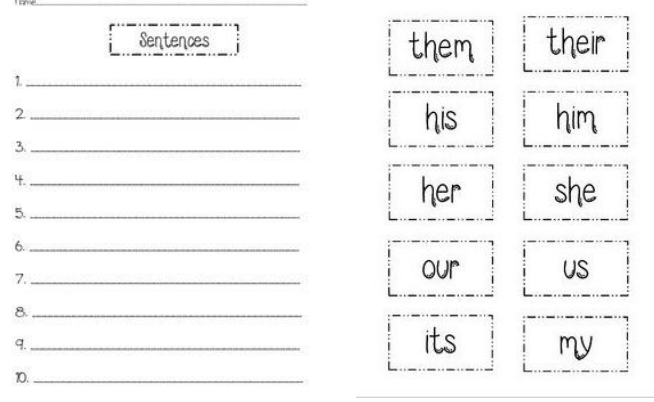


Grammar Lesson Plan

Date: 2/17/20

<p>Grade: 3</p> <p>Materials: PowerPoint on Pronouns and Antecedents, copies of Pronoun and Antecedent Agreement Sort, scissors, glue, pencils</p> <p>Further Practice:</p> 	<p>Subject: Pronouns and Antecedents</p> <p>Technology Needed: Internet for PowerPoint and Whiteboard PowerPoint: Pronoun and Antecedent Agreement</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> ≤ Direct instruction ≤ Guided practice ≤ Socratic Seminar ≤ Learning Centers ≤ Lecture ≤ Technology integration ≤ Other (list) <ul style="list-style-type: none"> ≤ Peer teaching/collaboration/cooperative learning ≤ Visuals/Graphic organizers ≤ PBL ≤ Discussion/Debate ≤ Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> ≤ Large group activity ≤ Independent activity ≤ Pairing/collaboration ≤ Simulations/Scenarios ≤ Other (list) <p>Explain:</p> <ul style="list-style-type: none"> ≤ Hands-on ≤ Technology integration ≤ Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>4.L.1.b</p> <p>Ensure subject-verb and pronoun-antecedent agreement</p>	<p>Differentiation</p> <p>Below Proficiency:</p> <ul style="list-style-type: none"> For students below proficiency, I will help them by reminding them what pronouns are, and I will have extra examples that they can work on. <p>Above Proficiency:</p> <ul style="list-style-type: none"> For students above proficiency, if they complete their work, I will give them further practice opportunities on pronoun-antecedent agreement. The printable sheets are in the material section. With this, the students will be able to practice taking one of the pronouns and creating their own sentence with an antecedent. <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> For students emerging proficiency, I will encourage them as they complete their work, and be there to help as needed. <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> Visual students will have the PowerPoint to help them see the expectations and definitions.
<p>Objective(s)</p> <ul style="list-style-type: none"> By the end of this lesson, students will be able to show an understanding of pronoun-antecedent agreement by distinguishing between correct and incorrect pronoun-antecedent agreement through an activity where they identify sentences that have correct and incorrect pronoun-antecedent agreement by cutting and pasting them under the correct heading. <p>Bloom's Taxonomy Cognitive Level: Remember and understand</p>	

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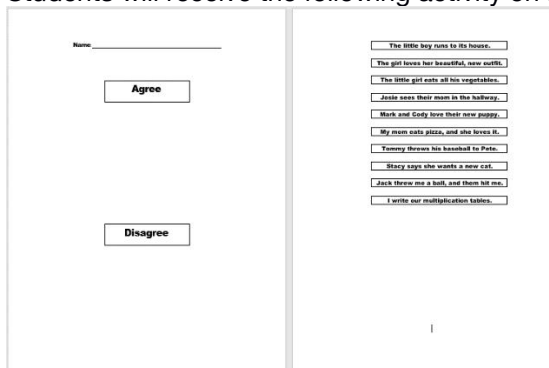
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	<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> ○ Students will be respectful. ○ Students will follow directions. ○ Students will not run with scissors. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> ● Work Time <ul style="list-style-type: none"> ○ Quiet. ○ On-task. ○ Working the whole time. ○ While using glue to paste the sentences on the paper, remember that less is more.
Minutes	Procedures	
5	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> ● Pull up the PowerPoint on the whiteboard ● Write the sentence: “The puppy couldn’t remember where the puppy put the puppy’s bone” on the board. ● Have the next subject’s expectations written down so that they are ready for when the time comes to use them. 	
4	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> ● Have students come in from recess and sit on the floor. ● Once students are seated, remind them of the expectations. Be respectful, no blurting, listen for the attention getter, and raise your hands. ● The board will have “The puppy couldn’t remember where the puppy put the puppy’s bone” written on it. ● I will begin once I have my students’ attention. Teacher: “Ready set?” Students: “You bet!” ● “The puppy couldn’t remember where the puppy put the puppy’s bone. Does this sentence sound a little off to anyone?” ● My students will indicate yes or no, and I will continue, “Yes! It has the word ‘puppy’ in it three times! Do you guys remember learning about pronouns? Can anyone tell me what a pronoun is?” ● Students will answer. They should say something like “a pronoun is a word that replaces a noun or proper noun in a sentence.” If my students do not remember, we will discuss what a pronoun is. I will talk to my students about examples of pronouns. I will then ask my students to think for a minute and decide what two pronouns belong in this sentence assuming the puppy is a boy. ● The answer to this question is ‘he’ and ‘his’ which leaves us with “The puppy couldn’t remember where he put his bone.” ● “The reason that we have pronouns is so that we are not repetitive in our sentences. Without our pronouns, we would not be able to have clear sentences. ● “We have a special grammatical term called an antecedent that helps us understand the way pronouns work. The antecedent is the word the pronoun replaces or refers to. We have a PowerPoint that is going to teach us about antecedents.” 	
5	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> ● I will pull up the PowerPoint on pronouns and antecedents. I will use the notes that are on the note section of the PowerPoint. ● By the end of the PowerPoint, if students are still feeling uncomfortable with the material, I will have the following examples to go over: <ul style="list-style-type: none"> ○ Noun: The girl went to the store ○ Proper noun: Mary went to the store ○ Pronoun: She went to the store <p>Students will need to identify whether the subjects in the sentences are pronouns or antecedents. (The first two are antecedents and the third is a pronoun.)</p>	
10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p>	

