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## Lesson Plan

**Lesson: Sentence Structure**

**Length: 30-45 minutes**

**Age or Grade Level Intended: 3<sup>rd</sup> Grade English**

**Academic Standard(s): English/Sentence Structure** 3.6.2 Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.

- Declarative: This tastes very good.
- Imperative: Please take your seats.
- Interrogative: Are we there yet?
- Exclamatory: It's a home run!

### **Performance Objective(s):**

Given a worksheet with 10 examples of correct complete sentences, students will match each sentence to the 4 correct descriptions of sentences (declarative, imperative, interrogative, and exclamatory) with 100% accuracy.

**Assessment:** Students will be given a worksheet where they will have to match complete correct sentences to the correct type of sentence it goes with. We will go over the worksheet in class and I will collect the worksheet in the end of class. Next, students will write their own sentence and then get into groups based off which sentence type they believe they made. In groups, they will discuss everyone's sentence, and see if they chose the right group for their sentence. In the end of class, I will read a book, and ask students questions about the sentences used in the book.

### **Advance Preparation by Teacher:**

Worksheet

Rubric for worksheet

Use chalkboard in classroom, and borrow chalk from the teacher.

Book: Dr. Seuss "The Cat in The Hat"

## **Procedure:**

### **Introduction/Motivation:**

First, I will start by asking students if they know what the four different types of sentences are that one can use while writing: such as a statement, command, question, and exclamation. Then I will explain what each type of sentence is. I will have funny sentences on the board to get their attention. Next, I will have students write any type of sentence they like, but it has to be a complete and correct sentence.

### **Step-by-Step Plan:**

1. Introduction/Motivation
  - Explain different types of sentences one can use while writing: statement, command, question, and exclamation. I will ask students to identify what types of sentences that I have on the board (statement, command, question, or exclamation). For example, “Where is your cat?” (**Gardner: Verbal/Linguistic**)
  - Students will write any type of sentence they like, but it has to be a complete and correct sentence. (**Bloom: Comprehension; Gardner: Intrapersonal**)
2. I will ask students to identify to me what type of sentence they made, and then they will get in groups based on which sentence they believe they made (For example, if they think they wrote a command, then all the students who wrote commands will get in a group). (**Gardner: Interpersonal**)
3. In the groups students will discuss their sentence with other group members, and they will determine if they chose the right group for their sentence. (**Bloom: Comprehension; Gardner: Interpersonal, Visual/Linguistic**)
4. Distribute an introductory matching worksheet to the students having them match correct complete sentences to the correct sentence description. (**Bloom: Knowledge; Gardner: Logical/Mathematical**)
5. Circulate around the room and answer questions students might have.
6. After 10 minutes, we will go over the worksheet as a class. (**Gardner: Interpersonal, Verbal/Linguistic**)
7. Read the class Dr. Seuss “The Cat in the Hat”, and go over sentences asking the class what type of sentence it is. (**Gardner: Verbal/Linguistic, Interpersonal; Bloom: Analysis**).

### **Closure:**

Today we looked at the 4 different types of sentences one can write. Ask the class what the 4 types are (declarative, imperative, interrogative, and exclamation). Tell the students that tomorrow you will be focusing more on just 1 of the 4 types of sentence structures.

## **Adaptations/Enrichment:**

**Boy with Autism:** Allow him to work alone. Assist him with worksheet. Let him pick out the book that we read in class.

**Boy with High Ability:** Have him write out sentences that go with each type of sentence structure on his own.

**Boy with a Written Expression Learning Disability:** Select a supportive group for the student to join. Give him sticky notes labeling the different types of sentence structure.

## **Self-Reflection: How are you going to evaluate yourself and your teaching?**

- Reflect after I teach the lesson and think about what went well.
- Think about what did not go well during the lesson.
- Jot down ideas after writing the lesson.
- After teaching the lesson write down ideas for future reference.
- Reflect on whether I think the students enjoyed doing this lesson. Think of ways to make the lesson better or if you think it went well do not change anything.
- Reflect on whether this lesson was beneficial to the students.