

Kindergarten Letter & Sentence Formation Lessons

The purpose of the Kindergarten Letter & Sentence Formation is to get students writing starting at the beginning of the year. By using simple sentence frames and high frequency words, students can begin to write with ease. Although the workbook focuses on letter formation of many letters, this program does not cover all upper- and lowercase letters and is not a substitute for your language arts curriculum's letter formation instruction.

High Frequency Words

a	go	like	she
am	have	may	the
and	he	my	this
at	I	play	to
can	is	see	we

General ELL Support

- Modify speech to ensure a slower pace. Clear enunciation and purposeful vocabulary to assist in comprehension.
- Use contextual clues such as gestures, facial expressions, color-coded materials, and acting out meaning to make content more accessible.
- Previewing and reviewing a lesson connects background knowledge and reinforces understanding of content and vocabulary.
- Lessons provide students with structure and scaffold the writing process.
- Use informal comprehension checks throughout the lesson to identify students' level of understanding.

General Differentiated Instruction Strategies

- Mixed ability groups provide extra support for students who have not mastered the strategy. Also, students who have mastered the strategy are able to reinforce their own understanding of the material.
- Leveled questions help adjust instruction to meet multiple readiness levels.
- Use a variety of instruction delivery methods: note taking, picture books, teacher modeling, student modeling, group work.
- Set appropriate goals according to differing abilities.
- Present material in manageable pieces following a structured routine.

Common Core Standards

RF.K.1(a)	SL.K.1(a)	L.K.1(a)
RF.K.1(b)	SL.K.1(b)	L.K.1(b)
RF.K.1(c)	SL.K.2(a)	L.K.1(c)
RF.K.1(d)	SL.K.3	L.K.1(d)
RF.K.3(a)	SL.K.4	L.K.1(f)
RF.K.3(c)	SL.K.5	L.K.2(a)
	SL.K.6	L.K.2(b)
		L.K.2(c)

Kindergarten Letter & Sentence Formation Week 2, Lesson 1

Objectives

- Students print upper- and lowercase letters:
I, a, m.

Materials

- “Letter Formation Worksheet: *I, a, m*”

Week at a Glance

- Letter Formation: *I, a, m*
 - Weekly High Frequency Words: *I* and *am*
- Sentence Formation:
- *I am* + emotion
 - *I am* + adjective
 - *I am* + verb

Review It

Purpose of Writing

1. Explain to students that besides talking to one another, people communicate through writing. We are not always able to talk to people. An author with a story to tell cannot share his story with people all over the world unless he writes it down. The newspaperman cannot tell each and every person the daily news, so he writes it down. That way everyone can get the information at the same time by reading the newspaper.

Letter Formation

2. Tell the students that just as we put sounds together with our voices to make words, we write letters down to form words. Show and discuss the letters of the alphabet. Ask students: *What is the difference between lower- and uppercase letters?* Possible answer: *The capital letter is big and it starts a name or a sentence.*
3. Ask students if they remember tracing the letters *Ss, Mm, and Rr*. Ask students: *Do we write letters starting at the bottom line?* Possible answer: *No, we write letters starting at the top or middle line.* Model aloud how to write each letter.

Teach It

Weekly Letter Focus: *I, a, m*

4. Tell students that they are going to learn to write letters *I, a, and m*.
 - a. Show the students the letters *I, a, and m* as you say each letter name and sound.
 - b. Have students repeat the letter after you model how to say the letter name and sound.
5. Review holding a pencil.
6. On the board, model aloud how to write capital *I*. Example: *Start at the top line and bring your pencil down to the bottom line. Draw a hat and feet.* While you are writing each letter, make sure you discuss what you are doing aloud so that students understand how you are forming each letter.

*If students are gathered on the carpet in front of the whiteboard, you can teach them air writing, where students write the letter with their index finger in the air. Have them do this after you model the letter, so you can watch the students for an information assessment.

