

Lesson Plan Template

Date: 3/20/2019

Autumn Alt

Day 3

<p>Grade: 5th</p>	<p>Subject: Language Arts</p>				
<p>Materials:</p> <ol style="list-style-type: none"> 1. Video 2. Pencils 3. Paper 4. Whiteboard Marker 	<p>Technology Needed:</p> <ol style="list-style-type: none"> 1. Projector 2. Laptop to Play Video 				
<p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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) </td> <td style="width: 50%; vertical-align: top;"> <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 </td> </tr> </table>	<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	<p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table> <p>Explain:</p>	<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)	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p>Standard(s) 5.L.1 b. Produce complex and compound-complex sentences. c. Rearrange complete simple and compound sentences of a variety of lengths. k. Use coordinating and subordinating conjunctions. l. Explain the function of coordinating conjunctions.</p>	<p>Differentiation</p> <p>Below Proficiency:</p> <ul style="list-style-type: none"> • Terms will be explained in a way they can understand them. They will also be reiterated and brought up several times in the conversation so keep the terms alive in the conversation. • Visual and hands on representations will be incorporated. <p>Above Proficiency:</p> <ul style="list-style-type: none"> • These students will be challenged with higher level thinking questions. <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> • These students will be challenged with some higher level thinking questions, but the content will also be reiterated so the terms stay fresh in their memory and are reoccurring through discussion. <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: There will be examples done on the board of how to create complex sentences. This will benefit this type of learner. • Auditory: The information for the lesson will be communicated orally to help this type of learner. There will also be a video provided for the students to listen to. • Kinesthetic: This type of learner will benefit from creating their own complex sentences using vocabulary words. 				
<p>Objective(s) By the end of the lesson, students will understand what dependent clauses are in relation to complex sentences by creating their own complex sentences.</p> <p>Bloom's Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> • Analysis • Application 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • Students are expected to be good listeners • Students are expected not to talk out of turn • Students are expected to participate when asked a question • Students are expected to be respectful of themselves, the speakers, and their peers <p>Guided Practice</p> <ul style="list-style-type: none"> • Students are expected to be good listeners • Students are expected to participate • Students are expected to be respectful of others • Students are expected not to talk out of turn <p>Watching the Video</p> <ul style="list-style-type: none"> • Students are expected to listen to what is being told to them through the video • Students are expected to have voices at a 0 • Students are expected to be respectful of others when the video is playing 				
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Direct Instruction <ul style="list-style-type: none"> ○ Listen to teacher ○ Voice at a level 0 <ul style="list-style-type: none"> ▪ Can talk when asked or asking a question ○ Body should be still • Guided practice <ul style="list-style-type: none"> ○ Listen to teacher ○ Voice no higher than a 1 when discussing • Watching the Video <ul style="list-style-type: none"> ○ Listen to the video ○ Voices at a level 0 ○ Bodies still ○ Be on task ○ Respect those around you • Working on Assignment <ul style="list-style-type: none"> ○ Voices should be at a 0 when working ○ Be on task 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • Students are expected to be good listeners • Students are expected not to talk out of turn • Students are expected to participate when asked a question • Students are expected to be respectful of themselves, the speakers, and their peers <p>Guided Practice</p> <ul style="list-style-type: none"> • Students are expected to be good listeners • Students are expected to participate • Students are expected to be respectful of others • Students are expected not to talk out of turn <p>Watching the Video</p> <ul style="list-style-type: none"> • Students are expected to listen to what is being told to them through the video • Students are expected to have voices at a 0 • Students are expected to be respectful of others when the video is playing 				

