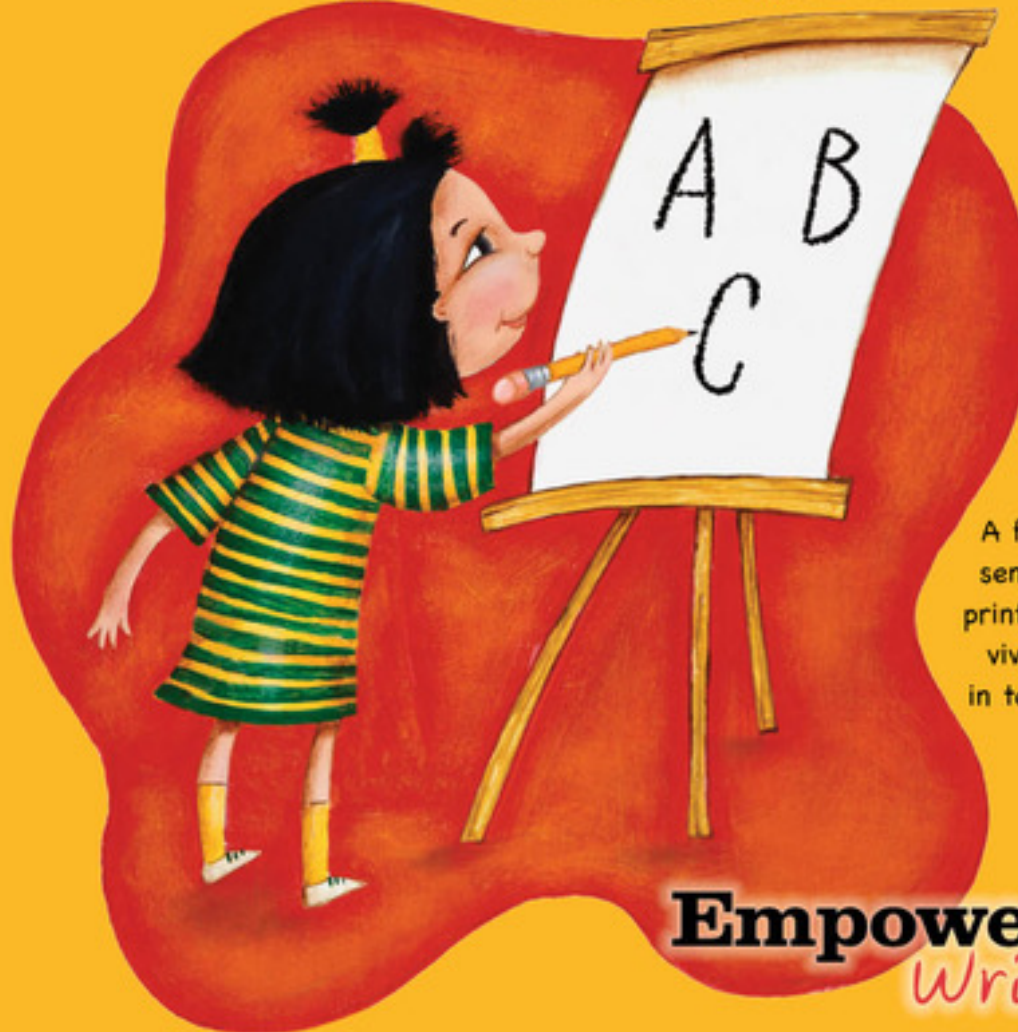


# A SENTENCE A DAY FOR KINDERGARTEN - PREVIEW

## A Sentence A Day

Kindergarten

by Diane Lazar and Kathy Howell



A fun way to learn  
sentence structure,  
print conventions, and  
vivid vocabulary –  
in ten minutes a day!

**Empowering**<sup>™</sup>  
Writers

# INTRODUCTION

As young children learn to write, there are many varied skills they need. They need to understand print concepts such as letter orientation, directionality of print, distinction between sentences, words and letters, as well as learning sound-symbol connections, spacing and punctuation. At the same time they begin to learn the basic characteristics of a variety of genres as a means of expressing their ideas.

