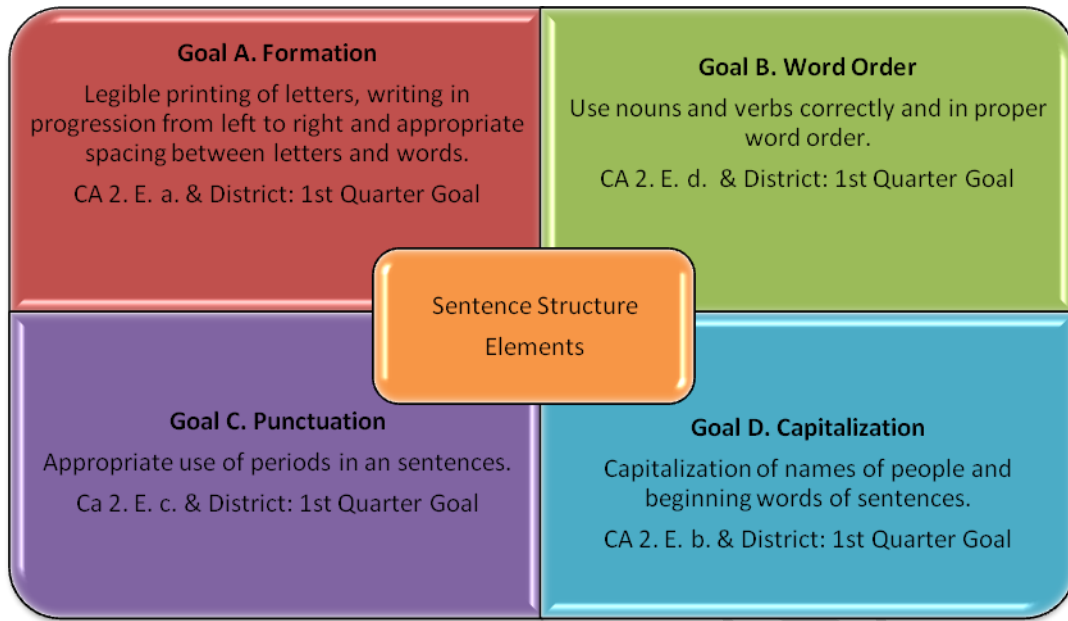


## **STANDARD 2: INSTRUCTIONAL PLAN**

Various standards which dictate curriculum and student progression in the state of Missouri must be addressed. Vacca and Vacca (2008) indicate that “the underlying rationale for the creation of standards is that high learning expectations- clearly stated and specific in nature- will lead to dramatic increases in student achievement” (p. 6). The Missouri Show Me Standards in Communication Arts specify that students in the Missouri public schools system will acquire a solid foundation which includes knowledge of and proficiency in speaking and writing English to include grammar, usage, punctuation, spelling, capitalization. According to Missouri’s Department of Elementary and Secondary Education’s (DESE) Grade Level Expectations (GLEs), first grade students in Missouri must be able to compose well-developed text using the proper conventions. The written text must include proper letter and word formation, word order, punctuation, and capitalization. In order to accurately demonstrate proper word and letter formation, the letters should be legibly and properly printed, writing should progress from left to right and there should be an appropriate amount of spacing between letters and words. Proper word order includes correct use of nouns and verbs meaning that sentences should make sense. The punctuation focus in first grade is correct period usage at the end of statements while the capitalization focuses are capitalized first letters of names and the capitalization of the first word in a sentence.

The district mandates that first grade students accurately demonstrate these expectations by the end of the first quarter. Quarterly common assessments are given to ensure that students are at the least meeting these specific goals. The depth of knowledge (DOK) for plans addressing these goals will range from level on which is the ability to recall information up to the fourth level which requires extended thought about the subject matter. The goals for the Sentence Structure Unit will include all afore mentioned goals for both the GLEs and the school district’s quarterly expectations for the first quarter.



Students were given a pre-assessment to determine ability level for proper sentence structure. The pre-assessment would test for proficiency in letter and word formation, word order, punctuation and capitalization. The pre-assessment was presented in the form of a free-writing assignment called a "Squiggle Story." Students were instructed to close their eyes and draw a squiggle line on their paper. They were then told to make the squiggle line into a picture and write a complete sentence about the picture they drew. The students were given story formatted paper that contained a drawing box on the top half of the paper while the bottom half was composed of writing lines. They were given twenty minutes to complete the assignment. Many students were concerned with spelling and basic sentence structure. They were informed by the teacher that this assignment showed the teacher what she need to teach them and not to evaluate how well they perform. While this removed some of the pressure from the students, it was stressed by the teacher that they must still try their best. Trying their best was not only the responsible thing to do, but it also helped the teacher create perfect lesson plans that will be both fun and challenging.