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<ul style="list-style-type: none"> ○ Write neatly ● Moving Around Classroom <ul style="list-style-type: none"> ○ Walk ○ Voices at a 0 ○ No pushing or shoving other students 	<ul style="list-style-type: none"> ● Moving Around the Room <ul style="list-style-type: none"> ○ Students are expected to walk ○ Students are expected not to push or hurt other students ○ Students are expected to have their voices at a level 0 ● Working on Assignment <ul style="list-style-type: none"> ○ Students are expected to be on task ○ Students are expected to work individually ○ Students are expected to be respectful of their peers around them ● If Finish Assignment <ul style="list-style-type: none"> ○ Students are expected to work on other work or practice on IXL ○ Students are expected to be respectful of those who have not finished yet
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Minutes	Procedures
2	Set-up/Prep: <ol style="list-style-type: none"> 1. Make sure technology is working properly 2. Have video ready to present <ol style="list-style-type: none"> a. https://www.youtube.com/watch?v=hNT1D0JoFk8 3. Make sure whiteboard markers are available
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ol style="list-style-type: none"> 1. “Hello class! I got done grading your complex sentences, and it occurred to me that we need a little more practice at them. Like I said before, it is important that we understand these sentences, so I found a video that goes through and explains them a little more in detail and also covers some things that I didn’t. This is going to be very helpful for us, so I want to show this to you and I will point out some things in between.” 2. “It would be beneficial for each of you to take out the cheat sheet I gave you the other day and write anything down from the video that will help you remember how to create complex sentences.” <ol style="list-style-type: none"> a. Show the students the video: https://www.youtube.com/watch?v=hNT1D0JoFk8
15-20	Explain: (concepts, procedures, vocabulary, etc.) <ol style="list-style-type: none"> 1. Pause the video at 2:57. 2. “Do you see what they are showing you throughout this video? They are starting with an independent clause and then adding one of the words that I provided on your sheets to the beginning of the sentence to make it a dependent clause. Did anyone catch what the word is for the ones that start at the beginning of the dependent clause?” <ol style="list-style-type: none"> a. Allow students time to respond 3. “Subordinators. These words are called subordinating conjunctions. So, it would be helpful for you to write above your chart the word subordinator so you know that that his what these words are called. Is this making more sense?” <ol style="list-style-type: none"> a. Allow students time to respond 4. “Okay, let’s continue watching.” <ol style="list-style-type: none"> a. Continue watching the video 5. “Another thing I would like you to include on your papers if you haven’t already is how to create a complex sentence. I would like you to write subordinator + independent clause = dependent clause. What questions do you have about that?” <ol style="list-style-type: none"> a. Allow the students to respond 6. “Great! I want to go ahead and practice doing the same process that she did on the board together. What I noticed when I went ahead and corrected your sentences, the main issue I noticed is that the definitions weren’t really understood. So, to start off, I just want to go over two of your vocabulary words. We are going to go through the same process that was done in the video. We will start by creating an independent clause first using the word warrant. Now remember this definition is different from that of a warranty on a car. This is referring more to guaranteeing something. So our independent clause can start out as ‘He was not able to warrant my safety.’ Does that make sense to everyone?” <ol style="list-style-type: none"> a. Allow students time to respond 7. “Is this an independent clause?” <ol style="list-style-type: none"> a. Allow students time to respond 8. “It is! So what is the next step we are going to do to turn this into a dependent clause? We are going to add a what?” <ol style="list-style-type: none"> a. Allow students time to respond 9. “A subordinating conjunction! Right! Looking at the chart that I provided for you, what subordinator would make sense to put at the beginning of this sentence to make it a dependent clause?” <ol style="list-style-type: none"> a. Allow students time to respond 10. “We could use even though. Now our sentence reads, ‘Even though he was not able to warrant my safety.’ Is this a complete thought?”

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	<ol style="list-style-type: none">a. Allow the students time to respond11. "It's not, good. What is our next step? What happens to the period?"<ol style="list-style-type: none">a. Allow the students time to respond12. "It turns into a comma! Why does this turn into a comma?"<ol style="list-style-type: none">a. Allow the students time to respond13. "Because we are going to be adding an independent clause to this sentence to make it a complex sentence or a complete thought! Great job you guys! Is this making more sense now that we have broken it apart a little more to really understand how a complex sentence is formed?"<ol style="list-style-type: none">a. Allow students time to respond14. "Good. Let's do another example with your word frippery. Now frippery means showy or unnecessary dress. As a class, let's think of an independent clause we can start with."<ol style="list-style-type: none">a. Brainstorm with the class an idea for an independent clause to start withb. Take the ideas the students have to create the first sentence.15. "Alright, so right now we have, 'Frippery was not allowed.' We have our complete thought. Now what do we have to add to the beginning of the sentence again to make this a dependent clause?"<ol style="list-style-type: none">a. Allow students time to respond16. "A subordinating conjunction! What subordinator would make sense at the beginning of this sentence?"<ol style="list-style-type: none">a. Allow students time to respond17. "We could use although. So, now we have, 'Although frippery was not allowed.' Is this a complete thought?"<ol style="list-style-type: none">a. Allow students time to respond18. "It isn't. So what happens to the period?"<ol style="list-style-type: none">a. Allow students time to respond19. "It turns into a comma. Now we have to finish the sentence. What do we want to add at the end of our sentence to make it a complex sentence?"<ol style="list-style-type: none">a. Brainstorm ideas with the students20. "Perfect! Our final sentence is, 'Although frippery was not allowed, he wore his diamond studded coat to church anyway.'"<ol style="list-style-type: none">a. Have student come to the board and underline the dependent clause21. "Thank you! That would be beneficial for you all to do. Write both of these sentences on your paper that I provided to you and underline the dependent clause and write dependent clause above it so you know what it is. Do you guys have any questions on how to create complex sentences after looking at them in a different way?"<ol style="list-style-type: none">a. Allow students time to respond
10-15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none">1. "What we are going to do is redo the assignment we did from the other day. Since the vocabulary words are difficult and we don't fully understand their meaning quite yet, I just want you to come up with six different complex sentences on your own. You do not have to use your vocabulary words for this one because that just complicated things. I just want to make sure that you guys at least have these examples written down."2. "What I would like you to do is take out a new piece of paper and write down your new six sentences and hand them back in so I can take a look at them. Are there any questions that you have before I let you start working?"<ol style="list-style-type: none">a. Allow students time to ask questionsb. Answer questions if necessary3. "If you have any questions, don't be afraid to come and ask me and I will help you by reexplaining and guiding you onto the right track okay?"4. "You will have the rest of class time to work on this, so use your time wisely. Get these done so you don't have to worry about them later. These are due at the end of class so hand them in to me when you finish. If you finish early, go onto IXL and do some practice problems to become more familiar with compound and complex sentences."<ol style="list-style-type: none">a. Allow students time to work
5	<p>Review (wrap up and transition to next activity):</p> <ol style="list-style-type: none">1. "Okay, we went over a lot and I am really proud of how you guys did today. Just to make sure we are all on the same page, who would like to explain how we form a complex sentence?"<ol style="list-style-type: none">a. Allow students to explain2. "And what are the words called that we put in front of an independent clause to make it a dependent clause?"<ol style="list-style-type: none">a. Allow students time to respond3. "A subordinator, right! These are sentences that we use in everyday writing, and it is important that we understand the difference. Did going over this again and having more time to work on them today help with the confusion that we had from the other day?"<ol style="list-style-type: none">a. Allow students time to respond4. "Well you guys did extremely well today, and I am very proud of you. Make sure you hand in your sentences if you haven't already, and let's get ready to move on to the next activity."

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Formative Assessment: (linked to objectives, during learning)

- **Progress monitoring throughout lesson (how can you document your student's learning?)**
 - I will document the students learning by having them create new complex sentences without using their vocabulary words. They are to make sure they have one independent and one dependent clause joined together with a comma.

Summative Assessment (linked back to objectives, END of learning)

- The summative assessment will be the sentences that they hand in to me at the end of class so I can see what they learned and if they understood complex sentences better.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This lesson has been updated after being taught and reflected on.

Leading up to this lesson, we (meaning the class) have discussed the what a simple sentence is and what a compound sentence is. The students understood what a simple and compound sentence is with ease. It was easy for them to understand what makes a simple sentence and how to make a compound sentence using a coordinating conjunction. Before this lesson, we talked about complex sentences and made sentences using the vocabulary words that they have for the week. Being this class is very advanced, the vocabulary words are more challenging for the students. Using their vocabulary words to make complex sentences proved to be more difficult for the students than originally anticipated because they did not fully understand the concept or the definition of the words they were supposed to use. Therefore, after looking at the sentences they created the day before, we needed to go through and adjust the lesson to explain the concept in a way that the students will better understand what a complex sentence is made up of.

After reteaching this lesson, the students understood the concept of the structure of a complex sentence much better than the understanding that they had from the day before. Showing this video to the students was a big contributor to the lesson. It described how to create a complex sentence in detail but in simple terms where the students could understand the concept better. I did stop the video in certain spots so we could discuss certain aspects of the video, especially when it came to talking about the subordinating conjunctions. When I paused the video, we briefly discussed as a class and then continued to watch the video. Another aspect of the lesson that was very beneficial to student learning was walking through example sentences at a slower pace. As a class, we went through the same process of creating a complex sentence as the video. We started with a complete thought, added a subordinating conjunction, and then added an independent clause to make a complex sentence. For example, we started with the complete thought of 'It is raining outside.' We then added a subordinator, 'When it is raining outside.' I asked the students if this was a complete thought, where they then answered it is not. To finish the sentence, we turned the period into a comma and added the independent clause. Our sentence then read, 'When it is raining outside, I have to grab my umbrella.' We now have a complex sentence. We have a dependent clause and an independent clause joined together. When we place a subordinating conjunction or subordinator in front of an independent clause, we then create a dependent clause; hence the reason I included the **Subordinator +Independent Clause = Dependent Clause**. Explaining the material in this fashion was a much better option for these students. They understood the concept better and could create more sentences on their own rather than being guided consistently.

Teaching this lesson for the second time definitely went better than the first time. There were changes made to adjust the way the content was being presented to the students. By creating their own sentences and creating them in class the way we did, the students had a better understanding of complex sentences and their structure. I was very impressed with the progress they made. After they each handed in their new sentences, I saw so much improvement in their sentences. It showed me that they truly understood the difference between a complex sentence and a compound sentence. Teaching is all about reflecting and wondering how I can improve my lesson. If I were to teach this lesson again, I would go about it in this same way because after reteaching the material, I found this method of teaching this concept to be easy to understand and engaging for the students. Having them come up to the board to underline the dependent clause got them up and moving as well as helped them stay engaged. We discussed as a class if the student underlined the correct clause and how they know. This lesson went much better than the last, and I would love to teach it again to see what other changes I could add to this lesson to make the material even more engaging and understandable for the students.

COMPLEX SENTENCES

Definition: A sentence containing 1 independent clause and 1 dependent clause.

Examples:

Dependent Clause *Independent Clause*

Subordinator + Independent Clause = Dependent Clause

Example 1: After the storm was over, *I went outside to splash in puddles.*

Example 2: As long as I got my homework done, *I was allowed to go to my friend's house.*

WORDS TO USE AT THE BEGINNING OF A DEPENDENT CLAUSE "SUBORDINATING CONJUNCTIONS"		
After	Even though	Where
As	If during	Wherever
As if	Since	While
<u>As long as</u>	Though	
As soon as	Unless	
Because	Until	
Before	When	

COMPOUND SENTENCES

Definition: A sentence containing 2 independent clauses joined by a conjunction.

Example 1: I went to the grocery store, and I bought a pizza to eat for supper.

Example 2: Angela was worried about her spelling test, so she studied really hard to make sure she did well.

FANBOYS CONJUNCTIONS:

For

And

Nor

But

Or

Yet

So