For some students, writing a sentence is challenging and then they're required to write a series of connected sentences even before they understand what it takes to write a single sentence and understand the basics of grammar and mechanics. How are sentences constructed? What do sentences need? Often, we assume that as students begin to read, they will naturally learn to write sentences as well. But, for many, without direct instruction, this is difficult and students become frustrated and overwhelmed.

This resource is designed to teach print concepts and grammar and mechanics in a dynamic, consistent daily exercise. It is a multi-sensory approach to sentence construction that includes listening skills, oral language development, pencil to paper instruction and word cards for manipulation.

## What Happens in Ten Minutes a Day?

In ten minutes a day, students can learn basic print concepts while being introduced to the characteristics of genre: narrative, informational and opinion writing. Included is a chart of language standards and themes addressed each week, a day-by-day teaching guide and related coloring pages to inspire writing. Understanding the demands of the beginning of the year for kindergarten, we've included enough weekly themes for 30 weeks of school. Take several weeks at the beginning of the school year to acclimate students to school, then begin your Sentence a Day work when students are ready.

- Each week there is a text read in short daily installments. Each excerpt ends with a question that, in a predictable way, inspires students to write lines, letters, words and ultimately sentences. The grammar and mechanics skills addressed are listed at the beginning of each week, as well as teaching tips to optimize learning.
- The teacher reads a short, engaging daily excerpt, then charts the response. When the learning shifts from lines to letters and single words to sentences, the teacher divides the sentence with a slash, to emphasize the subject/predicate and helps students outline the “who/what” part of the sentence (subject) and the “doing/describing” (predicate) part of the sentence. This is done initially at an awareness level. Then when students are ready, they will also divide their sentence. The “Words of the Week” are charted separately for reference and included as words cards to manipulate.
- Then students write the response on their paper. For weeks 1–8, each day has a separate coloring page. Then a blank daily paper is provided for weeks 9–30. When writing sentences, they trace the initial capital letter and end punctuation in blue, they underline the subject in red and predicate in green. Typically, Days 1–4 have a predictable answer. Day Five features “Friday Free for All” in which students write their own sentence.
- As students write their sentence each day, the teacher circulates and “dots” their work – a quick dot beside each sentence element emphasizing the elements they've demonstrated correctly provides immediate feedback and gives teachers important information for each individual student.
- Suggestions for charting: Use the student page with your document camera or reproduce the student page on large chart paper. When students begin writing words and sentences, continue to use your document camera with the daily paper or use lined chart paper.

# INTRODUCTION

## Lesson Format

### Weeks 1–10

The daily lesson format is consistent in weeks 1–10 allowing time for students to draw or write and then provide feedback. The resource is then scaffolded to move into writing full sentences starting in week 11 when at this point, the lesson includes capital letters and punctuation. From there, we introduce students to subject (who) and predicate (doing) at an awareness level.

Follow this daily format for weeks 1–10.

- 1) Read the daily segment.
- 2) Model/chart the line, letter or word.
- 3) Circulate and “dot” elements students get correct.

### Weeks 11–30

Follow this daily format for weeks 11–30. (*week 11 is amended*)

**LESSON FORMAT:** After you model/chart and students move to guided practice each day **ALWAYS** ask:

*How do I know it's a sentence?*

**Point out the ‘who’ part and the ‘doing’ part. Ask:**

- 1) *How does it begin?* (With a capital!)
- 2) *How does it end?* (With a period.)
- 3) *Now, you write the sentence on your paper. (WAIT)*
- 4) *Underline the WHO part of your sentence in RED. (WAIT)*
- 5) *Underline the DOING part of the sentence in GREEN. (WAIT)*
- 6) *Trace the capital letter and the period in BLUE. (WAIT)*

**Walk around and “dot” elements students get correct.**

Access downloadable student pages and templates on the following link:  
<https://www.empoweringwriters.com/gr-k-sentence-a-day-student-pages>



# INTRODUCTION

## Review and Reinforcement

In addition to the whole class ten minute a day process, an optional follow-up learning station activity is included that follows the theme of the week. Here, children arrange the word cards into a variety of simple sentences. Blank cards are also included so that you may create additional cards for students who need a challenge. They can incorporate these into the sentences they create. Punctuation cards are also included. For non-readers the word cards through week 13 also include images where appropriate and can be printed back-to-back. (To print correctly back to back, set your printer to Short Side Binding.)

