

“I can write a complete sentence with a subject and a predicate, while using proper punctuation and capital letters”

<p>Monday</p> <p>GLCE: W.GR.04.01 in the context of writing, correctly use simple and compound sentences; prepositional phrases; adjectives; common and proper nouns as subjects and objects; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue.</p> <p>Objective: Students will use their prior knowledge of sentence structure and different noun and verb forms and apply their knowledge to a pre-assessment.</p> <p>Lesson Format: Individual</p> <p>Assessment: Pre-Assessment to see what they already know and the areas in which they struggle.</p>	<p>Tuesday</p> <p>GLCE: W.GR.04.01 in the context of writing, correctly common and proper nouns as subjects and objects.</p> <p>Objective: Students will be able to correctly identify and use common and proper nouns in their writing.</p> <p>Lesson Format: Large group</p> <p>Assessment: As a check to see if the students understand the objective, they will make a list of different common and proper nouns as well as writing two sentences that contain both common and proper nouns.</p>	<p>Wednesday</p> <p>GLCE: W.GR.04.01 in the context of writing, correctly common and proper nouns as subjects and objects.</p> <p>Objective: Students will be able to correctly identify and use plural form in their writing.</p> <p>Lesson Format: Large group</p> <p>Assessment: As a check for understanding, the students will complete a chart of the different plural ending rules. For example, “how do you make half plural? Halves”. The will also practice writing one sentence in singular form and one sentence in plural form to build on their writing skills.</p>	<p>Thursday</p> <p>GLCE: W.GR.04.01 in the context of writing, correctly use simple sentences.</p> <p>Objective: Students will be able to identify the four different kinds of sentences as well as the corresponding punctuation mark.</p> <p>Lesson Format: Large group</p> <p>Assessment: Students will complete a worksheet that covers all four types of sentences. As an engaging review, I will read a variety of sentences out loud to the students and ask them what time of sentence it is and for the students who answer correctly they will receive a reward.</p>	<p>Friday</p> <p>GLCE: W.GR.04.01 in the context of writing, correctly use simple and compound sentences; phrases and dialogue.</p> <p>Objective: Students will be able to correctly write a sentence that is dictated to them.</p> <p>Lesson Format: Large group</p> <p>Assessment: As a short assessment, I will read a select amount of sentences to the students and have them write what they hear, to see if they know which punctuation to use.</p>
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<p>Monday GLCE: W.GR.04.01 in the context of writing, correctly use adjectives; pronoun; regular and irregular verbs. Objective: Students will be able to identify and define: pronouns, adjectives and action, linking and helping verbs. Lesson Format: Large/Small groups Assessment: As a large group we will complete a worksheet together that reviews pronouns, adjectives and verbs. Then as an engaging small group activity, each group will try to come up with as many pronouns, adjectives, and verbs in 5 minutes. The group with the most CORRECT answers will win a prize.</p>	<p>Tuesday GLCE: W.GR.04.01 in the context of writing, correctly use simple and compound sentences. Objective: Students will be able to correctly identify the subject and predicate of a sentence. Lesson Format: Large group Assessment: As a check the students will write their own sentences and then identify where the subject and predicate of their sentences are.</p>	<p>Wednesday GLCE: W.GR.04.01 in the context of writing, correctly use simple and compound sentences. Objective: Students will be able to write sentences in the different sentence structure forms, such as simple and compound sentences and different clause sentences. Lesson Format: Pairs Assessment: Since this lesson contains a lot of information, students will work in pairs through a worksheet of the different sentence structures and then come up with their own sentences together.</p>	<p>Thursday GLCE: W.GR.04.01 In the context of writing, correctly use simple and compound sentences; prepositional phrases; adjectives; common and proper nouns as subjects and objects; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue. Objective: Students will practice their writing. Lesson Format: Small groups Assessment: Based on their pre-assessment grades students will break up into three separate groups and work on their writing. Their will be a variety of topics the students can choose from, yet the focus of this writing seminar is to focus on each individual sentence.</p>	<p>Friday GLCE: W.GR.04.01 In the context of writing, correctly use simple and compound sentences; prepositional phrases; adjectives; common and proper nouns as subjects and objects; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue. Objective: Students will apply the knowledge they gained through out this unit to a post-unit test. Lesson Format: Individual Assessment: Students will take a post-assessment that is very similar to the pre-assessment to see how the students progressed through out the unit.</p>
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Outline for a Daily Lesson Plan

Date: Friday, November 21, 2008

GLCE: W.GR.04.01 in the context of writing, correctly use simple and compound sentences; phrases and dialogue.

Objectives for today's lesson: Students will be able to correctly write a sentence that is dictated to them.