**Student Pre-Assessment Scores (August 2009) \*NE- Student was not enrolled at time of assignment**

Student # & initials		Formation	Complete Sentence	Punctuation	Capitalization	Total Points
		<i>Max 6 pts</i>	<i>Max 3 pts</i>	<i>Max 3 pts</i>	<i>Max 3 pts</i>	<i>Max 15 pts</i>
#1	Carmen	6	2	1	3	12 (80%)
#4	Jayden	4	1	1	3	9 (60%)
#5	Alexis	NE	NE	NE	NE	NE
#6	Kevin	4	1	1	3	9 (60%)
#7	Faith	4	1	1	1	7 (46%)
#8	Jacob	4	2	1	1	8 (53%)
#9	Cody	4	2	1	3	10 (66%)
#10	Samantha	5	1	3	3	12 (80%)
#11	Kyrsyka	4	2	1	1	8 (53%)
#12	Wilfredo	4	1	1	3	9 (60%)
#13	Emily	4	1	1	3	9 (60%)
#14	Makayla	5	2	3	3	13 (86%)
#15	Cecilia	4	1	1	1	7 (46%)
#16	Jordin	4	1	1	3	9 (60%)
#17	Jameira	4	1	1	1	7 (46%)
#18	Haylee	4	1	1	3	9 (60%)
#19	Allison	4	1	1	3	9 (60%)
Class Averages		4.25 (71%)	1.3 (43%)	1.25 (42%)	2.4 (80%)	9.2 (61%)

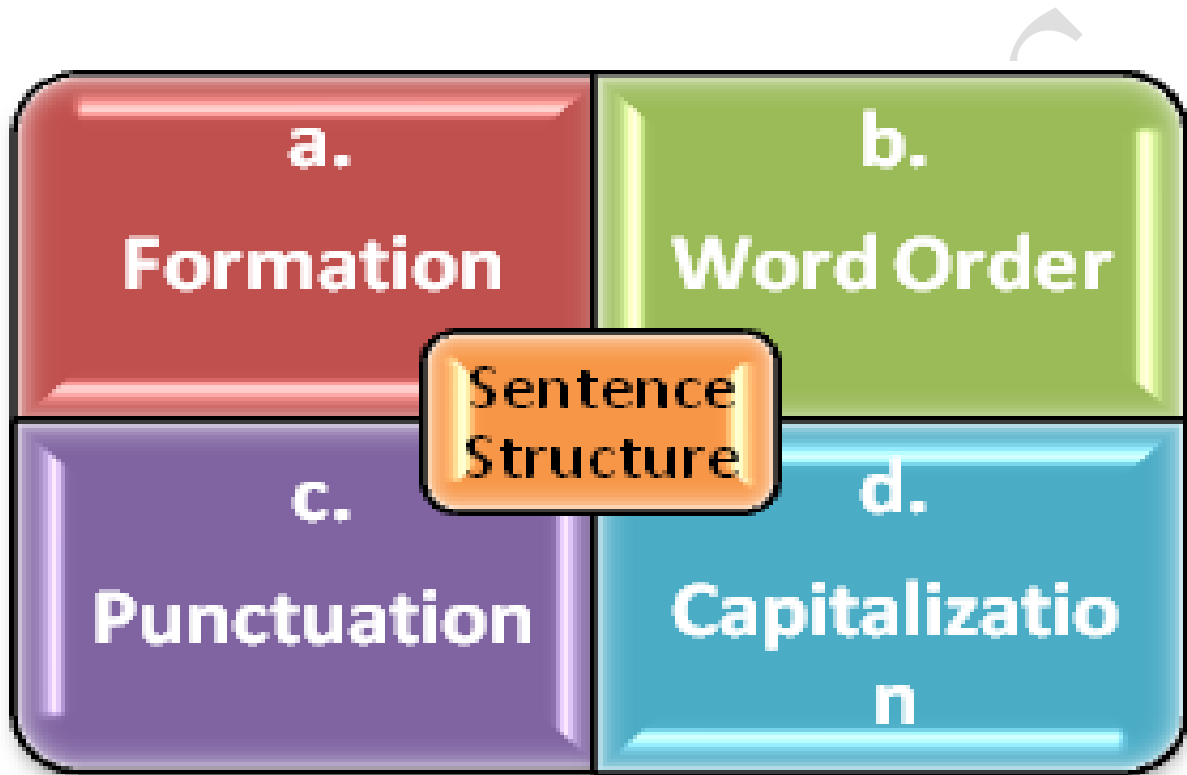
Results from the pre-assessments provided information regarding student familiarity with certain elements of sentence structure. The focus of the assessment was on the formation of letters and words, word order, punctuation and capitalization. The students demonstrated an understanding of the use of capitalizations at the beginning of a sentence with the average score

hovering at 80%. The results also showed large gap in the areas of word order and punctuation with the scores ranging at an average of 43% and 42% respectively. Students showed a minimal amount of understanding of the formation of letters and words scoring an average of 71% in the given area. Using the test results as a guide, the focus will remain on word order and sentence identification for an entire week with review lessons dispersed throughout the following three weeks.

The next focus will be on punctuation, specifically the use of periods at the end of sentences. Students will identify statements and apply punctuation rules to various sentences. This will be the focus for the second week with lessons dispersed throughout the remaining two weeks. Letter and word formation will be addressed during the morning work time slot. Every day the students will focus on the formation of various letters and words on lined paper. They will also focus on maintaining adequate spacing between letters and words. While the students displayed a strong understanding of capitalization procedures for words at the beginning of sentences, lessons on capitalization will be taught to help the students create a deeper understanding of the rules and reasons behind capitalization. This will be the main focus of week three with a few review activities incorporated in.

