

LESSON PLAN TEMPLATE

GENERAL INFORMATION

Lesson Title & Subject(s): From Simple to Complex Sentences

Topic or Unit of Study: ELA

Grade/Level: 5th Grade

Instructional Setting:

Classroom with 21 students, I am making posters for the different types of sentences that we are studying and will hang them on the wall. I will also have them on a Power Point to be able to project them for the students. The children are interspersed, with higher learners sitting by lower ones, in order to assist them.

STANDARDS AND OBJECTIVES

Your State Core Curriculum/Student Achievement Standard(s):

Lesson Objective(s):

Being shown grammar posters on the Smart Board, the students will copy the notes from the posters onto a separate sheet of paper, while using their best handwriting, copying word for word both the definitions and examples, and having correct spelling.

Addressing their copy of the notes they took, students will all participate in a socratic seminar where they will join in by taking notes and verbally giving at least three comments each.

Using their copy of the notes they took, students will complete the first half of the test that includes short essay questions, matching, sentence stems, and multiple choice questions, depending upon their level, which will all include: complete sentences, fragmenst, run-ons, interrogative, declarative, expclaimatory, and imperative sentences, independent and dependent clauses, coordinating conjunctions, subordinating conjunctions, compound and complex sentences, and appositives, while receiving a 90% or higher.

Given a short rubric, students will complete the second half of the test by identifying a made-up, "real-world" problem about our school that they will be writing the "district" about, while using what they have learned about sentences, and will obtain a 90% or higher on their letters.

MATERIALS AND RESOURCES

Instructional Materials:

*Create posters of each type of sentence we have been learning with definitions and examples of each
Create the questions for the Socratic Seminar
Rubric for "Real-Life" letter to the district
Accommodated Letter to the district*

Resources:

Many ideas for the activities for teaching the sentences were from:

Hochman, J., & Wexler, N. (2017). *The Writing Revolution*. San Francisco, CA: Jossey-Bass.

Knowing how the ARCS model of motivation is put together and used was from:

Pappas, C. (2015). *Instructional Design Models And Theories: Keller's ARCS Model Of Motivation [ARCS learning resource]*. Available from

<https://elearningindustry.com/arcs-model-of-motivation>

Knowing how the ARCS model of motivation is put together and used was from:

McTighe, J. & Wiggins, G. (n.d.). *Understanding by Design Curriculum Design Model [UbD learning resource]*. Available from

https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

I altered the graphic organizer for writing the letter, the original was from:

Cobb, E. (2015) *Reading Interactive Notebook: Nonfiction Text Activities [Lovin Lit learning resource]*. Available from

<https://www.teacherspayteachers.com/Product/Reading-Interactive-Notebook-Nonfiction-Text-Activities-790642>

INSTRUCTIONAL PLAN

Sequence of Instructional Procedures/Activities/Events (provide description and indicate approximate time for each):

Student Prerequisite Skills/Connections to Previous Learning:

Students will need to be reminded of terms: complete sentence, fragment, run-ons, interrogative, declarative, exclamatory, imperative, independent and dependent clauses, coordinating conjunctions, subordinating conjunctions, compound and complex sentences, and appositives.

Attention

I will use visual stimuli to get the student's attention by showing them the posters I have created about the sentence types we have been learning about in this unit while addressing the steps below.

Presentation Procedures for New Information or Modeling (7 min):

Relevance

Present Worth: *If you learn how to write intelligent, artistic, thinking sentences, you will get better grades in school and higher scores on the I-SAT tests. Writing will become fun to you and you will feel good about your writing abilities because you will have the tools you need to be creative and in control while you are writing.*

Future Worth: *You will use writing all the time when you are an adult. One way you will need this skill is when you fill out applications. Prospective employers are looking for people who are educated and the first glimpse they get of you is your application, cover letter, and resume. Employers receive MANY applications and they immediately throw away applications that have incorrect spelling and grammar. Also, you need to be able to write intelligent sentences in order to give a good impression.*

Once you get a job, you will be writing many letters to your boss, other companies, and fellow employees. And, as a parent, you will be writing letters to teachers and other parents. Once again, you want to be able to communicate effectively through writing in these situations.

Confidence

I will tell students that they will be copying the poster notes about complete sentences, fragments, run-ons, interrogative, declarative, exclamatory, imperative, independent sentences and dependent clauses, coordinating conjunctions, subordinating conjunctions, compound and complex sentences, and appositives.

I will tell them they will copy the notes from the posters onto a separate sheet of paper while using their best handwriting, replicating word for word what I have written, and they must have correct spelling, because the words will be right in front of them. They will also be participating in a Socratic Seminar. Both of these activities will be review for the two parts of the test. These will include a written test and a “real-life” scenario where they will use what they have been learning in a “new” situation.