## Set Up a Sentence a Day Learning Station:

- Put together a “kit” including paper and pencils, and a collection of the word cards from this resource which are added to, week after week.
- In addition, use the punctuation cards that include periods, question marks, and exclamation points. Students can combine these to form new sentences. Punctuation cards are included in this introduction section.
- Pronoun cards are also available as they are used throughout the resource. Pronoun cards are included in this introduction section.
- Students can sort word cards by word “types” (nouns, proper nouns, pronouns, verbs, adjectives, adverbs).
- Students use paper and pencils to create new sentences using combinations of words from their collection.
- Subjects and predicates can be written on sentence strips in a pocket chart or on a bulletin board and combined in a variety of ways.
- A sheet of blank cards is included for use during any of the weeks.

**REMEMBER:** As in all learning situations, consistency is key. Commit to the ten minutes a day, every day, and you’ll see students learn sentence structure and become accustomed to the language and style of genre-specific texts. The daily exposure will allow students to assimilate this learning and begin to apply it to their own writing!

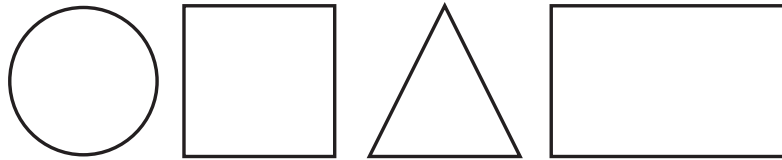
## Grammar and Mechanics Skills

Pre-writing skills are addressed through week 10. Then students will be introduced to capital letters and punctuation. Finally, they practice writing full sentences and identify the subject and predicate. The following skills are addressed and applied:

Week 1: Shapes	Week 16: Number words
Week 2: Writing Left to Right	Week 17: Adjectives
Week 3: Pre-Writing practice	Week 18: Prepositions
Week 4: Letter Writing	Week 19: Opposites
Week 5: Letter Writing	Week 20: Compound Words
Week 6: CVC words	Week 21: Plural Nouns
Week 7: More CVC words	Week 22: Noun-Verb Agreement
Week 8: Common Nouns	Week 23: Capital Letters/End Punctuation
Week 9: Color Words	Week 24: Articles - a/an
Week 10: Rhyming Words	Week 25: Opinion Language
Week 11: Word Spacing	Week 26: Descriptive Language and Word Referents
Week 12: Subject and Predicate	Week 27: Sequence
Week 13: Sentence Conventions: Capital Letters (initial word) and Punctuation (period)	Week 28: Proper Nouns
Week 14: Verbs	Week 29: Conjunctions
Week 15: Number words	Week 30: Capital Letters/End Punctuation

# Week 1: Shapes, Shapes, Shapes

Directions: Each day students will practice drawing shapes on the paper. When the text says to trace or draw, be sure to model that on your chart paper first, then have students draw on their paper. As students work, circulate and “dot” elements students get correct.



## DAY 1

**TEACHER READS:** Ms. Terry stood at the front of the classroom and held up the shape of a circle. She asked, “Boys and girls, can you tell me what shape this is? The children responded in unison, “It’s a circle.” “Yes, it is a circle. Let’s draw a circle in the air!” Ms. Terry added. They all drew a circle in the air. First, they drew a large circle. Then they drew a small circle. Can you trace the circles on your paper? (Teachers, chart a circle.) Draw a circle on your own. Find something in your classroom that is shaped like a circle and draw it inside the circle.

**CHART:** a circle

## DAY 2

**TEACHER READS:** Ms. Terry held up the shape of a square. She asked, “Can you tell me what shape this is?” The children answered, “It is a square” “Yes, it is a square. How many sides does a square have?” she asked. They counted four sides. “Let’s draw a square in the air!” Ms. Terry added. They drew a square with four sides. First, they drew a large square and then a small one. (Teachers, chart a square.) Can you trace the squares on your paper? Draw a square on your own. Find something in the classroom that is shaped like a square and draw it inside your square.