During week four, the students will combine all of the sentence structure skills in review activities to ensure that the skills have been acquired. At the end of the four week span students will be assessed on their sentence structure skills. The overall goal for the unit is for the students to be able to perform this skill/task with an 80% accuracy level. Individual lessons will tap into the students' prior knowledge and abilities so that they can link the new skills to it. A literature-based curriculum will supplement the district curriculum to tap into the students' enthusiasm for stories and story related activities. Many of the students' learning styles need a tactile element to their lessons, therefore many of the lessons will contain a tactile element to accompany it. This

particular class enjoys talking immensely so students will be having many rally robin discussions as well as timed pair share sessions. In order to ensure that the lessons access many of the depth of knowledge levels, many of the lessons will go beyond seatwork and incorporate various activities that will require deeper thought and access the a variety of the multiple intelligences.



## Proper Sentence Structure Unit Lesson Outlines

Days (sessions)	Week 1	Week 2	Week 3	Week 4
<b>Morning Work</b>	*Letter formation *Writing from Left to Right (Goal A)	*Letter Formation *Using Proper Spacing (Goal A)	*Letter Formation *Using Proper Spacing (Goal A)	*Formation Review (Goal A)
<b>Monday</b>	Identify Sentences (Goal b)	Use Correct Ending Punctuation in Sentence (Goal c)	Use Correct Capitalization in Sentence (Goal d)	*Review Correct word order in Sentence(Goal b)
<b>Morning Work</b>	*Letter Formation *Writing From Left to Right (Goal a)	*Letter Formation *Using Proper Spacing (Goal a)	*Letter Formation *Using Proper Spacing (Goal a)	*Formation Review (Goal a)
<b>Tuesday</b>	Identify Sentences (Goal b)	Use Correct Ending Punctuation in Sentence (Goal c)	Use Correct Capitalization in Sentences(Goal d)	Use Correct Word Order and Punctuation (Goal b & c)
<b>Morning Work</b>	*Letter formation *Writing from Left to Right (Goal a)	*Letter Formation *Using Proper Spacing (Goal a)	*Letter Formation *Using Proper Spacing (Goal a)	*Formation Review (Goal a)
<b>Wednesday</b>	Use correct Word Order in Sentence (Goal b)	Use Correct word order in Sentence (Goal b)	Identify statements (Goal c)	Use correct Word Order , formation, Punctuation & Capitalizations (Goal a, b, c,& d)
<b>Morning Work</b>	*Letter formation *Writing from Left to Right (Goal a)	*Letter Formation *Using Proper Spacing (Goal a)	*Letter Formation *Writing from Left to Right (Goal a)	*Formation Review (Goal a)
<b>Thursday</b>	Use Correct Word Order in Sentence. (Goal b)	Use Correct Ending Punctuation in Sentence ( Goal c)	Use Correct Capitalizations in Sentences (Goal d)	Use correct Word Order , formation, Punctuation & Capitalizations (Goal a, b, c,& d)
<b>Morning Work</b>	*Letter formation *Writing from Left to Right (Goal a)	*Letter Formation *Using Proper Spacing (Goal a)	*Letter Formation *Writing from left to Right (Goal a)	*Formation Review (Goal a)
<b>Friday</b>	Use Correct Word Order in Sentence (Goal b)  *Review & Assess	Use Correct Ending Punctuation in Sentence (Goal c)  *Review & Assess	Use Correct Capitalizations in Sentences(Goal d)  *Review & Assess	Review correct Word Order , formation, Punctuation & Capitalizations(Goal a, b, c, & d) Review unit &Assess

The first focus for the sentence structure unit will be on letter formation and spacing. The pre-assessment showed that letter formation and spacing, while still weak skills, were the stronger sentence writing skills the students had with a class average of 71%. The data shows that the amount of time focusing on this particular skill will be less than time spent on the other skills. Using this information as a guide the students will complete mini lessons daily from their handwriting books that will emphasize proper letter formation of both lower case and uppercase letters. The handwriting book also focuses on appropriate spacing of the letters and words. These mini lessons/ daily activities will be completed during the morning work session leaving the language and writer's workshop sessions open for the more time consuming and demanding lessons.

The next focus of this unit will be sentence identifying and creating complete sentences. The data showed that for complete sentence formation the students' average score sat an extremely low score of 43%. This will require that this particular goal is covered during several different sessions throughout the day. Incomplete sentences will be incorporated into the morning message and the class will identify the sentences that do not relate a complete thought. The students will, as a class, correct the incomplete sentences to create complete ones. During the writer's workshop session, the class will work on lessons that will help them create complete sentences. One particular lesson teaches the students the essential elements needed to create a complete sentence including nouns, verbs, and descriptive words. This lesson is rather extensive and is broken into five sessions. The lesson requires that the students are very hands on and will interact with the information in a variety of ways. As a class, the students will create a list of action words and select a few words to "act out" in order to create better connections between verbs and actions. The next session has the students identifying nouns and adjectives. They will be given questions to help guide them through the process of identifying nouns and descriptive words. The third session has the students creating a word game and eventually their own rubric

for complete sentence writing. The word game is interactive and will be completed in cooperative learning groups. The students will return to these cooperative learning groups to complete the “sentence creation contest” in session four and will remain in those groups to present their completed sentence in session five. The lesson incorporates many of the multiple intelligences to ensure that the students all engaged in the lesson. The lesson will require basic classroom supplies to include chart paper, markers, pencils, colored note cards, adding machine tape, paper, pencils, and crayons. These will be highly interactive sessions. Teacher observation and anecdotal notes about individual student participation in whole group and small group work will be the form of assessment during for this lesson. Students will be getting on the spot correction in the form of ideas and questions to ensure that they are following the proper procedures and fully understanding the process. The language lessons in conjunction with the morning work sessions and the writer’s workshop will help to create a complete and thorough understanding of complete sentence formation.

