

Name Annie Shaw

Lesson Plan Template

Lesson Segment Focus Varying sentence structure.

Lesson 1 of 2

Course & topic addressed Language Arts: Grammar

Date 4-12-2019 Grade 6

Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none">Students will comprehend how to vary sentence structure and apply this to their writings.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students will have read a short chapter book and have gone through literature circles with one another.
Knowledge of students background (personal, cultural, or community assets)	Students will have to read grade level texts; will have to be able to understand pronouns and conjunctions, as well as basic grammar rules.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	L.6.3 Use knowledge of language and its conventions for Grade 6 when writing, speaking, reading, or listening. L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Students will have a word wall that they can look back to for academic language used during the lesson, to have been created in a prior lesson. For ELL students, the word wall will include cognates for the words used. There will be tiered learning words available for students not at grade level for reading/spelling.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Conjunction; Pronoun; Verb; Independent Clause; Dependent Clause
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Materials

Materials needed by teacher for this lesson.	PowerPoint; https://youtu.be/tkKcPakwnuk
Materials needed by students for this lesson.	Notebooks

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10 minutes	<u>Introduction:</u>	I will begin the lesson by showing the students a short YouTube video over sentence structure.
20 minutes	<u>Instruction:</u> Direct Instruction: Students have whole-class practice, Guided Practice (with a buddy while I watch and time) And Independent Practice (journalled).	Once they have finished the YouTube video, I will pull up the PowerPoint and will go through the slides with the students. We will practice the sentence structures together for each slide. At the end of the Simple slides, I will have the students come up with their own simple sentences with their desk partner. They will be given one minute to do this. This will happen after the Simple, Compound, and Complex slides so that way they get practice with all. Before the last slide (there are ten in total), I will ask the students to open their journals to a blank page. Then, I will ask them to write three examples of simple sentences, three examples of compound sentences, and three examples of complex sentences.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
15 minutes	Closure:	<p>The end of the PowerPoint will require the students to write a 500 word 'story' using the three different types of sentences we talked about today. The students will do this alone.</p> <p>They will turn these in to me when finished for a 10 point completion grade.</p> <p>I will give the students fifteen minutes of writing time. Once they finish, they are allowed to start on their homework.</p>

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>.For students who need extra help, the groups can be larger. The assignment can be modified by having sentence fragments and the students fill them in.</p> <p>For ELL students, they will have a cognate list available to them for words that are harder for them to understand.</p>
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>I could turn the assignment into something they all complete on their own, make it a larger group assignment, or shorten the assignment to the students simply writing a statement on paper about the difference between simple, compound, and complex sentences.</p>
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Assessments: Formative and/or Summative

<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).</p>	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Formative: I will use their journals and check for notes.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Formative: The writing they do at the end of class.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
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