Materials & supplies needed:

Loose-leaf
Pencils
English book

Procedures and approximate time allocated for each event

- **Introduction to the lesson** Today, we are going to practice our listening and writing skills. One thing we need to remember when writing complete sentences is the importance of punctuation. Let's review the four different types of sentences and the punctuation each sentence contains. The four types of sentences are declarative, imperative, interrogative, and exclamatory. If you correctly answer 8/10 or more you will receive a sticker, which is worth 5 micros. (10 minutes)
- **OUTLINE of key events during the lesson** I will begin by dictating 10 different sentences to the students. As I dictate the sentences to the students I will use different inflexions in my voice to clarify to the students when there should be an exclamation point. To clarify what the students need to be doing, I will explain to be in the running to win the 5 micros you must be actively listening and silently writing your sentences, if you are talking with your neighbor you are disqualified from the competition and receive a 0 for your English grade that day. To distribute supplies, I will have the selected paper passers to pass out the loose leaf to each student and I will walk around the room and read the sentences each three times for the students to get a clear understanding of what is being said. (30 minutes)
- **Closing summary for the lesson** For a wrap-up I will review the different types of punctuation a sentence can end in as well as how to identify which kind of sentence it is. This will help the students make the connection to listening to a sentence and identifying what kind of sentence it is. I will remind the students that this will help their writing become more successful, because successful writers can listen to a sentence and correctly include the proper punctuation. Specific feedback that I would like to receive would be whether or not they felt they correctly wrote their sentences and if they understand the different kinds of sentences. (10 minutes)

• **Transition to next learning activity** Students will turn in their assignments and clear their desks in preparation for their Friday assessments.

Assessment To see how well the students understood the lesson I will first look at their collected work from this lesson. More specifically, I will look on past participation, especially in the previous lesson, to see if specific students struggled with both the four different kinds of sentences and today's lesson.

Academic, Social and Linguistic Support during each event

Introduction – The students reviewed what a complete subject and a complete predicate was in a unit a month ago, this allows the students to use their prior knowledge to correctly complete this lesson.

During the lesson – Dictating sentences to students works with auditory learners and requires students to practice their listening skills.

Academic, Social, and Linguistic Support during assessment

Students who are not auditory learners may not have been as successful with this lesson as if the

	<p>sentences were incorrectly written on the board. Thus, later on in the weekend the students, who struggled with sentence dictation, will have an opportunity to use their visual learning skills.</p>
<p>Reflection</p> <p>The knowledge students took away from this lesson was the importance of the different types of punctuation you can use in a sentence and how to use them correctly in their writing. One thing I learned about teaching literacy is that it is important to have different approaches to teach a specific topic. Although most of my students were able to correctly write a sentence that is dictated to them, some students could not complete this activity successfully and therefore did not take away any knowledge from this lesson like the other students. Therefore, in the future I will plan to have a variety of options to explain my lesson objective. One thing that did go well was my students enjoyed this activity and although some may not have correctly written the sentences, the students were able to correctly identify what type of sentence I read to them.</p>	<p>Some students who struggled were the students who had difficulty remembering the different inflexion points in a sentence to look for that effects the punctuation at the end of the sentence.</p> <p>One way to reteach these students would be to reteach the four different types of sentences and then read a sentence and ask the students what type of sentence it is. Another way to reteach these students would be to have the student read a sentence out loud so they can hear in their own voice how the different inflexions sound.</p>

Outline for a Daily Lesson Plan

Date: Monday, November 24, 2008

GLCE: W.GR.04.01 In the context of writing, correctly use adjectives; pronoun; regular and irregular verbs.

Objectives for today's lesson: Students will be able to identify and define: pronouns, adjectives and action, linking and helping verbs.

Materials & supplies needed:

Loose-leaf
Pencils
English book
Small Groups

Procedures and approximate time allocated for each event

- **Introduction to the lesson** Today, we are going to review the different parts of speech; pronouns, adjectives and verbs. I know we have already discussed the different parts of speech but it is important that we review them so you can correctly use them in your writing. In our writing, what do we need adjectives for? Pronouns? Verbs? By asking the students to validate what we are learning in comparison to their writing, this can create for a greater opportunity for meaningful learning. (10 minutes)
- **OUTLINE of key events during the lesson** The lesson will begin with a short review of the three different parts of speech we are discussing today. After the students have an understanding of each of the three parts of speech, they will break apart into their pre-assigned groups. When the students are in their groups they will collectively work together to come up with a list of adjectives, pronouns, and verbs in five minutes. The group whose list has the most parts of speech (correctly) will receive a small prize. (20 minutes)
- **Closing summary for the lesson** For a wrap-up I will go through each of the groups lists and I will pull a few correct and incorrect parts of speech from each group's list and ask the class whether or not they think it is correct. I will remind the students of the proper behavior when working in groups, and if it gets to loud the activity is over and everyone will have to complete the activity independently. Specific feedback that I would like to receive would be observing the students interactions with other classmates as well as if working in groups helped them better understand the lesson. (8 minutes)
- **Transition to next learning activity** Students will turn in their assignments and clear their desks to switch classes.

Academic, Social and Linguistic Support during each event

Introduction – Reviewing the different parts of speech allows the students who may not normally actively participate in the lesson will feel as if they can participate because this is a review lesson for all of them.

During the lesson – Students have the opportunity to work together to build off each other for a deeper meaning. Also, students who may be behind may gain knowledge from their peers and the students who are above this level can assist those students and feel as each of the students play a vital role in their group.