The third focus of this unit will be on punctuation. The data from the pre-assessment showed that punctuation was the lowest sentence writing skill with the lowest average score of 42%. As with the second unit focus, the class will work on punctuation several times a day. Punctuation will be reviewed during carpet time in the morning message. Language sessions and writer’s workshop sessions will have various activities that will also focus on punctuation. During one language session students will separate into groups and unscramble sentences to form complete sentences. This lesson will require the use of index cards, punctuation notebook, and pencils. This will allow them to review the newly acquired skill of forming complete sentences. Once finished, the group will then decide what type of punctuation is needed at the end of the sentence. The students will then present their finished sentence to the class without the punctuation mark and each student will vote on the proper punctuation mark by raising an index card with the punctuation mark on it that completes the sentence. Once the class has voted, the



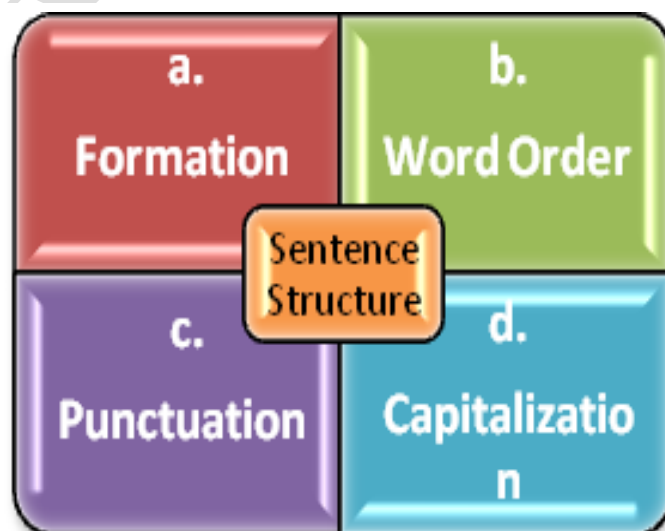
group will present the proper punctuation mark that they believe completes the sentence and the class will discuss it. Each group will get a chance to present their completed sentence. Students will then copy the sentences into their punctuation books which will receive two points for each sentence that is properly labeled and has the appropriate punctuation. Among several of the other activities students will also use the internet, Brain Pop Jr., to practice their punctuation labeling skills. Punctuation will be addressed throughout the unit in various activities.

The fourth focus for the sentence writing unit will focus on capitalization. By this time, the students are reviewing letter/ word formation and spacing every day. Complete sentences and punctuation have been taught and are also being reviewed for retention purposes. Now that the focus is on capitalization the students will learn about the capitalization of proper nouns as well as the capitalization of initial letters of sentences. This skill was already somewhat strong with a class average of 80% so there will be a large amount of review of previously taught skills intermingled with the new lessons. Capitalization will also be incorporated into the morning message with the punctuation and complete sentence formation. One capitalization lesson will incorporate a story into the lesson. *Henry Goes to Hollywood* will be read to the class as with a discussion to follow.

The class will then use the strategies presented in the story to edit a piece of work that has either missing or incorrect capitalization. The lesson will require the use of transparencies and a projector. Once the work has been corrected the students will then group together to edit a short paragraph. The class will review the paragraphs and then the students will edit one of their old journal entries. They will be looking for correct capitalization, punctuation, complete sentence, letter formation, and spacing. Another lesson will incorporate a Smart Board, printer, and individual computers for each student. Using the Brain Pop Jr. website, the class will listen to a short video on proper capitalization and complete some of the webpage related activities as a group on the Smart Board.

The class will then move into the computer lab to use a personal computer to complete the remaining activities and quiz. The students will print the results of their quiz. Many of the lessons in the capitalization sessions will expose the students to previously covered material therefore allowing them to review while they acquire the new skill.

The final week of the sentence formation unit will incorporate a review of all or a combination of the skills acquired. Students will be pulled in small groups to work on like weaknesses; new students will automatically be pulled into the groups as well. Students will work at centers that review the sentence writing skills like the poetry window. One lesson that will be introduced to the students during this phase will be to create sentences for their very own comic book. This will not only expose the students to all of the elements of sentence writing but it will also help them develop their writing voice. This lesson will require the use of comic books, transparencies, projector, manipulated comic book and the original version from Reading A-Z. The students will be assessed on the various elements of a sentence. Every sentence must have the following elements: complete sentence, capitalization, punctuation, letter formation and spacing. Each element will be given one point for a total of five points for each sentence. Many of the review activities will involve various types of activities that will cover the multiple intelligences and the general needs of the class.