**CHART:** a square

## DAY 3

**TEACHER READS:** Ms. Terry held up the shape of a triangle. She asked, “Can you whisper the name of this shape?” The children whispered, “It is a triangle” “Yes, it is a triangle. How many sides does a triangle have?” They counted three sides. “Let’s draw a triangle in the air!” Ms. Terry whispered. They all drew a triangle with three sides. First, they drew a large triangle and then a small triangle. (Teachers, chart a triangle.) Can you trace the triangles on your paper? Draw a triangle on your own. Think of something shaped like a triangle and draw it inside the triangle.

**CHART:** a triangle

## DAY 4

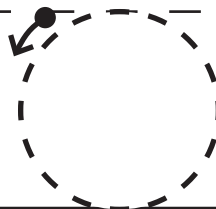
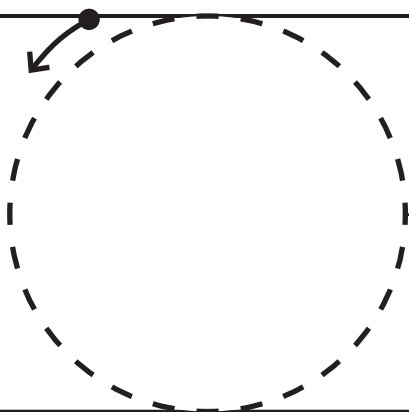
**TEACHER READS:** Finally, Ms. Terry held up the shape of a rectangle. She asked, “Can you recall the name of this shape?” The children shouted, “It is a rectangle” “Yes, it is a rectangle. How many sides does a rectangle have?” They counted four sides. “How is this shape different from a square?” asked Ms. Terry. One boy raised his hand and said, “A rectangle has two long sides and two short sides.” “Yes!” replied Ms. Terry, “Let’s draw a rectangle in the air!” They drew a large four-sided rectangle in the air and then a small rectangle. (Teachers, chart a rectangle.) Can you trace the rectangles on your paper? Draw a rectangle on your own. Draw something in the rectangle that matches its shape.

**CHART:** a rectangle

## DAY 5 – Friday Free For All

**TEACHER READS:** Ms. Terry had a special assignment for the students. She gave each student a paper that had many shapes throughout the page. She asked them to identify something that would match the shapes. As she pointed to each shape, the students suggested what the shape reminded them of. They then drew the object. Can you draw what you think might match the shapes?

Day 1



Draw a circle!

Day 2



Draw a square!

# Week 4: Letters, Letters, Letters

Directions: On each of these days, students can practice skywriting the letters in the air first, paying attention to where they begin as they write with their “pencil finger.” Always distinguish between writing a capital and lowercase letter. When students begin to trace and write the letters on their writing paper, remind them of the space between each of the letters, often compared to a finger space. Space has been allowed for those students ready to write the letters on their own. Be sure to model each letter on your chart before students write their letter. As students work, circulate and “dot” elements students get correct.

## DAY 1

**TEACHER READS:** Malik was so excited for Monday to come. It was another week of kindergarten and this was the week he had been waiting for. Today they were going to begin writing letters. Malik had been practicing his writing skills, but he needed some help in writing his letters correctly. The teacher introduced the first three letters that the students would write. She pointed to the apple and together they wrote the letter Aa in the air. Then they traced the letter over and over with a pencil. The teacher pointed to the bee and they wrote Bb in the air. They traced the Bb. Lastly, the teacher pointed to the cat and they traced Cc in the air and then traced the letter Cc with a pencil. Which three letters did the students practice writing? (Aa Bb, Cc)

