

<b>Name:</b> Lexi Burrow	<b>Grade Level:</b> 6 <sup>th</sup>
<b>Topic/Central Focus</b> Parts of Speech – Day 1	<b>Subject:</b> Language/English
	<b>Time Frame:</b> 45-60 min

<b>Standard(s) to be met in the lesson:</b> Missouri 6.W.3.A.c - Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	
<b>Learning Objective:</b> TSWBAT list the 8 parts of speech and give examples of each. TSWBAT classify words in a sentence as one of the parts of speech.	<b>Assessment Tool(s) and Procedures:</b> Exercises – Students will be split into 4 teams and each team will work together to identify the parts of speech present in the example sentences on the board (informal assessment of students’ understanding of the parts of speech).

<b>Research-Based Best Practice used in lesson and why it is appropriate/useful</b> Clear lesson goals – by giving students an overview of the day’s lesson, they will better be able to see how everything is connected throughout the class. Additionally, by clearly stating what the main goal is, I will better be able to connect the content back to what is important.  Questioning to check for understanding – Frequently asking questions throughout the lesson can help me to quickly assess what the students know and what they still need help understanding.
<b>Student Engagement used throughout the lesson</b> Student/teacher – teacher-led instruction and discussion of the content with frequent teacher-generated questions throughout to make sure students understand.  Student/student – students will work together within their groups to apply what they learned and classify each word in a sentence.
<b>Key Vocabulary:</b> Noun Pronoun Adjective Verb Adverb Preposition Conjunction Interjection FANBOYS

<b>Materials:</b> Whiteboard & marker Paper & pencil for students to take notes/work through exercises	<b>Technology:</b> N/A
<b>Faith/Values Integration:</b> Grace – give students a second chance to answer, but only after every other group gets a chance to answer. God gives us so much grace after we fail to uphold the Law, and he does so continuously.	
<b>Assets (Knowledge of Students: personal, cultural, community)</b> Students have learned the parts of speech before, so they recognize some of the content. As a whole, the class is lower-performing and on the survey, few students put that they actually enjoyed the class.	

<b>Differentiating Instruction</b> <i>Identify the elements of the lesson that are differentiated (content, <b>process</b>, product).</i> <i>Identify the student characteristic you will use to differentiate (<b>readiness</b>, interest, learning profile).</i> <i>Explain how you differentiate (whole class, <b>groups</b> of students, individuals, or students with IEPs or 504 plans)</i>  Mixed level groups – work together in teacher-picked groups of mixed ability to identify the parts of speech of each word in the sentence. The students who “get it” can help the struggling students understand the content. Overall, the process the students use to do the work will vary based on how they themselves work. I will also work individually with those who need it.
<b>Procedure with time allotments:</b> <b>A) Hook/Engage/Pre-Assess Students</b> Show Schoolhouse Rock Subjects & Predicates video. “Who remembers learning the parts of speech? Can anyone name all 8 of them?” (Call on students who have their hands raised to name one until we have all 8) (3 min)  <b>B) Communicate the purpose of the lesson to students (objective/assessment)</b> “Today we will talk about the parts of speech and review what each one is. Later on, you will break into groups for a review game and work together to identify the different parts of speech in a sentence. The important to know for being able to write professionally in high school, college, and life outside of school.” (2 min)  <b>C) Instructional Sequence:</b> <ul style="list-style-type: none"> <li>• <b>Teacher-led review/re-teach of the parts of speech</b> (key vocabulary; 10 min):             <ul style="list-style-type: none"> <li>• [Ask first if students know what the part is; explain; ask for examples; ask if they have any other questions – do for each word]</li> <li>• <b>Noun:</b> person, place, thing, idea</li> <li>• <b>Pronoun:</b> replaces noun</li> <li>• <b>Verbs:</b> action or being</li> <li>• <b>Adverbs:</b> describes verbs, adjectives, &amp; other adverbs (-ly)</li> <li>• <b>Adjectives:</b> describes nouns/pronouns; articles – a, an, the</li> <li>• <b>Prepositions:</b> show relationships between words; answer when and where</li> <li>• <b>Conjunction:</b> connects ideas, words, and phrases</li> <li>• <b>Interjection:</b> shows strong emotion; inserts a short exclamation</li> </ul> </li> </ul>

