

Sandy Crowther
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Teaching Skill/Model: ELA
Subject /Grade: Science/5th

I. PRE-INSTRUCTION PHASE:

1. TEACHING STANDARDS: Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

2. LESSON OBJECTIVE (S):

- a) Cognitive: 1. Students will be able to define and identify four kinds of sentences. 2. Students will be able to use four kinds of sentences in writing.
- b) Affective: Students will use appropriate listening skills and follow teacher directed activities.
- c) Psychomotor: Students will participate in a grammar activity called *Help Declarative Doggie*. Each student will work with a partner in order to begin to learn the different types of sentences.

3. CONTENT CONCEPT:

- a) Learning the four different kinds of sentences (declarative, interrogative, imperative, and exclamatory) through participating in an activity along with a partner.
- b) Each student will participate in the activity with one other student in order to begin to learn the four different kinds of sentences.

4. TASK ANALYSIS:

- a) Students will work with a partner to play the grammar activity game.
- b) Learning the four different types of sentences (declarative, interrogative, imperative, exclamatory) will be reinforced while participating in the *Help Declarative Doggie* activity.

5. INSTRUCTIONAL AIDS/RESOURCES/TECHNOLOGIES:

- a) grammar song
- b) *Help Declarative Doggie* activity
- c) list of class and game rules
- d) posters with each type of sentence & the definition of each type of sentence

6. STUDENT MODIFICATIONS (with and without disabilities):

- a) Students who have documented behavioral or learning disabilities may be assisted by a member of the special education team during the lesson (teacher, assistant, or aide).
- b) The classroom teacher will pay closer attention to these students to check to see if they understand what is being asked of them.
- c) Students who have difficulty seeing will be sat closer to the board or activity.

d) Students with difficulties learning may also be given extra time to complete an assignment.

e) Each student's I.E.P. or behavioral plan will be followed for any further modifications necessary.

II. INTERACTIVE PHASE:

6A. SET/FOCUSING EVENT: Students will listen to

Bridge: Does everyone have their listening ears on? When I clap like this.....it means I would like your attention, OK. Good.

6B. IMPLEMENTATION:

Active Learning Strategy #1: Students.....

Formative Check:

Bridge:

Active Learning Strategy #2:

Formative Check:

Bridge: Once each pair of students has a good handle on participating in the activity,

Active Learning Strategy #3:

Formative Check: Once the teacher has had a chance to visit

Bridge: I think

Questions: As the teacher

CLOSURE:

EXTENDING ACTIVITY: For homework,

II. POST INSTRUCTION PHASE: Identify how you check for understanding.

7. EVALUATION:

8. REFLECTIVE PRACTICE:

For lesson p. 18d (intro) lesson p. 41e in Teacher's Manual: Introduce the 4 kinds of sentences: