*, and *where*. If your learner does not remember question words, briefly review each one using the Question Words Poster before proceeding.

This lesson uses a shared drawing activity rather than the standard I Do/We Do/You Do format. Your learner will be drawing on the Lesson 25 Day 1 Empty Room Worksheet throughout the lesson. Each time a sentence is revised, your learner adds corresponding details to their picture. The graduated release still applies: the parent models first (I Do), guides the second sentence together (We Do), and the learner revises the third sentence independently (You Do).

If your learner prefers, you can use a reusable sticker book. If you choose this option, take a blank scene from the sticker book and have your learner place the stickers in the scene to create the paragraph.

Review

1. **Ask:** What do question words help us do? --> **They help us ask questions. / They help us find information.**
 - **Ask:** Can you name one question word? Wait for a response.
2. **Say:** Sometimes, sentences have tired words. We replace them. Sometimes, sentences are missing information. We add it with the help of question words.

CONNECT TO TODAY

1. **Say:** Today, we will revise sentences in a paragraph with the help of question words.

I Do: Modeling

1. **Show** your copy of the Empty Room Worksheet.
 - **Say:** I have my own worksheet, and you have yours. We will both be drawing on our worksheets as we replace tired words and use question words to help us add details.
2. **Point to** the first sentence: They are in the room.
 - **Say:** Let's use question words to add details to this sentence.
3. **Write:** who:
 - **Say:** First, I ask: Who is in the room? The picture and paragraph do not tell us, so I get to decide. I could say a family or two children and their dog. I will pick two children and their dog because I can picture them clearly and draw them.
 - ◇ After who: **write:** two children and their dog
 - **Say:** I will add this to my picture on my worksheet.
 - ◇ **Draw** simple stick figures of two children and a dog in the room.
 - **Write** the revised sentence: Two children and their dog are in the room.

4. **Say:** Now I will add when this is happening.

- **Write:** when:
- **Say:** I ask: When are they in the room? It could be in the morning or at bedtime. I will say in the morning because I can draw a sun to show that.
 - ◇ After when: **write:** in the morning
- **Say:** I will add something to show morning in my picture.
 - ◇ **Draw** a sun.
- **Revise** the sentence: In the morning, two children and their dog are in the room.
 - ◇ **Say:** I remember that details about *when* go at the beginning of the sentence, we put a comma after them.

We Do: Guided Practice

1. **Point to** the second sentence on the worksheet: There are toys.
2. **Say:** Let's work together to add details to this sentence.
 - **Write:** what:
 - **Ask:** *Toys* is very general. It is not a precise word. If we are going to draw them, we need to know what toys they have? Wait for a response. --> *Examples: Legos, dolls, cars.*
 - ◇ **Write** the response, as a fragment, after what: --> *Example: what: Legos*
 - **Give your learner** time to add the toys to their picture on the worksheet. You should also add them to your worksheet.
 - **Write** the revised sentence after the first revised sentence. --> *Example: There are Legos.*
 - **Ask:** Does this sentence give more information about what is in the room? --> *Yes.*

Teaching Note: Legos is a proper noun.

You Do: Independent Practice

1. **Point to** the third sentence: They are playing with them.
2. **Say:** Now you will add details to the last sentence.
 - **Write:** where:
 - **Ask:** Where are they playing with their toys? Are they on the floor? At a table? By the window? Wait for a response. --> *Examples: on the floor, at the table, by the window*
 - ◇ **Write** the response, as a fragment, after where: --> *Example: where: on the floor*
 - **Give your learner** time to add toys where they are being played with. You should also add them to your worksheet.
 - **Write** the revised sentence after the second revised sentence. --> *Example: They are playing with them on the floor.*
3. **Write and read** the three revised sentences.

For More Practice with *Because, But, So*

Teaching Note: This is *optional*. Depending on the cognitive load for your learner.

1. **Say:** Let's add more detail with *because, but, and so*.

- **Sentence 1:** Add *because*. --> *Example:* Two children and their dog are in the room because it is cold outside.
- **Sentence 2:** Add *but*. --> *Example:* There are Legos, but they also have action figures. (**Say:** I remember my comma before *but*.)
- **Sentence 3:** Add *so*. --> *Example:* They are playing with them on the floor, so toys are scattered all over it. (**Say:** I remember my comma before *so*.)