- Explain the activity for today (5 min including next step)
    - Have everyone get out scratch paper and a pencil
    - Class will be split into 4 groups
    - I will write a sentence on the board, and each group will have to identify what part of speech each word is in their notebooks.
    - When a group thinks they have it right, they will write the answers on the board.
    - The first group to get it right gets a point
    - The team with the most points at the end gets free assignment ticket
  - Split kids into groups
  - Do activity (rest of class – 30-40 min)
  - Announce the winner; have students go back to seats
- D) Closure:**
- Have students go back to their own seats
  - **Restate objective – students will list and identify the 8 parts of speech**
  - Have students turn to someone next to them and list all 8 parts to each other and what each one is (5 min total)

**Analyzing Teaching (Reflection):**

*Complete after the lesson is taught.*

<p><b>Give evidence that the lesson was successful for students meeting the learning objective(s).</b></p> <p>Students were actively engaged in the class discussion and activity. They were able to say the parts of speech and correctly categorize different words. They were also engaged in discussion amongst themselves as they worked through ideas and solved problems.</p>	
<p>If you could teach this lesson to the same group of students again, what are two or three things you would do differently to improve the learning of these students based on their varied developmental and academic needs and characteristics? Consider missed opportunities and other aspects of planning, instruction, and/or assessment. Explain in the table below.</p>	
<p><b>Clearly state each change you would make.</b></p>	<p><b>Explain why and how you would change it.</b></p>
<p>Different groups</p>	<p>There were 4 groups of 4 students, but one of the groups had 5 students. The other 3 groups thought this was unfair, especially because this group had one of the “stronger” students. If I could do this again, I would be more specific about who I put in groups together.</p>
<p>Shorter activity sentences</p>	<p>When I was writing sentences for the activity, I overestimated how much time the activity would take and how long it would take for students to get the right answer. We only made it through 5 sentences in ~30 minutes, so I would use shorter sentences to get through more problems.</p>

<b>Name:</b> Lexi Burrow	<b>Grade Level:</b> 6th
<b>Topic/Central Focus</b> Independent and Dependent Clauses Day 2	<b>Subject:</b> Language/English
	<b>Time Frame:</b> 45-60 minutes

<b>Standard(s) to be met in the lesson:</b> Missouri 6.W.3.A.c - Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	
<b>Learning Objective:</b> TSWBAT compare and contrast independent and dependent clauses. TSWBAT classify clauses as independent or dependent.	<b>Assessment Tool(s) and Procedures:</b> Double-bubble map – students will fill out a graphic organizer comparing and contrasting independent and dependent clauses (informal assessment of students' understanding of the types of clauses).

<b>Research-Based Best Practice used in lesson and why it is appropriate/useful</b> Clear lesson goals – clearly communicate the objective and assessment to students after the hook/before we start the lesson itself. By telling students what they should be able to know by the end of the lesson, they will better understand how everything is connected.  Summarize new learning in a graphical way – students will take what they learned about independent and dependent clauses and fill out a double-bubble map. By doing this, students will understand the similarities and differences between the two types of clauses.	
<b>Student Engagement used throughout the lesson</b> Student/technology – video at the beginning of class to get students engaged initially and then the jeopardy review at the end of class to keep them engaged.  Student/teacher – teacher-led instruction of the content with frequent questions throughout to gauge understanding.	
<b>Key Vocabulary:</b> Independent clause Dependent/subordinate clause Subordinate conjunction	
<b>Materials:</b> Graphic organizer handout, my computer for video and jeopardy	<b>Technology:</b> <a href="https://www.youtube.com/watch?v=fdUXdmhIsw">https://www.youtube.com/watch?v=fdUXdmhIsw</a>  <a href="https://jeopardylabs.com/play/independent-subordinate-clauses">https://jeopardylabs.com/play/independent-subordinate-clauses</a>

**Faith/Values Integration:**

N/A

**Assets (Knowledge of Students: personal, cultural, community)**

Students have learned independent and dependent clauses before, but they struggle to remember the difference between the two. This is partly because they sound so similar but also because the class doesn't retain and apply what they've learned before. The cooperating teacher mentioned that a majority of the class writes in sentence fragments for almost all assignments.