I will let them know this assignment will be for homework where they will be choosing a made-up problem in the school, and will be required to write a letter to the “district” addressing the problem and giving a solution. They will be given a rubric that shows what must be included in the letter.

Guided Practice (30 min):

First, I will walk the students through the notes, showing and re-reading the posters, reviewing each point in detail. I also point out the examples of each type of sentence that are included on the posters. I will remind them that they will be graded upon their best handwriting, copying word for word exactly what is written, and correct spelling.

*Then, I will then lead the students in a **Socratic Seminar**. For this, students will sit in two circles, one inner, and one outer. The inner students will answer the questions I post and respectfully agree and disagree with one another’s answers while the outer students take notes. Every student is required to make at least three comments during this activity. Half way through, the students will trade places so everyone gets a chance to speak. The first half of the questions will be asked to the first set of students and the second to the next set, so that different questions will be given to each group. These questions are meant to help the students make connections and to understand what they have been learning and are based upon the Understanding by Design (UbD) method.*

The questions for this activity are:

- Why are we learning these different types of sentences?
- How does each lesson or type of sentence build upon each other?
- Why do we learn about fragments and run-on sentences?
- When we write, why do we want to use a number of different sentence structures?
- Why do we learn these types of sentences, when we don't talk like this in "real life"?
- Why is it important to memorize these sentence rules and the lists of conjunctions and subordinating conjunctions?
- When will we use what we are learning about different types sentences?
- Why should everything we do be our very best effort?
- Could writing become fun or exciting by using creative strategies where you can choose how and where you want to use different types of sentences?

**These two activities will be a review of what was learned throughout the unit to help the students prepare for both parts of the summative assessment.*

Independent Student Practice (20 min):

Students will complete the test while working by themselves. They will be able to use their notes they just took in the guided practice section. The test will include short essay questions where they will be asked to explain, in their own words, each of the rules for what we are learning are for those on-level and those below-level will be given sentence stems, matching, and other accommodated questions. I will remind them that they will be expected to receive a 90% or higher because they are able to use their notes and that this is the first part of the summative assessment for the unit.

Culminating or Closing Procedure/Activity/Event (7 min):

Satisfaction

Students will be given a "real world" problem to solve for homework where they have to write a "professional" letter to the "district" discussing a pretend problem in our school that they feel needs to be changed. This problem could be:

- We need computers within the classroom
- The ceiling fell down in the computer lab and water is leaking from it
- There is not enough food given at lunch time to fill student's tummies
- The computer room is too hot for testing

**Students can use their notes part of the test as well.*

**This activity will also be one where students learn to transfer their knowledge into new situations as dictated in the UbD design plan. It will also count as the second part of the summative assessment for the unit.*

Instructional Strategy (or Strategies):

Pupils will be taken through ARCS Motivational Design steps throughout the lesson to increase their motivation and to help them see the relevance of the lesson.

We will be using direct instruction while I teach the beginning of the lesson as I show and read the posters and talk the students through taking notes from their graphic organizers.

Students will be working independently during their completion of the first half of the test.

We will be using cooperative learning as we participate in a Socratic Seminar as an entire class.

Pupils will, again, be working alone to complete their homework assignment or the second part of their test.

Differentiated Instruction Accommodations:

Learning Disabilities Learners: *I will create easier tests for them. These students will have sentence stems, multiple choice questions, and matching.*

Advanced Learners: *Will be given more short answer essay questions.*

Use of Technology:

I will be using the Smartboard projector to display the posters and graphic organizer notes.

Student Assessment/Rubrics:

I will know if the students have acquired knowledge of this topic, if, being shown grammar posters on the Smart Board, the students will copy the notes from the posters onto a separate sheet of paper, while using their best handwriting, copying word for word both the definitions and examples, and having correct spelling.

I will know if students understand this topic if, addressing their copy of the notes they took, students will all participate in a socratic seminar where they will join in by taking notes and verbally giving at least three comments each.

I will know if students have acquired knowledge of this topic, if, using their copy of the notes they took, students will complete the first half of the test that includes short essay questions, matching, sentence stems, and multiple choice questions, depending upon their level, which will all include: complete sentences, fragmenst, run-ons, interrogative, declarative, expclaimatory, and imperative sentences, independent and dependent clauses, coordinating conjunctions, subordinating conjunctions, compound and complex sentences, and appositives, while receiving a 90% or higher.

I will know if students can transfer what they have learned by, given a short rubric, students will complete the second half of the test by identifying a made-up, "real-world" problem about our school that they will be writing the "district" about, while using what they have learned about sentences, and will obtain a 90% or higher on their letters.