SENTENCE-BUILDING RULE CHECK

- Question words help writers add details.
- *Who, what, when, and where* each add a different kind of detail.
- *Because, but, and so* also help us add details to sentences.
- When we revise, we check for tired words and make sure there are no fragments or details that do not match.

For More Practice with *Because, But, So*

Teaching Note: This is *optional*. Depending on the cognitive load for your learner.

1. **Say:** Let's add more detail with *because, but, and so*.

- **Sentence 1:** Add *because*. --> *Example: Two children and their dog are in the room because it is cold outside.*
- **Sentence 2:** Add *but*. --> *Example: There are Legos, but they also have action figures. (Say: I remember my comma before but.)*
- **Sentence 3:** Add *so*. --> *Example: They are playing with them on the floor, so toys are scattered all over it. (Say: I remember my comma before so.)*

SENTENCE-BUILDING RULE CHECK

- Question words help writers add details.
- *Who, what, when, and where* each add a different kind of detail.
- *Because, but, and so* also help us add details to sentences.
- When we revise, we check for tired words and make sure there are no fragments or details that do not match.

The Writers' Workshop

Unit 7 puts it all together. Over three lessons, your learner creates three complete illustrated stories, each one targeting a different kind of thinking, then binds them into a book. Each lesson follows the same five-day structure: plan with an SPO (Day 1), write a draft (Day 2), revise for vocabulary (Day 3), edit with CPS (Day 4), illustrate (Day 5). This predictable routine reduces cognitive load so your learner can focus on applying skills rather than learning new procedures. No new skills are introduced in this unit. Everything your learner does here draws on what they have practiced across the previous 28 lessons.

The three stories are deliberately different. Lesson 29 writes about the perfect pet using *because*, *but*, and *so* for argumentative reasoning. Lesson 30 writes a personal narrative about a brave moment using *after*, *before*, *when*, and *if* for emotional reflection. Lesson 31 writes a sequential nonfiction account of a real event using *first*, *then*, *next*, and *finally*. By completing all three types, your learner demonstrates writing versatility: the ability to make a logical argument, reflect on personal experience, and recount events accurately.

Throughout this unit, you write your own stories alongside your learner. Research consistently shows that when writing instructors write alongside their learners, learning outcomes improve. Keep your own writing simple: short sentences, familiar vocabulary, the same conjunctions your learner is using. Your story should look like something your learner could write.

Over the next four lessons, your learner will:

- Create three complete illustrated stories using the full Writing Process.
- Apply argumentative reasoning using *because*, *but*, and *so*.
- Write personal narrative with emotional reflection using *after*, *before*, *when*, and *if*.
- Compose sequential nonfiction using *first*, *then*, *next*, and *finally*.
- Work alongside you as fellow author.
- Compile three stories into a bound book.
- Use different sentence types for the topic and concluding sentences. (L30 and L31)

DIFFERENTIATION

- If your learner struggles with the SPO planning on Day 1 of any lesson, return to the scaffolding strategies from Lessons 18 and 19: shape vague opinions, pull buried details out of topic sentences, prompt with question words, use the because test for detail selection.
- For learners ready for more challenge, the revision days (Day 3) offer natural extension. Push for more precise vocabulary choices and more detailed question-word expansions.

Portfolio Reminder: Save copies of all three completed stories in your learner's portfolio. These polished pieces represent the culmination of the year's work. By the end of Lesson 31, your portfolio will contain nine samples documenting growth from first sentences to complete stories.

Perfect Pet Story

LESSON 29: OBJECTIVE

Create a complete illustrated story about the perfect pet using *because*, *but*, and *so* for logical reasoning, following the full Writing Process: plan (Day 1), write (Day 2), revise (Day 3), edit (Day 4), illustrate (Day 5).

MATERIALS

- Whiteboard and Markers
- *The Perfect Pet* by Margie Palatini
- Lesson 29: Student Workbook
- Pencil
- Colored pencils, markers, or crayons
- Writing Process Poster from Lesson 27

WRITING RULES IN THIS LESSON

Previously learned: All rules from Lessons 1 through 28. Full Writing Process: Plan, Write, Revise, Edit. All conjunctions, all revision and editing skills.

New: None. This lesson applies all previously learned skills.

