

Name Annie Shaw

## Lesson Plan Template

Lesson Segment Focus Sentence Structure: Participles

Lesson 2 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"><li>Students will comprehend how to vary sentence structure and apply this to their writings.</li></ul>
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
--	---

### 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.
--	---

### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Participles; Present Participles; Past Participles</b>
---	---

## Materials

Materials needed by teacher for <b>this lesson.</b>	PowerPoint; <a href="http://www.chompchomp.com/terms/participle.htm">http://www.chompchomp.com/terms/participle.htm</a>
Materials needed by students for <b>this lesson.</b>	Paper to write down their answers Chromebook: <a href="http://www.chompchomp.com/terms/participle.htm">http://www.chompchomp.com/terms/participle.htm</a>

## 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.
5 minutes	<b><u>Introduction:</u></b>	I will begin the lesson by asking the students what they remember about participles. They will be asked to write in their journals for five minutes what they think about participles. They will need to write at least five full sentences.
30 minutes	<b><u>Instruction:</u></b>	<p>Once they have finished their journal writings, I will engage the students in a reminder lesson about Participles. I will write on the board: “Participles can be in present tense or past tense.” I will ask the students to name a few participles.</p> <p>Then, I will give the students a link to Chomp Chomp’s articles over Participles.</p> <p>They will get out their chromebooks and will read silently.</p> <p>After they have finished, I will put the PowerPoint on the board and will play it with the students. They will be encouraged to shout out their answers. The students who</p>

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.
		call out the answers first will receive bonus points. However they can only receive one bonus point per student to make it fair.
15 minutes	<b>Closure:</b>	The end of the PowerPoint will require the students to watch a video over PowerPoint. I will end with this video.

#### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.For students who need extra help, the class can play in groups and will receive points as groups instead of individuals. For ELL students, they will have a cognate list available to them for words that are harder for them to understand.
--	--

#### Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>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.</b>
--	--

#### Assessments: Formative and/or Summative

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).	<input type="checkbox"/> <b>Formative</b> / <input type="checkbox"/> Summative	<b>Formative:</b> I will use their journals and check for notes.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

#### Research/Theory

Identify theories or research that supports the approach you used.	
--	--

**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>
---	---------------------------------------

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>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>