

Day	Super Sentencing (15-20 minutes per day)	Writing Project (30-40 minutes per day)
<b>Monday</b>	<ul style="list-style-type: none"> <li>Teacher introduces sentence structure.</li> <li>Each student writes 1 sentence.</li> <li>Teacher posts 2 or 3 sentences for discussion, emphasizing “<i>Learning from our mistakes.</i>”</li> </ul>	<ul style="list-style-type: none"> <li>Teacher introduces <i>project reproducible</i> and accompanying <b>template</b>.</li> <li>Students contemplate and discuss, writing ideas on back of the project sheet.</li> <li>Students draft their <b>Topic Paragraph</b> on the designated template.</li> </ul>
<b>Tuesday</b>	<ul style="list-style-type: none"> <li>During project weeks, the teacher may wish to focus on sentences from the Writing Project.</li> <li>Have each student select 1 sentence from their project each day, posting and discussing as with any Super Sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher briefly reviews sentence types.</li> <li>Using the project reproducible as a guide, students craft supporting sentences for the <b>first paragraph</b>, writing one sentence per box.</li> <li>Students then add detail and transitional sentences, one box at a time.</li> <li>Students color-code the first paragraph.</li> </ul>
<b>Wednesday</b>	<ul style="list-style-type: none"> <li>Teacher repeats activities from Tuesday, again highlighting common errors and favorable traits from student samples.</li> <li>Students select new samples.</li> <li>Teacher again posts 2 or 3 new ones for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>As a review activity, Teacher posts a student-written paragraph on 3 x 18” tagboard sheets for discussion.</li> <li>Students use the project reproducible and template to draft and color-code their <b>2nd &amp; 3rd paragraphs</b>, writing one sentence per box and beginning with supporting sentences.</li> </ul>
<b>Thursday</b>	<ul style="list-style-type: none"> <li>During project weeks, teacher may want to suspend formal evaluation, repeating Wednesday’s practice activities on Thursday.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher again posts a student-written paragraph on 3 x 18” tagboard sheets and models the editing and revising process.</li> <li>Students edit and revise their projects, one box at a time, adding additional sentences where desired.</li> <li>Students begin their final drafts on notebook paper or computer.</li> </ul>
<b>Friday</b>	<ul style="list-style-type: none"> <li>During project weeks, teacher may wish to dedicate the time from Friday’s Super Sentence session to completing the week’s writing project.</li> </ul>	<ul style="list-style-type: none"> <li>Students complete their final drafts.</li> <li>Students share and post, such as on bulletin boards or classroom website.</li> </ul>