TEACHING TIPS

- You write your own story alongside your learner throughout this lesson. In I Do sections, you model using your story. In We Do and You Do sections, you guide your learner's work on their story. You are not working on the same story together. Keep your own writing simple: short sentences, familiar vocabulary, the same conjunctions your learner is using. Your story should look like something your learner could write, not something only an adult would produce.
- A completed example story about dragons is provided in the I Do sections. You may use it as written or write your own. However, if your learner also chooses a dragon, pick a different pet for your story, so you each have your own. In this case, use the provided example as a guide for the appropriate level of writing.

WHAT EDUCATORS NEED IN THIS LESSON

- **Day 1** uses *The Perfect Pet* by Margie Palatini as a mentor text. Read it before the lesson. Requires two copies of the SPO Form (one for you, one for your learner).
- **Day 2** requires the completed SPO Forms from Day 1 and two sets of Lesson 29 Paragraph Paper.
- **Day 3** requires two colors of whiteboard markers and two colors of pencils for revision work. Have the Word Wall from Lesson 23 visible.
- **Day 4** requires two colors of whiteboard markers, the Day 3 revised paragraphs, and two copies of the Final Draft Paper.
- **Day 5** uses *The Perfect Pet* again to study the illustrator's techniques before your learner illustrates their own story. Have colored pencils, markers, or crayons ready.

Have the Writing Process Poster visible throughout the lesson.

LESSON 29: DAY 1

MATERIALS

- Whiteboard and Markers
- *The Perfect Pet* by Margie Palatini
- Lesson 29: Day 1 SPO (2 copies)
- Writing Process Poster from Lesson 27

OBJECTIVE

Plan a story about the perfect pet using SPO format.

Review

1. **Point to** the poster.
2. **Ask:** What are the four steps of the Writing Process? --> **Plan, Write, Revise, Edit.**
 - **Ask:** Why do we plan before we write? --> **To organize our ideas; to know what we want to say.**

CONNECT TO TODAY

1. **Say:** Today begins a three-lesson project where we will each create three complete illustrated stories and bind them into a book. This lesson you will write about the perfect pet. I will also write my own story, so we will both be authors together. Each lesson follows the Writing Process: today, we plan.

The Perfect Pet

1. **Say:** This story is about Elizabeth, who searches for her perfect pet. Listen to how she solves her problem.
2. **Read** *The Perfect Pet* by Margie Palatini.
3. **Ask:** Would you choose an insect as the perfect pet? Why or why not? Wait for a response.
4. **Say:** Now, you will plan your own perfect pet story. Your pet can be real or imaginary, you decide what makes it perfect. I will also plan my own story about a different perfect pet.

Review Conjunctions: *Because, But, So*

5. **Write:** *because, but, so*
6. **Ask:** What does *because* tell us? Wait for a response.
 - **Say:** *Because* tells why something is true.
7. **Ask:** What does *but* tell us? Wait for a response.
 - **Say:** *But* shows that something different happens.
8. **Ask:** What does *so* tell us? Wait for a response.
 - **Say:** *So* tells what happened as a result.
9. **Say:** We will use these three words to show our reasoning in our stories.

Choose Your Pet (Topic)

1. **Say:** Before we can write a plan, we need to decide on our topic. What pet will you write about? It can be real or imaginary. What animal would be your perfect pet?
 - **Wait for your learner** to choose.
 - **Say:** Great. You will write about [their pet]. I am going to write about dragons, so we each have our own story.

I Do: Modeling

1. **Show** the SPO Form, and **say**: I will plan my story about why dragons are the perfect pet. Watch how I think through my plan.
2. **Write** your topic sentence: Dragons are the perfect pet because they are magical and helpful.
3. **Say**: That is my topic sentence. It is a sentence that tells my main idea. I used *because* in it to tell why I think dragons are the best. That is my reason. Now, I will list two or three details about why I think a dragon would be the perfect pet. I remember not to write these as sentences. They are just quick notes to remember my ideas.
4. **Write** your details:
 - fly me anywhere
 - roast marshmallows instantly
 - keep me warm on cold nights
5. **Say**: Tomorrow, I will turn these into sentences using *because*, *but*, or *so*.
6. **Say**: Next, I need a concluding sentence. Let me think of two different options and get your help choosing the best one.
7. **Write** two options:
 - Dragons are the best pets, but they might accidentally set your house on fire!
 - Dragons are perfect pets, so everyone should have one.
8. **Say**: Notice my first option uses *but* to show that something different happens, dragons are great, but there is a problem. My second option uses *so* to show a result, dragons are perfect, so something should happen.
9. **Ask**: Which ending works better? Why? Discuss together.
10. **Choose** one and write it on your SPO.

