

ELA
Date: 10-9-18

Grade: 4th		Subject: English Language Arts	
Materials: Colored cardstock, handout, scissors, glue, pencil		Technology Needed: Ipads	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) L.J.1 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		Differentiation Below Proficiency: They will correct their sentences with a partner or the teacher. Above Proficiency: They will create a paragraph using complete and appropriate sentences. Approaching/Emerging Proficiency: No change Modalities/Learning Preferences: No change	
Objective(s) By the end of the lesson, students will be able to identify and correct inappropriate fragments and run-on sentences. Bloom's Taxonomy Cognitive Level: Knowledge			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will use supplies appropriately. Students will be on task at all times. Students will raise their hands when asking a question. Students will keep their voice level at a 1.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will keep their voice level at 1. Students will be respectful at all times. Students will not blurt. Students will listen and follow directions to the best of their abilities.	
Minutes	Procedures		
45	Set-up/Prep: Make lesson plan Get cardstock paper (Different colors) Make copies of handouts Create example of poster		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Can anyone tell me what we have been working on for the last two weeks? - Compare and Contrast - Sentence structure Why do we need to have good sentences structure? Why do you think it is important to have good sentence structure?		
30	Explain: (concepts, procedures, vocabulary, etc.) Tell students we will be making a Complete Sentence poster. - Show example of finished one Explain that well will spread the lesson over all three blocks of ELA. While students are sitting on the floor, prompt them about complete sentences. - Questions to ask: What two things does a complete sentence have? (Waite for response) - What is a predicate? Wait for response (the part of a sentence or clause containing a verb and stating something about the subject) - If no answer remind them of their resources they have, Ipad and handouts that explain what a complete sentence is. - Ask them what are the two types of incomplete sentences we have been working on. (Pause and wait for response) (Looking for Run-ons & Fragments) - If no answer prompt them to use their resources. (Handouts, and Ipads)		

- Give students time and have them give examples of run-on sentences, fragment sentences and how to correct the sentences. (2-3 examples from students)

Explain to students that we are going to fill out the information on the handout.

Explain that this is an independent activity, If you have a question first use their resources, if they still need help, raise your hand and I will come help you.

Make sure to ask questions! "What are some questions we might have?" Encourage them to ask if they have any!

Dismiss the students who are sitting and doing their job, handing out the handout as they are dismissed.

- Give students time to fill out the poster

Explain to students that now we have all our information filled out, we need to cut out the information and put it on our poster.

Explain that the students can choose which ever color or paper they would like their poster to be.(Show them their choices)

Emphasize that when cutting out our information, make sure we **ONLY** cut on the solid black lines. (repeat this direction twice)

- Ask students to repeat where they need to cut.
- Also hold up the paper, and with my finger outline where they need to cut.

Explain to the students how they should paste their cut out information onto the poster.

- That the Complete Sentence cut out goes on top.
- The wanted cut outs go underneath.
- The Run-on tab goes under the wanted cut out.
- The 3 run on sentences go under the word Run-On
- Then the Fragment cut out.
- Then the 3 fragment sentences.

Tell them that when gluing the sentences down, they only need to glue the end until the dotted line. Do NOT glue the whole sentence down. (Show example)

Make sure example is on the board so students can reference it.

Ask students step by step to repeat directions back.

Remind the students that their voice level should be at a level 1. If they need help raise their hand and I will come help them.

Tell students that the paper they may choose will be in the front of the room and they may come choose their color when they are ready to glue.

Go over proper use of glue and scissors!

Ask if there are any questions we might be having!

Dismiss them to start cutting and pasting.

Explain to students now that we have all our information glued onto our poster, we are going to fix the sentences and make them correct.

Read the first sentence to the students

Ask them what is wrong with the sentence. (Wait for a response)

Go over why the sentence is wrong and correct it

Show students how to correctly write the sentence under the flap.

- Show students the example.

Repeat correcting the sentences for 1 Run-on sentence and 1 Fragment sentence.

Explain to students that they will need to correct all of the sentences (4 more) and write them under the sentence flap.

If they need help, they may use their resources, if they still need help they may ask a friend, and if they still need help raise your hand and I will come help.

Ask if there are any questions we might have. Encourage questions.

If no questions go over the steps one more time

- Ask someone to repeat them back

Remind students they are at a voice level 1.

Dismiss students to work, walk around and ask questions

When students are done make sure they have **their name on the poster** and hand it in.

When most students are done, get students attention, and review what a complete sentence has, what a run on sentence and a fragment sentence are.

Once the students reviewed the topic and the teacher feels like the students understand what a fragmented and run on sentence is, Students will need to write two paragraphs about any topic they choose.

Grading on the students understanding of fragmented and run on sentences will be assessed on the proper sentence structure of the two paragraphs. Grading will also be assessed on the completion and correction of the fragmented sentences on the poster.

If students glued that flap all the way down, have them write the corrected sentences on the back of the poster

Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)

While sitting at their desks at a level 1, students are to fill out the blanks on their handout.