7. Model aloud how to write a lowercase *a*.
8. Model aloud for students how to write a lowercase *m*.

Do It

Guided Practice: Letter Formation

9. Until students master letter formation for individual letters, make sure that letter formation happens with guided practice.
10. Model aloud how to hold a pencil.
11. Model aloud how to write capital *I* on your “Letter Formation Worksheet: *I, a, m*.” While you are writing each letter, make sure you discuss what you are doing aloud so that students understand how you are forming each letter. After you model how to form *I*, the students trace one letter. Next, they should stop and watch you form the same letter again. When you finish

modeling the letter for a second time, have the students trace the letter again on the worksheet. Repeat until you have finished every *I* on the worksheet.

12. Repeat this process for letters *a* and *m*.

Share It

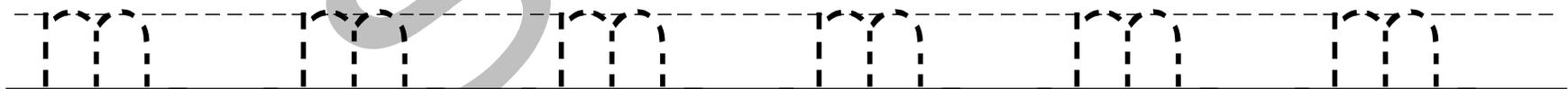
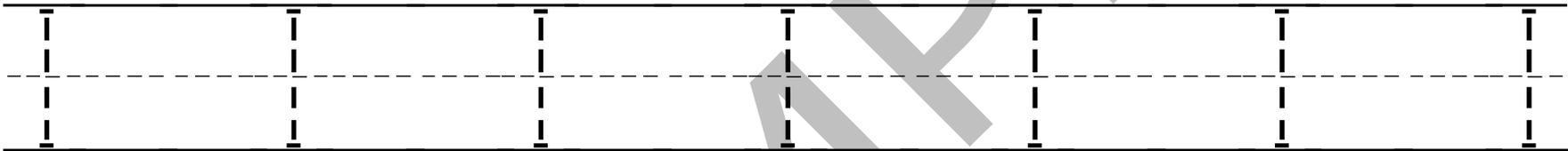
Peer Evaluation

13. Model aloud how you form the letters *I*, *a*, and *m*. Tell students you want to make sure that you are writing your letters correctly, and if you make a mistake you need them to help you form the letters correctly. Make a couple of mistakes, so the students have practice assisting their peers with corrections (e.g., start the *I* at the bottom line). Ask students: *Is this how I write this letter?* Possible answer: *No, you need to start at the top!*
14. Place students in partners. Tell your students that you want them to show their partner how to form each letter. Their partner is going to check to make sure they are forming their letters correctly. Partners can then switch roles.
15. Monitor students to ensure that letters are being formed correctly, and that partners are providing constructive feedback.

Teacher Reflection

Name _____

Letters: I, a, m



Kindergarten Letter & Sentence Formation Week 2, Lesson 2

Objectives

- Students understand that putting specific letters together forms words.
- Students trace the high frequency words *I* and *am*.

Materials

- “Word Formation Worksheets: *I, am*”

Review It

Letter Formation: *I, a, m*

1. Tell students that they are going to continue working with the letters *I, a, and m*. Ask students if they remember tracing the letters *I, a, and m*. Ask students: *Do we write letters starting at the bottom line?* Possible answer: *No, we write letters starting at the top or middle line.*
2. Model aloud how you write each letter.

Teach It

Weekly High Frequency Words: *I, am*

3. Tell students you are going to form two words with the letters they learned during the previous lesson. Tell students we write letters together on paper to form words just like we put letter sounds together to say a word. On the board, show them how to form the words *I* and *am*.
4. Show the words *I* and *am* to the students. Guide students in naming the letters and sounds in the words.
5. Pronounce *I* for the students, and have them repeat it back to you a few times while looking at the word. Point to the word each time you say it.
6. Repeat this process for the word *am*. Practice the high frequency words whenever you have a free minute.