## Lesson Plan 1 (Goal B)

<b>CANDIDATE NAME:</b>		<b>GRADE LEVEL/SUBJECT:</b>	First/Communication Arts
<b>STANDARDS (Grade Level Expectations, Depth of Knowledge, Show Me Standards, MoStep)</b>			
<p>GLE - CA 1. A. a, b, c, d</p> <p>1.Develop and apply skills and strategies to the reading process, A. print Concept, a. upper and lower Case letters, b. Show first and last letters in words, c. directionality in letter and word order and d. punctuation has meaning.</p> <p>Show Me Standards - In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization).</p> <p>DOK - DOK level one (Recall) Students will arrange words into sentences and state the appropriate punctuation needed.</p> <p>MoStep</p> <p>1.2.5 The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p><i>Performance Indicators:</i> The pre-service teacher</p> <p>1.2.5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;</p> <p>1.2.5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.</p>			
<b>OBJECTIVE</b>			
<p>Students will</p> <ul style="list-style-type: none"><li>• use prior knowledge to categorize words as parts of speech.</li><li>• use reading skills to create sentences with word cards.</li><li>• discover the required elements of a complete sentence through selecting and manipulating word order of everyday words.</li><li>• share and learn new vocabulary through role playing and collaboration with peers.</li><li>• use descriptive words and phrases to create complex sentences.</li><li>• demonstrate reading comprehension through illustrations.</li></ul>			

<b>ASSESSMENT/CRITERIA FOR SUCCESS (How will you know students have gained an understanding of the concepts?)</b>					
Students will be able to create complete sentences with 85% accuracy					
<b>COMER DEVELOPMENTAL PATHWAYS ADDRESSED (check all that apply to the lesson)</b>					
<b>Cognitive</b>	X	<b>Language</b>	X	<b>Ethical</b>	X
<b>Physical</b>	X	<b>Psychological</b>		<b>Social</b>	X
<b>MARZANO INSTRUCTIONAL STRATEGIES (check all that apply to the lesson)</b>					
<b>Identifying Similarities and Differences</b>	X	<b>Summarizing and Note Taking</b>		<b>Homework and Practice</b>	
<b>Questions, Cues, and Advance Organizers</b>	X	<b>Nonlinguistic Representation</b>	X	<b>Cooperative Learning</b>	X
<b>Reinforcing Effort and Providing Recognition</b>	X				
<b>RESOURCES</b>					
<ul style="list-style-type: none"> <li><b>What resources will you and your students use?</b> <ul style="list-style-type: none"> <li>General classroom supplies (markers, index cards, pencils, blank paper, adding machine tape, chart paper).</li> <li><u>Lionel's Tall Tales Sentence Generator</u>, from PBSKids <i>Between the Lions</i> site</li> <li>Teacher Read-Alouds: <ul style="list-style-type: none"> <li>Heller, Ruth. 1999. <i>Kites Sail High: A Book About Verbs</i>. Paper Star (Penguin/Putnam).</li> <li>Heller, Ruth. 1998. <i>Merry-Go-Round: A Book About Nouns</i>. Bt Books.</li> </ul> </li> </ul> </li> </ul>					
Plans adapted from: <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=6">http://www.readwritethink.org/lessons/lesson_view.asp?id=6</a>					
<b>LEARNER DIVERSITY</b>					
<ul style="list-style-type: none"> <li><b>What diverse learner needs do you need to consider when selecting resources, grouping students or planning the culminating project?</b></li> <li><b>How will you gear up/gear down the lesson?</b></li> </ul>					
Higher level students will be paired with lower level students. There will be a large amount of student teacher interaction within the sessions and cooperative learning activities.					
<b>ENGAGE</b>					
<ul style="list-style-type: none"> <li><b>Capture the students' attention, stimulate their thinking and help them access prior knowledge.</b></li> <li><b>Questions.</b> What questions do you formulate in advance to achieve higher order thinking? Include a list of at least five questions for each lesson. <ol style="list-style-type: none"> <li><i>Compare two groups of words and determine which one is a complete sentence? Explain to your shoulder partner why you chose the way you did.</i></li> <li><i>Why do you think it is important to speak or write using complete sentences?</i></li> <li><i>Pretend you are new to America and you are learning to speak English, what do you think would happen if you were not able to speak to others using complete sentences? Pretend with your shoulder partner to see if he understands what you are trying to say.</i></li> <li><i>Substitute these incomplete sentences with complete sentences and share with the class your results. Do you think everyone will come up with the same answers?</i></li> </ol> </li> </ul>					

5. What do you think would happen if I went to the store and spoke in incomplete sentences to sales clerk? Give me your opinion on how the store clerk would react.

### Session One

1. Have all students sit together near the front of the room. Before starting the lesson, read aloud to students from *Kites Sail High*. When finished, have students respond to the book. Ask if anyone can tell what the book was about, or what kinds of words the book was talking about.
2. Talk to students about how there are different kinds of words, and that you would like them to think up some words like those in the book. Ask the students to try to think of some things that they can do; give them the examples "walk" and "run" and other simple examples. With a red marker, write a list of verbs on the chart paper as they are given. If students volunteer words that are not verbs, ask them to try to "act out" the word. Then show them that all the words on this list are things that we can actually do.
3. When there is a variety of words on the chart, or the chart is filled, read the list to and with the students. Have students choose several words to "act out" to reinforce that these words are action words, and have them use the words in sentences to tell about things they can do.
4. Tell students you are going to save the chart for a later activity.