We Do: Guided Practice

1. **Look over the** SPO Form with your learner.
2. **Say**: You have already chosen your pet. Tell me your topic sentence. You can use *because* like I did.
 - **Provide scaffolding** as needed.

You Do: Independent Practice

1. **Say**: Now, list your details, two or three reasons, about what makes this your perfect pet. Do not write these as sentences.
 - **Provide scaffolding** as needed.
2. **Say**: Now write your concluding sentence. Try using *but* or *so*.
 - Engage your learner in a conversation trying out *but* and *so*. If needed, **say**: I wonder if you tried this... (The goal is for your learner to experiment with different options before choosing one.)

SPO Review

1. **Say**: Read both SPOs aloud. Check that the details support your topic sentences.

LESSON 29: DAY 2

MATERIALS

- Whiteboard and Markers
- Completed Lesson 29: Day 1 SPO
- Lesson 29: Paragraph Paper (2 copies)
- Pencil

OBJECTIVE

Use the Day 1 SPOs to write a first draft with *because*, *but*, and *so*.

Review

1. **Write:** because, but, so

Elizabeth wanted a pet, __ her parents would not let her have one.

Elizabeth could not have a dog __they bark.

Elizabeth could not have a large, noisy pet, ____ she got Doug the bug.

- **Ask:** Which word makes each sentence make sense: *because*, *but*, or *so*? --> Order of use: *but*, *because*, *so*.

2. **Write:**

- Because tells why something is true.
- But shows that something different happens.
- So shows what happened as a result.

Set Up Paragraph Paper

1. **Say:** We will set up our paper to leave space for revisions tomorrow.
2. **Show** how to organize paper, as you set up your own paper:
 - **Skip** the first line for title.
 - **Write** on the second line.
 - It is a good idea to **skip lines on the paper**, so you can cross things out and write revisions or edits right above what you are changing.
3. **Say:** This spacing lets us improve our stories tomorrow without starting over.

CONNECT TO TODAY

1. **Say:** Today, we will turn our SPO plans into complete stories. We will work together, one sentence at a time. I will write a sentence from my plan, then you will write the same type of sentence from yours.

Topic Sentence: I Do

1. **Say:** First, I write my topic sentence from my SPO: Dragons are the perfect pet because they are magical and helpful.

Topic Sentence: You Do

1. **Say:** Now, write your topic sentence from your SPO.
 - **Copy** your learner's topic sentence onto their paper.
2. **Say:** We both need to check our topic sentences. Do they have a *who* or *what* and an *action*? Do they start with a capital letter and end with a period?

Detail 1: I Do

1. **Point to** the first detail on your SPO: fly me anywhere
 - **Say:** This is a fragment, not a sentence. I need to turn it into a sentence. I will write the beginning of my sentence first.
 - **Write:** My dragon could fly me anywhere
2. **Say:** I will use *because* to explain *why*. *Because* tells why something is true.
 - **Write** the sentence: My dragon could fly me anywhere because dragons have powerful wings.
 - **Say:** I turned my phrase into a sentence by using *because* to explain why.

Detail 1: We Do

1. **Say:** Now let's work on your first detail. Point to the first detail on your learner's SPO.
2. **Ask:** How can we turn this phrase into a sentence?
 - **Work together** to write the beginning of the sentence.
3. **Ask:** Which conjunction should we use: *because*, *but*, or *so*?
 - **Help your learner** choose and complete the sentence.
 - If using *but* or *so*, say: Remember, we put a comma before *but* and *so*.

Continue with Remaining Details and Concluding Sentence

1. **Say:** We will continue the same way. I will write my next sentence, then you will write yours.
 - For each remaining detail on both SPOs:
 - ◇ **Write** your sentence first, using *because*, *but*, or *so*.
 - ◇ **Help your learner**, if needed, to turn their detail into a sentence.
 - ◇ **Remind** about the comma before *but* and *so* as needed.
2. When all details are written, **write** your concluding sentences from your SPOs.
3. **Read** both stories.