Verbal Sentence Formation

7. Model aloud how to write the sentence frame *I am _____* on the board. Use two finger spaces to model that there needs to be a space between each word (a popsicle stick is also a great tool for spacing). Say the sentence frame for the students, and have them repeat it a couple of times. Track the words with your finger as students say the sentence frame.
8. Tell students that you want them to introduce themselves using the sentence frame. Model aloud how to use the sentence frame. Track the letters as you introduce yourself to the class using *I am _____*. Have students identify themselves using the sentence frame *I am _____*. Point to the words on the board as the students say the sentence frame *I am _____*.
9. Using the sentence frame, students should practice introducing themselves to a partner.

Do It

Guided Practice: Word Formation

10. Students will practice tracing the words *I* and *am*.
11. Review that the word *I* is always capitalized no matter where it is in a sentence.
12. On your copy of the “Word Formation Worksheet: *I, am*,” model how to form the word *I*. Then the students should trace the word *I*. Verbally guide students while they form each letter. After the students practice tracing one word, they should stop and watch you form *I* again. When you finish modeling the word for a second time, have the students trace the word again on the worksheet. Repeat until you have finished every *I* on the worksheet.

*Remember, it is important that you think out loud while you are forming each letter so students understand the thought process they should use when they are forming letters.

Week at a Glance

- Letter Formation: *I, a, m*
- Weekly High Frequency Words: *I* and *am*

Sentence Formation

- *I am* + emotion
- *I am* + adjective
- *I am* + verb

13. Repeat this process for the word *am*. Model aloud how to form the word. Then have the students trace the word *am* while you verbally guide the students in forming each letter.

Share It

Peer Evaluation

14. Model how you formed the words *I* and *am*. Tell the students you want to make sure that you are writing your words correctly, and if you make a mistake, you need them to help you form the letters correctly. Make a couple of mistakes, so the students have practice assisting their peers with corrections. Example: *Start the I at the bottom line.* Ask students: *Is this where I start the letter?* Possible answer: *No, you start at the top.*
15. Place students in partners. Tell students they are going to show their partners how to form each word. Each partner is going to check to make sure students are forming their words correctly. Have students take turns tracing the words for their partners using spaces. Monitor students to ensure that letters are being formed correctly, and that partners are providing constructive feedback.

Teacher Reflection

Name _____

High Frequency Words: I, am

I I I I I I I

am am am am

am am am am

Kindergarten Letter & Sentence Formation Week 2, Lesson 3

Objectives

- Students understand that putting specific words together forms a sentence.
- Students write two sentences telling how they feel.

Materials

- Kindergarten Letter & Sentence Formation Rubric
- “Sentence Formation Worksheet: *I am* _____.”
- Emotion Pictures

Review It

High Frequency Words: *I, am*

1. Review with the students that we put sounds together with our voices to make words, and we write letters down to form words (visually put the letter *a* and *m* together to form *am*). Write the sentence frame *I am* _____. on the board (or have it in your pocket chart) while modeling two-finger spacing. Show students that there is a space between the words when you write a sentence and tell them that when you put words together they can form a sentence.
2. Show students the word *I*. Ask students: *Who remembers this word?* Use Think-Pair-Share to facilitate discussion before students share with the whole class. Possible answer: *The word is I.*
 - a. Model how to say the word. Have students repeat it a couple of times.
3. Show students the word *am*. Ask students: *Who remembers this word?* Use Think-Pair-Share to facilitate discussion before students share with the whole class. Possible answer: *The word is am.*
 - a. Model how to say the word. Have students repeat it a couple of times.