**Differentiating Instruction**

*Identify the elements of the lesson that are differentiated (**content**, process, product).*

*Identify the student characteristic you will use to differentiate (**readiness, interest, learning profile**).*

*Explain how you differentiate (whole class, groups of students, **individuals**, or students with IEPs or 504 plans)*

Students will be filling out a double-bubble map. Each person will fill it out based on what they believe is most important to remember/what is going to help them remember the content best. The map will vary from person to person.

**Procedure with time allotments:****E) Hook/Engage/Pre-Assess Students**

Review the parts of speech from yesterday. Ask them what they think the 2 "main" parts are - subject and verb. Watch Schoolhouse Rock subjects & predicates video. (5 min)

**F) Communicate the purpose of the lesson to students (objective/assessment)**

"Today we are going to look at dependent and independent clauses, and each of you will be able to compare and contrast the two by the end of class with the help of a graphic organizer." (2 min)

**G) Instructional Sequence:**

- **Review parts of speech**
  - [Question-centered, not me re-telling them]
- Watch Schoolhouse Rock video
- **Pass out graphic organizer – fill out as we go** (2 min; **vocabulary**)
- **Explain qualities of an independent clause**
  - Subject and verb
  - Complete thought
  - Complete sentence
- **Dependent clause**
  - Subject & verb
  - Not a complete thought >> fragment
  - **DEPENDS** on an I.C.
  - Marker word >> subordinating conjunction
- **Subordinate conjunction** (10-15 min for IC, DC, & SC)
  - (What part of speech is it?)
  - D.C. "marker word"

- Makes the D.C. incomplete
  - Transition between 2 ideas (cause/effect; time; place)
  - \*\*\*reduces importance of the clause
    - [As Samson blew out the birthday candles on the cake, he burned the tip of his nose on a stubborn flame. ---> burning nose > blowing out candles]
    - [Ronnie begins to sneeze violently whenever he opens the door to greet a fresh spring day. ---> sneezing violently > opening the door]
  - Give time to finish filling out the graphic organizer
  - Identifying clauses jeopardy activity (20 min/rest of class)
    - Remind them of rules >> be respectful to others, not too rowdy, play fair
    - Do as a class; work through examples together
- H) Closure:**
- Bring everyone back together
  - Have everyone turn to the person next to them and explain independent clause, dependent clause, and subordinate conjunction

**Analyzing Teaching (Reflection):**

*Complete after the lesson is taught.*

<p><b>Give evidence that the lesson was successful for students meeting the learning objective(s).</b></p> <p>Every student got the change to answer at least one of the Jeopardy questions, and the class only got a handful of questions wrong. They also became more and more confident with their answers as they answered more questions. Students were also coming up with their own examples/definitions to put in their graphic organizer.</p>	
<p>If you could teach this lesson to the same group of students again, what are two or three things you would do differently to improve the learning of these students based on their varied developmental and academic needs and characteristics? Consider missed opportunities and other aspects of planning, instruction, and/or assessment. Explain in the table below.</p>	
<p><b>Clearly state each change you would make.</b></p>	<p><b>Explain why and how you would change it.</b></p>
<p>Include examples of subordinate clauses when teaching them</p>	<p>I forgot to come up with a list beforehand, so I blanked on examples when I was teaching it. Providing examples would have made it easier for students to recognize subordinate clauses.</p>
<p>I would start with the Conjunction Junction video instead of Subjects &amp; Predicates</p>	<p>I feel like starting with coordinating conjunctions would be an easier transition into subordinate conjunctions rather than going from subjects and predicates into subordinate conjunctions.</p>