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Conventions Focus Punctuating Powerfully

- Play Guess the Rule with children. On the board write:

These sentences have it.

This dragon is orange, blue, and green.

I love to eat apples, bananas, and carrots.

These sentences don't have it.

That dragon is purple yellow and red.

My pizza is hot salty and spicy.

- Read aloud the sentences that have it. Ask: *What's my rule?*
Answer: Commas are used to separate items in a list or series.
- Chorally reread the two sentences that don't have it. Ask children to clap where each comma should go. Use editing marks to show where to add commas.
- Project "The Conventions Song" and ask children to turn to it in their Student Handbooks as they sing along. Change the first or third line to include commas and have them sing it again.
- Then read together the sentences on the Punctuating Powerfully page in the Student Handbook. Ask children to add commas where they are needed.



Student Handbook, p. 79

Reaching Students Who Struggle

Struggling writers may have trouble figuring out what to write. To provide support, have each child draw a picture of something that matters to him or her. Then ask questions that focus on the aspect of the picture that most excites the child. From there, help him or her capture that excitement in writing.

Tips for Teaching Punctuation

- Have partners take turns saying complete sentences and identifying where the commas should go—for example, *I see a book (comma) a hamster (comma) and a chair.*
- Have children find examples of commas in print materials in the classroom (bulletin boards, school announcements, and newsletters).

Looking Ahead to Day 3

- Add information books that contain animal photos or drawings with captions.
- Gather highlighters.
- On your own, preview the children's *Animals and Their Babies* sheets ( Traitspace; Student Handbook, p. 77), and the benchmark paper ( Traitspace; "Writing Sample," Student Handbook, p. 78).