Teach It

Sentence Formation: *I am* + emotion

4. Tell students that you are going to continue working with the words *I* and *am*. We are going to use the sentence frame *I am* _____ to talk about your emotions, or how you feel.
5. Ask students: *What does the word emotion mean?* Possible answer: *It is a word that tells how you feel.* Example: *Sometimes I am happy, surprised, excited, or scared.* Have students name different emotions. Create a picture word bank for emotion words. Use pictures cards (provided in the back of the workbook) or gestures to visually represent emotions. Discuss the pictures with students and write the corresponding emotion under each picture on the board (or you can use a pocket chart to match the pictures to words).
6. Point to the sentence frame. Discuss capitals and end punctuation at this point. Tell students: *A sentence always starts with a capital, or big letter. At the end of a sentence, we need to write a period.* Ask students: *Who can come up and show me the capital letter? Who can show me the period at the end of the sentence?* Students should identify the capital and period in the sentence. Have the whole class repeat the sentence frame a few times after you model how to say it.
7. On the board, model forming a sentence that describes how you feel using the sentence frame. Place your emotion picture in the space at the end of the sentence frame. Phonetically spell the emotion.
8. Have a few students tell you how they feel using the sentence frame *I am* _____. Students should manipulate the pictures to form their sentence. Point to the words in the sentence frame as the students tell you how they feel.

Week at a Glance

- Letter Formation: *I, a, m*
- Weekly High Frequency Words: *I* and *am*

Sentence Formation

- *I am* + emotion
- *I am* + adjective
- *I am* + verb

9. Have students tell a partner how they feel using the sentence frame.

Do It

Guided Practice: Sentence Formation

10. Have students look at their “Sentence Formation Worksheet: *I am _____.*” Model how to say the sentence frame. Have students repeat it. Tell students they are going to write two sentences telling how they feel.
11. On your copy of the worksheet, model aloud how to trace the sentence *I am _____.*
 - a. Model aloud how to form capital *I*. Students trace the first word in the sentence.
 - b. Model aloud how to form the word *am*. Have students trace the second word in the sentence as you verbally guide them on forming each letter.
 - c. Draw the picture and phonetically spell your emotion in the space provided. Direct students to do the same.
 - d. Model aloud how to form a period. Have students trace the period.
 - e. Repeat steps a through d for the second sentence.

Kindergarten Workbook Rubric

12. Review the ice cream rubric with students. Tell the students that the rubric helps remind us what we need for our writing. Ask students the following questions and have them identify each element on their paper.
 - a. *Do you have your name on your paper?*
 - b. *Do your sentences start with capital letters?*
 - c. *Are there spaces between your words?*
 - d. *Do your sentences end with periods?*

*Although the worksheets contain all of these elements, it is good to introduce the rubric as a teaching tool to remind students what they need for each piece of writing.

Share It

13. Read your sentences aloud. Model how to track the words with your finger while you read the sentences. Have the class read your example sentences with you.
14. Have students read their sentences to a partner.
15. Have students share their sentences with the class. While the students share aloud, help them point to the words in each sentence.

Teacher Reflection

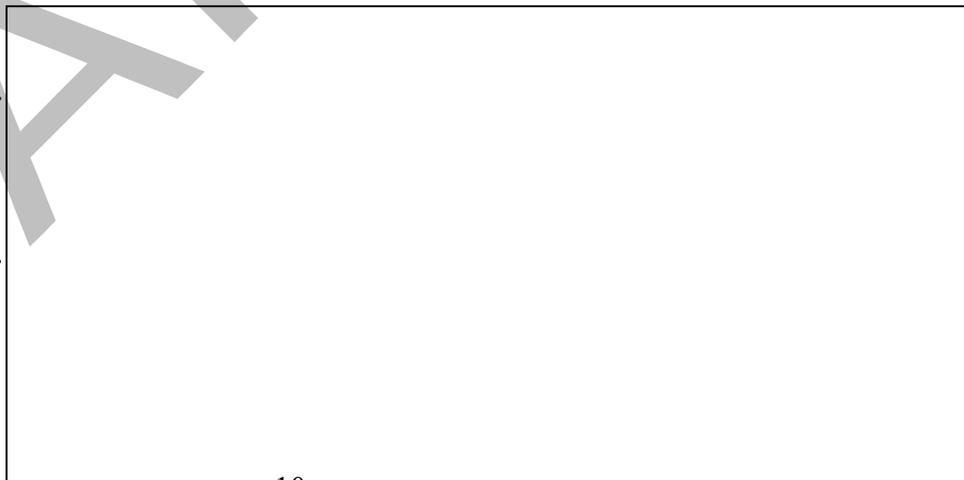
Name _____

I am



_____ ●

I am



_____ ●