

Build a Sentence

Students plan, revise, edit, trace, and share one short sentence.

K.10 "Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions..."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 BUILD IT

a	dogs	dog	cat
b	runs	run	big
c	big	Dogs	run
d	?	!	.

2 WRITE IT

Big
dogs
run.

HOW TO RUN THIS PAGE

Read each row aloud and let students circle one choice as the class builds a sentence. Students add a detail, check the sentence conventions with you, trace the words, and share the finished sentence aloud.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • BUILD IT

SAY "I will read the choices in each row. Listen to each question and circle one choice."

ROW	SAY	STUDENTS CIRCLE
a	We are planning a sentence about more than one animal that barks. Which word names our topic?	dogs
b	Our draft begins with "Dogs." Which word makes the sentence tell what dogs do?	run
c	We want to add a word that tells more about the dogs. Which word can we add at the beginning?	big
d	We have a telling sentence. Which mark belongs at the end?	.

PART 2 • WRITE IT

SAY "How can you trace each word carefully? When you are done, point to the words from left to right and share the sentence with a partner."

- Box 1: **Big**
- Box 2: **dogs**
- Box 3: **run.**

WHAT TO ACCEPT

Circle dogs, run, big, and the period. Accept legible tracing of "Big dogs run." with a capital B and a period, with adult assistance as needed.