### EXPLAIN (MODEL)

- **Involve students in an analysis of their explorations.**
- **Use reflective activities to clarify and modify their understanding.**

### Session Two

1. Tape one blank piece of chart paper on the board. Make sure there is enough space that you can post another piece of paper on each side.
2. Have all students sit together near the front of the room. Tell students you are going to read them another book about words, and that you'd like them to see if they can tell you what kind of words they are when you are finished. Read aloud to students from *Merry-Go-Round*. When finished, have students compare the book to *Kites Sail High*. Talk to the students about nouns being a special kind of word that names something.
3. Ask students to name people and different kinds of animals. Using a black marker, list nouns that students give you on the chart paper. Through questioning, help students generate a noun list that includes a variety of people and animals. Keep in mind that place and event words are not as useful for this activity. If students volunteer a word that is not a noun, ask them to try to picture that thing in their mind's eye. When finished with the chart, read it to and with the students, and have students use a few words in sentences, if desired. Students should understand that every word on the list represents a person, place, or thing.
4. Leave the chart on the board, and tape a new piece on the left side of it.
5. Ask students some questions about their clothes, e.g., "What color shirt are you wearing?" or "What shape is your pocket?" or "Can you tell me what is special about your shoes?" The purpose of these questions is to get them thinking about ways to describe things. Start listing students' adjectives on the blank chart paper,

using a blue marker. Have students use the nouns on the nouns chart to help them brainstorm descriptive words. Try to elicit a variety of different kinds of words, so that there is not an imbalance of color or shape or size words. Students may need some extra support for this part.

6. When the chart is filled, or you have a large variety of adjectives, read the list to and with the students.
7. Tape the verbs chart on the board to the right of the nouns chart.
8. Tell students you are going to use the words for a sentence game the next day, and leave them on the board if possible or repost them the next day.

### **EXPLORE (GUIDED PRACTICE)**

- **Give students time to think, plan, investigate and organize collected information.**

#### *Session Three*

**Note:** Students will be selecting a limited number of words from the charts to use for sentence-building in Session Three. Each group of four students will need two words from each chart, so the number of words that students choose from each chart will depend on the total number of students in the class. For example, if there are twenty students in the class, there will be five groups, so students would choose ten words from each chart.

1. Gather students in a whole group where everyone can see the charts. Quickly review the charts from Sessions One and Two by having students read some of the words from each chart and telling how they are alike. This will depend on the overall reading ability of the class, and how much support they need.
2. After reviewing the charts, explain to students that they will work in groups to choose a certain number of favorite words from the charts. Tell them that they will circle those words, and then they will write them on cards.
3. Make sure that all students know how many words to circle. Tell them you would like them to use a pencil to circle the most interesting words on the list.
4. Arrange the students in three groups, and give each group one chart and one pencil. As students are working, move from group to group to check on their work. As each group finalizes their list with the correct number of circled words, give them index cards and a marker that matches the word colors for that chart. It is very important that the color-code remains consistent.
5. Have students carefully write one circled word on each index card. If they make a spelling mistake, give them another card. Make sure they are writing the words clearly and as large as possible on the card. As students finish making the word cards, they should be encouraged to read the words over in their group. When all are finished, they are ready for the sentence-building activity.
6. Hang the charts back up on the wall, out of the way. Collect all the word cards from the students.
7. Rearrange the students into new groups of four. Each group will need some clear table space. Give each group of students two noun cards, two verb cards, and two adjective cards. Then have each group choose one card of each color and ask them to put the others aside.
8. Ask the students to use these cards to help them make sentences. Let them know that they will need to add some other words, like 'the' or 'a', and that they might need to change the form of the red words (verbs); for example, 'run' might need to be changed to 'ran' or 'runs' depending on the sentence.
9. Give students a minute to work with the cards, and then have each group share their sentence. This should be done fairly quickly.

10. Have students trade at least one of their words for the one they put aside (the same color) and repeat the activity.
11. Collect all the words written in black (the nouns) from all the groups, then have them try to make another sentence.
12. Give students a few minutes to work with the cards they have. Circulate among them, observing their attempts and listening to their conversations.
13. Ask the groups to share their sentences. Hopefully, no groups will have sentences to share, but they might try. If they volunteer a 'sentence' that includes a noun that's not there, remind them again that they can only add words like 'the' or 'a' or 'an' and change the form of words they already have.
14. Ask each group of students what problems they are having, and let them share whatever they have to say. There should be some recognition that they don't have all the words they need to make a sentence.
15. Tell students you're going to try it again. Go around to each group and give them two noun cards back, while collecting the red word cards (the verbs). Have students try again to create a sentence with the words they have. Observe their attempts. Ask again whether they have had any problems, and let them share their thoughts.
16. Finally, give each group back their verb cards, and let them make one more sentence. Ask what was easier this time. Ask each group to respond.
17. Bring all the students to the front of the room again. Ask them to tell you what they've learned about sentences. Write their responses on chart paper headed with "Sentences have....." This chart will become a simple rubric for assessing sentence quality. Leave the chart up for Session Four.

