

Name: Lexi Burrow	Grade Level: 6 th
Topic/Central Focus: Parts of Speech	Course for which lesson is developed: Ed 225

Cumulative list of standard(s) to be met in the lesson:
 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.

Lesson Learning Targets		
What will students know?	What will students understand?	What will students do?
Noun Pronoun Adjective Verb Adverb Preposition Conjunction Interjection FANBOYS	Students will understand (SWU) what makes each part of speech unique. SWU the benefit of working in groups. SWU how to use FANBOYS to identify coordinating conjunctions. SWU why knowing the parts of speech is important for writing well.	TSWBAT give 3 examples of each part of speech. TSWBAT list the FANBOYS conjunctions. TSWBAT identify each word in a sentence as its appropriate part of speech.

Pre/Diagnostic Assessment:
 Prior to the lesson, students will complete a survey about their prior knowledge of the parts of speech. They will also explain how comfortable they are with this class in general and this topic specifically.

Summative Assessment:
 Students will be split into 4 teams. I will write a sentence on the board, and each team will work together to correctly classify each word in the sentence as one of the parts of speech.

Describe how your summative assessment meets the lesson learning targets:
 I chose this assessment because I want students to work together so higher-achieving students can help those in the class who struggle a bit more with the content. Additionally, by having students decode whole sentences instead of individual words, they are exposed to the parts of speech in context and in relation to other parts. Students can start to recognize patterns in the English language, such as a noun followed by a verb to make the subject and predicate, how adverbs and adjectives relate to their respective modifiers, and how prepositions work together with nouns. They are also practicing identifying certain words that can act as different parts of speech depending on the context.

Name: Lexi Burrow	Grade Level: 6th
Topic/Central Focus Parts of Speech	Subject: Language/English
	Time Frame: 45-60 minutes

Standard(s) to be met in the lesson: 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.	
Learning Objective: TSBWAT tell a partner the 8 parts of speech and give examples of each. TSWBAT classify words in a sentence as one of the parts of speech.	Assessment Tool(s) and Procedures: 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).

Research-Based Best Practice used in lesson and why it is appropriate/useful 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.	
Student Engagement used throughout the lesson 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.	
Key Vocabulary: Noun Pronoun Adjective Verb Adverb Preposition Conjunction Interjection FANBOYS	
Materials: Whiteboard & marker Paper & pencil for students to take notes/work through exercises	Technology: N/A

Faith/Values Integration:

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.

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

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.

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)*

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.

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

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

“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)

C) Instructional Sequence:

Teacher-led review/re-teach of the parts of speech (key vocabulary; 10 min):

[Ask first if students know what the part is; explain; ask for examples; ask if they have any other questions – do for each word]

Noun: person, place, thing, idea

Pronoun: replaces noun

Verbs: action or being

Adverbs: describes verbs, adjectives, & other adverbs (-ly)

Adjectives: describes nouns/pronouns; articles – a, an, the

Prepositions: show relationships between words; answer when and where

Conjunction: connects ideas, words, and phrases

Interjection: shows strong emotion; inserts a short exclamation

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):

Completed after the lesson is taught.

Give evidence that the lesson was successful for students meeting the learning objective(s).	
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.	
Clearly state each change you would make.	Explain why and how you would change it.