**CHART:** each letter capital and lowercase

## DAY 2

**TEACHER READS:** Malik bounced into class ready to practice writing more letters. He sat at his desk with his sharpened pencil and writing paper in hand. The teacher asked, “What are the next three letters we are going to practice writing today?” In unison, the students responded, “D, E, F.” “You are correct, d for dinosaur, e for elephant, and f for fish.” Let’s practice writing these letters in the air and then practice tracing the letters with our pencil. (Skywrite and trace the letter Dd) (Skywrite and trace the letter Ee) (Skywrite and trace the letter Ff) What letters will the students trace and write? (Dd, Ee, Ff)

**CHART:** each letter capital and lowercase

## DAY 3

**TEACHER READS:** As Malik walked into class, he handed his teacher his make-believe homework. He had been practicing the letters they had written in class. “Great job, Malik!” bragged the teacher. She pinned his “homework” to the bulletin board. She pointed to the alphabet chart and asked, “Who can tell me what letters we will write today?” Ebony raised her hand and replied, “G for guitar, h for hat, and i for iguana.” (Skywrite and trace the letter Gg) (Skywrite and trace the letter Hh) (Skywrite and trace the letter Ii) Which letters will the students practice writing? (Gg, Hh, Ii)

**CHART:** each letter capital and lowercase

## DAY 4

**TEACHER READS:** As the students arrived to class the next morning, they all brought in their homework. “What is this?” the teacher asked. The students grinned and pointed to Malik’s work on the bulletin board. “This makes me so happy!” the teacher boasted. “What letters do you think we will practice today?” she asked. She pointed to the pictures and the students replied, “J for jelly, k for king, and l for lion.” (Skywrite and trace the letter Jj) (Skywrite and trace the letter Kk) (Skywrite and trace the letter Ll) What three letters will the children write today? (Jj, Kk, Ll)

**CHART:** each letter capital and lowercase

## DAY 5 – Friday Free For All

**TEACHER READS:** Homework was beginning to pile up in the classroom. The students were so excited to write their letters. The teacher asked, “How many letters have we practiced so far?” The students counted on their paper. They replied “Twelve.” “That is correct. Can you find all twelve letters in the hidden picture?” the teacher said.

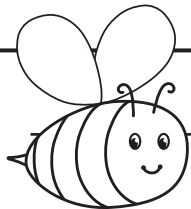
**Teacher:** Allow time for students to trace the hidden letters and color the page.



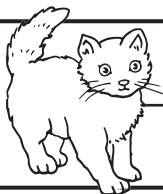
Day 1



Aa Aa Aa



Bb Bb Bb



Cc Cc Cc

Aa

Bb

Cc

# Week 8: Pumpkin Patch Critters – Common Nouns

## Words of the Week:

bee / ant / bug / web

The focus this week is on common nouns – a non-specific person, place or thing.

Directions: This week students will practice writing words on the lines. As students work, walk around and “dot” the elements that are correct. You’re looking for correct placement on the lines as well as left to right orientation.

### DAY 1

**TEACHER READS:** Tyrell looked out the back door at the pumpkin patch he and his dad had planted. The pumpkins were almost ready to pick. In the spring, Tyrell and his dad planted pumpkin seeds and tended them all year. As the plants grew and the flowers bloomed on the plant, insects buzzed around the flowers, gathering nectar. What insect buzzed around the pumpkin flowers? (bee).

**CHART:** bee

### DAY 2

**TEACHER READS:** As Tyrell walked out the door toward the pumpkin patch, he stepped onto a bed of little red insects. When he picked his foot up he noticed one of the little angry pests was inching its way up his leg. He slapped at the bug and knocked it back toward the bed of busy creatures. What insect crept up Tyrell’s leg? (ant).

