

LESSON PLAN by: Emily Katona

Lesson: Teamwork Paper: Simple/Complex Sentences and Word Choice

Length: 45 minutes.

Age or Grade Intended: 7th Grade

Academic Standard(s):

7.6.10 Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.

7.5.6 Use varied word choices to make writing interesting and more precise.

Performance Objectives:

Using the same writing sample as an example, students will identify different forms of sentences finding at least 85% of the accurate sentences.

Looking at their descriptions in their outlines, students will work on varying their word choice, finding at least five words to change.

Assessment:

I will give the students a writing sample that has a mixture of different sentence structures. I will have them highlight the different forms of the sentences and turn them in so I can grade them. I will also have the students write two sentences for each structure, and I will also have them hand them in for grading. They will work in pairs to practice varying their word choice. I will not be giving them a grade on this because I just want them to practice and I want to see how much practice they need.

Advanced Preparation by Teacher:

I will need to make copies of the writing example for each student. I will also need to make sure I hand their outlines back so they can work on the second activity of the lesson. I will also need plastic cups for the introduction of my lesson. I will also need to make sure each student has a highlighter.

Procedure:

Introduction/Motivation:

At the beginning of class, I will ask the students what they have learned about ancient Egypt and the pyramids in their history class. After they tell me, I will explain to them that they have probably been talking about how teamwork helped the Egyptians build the pyramids. I will explain to them how each person held a valuable job in making the pyramids, because each stone was a vital part in the process. As I am explaining this, I will make a pyramid out of the plastic

cups. I will then remove one of the bottom cups, which will cause the pyramid to fall apart. (Gardner; Visual) I will then explain, “Without everyone’s help, it would not have been possible to build the pyramids.” I will then transition into our lesson for the day.

Step-by-Step Plan:

1. First, I will pass back the outlines the students had completed the day before. I will tell them that I left helpful comments and that today we will be working with the outlines more.
2. I will put some verbs on the board, such as “walked,” “said,” and “went.” (Gardner; Verbal/Linguistic) I will ask the students, “Please look at these verbs. How could we make these verbs more interesting? What verbs could we use instead that would make your sentences come to life?” As the students give me ideas, I will write them on the board. I will explain to the students the importance of using varied word choice (makes your story interesting, avoids using the same words over and over, etc.)
3. I will then tell the students, “Now look at your descriptions of you teamwork examples. Do you use colorful language and varied word choice? In pairs, you will look at your descriptions and underline words that could be replaced with a better word choice. Then, you will rewrite those sentences using colorful language.”(Gardner; Interpersonal)
4. I will give the students about ten to fifteen minutes to complete this activity. Once they are finished, I will ask some students to write some of their renewed sentences on the board. (Gardner; Verbal)
5. I will have the students hand in their examples, so I can see their sentences and give them feedback. I will then tell the students, “Now that we have worked on word usage, let’s look at different forms of sentences and the importance of using different sentence structures.”
6. I will hand out the writing example to each student. The writing example will be a description of ancient Egypt and the pyramids, to tie what they have been learning in their history classes. I will explain to the students, “Looking at the example in front of you, how many sentence structures can you see? Today, we are going to focus on simple and complex sentences. By using different sentence forms, it will help you keep a nice flow in your paper and keep your papers interesting.”
 - a. I will give them the definition of a simple sentence structure (contains a subject and a verb, and it expresses a complete thought) and a compound sentence structure (A compound sentence contains two independent clauses joined by a coordinator. The coordinators are as follows: *for, and, nor, but, or, yet, so.*)
 - b. I will write each definition on the board and an example of each sentence.
7. I will then explain to the students their assignment. I will say, “Now look at the writing example again. I would like you to highlight the simple sentences in yellow and highlight the complex sentences in blue.” I will give the students about ten to fifteen minutes to do this assignment as well.

Closure: I will explain to them that for their homework, they will need to write a body paragraph for one of their ideas. I will remind them to use colorful language, and to try to vary their sentence choices.

Adaptations/Enrichment: Behavioral Disorder

In order to help this student, I will make sure they are partnered with someone who they can work well with and not cause any problems for him or her.

Self-Reflection:

Do my students have an understanding of the topics covered in the lesson?

What other activities with sentence structure could I do?

Do the understand the importance of varying sentence structure and using colorful language?

How could I engage them more?

What could I change about my lesson plan to make it more effective?

What other examples could I use in my introduction that would be more effective?