#### **ELABORATE (INDEPENDENT PRACTICE)**

- **Give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation.**

#### *Session Four*

1. Have students reflect on their work from the day before; have them tell what they remember or what they learned. Review the criteria for sentences from the "Sentences have...." chart by having students read it with you.
2. Tell students they are going to work together in groups to try to have a sentence contest, and that they are going to write the longest sentence they can that makes sense. Then model a sentence for them.
3. First, write the following across the top of the board, with ample space between them: when? who? what? how? where? why?
4. Have a student give you a noun and write it on the board, separate from and below the string of question words. Have another student give you a verb and write that next to the noun. Add "The" or "A" at the beginning to make a simple sentence, e.g., "The cat ate." or "A man jumped." Ask a student to give you a word that will describe what the person or animal in the sentence looks like. Add that word to the sentence, e.g., "The black cat ate." or "A tall man jumped." By asking students questions and eliciting one word or phrase at a time, have students help you build a long, descriptive sentence. For example, ask students where, when, why, how, to add to the sentence.
5. When you have a long, complete, descriptive sentence (not a run-on), have students read it with you. Show how each part of the sentence relates to one of the



words above the sentence. Leave the sentence on the board as a model.

6. Have students get back into the same groups they used for Session Three. Give each group a sheet of paper and a pencil and eraser. Have them start with a noun and verb, and let them begin work on their long sentences. As students work, circulate among the groups, asking questions to help them expand their sentences. Examples of questions to ask are, "What time of day was it?" or "Where was this happening?"
7. Have students read completed sentences aloud to you as a group (chorally). An appropriate finished sentence would be one that is as descriptive as possible without being a run-on. A good suggestion to give to students is that, in this lesson, a sentence can only have one "and" in it.
8. When sentences are complete, students will transfer them to adding machine tape. Each group should use a different color marker, and all students should take turns writing. If a length of tape becomes full, just tape on another strip. If students make a spelling mistake, have them cut the word off and replace it with a new piece of adding machine tape.
9. Collect the sentence strips to use in Session Five.

#### *Session Five*

1. Have each group share their sentence with the rest of the class by holding it up and reading it aloud with the audience.
2. After all groups have shared their sentences, have each student illustrate the sentence written by their group. Remind them that their illustration should show everything that's in the sentence. Have students give some examples of how they might illustrate the ideas.
3. When all sentences and illustrations are finished, have groups share their long, long sentences again with the whole class, and tell about their illustrations. Hang the sentences and illustrations up on the wall to celebrate!

#### **EVALUATE (FEEDBACK/CLOSURE)**

- **Evaluate throughout the lesson.**
  - **Present students with a scoring guide at the beginning.**
  - **Scoring tools developed by teachers (sometimes with student involvement) target what students must know and do.**
  - **Consistent use of scoring tools can improve learning.**
- Teacher observation and anecdotal notes about individual student participation in whole group and small group work.



## Lesson Plan 2 (Goal C)

<b>CANDIDATE NAME:</b>		<b>GRADE LEVEL/SUBJECT:</b>	First/ Grammar
<b>STANDARDS (Grade Level Expectations, Depth of Knowledge, Show Me Standards, MoStep)</b>			
<p>GLE - CA 1. A. a, b, c, d</p> <p>1.Develop and apply skills and strategies to the reading process, A. print Concept, a. upper and lower Case letters, b. Show first and last letters in words, c. directionality in letter and word order and d. punctuation has meaning.</p> <p>Show Me Standards - In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization).</p> <p>DOK - DOK level one (Recall) Students will arrange words into sentences and state the appropriate punctuation needed.</p> <p>MoStep</p> <p>1.2.5 The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p><i>Performance Indicators:</i> The pre-service teacher</p> <p style="padding-left: 40px;">1.2.5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;</p> <p style="padding-left: 40px;">1.2.5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.</p>			
<b>OBJECTIVE</b>			
Student will be able to label and create the three types of sentences (statements, questions, and exclamations) using the correct capitalization and punctuation with 90% accuracy.			
<b>ASSESSMENT/CRITERIA FOR SUCCESS (How will you know students have gained an understanding of the concepts?)</b>			
Students will label and correct statements, questions and exclamations. Each sentence is worth 3 points; one point for labeling the sentence, one point for capitalization, and another point for ending punctuation.			
<b>COMER DEVELOPMENTAL PATHWAYS ADDRESSED (check all that apply to the lesson)</b>			
<b>Cognitive</b>	X	<b>Language</b>	X
<b>Physical</b>		<b>Psychological</b>	
		<b>Ethical</b>	
		<b>Social</b>	X
<b>MARZANO INSTRUCTIONAL STRATEGIES (check all that apply to the lesson)</b>			
<b>Identifying Similarities and Differences</b>	X	<b>Summarizing and Note Taking</b>	X
<b>Questions, Cues, and Advance Organizers</b>		<b>Nonlinguistic Representation</b>	X
<b>Reinforcing Effort and Providing</b>			

