Georgia Performance Standards Framework for ELA Unit 3 – 5th Grade

Grade: 5
Topic: Recipe for Sensational Sentences
Instructional unit: Unit 3, “Communicating about Our World through Informational Writing”
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The task: The teacher will set up a “cooking station” in the front of the class (use a cart and have large mixing bowl, spoons, 2 plastic eggs, a salt and pepper shaker labeled salty subjects and peppery predicates, empty containers labeled vivid verbs, nifty nouns, adventurous adverbs, awesome adjectives, powerful prepositional phrases, and perky pronouns. Fill the labeled containers with 5 strong examples of each on strips of construction paper). The teacher begins preparing her sensational sentence omelet by cracking the eggs into the mixing bowl and asking, “What do I need to add? What is the first part of the sentence?” The teacher will choose a student to add a salty subject (chosen from the can of salty subjects) and then ask students what comes next (predicate). Then the teacher will write the chosen subject and predicate on the board (may be as simple as: The cat slept. The fish swam.) Students will then determine what the class could add to make the sentence tastier. The teacher will then call on remaining students to choose a word from each container (nifty nouns, awesome adjectives, etc.) to revise and expand the sentence. The teacher will discuss the importance of using grade level appropriate language in daily speaking and writing. Students will practice independently or in groups writing and expanding sentences using appropriate grade level language. Students can also revisit their writings and revise sentences to improve their writing.

No Differentiated Instruction Needed

Focus Standard:
ELASC1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student
a. Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
b. Expands or reduces sentences (e.g., adding or deleting modifiers, combining or revising sentences).
c. Uses and identifies verb phrases and verb tenses.
d. Recognizes that a word performs different functions according to its position in the sentence.
e. Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound, complex, and compound-complex).
f. Uses and identifies correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (e.g., elimination of sentence fragments and run-ons).
g. Uses additional knowledge of correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (e.g., elimination of fragments and run-ons), and correct Standard English spelling (e.g., commonly used homophones) when writing, revising, and editing.

Circumstances of the assignment/Notes to the Teachers: This activity calls for a prop with items not found in the regular classroom. The lesson can be modified to meet the needs of the teacher and student.