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SHELL
EDUCATION

Getting to the

Teacher
Resource CD
included

Level

K

Core of Writing

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Jan McNeel
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Essential Lessons
for Every
Kindergarten
Student

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Froggy Phrases

Standard

Uses strategies to draft and revise written work

Materials

- Chart paper
- Markers
- *Froggy Phrases Cards* (page 121; froggyphrasescards.pdf)
- Stuffed frog (or other stuffed animal)
- Log (or large stick)

Mentor Texts

- *Jump, Frog, Jump!* by Robert Kalan
- *Over in the Meadow* by Jane Cabrera
- *Over in the Meadow* by John Langstaff
- *Rosie's Walk* by Pat Hutchins
- See *Mentor Text List* in Appendix C for other suggestions.

Procedures

Think About Writing

1. Tell students that writers build and shape sentences by adding detail to their writing. This helps the readers see the story in their minds.
2. Review a mentor text if desired, and emphasize the author's use of preposition words. For example, in *Jump, Frog, Jump!*, author Robert Kalan adds details for his readers by using position words that tell us where his animals are going—words like *into the pond* and *up the net*. You may wish to begin a chart with phrases from the text.

Teach

3. Tell students, "Today I will show you how to begin using word phrases to build more interesting sentences for your readers. We will learn about prepositional phrases—position words—that show our reader where something is."
4. On a sheet of chart paper, write the sentence, "My frog hops _____ the log." Use the *Froggy Phrases Cards* (page 121), a stuffed frog, and a log (large stick) to demonstrate the various places the frog can be. Ask students, "Where is the frog?" Write position words on the chart to complete the sentence. Explore position words, such as *on, in, over, under, behind, beside, around* and *in front of*.

Engage

5. Have students *Heads-up, Stand-up, Partner-up* and work with partners to create three sentences that tell where the frog could hop. For example, it might be *over the log* or *in my cereal bowl*. Encourage students to begin their sentences with, "My frog hops..."

Froggy Phrases *(cont.)*

6. Listen in on conversations and select a few students to quickly share ideas.

Apply

7. Tell students that including prepositional phrases in their sentences will not only add variety in their sentence lengths but also add details to show the reader what is happening in the story. Tell students that today they may write about the frog or work on another piece of writing.

Write/Conference

8. Provide time for students to write. Notice students that may need additional support. Use your conferring notebook to record observations. Ask students, "What are you working on as a writer?"

Spotlight Strategy

9. Spotlight student work. For example, "Look at all your amazing ideas." Be sure to notice those students who generated prepositional phrases in their writing. Call attention to students who were quick in getting started on the task. Always notice and compliment strong work ethic.

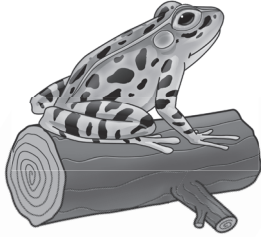
Share

10. Provide approximately two minutes for students to share their ideas with partners. Based on your observations, choose one or two students who clearly understood prepositional phrases and have them share with the whole group.

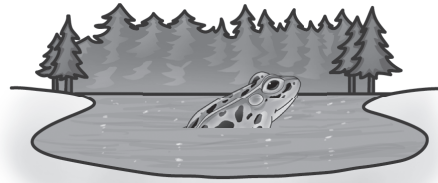
Homework

Ask students to come up with other prepositional phrase ideas, for example: *at the table*, *in my bed*, and *across the street*. Tell students to be ready to share tomorrow.

Froggy Phrases Cards



on



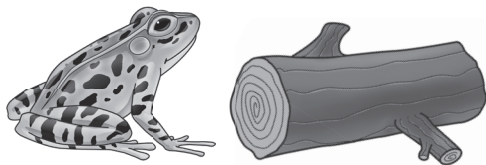
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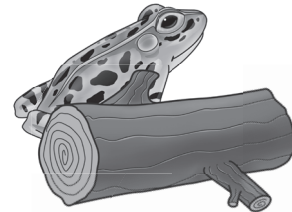
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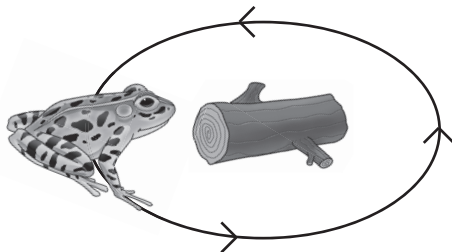
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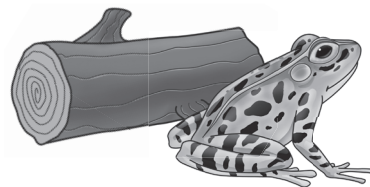
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