**CHART:** ant

### DAY 3

**TEACHER READS:** Tyrell called for his dad to join him in the pumpkin patch. They strolled together around the plants admiring the large orange gourds that grew underneath each plant. All of a sudden dad noticed something crawling on one of the round spheres. It was a small critter with quick skinny legs. What was crawling on the pumpkin? (bug)

**CHART:** bug

### DAY 4

**TEACHER READS:** Dad did not tell Tyrell that the bug he saw crawling on the pumpkin was a spider. Just then, Tyrell screamed. “Look dad, it’s a spider!” Dad turned and saw the panicked look on his son’s face. The spider had woven a thin net of string that stretched from one pumpkin to another. What did the spider weave? (web)

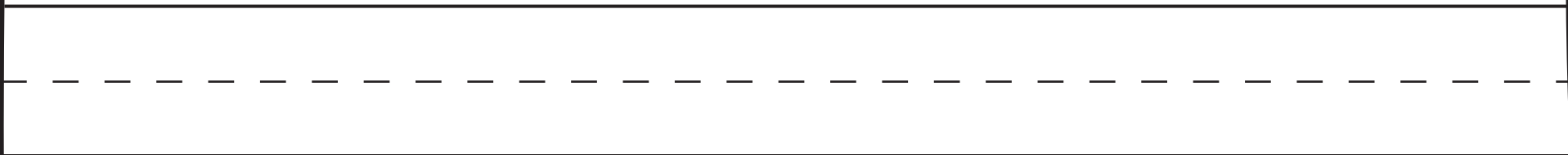
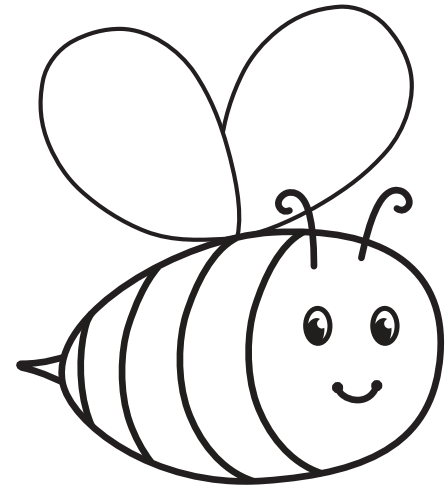
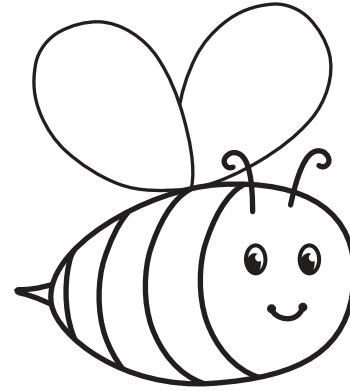
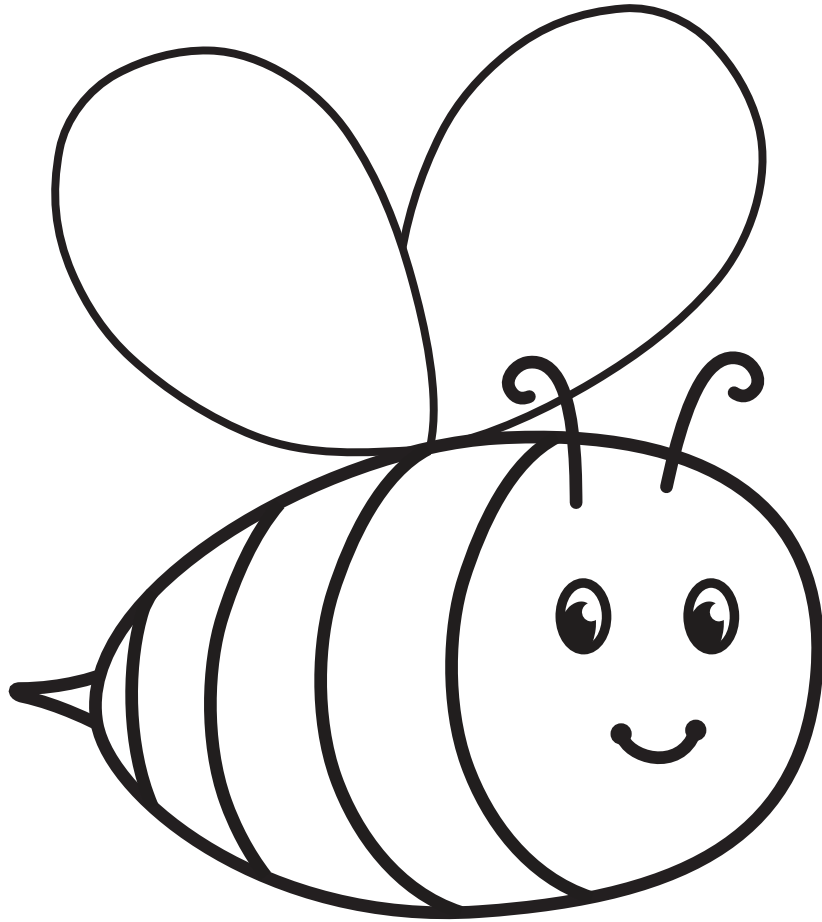
**CHART:** web