Assessment To see how well the students understood the lesson I will first look at their collected work from this lesson. More specifically, I will look at their participation within the group, therefore making sure one student is not dominating the group and allowing those students who do not normally participate, an opportunity to receive a grade for their opinions.

Academic, Social, and Linguistic Support during assessment

Students get to work with other students and improve their social skills. This lesson helps students learn what it means to participate in a group.

Reflection

With this lesson, my students learned how to identify the different parts of speech as well as how to work together with fellow classmates. When teaching this lesson, I learned that it is important to incorporate different activities when teaching literacy because literacy is an action sport and the students need to be involved and active in their own learning. One thing that went well with this lesson was the group activity. The students enjoyed working together to come up with different parts of speech as well as competing against their fellow classmates to win a prize. Not only did they enjoy this activity, but the students also showed me in their group work that they had a understanding of the different parts of speech. One thing I would do differently next time would be to also include an individual activity for the students who are shy or who do not work well with other students, so they also have an opportunity to show their understanding of the lesson.

The students who struggled with this lesson were the students who have difficulty working in groups. Although group work can be beneficial for students to learn from other classmates, the students who are quiet or do not work well with other students had little to no interaction with the groups and therefore did not take away as much information as the other, active students. One way I can reteach these students is the review I held at the end of the lesson. I took a couple answers from each group and went through them together as a class on what part of speech they were and why.

Outline for a Daily Lesson Plan

Date: Tuesday, November 25, 2008

GLCE: W.GR.04.01 In the context of writing, correctly use simple and compound sentences.

Objectives for today's lesson: Students will be able to correctly identify the subject and predicate of a sentence.

Materials & supplies needed:

Loose-leaf
Pencils
English book

<i>Procedures and approximate time allocated for each event</i>	<i>Academic, Social and Linguistic Support during each event</i>
<ul style="list-style-type: none">• <i>Introduction to the lesson</i> Today, we are going to continue to practice our writing skills. One thing we need to remember to check when writing a sentence is if it has a complete subject and complete predicate. Let's review what we think makes a complete subject and complete predicate. (10 minutes)• <i>OUTLINE of key events during the lesson</i> I will begin by asking the students what is the subject of the sentence. After the students correctly explain the subject of the sentence, I will ask them to identify the verb in a variety of sentences. After the students have an understanding of the subject and verb of each sentence I will explain to them the complete predicate includes the verb and the rest of the sentence. The paper passers will pass out loose leaf and the students will create their own sentences, to continue to build on their writing skills. After they write five different sentences, they will go back and identify the subject, verb and predicate of each sentence. (25 minutes)• <i>Closing summary for the lesson</i> For a wrap-up I will allow an opportunity for each student in the class to read us one of their sentences and their subject, verb and predicate from their sentence. This gives the students a chance to take pride in their work as well as allow extra time for learning from their peers for those students who may still be struggling. (10 minutes)• <i>Transition to next learning activity</i> Students will turn in their assignments and clear their desks in preparation for reading the upcoming story in their Literature books.	<p>Introduction – The students reviewed the four different types of sentences the previous day, thus students will be able to recall on their knowledge from the day before as well as review it for those who may have forgot.</p> <p>During the lesson – By having the students write their own sentences, this creates an open-ended question allowing the students to challenge themselves if they wanted to and practice the skills in their own writing.</p> <p>Closing – The auditory learners can learn from their peers by listening to them read their sentences out loud and identifying their subject, predicate and verb.</p>
<p><i>Assessment</i> To see how well the students understood the lesson I will first look at their collected work from this lesson. More specifically, I will look my anecdotal notes from the lesson and see which students participated and how they contributed to the class discussion. This allows for a quick check for the students who understood the lesson.</p>	<p>Academic, Social, and Linguistic Support during assessment</p> <p>Since there are two different forms of assessment, the students have two opportunities to prove their understanding of the lesson.</p>
<p><i>Reflection</i> In this lesson, my students learned how to write a complete sentence that includes a subject and a predicate. This lesson asked the students to recall on all the knowledge they have gained from the past lessons and use that knowledge to correctly write five sentences and identify the subject, verb</p>	<p>Students who struggled with this lesson were the students who have an understanding of how to write a complete sentence but cannot put it into words on paper. To reteach the</p>

<p>and predicate of the sentence. In teaching literacy, I learned that is important to show the students how each part of literacy connects to the next; therefore while we were learning about different parts of speech, we can use that knowledge to correctly pick a subject and a verb for our sentences. One thing that went well was having the students write their own sentences. I could have easily written five sentences on the board for the students to copy down and identify the different parts of the sentence, but by asking the students to write their own sentences they were working on their writing skills while learning the different parts of a sentence.</p>	<p>idea to these students, I will break down the writing process even further by asking the students to first pick a subject for their sentence and then figure out what they are trying to express in the sentence with a verb as well as completing the rest of the sentence. By breaking it apart into a step-by-step process the students can see how to connect each part of the sentence that we have been discussing the last couple weeks into one sentence.</p>
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