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- “We are going to practice distinguishing between correct and incorrect pronoun-antecedent agreement.”
- “In this lesson, you will have ten different sentences. Five of these sentences are right and five are wrong. You will have to agree with five and disagree with five. You will create two different columns for each of these.”
- “Please take out your notebooks and write “Agree” at the top of the page and “Disagree” half-way down.”
 - Allow students time to do this.
- Once most of the class is ready, I will continue. “Each of you will receive a sheet of paper on it with ten sentences. You will need to cut these sentences out and decide whether you agree or disagree with them. Once you decide, place the sentences on your notebook but do not glue them down right away. You will want to wait until you have all of the sentences where you think they go. Once you do, you may glue them down, but you will want to wait until you are positive. Does anyone have any questions?”
 - Allow time for students to answer.
- “Once you complete this assignment, you will turn it in. If you finish early, you can create your own sentences with pronouns and antecedents on a separate sheet of paper.
- Students will receive the following activity on Pronoun and Antecedent Agreement Sort:



- While students are working on their assignment, I will erase my writing on the board and write the plans for the next lesson.

- 1 Review (wrap up and transition to next activity):
- This is a time of rotation for students. Susan has the students trained to look at the board for their next assignment once they are ready to move on from grammar. I plan to have the expectations for the next lesson written on the board by the end of the lesson. Once the class is complete, I will ask the students to make sure they wrote down their names on their sheets and have the students turn them in. Once they do, they will begin their next lesson.

Formative Assessment: (linked to objectives, during learning)

- Progress monitoring throughout lesson (how can you document your student’s learning?)
 - The students will turn in their pronoun antecedent agreement sort worksheet. I will use this as a means of determining their understanding of the material covered. It will be based on a three-point scale:
 - 1) The student did not understand the material
 - a. 3 or less of the 10 sentences were correct
 - 2) The student has a moderate understanding of the material
 - a. 4-6 sentences were correct
 - 3) The student has a proficient understanding of the material
 - a. 7 or more sentences were correct

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

- This is the first lesson on antecedents, so a summative assessment is not applicable.

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

My introduction for my lesson went really well. We reviewed what pronouns are and I introduced antecedents to my class.

I had clear expectations for the class, and I was prepared. I used classroom management skills including consistently raising my hand throughout the lesson if students began blurting. This was to model my expectation of students raising their hands if they had something to share. I asked the students good questions that inspired learning, and my tone and attitude were positive and genuine with the students. I also used positive reinforcement. The students reviewed their knowledge of pronouns, learned what an antecedent is, and distinguished antecedents from other parts of the sentence. I know they learned during the lesson because my students and I discussed the concepts together, everyone participated, and I have the journals with their work. There are many changes I would make in this lesson. Perhaps the biggest one I would change is having students practice material the wrong way. A direct quote I used was "Can you make this sentence not make sense?" That was not in my lesson plan and I did not intend to say it; however, in a moment of confusion, I added it in. As soon as I said it, I realized what a mistake I had made. Susan also pointed this out to me. She said that teachers should always have their students practice the right way. Another issue was the length of the lesson. I ended up repeating myself on the PowerPoint when I could have skipped material I had already covered. The lesson was getting long and going over time, but I did not cut anything out. The students were sitting for far too long and they zoned out. I need to work on cutting material out as I go if needed. I could have saved the activity sheet I included in my lesson for the following day. I also used the three sentences after the lesson as a review, but they did not aid student learning. I could have gone over a few sentences of the notebook activity and finished the lesson instead. Another suggestion Susan had was to use whiteboards when I reviewed the pronouns at the beginning of the day. That way, I could have checked to see if the students understood pronouns in one look around the classroom. This would have also helped the students become more engaged in the lesson. Overall, the lesson was decent. There were some hiccups in the learning, but there were also many goods as well. If I were to make the changes I listed, this lesson has the potential to be a good lesson in the future.