### DAY 5 – Friday Free For All

**TEACHER READS:** The pumpkin patch was full of large overgrown plants and orange pumpkins growing bigger every day. It wouldn’t be long before the pumpkins would be ready to pick. What other living creatures flourished near the pumpkin patch?

**Teacher:** Allow time for students to draw and write.

Day 1



Add your own!

bee

week 8

ant

week 8

web

week 8

bug

week 8



# Week 18: Where is Spot? – Prepositions

## Words of the Week:

on / behind / in / under / hid / the  
house / chair / cabinet / bed

Preposition: a word or group of words used before a noun to show location. Each preposition used indicates where something or someone is located.

Directions: To make this more visual and kinesthetic, have an empty box on hand and a small object like a ball. Each day place the ball in the correct place according to the segment and encourage students to practice doing the same.

### DAY 1

**TEACHER READS:** Spot the dog likes to hide. He hides in some interesting places and is sometimes hard to find. On Monday Spot hid on top of his dog house. Where did Spot hide?

**CHART:** He / hid on top of the house.

### DAY 2

**TEACHER READS:** It was Tuesday and I looked all around the house for Spot. He wasn't under the couch. He wasn't next to the table. I looked and looked! Suddenly, I spotted some yellow fur behind the chair. Where did Spot hide?

**CHART:** He / hid behind the chair.

### DAY 3

**TEACHER READS:** On Wednesday Spot ran around the house looking for a good place to hide. He tried to squeeze between the bed and the wall but didn't fit. He wiggled his way in a kitchen cabinet and stayed very still. Where did Spot hide?

**CHART:** He / hid in the cabinet.

### DAY 4

**TEACHER READS:** All of this hide and go seek was exhausting. On Thursday Spot was looking for a hiding place when he decided to hide under the bed and wait for me to find him. Where did Spot hide?

**CHART:** He / hid under the bed.

### DAY 5 – Friday Free For All

**TEACHER READS:** It's Friday! Imagine that Spot is your dog. Where do you think he might be hiding in your house? Be sure to include a preposition to tell where he is hiding. Color the picture of Spot and write a sentence about where he hid and draw his hiding place.

Teacher: Allow time for students to color, draw and write. Be sure to chart some common prepositions for students to use such as: under, over, between, across, near, below, or use the word cards for student reference.

**LESSON FORMAT:** After charting each day ALWAYS ask:  
How do I know it's a sentence?

Point out the 'who' part and the 'doing' part. Ask:

- 1) How does it begin? (With a capital!)
- 2) How does it end? (With a period.)
- 3) Now, you write the sentence on your paper. (WAIT)
- 4) Underline the WHO part of your sentence in RED. (WAIT)
- 5) Underline the DOING part of the sentence in GREEN. (WAIT)
- 6) Trace the capital letter and the period in BLUE. (WAIT)

Walk around and "dot" elements students get correct.

Day 5



**on**

week 18

**behind**

week 18

**in**

week 18

**under**

week 18

**hid**

week 18

**the**

week 18

**house**

week 18

**chair**

week 18

**cabinet**

week 18

# Week 27: A Flower Grows – Sequence

## Words of the Week:

seed / root / stem / bud

flower / planted / grows

shows up / blooms / first

next / after / soon / finally

Sequence Words: The order in which events take place.

Directions: Point out each of the sequence words as the story is read and use them frequently over the course of the week. Use the word cards to sequence a variety of events. (This week Friday is guided, not a “Free For All.”)