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	<ul style="list-style-type: none"> - If students are confused and need help, they are to use their resources they have available first. If they are still confused they may raise their hand and I will come around and help them. <p>Students will fill out 7 different blanks.</p> <ul style="list-style-type: none"> - A complete sentence has a Subject and a predicate. - Run-ons: Two independent clauses are joined without proper punctuation. - Fragments: Incomplete thoughts that are missing a subject or a predicate. <p>Students will cut out their handout. Using scissors appropriately.</p> <ul style="list-style-type: none"> - Students should have 10 pieces of their handout to cut out. <p>Once they have cut out their materials, Students will go to the front of the room and choose their poster color. Once students have their poster, They will start to glue their information down. Students can look at the example on the board if they forgot the order of the information.</p> <ul style="list-style-type: none"> - Students will only glue a section of the sentences down, leaving a flap to write the correct sentence underneath. - Students will have a voice level of 1 a - Students will use glue and scissors in the correct way <p>At a voice level of one students will correct the incorrect sentences on their handout and write them correctly underneath the flap.</p> <ul style="list-style-type: none"> - Make sure to have the visual up for students to look at. - If students glued the flap all the way down have them write it on the back. <p>If they have questions, they can use their resources, ask a friend, or raise their hand and ask me. Make sure they have their name on the paper. When done, students will hand their paper in. When most students hand in their poster, they are then responsible for writing two sentences about anything they would like. I am looking for complete sentence structure and no fragmented sentences. When students are done writing they need to hand it in and I will assess the writing and poster together.</p>
	<p>Review (wrap up and transition to next activity):</p> <p>Have students clean up Ask students to name one thing that they learned through the lesson</p>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <p>Teacher will walk around while students work, answering questions students might have.</p> <p>Teacher will assess their final poster and their writing.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>At the end of the unit, students will take a test and answer questions about complete sentences. They will have to choose which sentence is the correct one. They will also have to identify the elements of a complete sentence. (Subject, Predicate, Punctuation)</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I was able to teach a compare and contrast lesson to 29 fourth graders. I was very nervous about how this lesson was going to go, being that it was the first lesson I had ever taught. The lesson I was teaching was broken down into three ten minute mini lessons. The lesson focused on creating a wanted poster for run-on and fragment sentences. The first lesson we focused on reviewing and filling out the information on the poster. The second lesson we focused on cutting the information out and gluing it down. The third lesson we fixed the incorrect sentences, and</p>	

sent an understanding email to me through their Ipads. Through their email, I was checking for their understanding and seeing where students got confused.

At the beginning of the lesson, I made sure to review with the students, as the lesson I was teaching was a continuation of a lesson they have been working on. I felt like the review went over very well, and I made sure to give all students a chance to give examples of what a fragment and run on sentence. I also made sure that I went over that a complete sentence has a subject and predicate. What I wish I would have done was focused more on the predicate part of the sentence. I felt like I should have focused on the predict because I got a lot of questions pertaining to what a predicate was. I also felt like I should have reviewed the information on the poster, because some of the students were confused. One thing that went really well was the expectations. I felt that the students listened very well and knew what I expected from them. Some of them were confused, but they followed the instructions I gave them and checked their resources before raising their hand.

During the twenty minute break between the first lesson and the second lesson, I pulled the student who only speaks Spanish aside to work on flash cards. This experience was the first time I was able to interact with a student who did not speak Spanish. I found that teaching a lesson when a student doesn't speak English is very difficult. One thing I wish I would have done while working with this student was use the words in the sentence. Some of the objects on the flash cards he had never seen before. I wish I would have said the words in a sentence and then explained to him what that object was.

The second mini lesson was when we cut out the information and glued it onto the poster. I thought I explained the directions very well, and every student followed the directions the first time. I had the students repeat the directions back to me a couple different times. One thing I wish I would have done was give them all the directions at the beginning of the lesson. I unintentionally interrupted the students while they were working, a few times. I felt that I did not give the students enough time to get working before I interrupted them. How I could have fixed the interrupting was put all the directions onto the board and directed the students to look there for further guidance.

The third mini lesson was when we focused on correcting the run-on and fragmented sentences. I thought it worked well correcting one run-on sentence and one fragment sentences as a whole group. I left two run-on sentences and two fragment sentences for the students to finish. I was able to assign some of the students to only complete one of each sentence. After they corrected the sentences, I had students send me an email explaining to me what a complete sentence is. I also made sure students added two take aways from the lesson and two things they want to work on.

As a whole, one thing I wish I would have focused more on was the transitions and timing between lessons. I sometimes would lose track of time and then I was only able to give the students a 30 second transition time. What I learned was with this class, I needed at least two minutes to transition from one station to the next. A combination of letting them wrap up what they were doing, put their supplies down, get up and move to the next station with 29 students takes a long time. Overall, I do feel that the lesson was successful, there are a couple things I would have changed, but the standard and objective of the lesson were met.

Complete Sentences

A complete sentence has a Subject
and a predicate.

There are two main types of incorrect sentences to watch for.

WANTED

Run-Ons

Two independent
clauses are
joined without proper
punctuation

WANTED

Fragments

Incomplete
thoughts that are
missing a subject
or a predicate

Run-Ons

A termite mound has many rooms it can house millions of termites.

Koalas eat eucalyptus leaves this makes them smell like cough drops.

A hippopotamus's sweat is red, that is hard to believe.

Fragments

Some penguins can.

If you could have any pet in the world?

Lions and hyenas.