

## “Writing Lessons According To the 6 Traits of Writing” July 2007

### **Lesson Title: Lesson Skill B Mobility of Predicate Expanders**

Framing Your Thoughts, Language Circle, Project Read

**Trait:** Sentence Fluency, Conventions, Voice, Word Choice

**Grade Level:** 3/4

**Content Area:** Language Arts

**MA Framework:** Composition

**Strand/Standard:** General Standard 22: Standard English Conventions

22.4 Use knowledge of correct mechanics (*end marks, comas for series, capitalization*), usage (*subject and verb agreement in a simple sentence*), and sentence structure (*elimination of fragments*) when writing and editing.

**Teacher:** Renee Hill

### **Instructional Content/Strategy/Strategies:**

Developing sentence fluency and expansion, word choice, and voice through expanding the predicate and movement of predicate expanders using multi-sensory techniques.

**Instructional Objectives:** Students will develop an understanding of the movement of predicate expanders to add sentence fluency and variety.

### **Description:**

Anticipatory Set:

1. Say, “Today we will discuss how to use predicate expanders to make our writing more interesting.” Display the following barebone sentence on the overhead. Students should place their barebone sentence on the table in front of them.

the leaves crackle .

2. Have the students read the sentence orally.  
Add the following predicate expanders:

The leaves crackle *how* loudly

*where* under each footprint

*when* as the hunter trudges through the forest .

Have the students place their predicate expanders in the appropriate positions on the table in front of them.

3. Say, "The *predicate expanders* can be moved to the front of the sentence to create a more interesting sentence, a clearer sentence or just for variety."

4. Model on the overhead the following:

*when* As the hunter trudged through the forest

the leaves crackled *how* loudly

*where* under each footstep .

Have the students move their predicate expanders on the table in front of them.

5. Say, "If the predicate expander is placed at the beginning of the sentence and includes four or more words 4+ , the introductory should be followed by a comma , .

5. Display the following barebone sentence. Students should place their barebone sentence on the table in front of them.

The kittens purr.

6. Add the predicated expanders and say, "When placing predicate expanders, remember: the *how* predicate expander when in the predicate area should be placed as close to the predicate word as possible and the **design** of the sentence should *make the meaning of the sentence clear*."

7. Model on overhead the following:

The kittens purr *how* loudly

*where* from their cozy basket

*when* while they wait for some warm milk .

Have the students place their predicate expanders in the appropriate positions on the table in front of them.

8. Say, "Is there another way we can place the predicate expanders?" Have students work with the sentence and suggest other ways.

9. Repeat the process with the sentence: *The raft hurtled down the wild river with paralyzing speed.*
10. Guided practice: Practice Sheet 2E

**Resource Materials:** Framing Your Thoughts, Language Circle, Project Read, pages 2-33 to 2-34, Practice Sheet 2E pages 2-35 to 2-48, Answer Key 2-49 to 2-51  
Overhead projector, overhead projector marker, scissors to cut out manipulatives, pencils for students.

**Assessment/Follow-up:** Independent practice—Using Framing Your Thoughts Symbol Folders and individual pictures, each student will build a sentence about their picture.  
Further practice and assessment—Framing Your Thoughts Application & Transfer, Language Circle, Project Read, pages 2-25 to 2-44

**Reflection:** This lesson is very successful in showing students how to change the structure of their sentences and helps them in becoming more descriptive in their expansion of the predicate. It also helps them establish how to correctly use a comma with predicate expanders. It gives the students a “hand-on” way at looking at sentence structure and shows that there is not one “right” way to form a sentence. This lesson can be adapted for use when peer editing. The students have post-it notes (*with predicate expander symbols how, where, why*) with them as they listen to a student’s writing. When they have a question (*how, where, why*) about something the student has written, they place it on a post-it note. At the end of the peer editing session, the writer can review the questions and address these questions in the form of predicate expanders. The students respond positively to this type of editing. This strategy helps students develop fluency and use more descriptive language in their writing.