## DAY 1

**TEACHER READS:** Have you ever seen a flower grow? Do you know how it happens? Let’s take a look at what happens as a flower grows. The first thing that has to happen is that a seed needs to be planted in the soil. The seed is small and round like a bean. It needs to be planted and given water and soil to grow. What has to happen first for a flower to grow?

**CHART:** First, a seed / is planted.

## DAY 2

**TEACHER READS:** Once the seed has been planted and given plenty of water, then it pops open and begins to grow roots. The roots are like little fingers that go deep into the soil to bring the flower food and water. What happens next?

**CHART:** Next, roots / grow.

## DAY 3

**TEACHER READS:** The roots grow down into the soil and after that a shoot grows above the ground and turns into a stem. The stem brings the nutrients and water into the leaves and supports the flower when it grows. What happens after the roots grow?

**CHART:** After, a stem / grows.

## DAY 4

**TEACHER READS:** Soon a flower bud shows up on the stem. The bud is closed up but with enough sunlight and water it will open to reveal a flower. What happens soon after the stem grows?

**CHART:** Soon, a bud / shows up.

## DAY 5 – Friday Free For All

**TEACHER READS:** The last thing that happens is that the flower bud opens up, petal by petal to reveal the flower. The flower is now blooming. What happens last when a flower grows? Color and label each part of the flower, then write your sentence.

**CHART:** Last, the flower / blooms.

**LESSON FORMAT:** After charting each day ALWAYS ask:  
How do I know it’s a sentence?

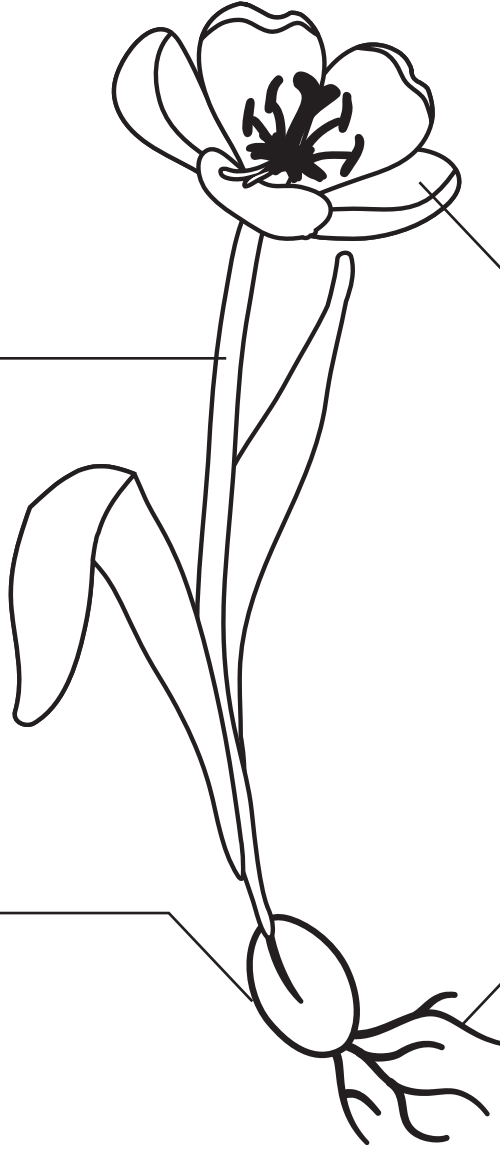
Point out the ‘who’ part and the ‘doing’ part. Ask:

- 1) How does it begin? (With a capital!)
- 2) How does it end? (With a period.)
- 3) Now, you write the sentence on your paper. (WAIT)
- 4) Underline the WHO part of your sentence in RED. (WAIT)
- 5) Underline the DOING part of the sentence in GREEN. (WAIT)
- 6) Trace the capital letter and the period in BLUE. (WAIT)

Walk around and “dot” elements students get correct.



Day 5



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**seed**

week 27

**root**

week 27

**stem**

week 27

**bud**

week 27

**flower**

week 27

**planted**

week 27

**grows**

week 27

**shows up**

week 27

**blooms**

week 27