<b>Recognition</b>					
<b>RESOURCES</b> <ul style="list-style-type: none"> <li><b>What resources will you and your students use?</b></li> </ul> <p>Card sentence sets, index cards with punctuation, writing paper, pencil, white board, dry erase marker, manipulated story from reader and story book online @ <a href="http://www.storylineonline.net">www.storylineonline.net</a> . Lesson adapted from gameclassroom.com.</p>					
<b>LEARNER DIVERSITY</b> <ul style="list-style-type: none"> <li><b>What diverse learner needs do you need to consider when selecting resources, grouping students or planning the culminating project?</b></li> <li><b>How will you gear up/gear down the lesson?</b></li> </ul> <p>I have three students that take a longer than normal time to process information- Leona, Kevin and Alexis. There are several students that understand the lesson and I will pair the other students up with my slower processors. My higher learners are Makayla, Samantha, Allison and Haylee. Group composition will include one student from each of the preceding groups as well as typical learners.</p> <p>For the independent and evaluation portion, my slower processors will be required to write a smaller amount of sentences while the higher learners will be allowed to write more sentences while trying to incorporate their spelling words into them.</p>					
<b>ENGAGE</b> <ul style="list-style-type: none"> <li><b>Capture the students' attention, stimulate their thinking and help them access prior knowledge.</b></li> <li><b>Questions.</b> What questions do you formulate in advance to achieve higher order thinking? Include a list of at least five questions for each lesson. <ol style="list-style-type: none"> <li><i>Explain why you think punctuation marks are important.</i></li> <li><i>Write a sentence for each of the punctuation marks that we have learned about.</i></li> <li><i>I am going to read a short story. I want you to predict what type of sentence you think the last sentence of the story should be. Should it be a statement, a question, or an exclamation? Explain why.</i></li> <li><i>Complete the story by writing the last sentence in. Remember to use the correct type of punctuation mark.</i></li> <li><i>Substitue a period in your story for an exclamation mark. How does it change your story?</i></li> </ol> </li> </ul> <p>Teacher will begin the lesson by asking following, "Do you remember when we read the story about the punctuation police woman? Well today we are going to put on our imaginary punctuation police badges and hats in order to become the punctuation police." We will go over a "manipulated" passage from a story that we are already familiar with to see if we can spot any errors. We will correct any errors found.</p>					
<b>EXPLAIN (MODEL)</b> <ul style="list-style-type: none"> <li><b>Involve students in an analysis of their explorations.</b></li> <li><b>Use reflective activities to clarify and modify their understanding.</b></li> </ul> <p>As a class we will rearrange a "scrambled sentence" in order to determine what type of sentence it is. Once we have determined the sentence type as a class, the students will the each display their choice of index card with the correct end punctuation mark on it. We will decide which mark is the correct one and congratulate ourselves for a job well done.</p>					
<b>EXPLORE (GUIDED PRACTICE)</b> <ul style="list-style-type: none"> <li><b>Give students time to think, plan, investigate and organize collected information.</b></li> </ul>					

Students will now separate into groups and decipher their own scrambled sentence and determine which type of end mark they believe should be at the end of their sentence and write it on an index card. After a certain amount of time, the students will gather back and the groups will present their sentence to the class by hanging it on the wipe erase board using magnets. They will hold onto the punctuation they believe completes the sentence and allows the class to vote on the sentence type and the correct punctuation mark to place at the end of the sentence. The group will display the punctuation mark they felt completed the sentence and we will discuss which mark is correct and why. The remaining groups will do the same.

**ELABORATE (INDEPENDENT PRACTICE)**

- **Give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation.**

Students will copy the newly created sentences in our punctuation book and ensure that each sentence has a capital letter in the beginning and a punctuation mark on the end. Each type of sentence goes on the appropriately colored page for that specific type of sentence. Statements may be written on pink papers while questions will be written on yellow papers. We may listen to a story read on storyline online paying attention to the pauses and the various types of inflection used when reading the different types of sentences.

**EVALUATE (FEEDBACK/CLOSURE)**

- **Evaluate throughout the lesson.**
- **Present students with a scoring guide at the beginning.**
- **Scoring tools developed by teachers (sometimes with student involvement) target what students must know and do.**
- **Consistent use of scoring tools can improve learning.**

Evaluation will be assessed by analyzing the punctuation books. Scoring will be 2 points for each sentence. One point for proper labeling of sentence type, and one point for using the correct punctuation.

### Lesson Plan 3 (Goal D)

<b>CANDIDATE NAME:</b>		<b>GRADE LEVEL/SUBJECT:</b>	First/Communication Arts		
<b>STANDARDS (Grade Level Expectations, Depth of Knowledge, Show Me Standards, MoStep)</b>					
<p>GLE - CA 1. A. a, b, c, d</p> <p>1.Develop and apply skills and strategies to the reading process, A. print Concept, a. upper and lower Case letters, b. Show first and last letters in words, c. directionality in letter and word order and d. punctuation has meaning.</p> <p>Show Me Standards - In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization).</p> <p>DOK - DOK level one (Recall) Students will arrange words into sentences and state the appropriate punctuation needed.</p> <p>MoStep</p> <p>1.2.5 The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p><i>Performance Indicators:</i> The pre-service teacher</p> <p>1.2.5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;</p> <p>1.2.5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.</p>					
<b>OBJECTIVE</b>					
Students will add capital letters to a sentence.					
<b>ASSESSMENT/CRITERIA FOR SUCCESS (How will you know students have gained an understanding of the concepts?)</b>					
Students will capitalize letters at the beginning of a sentence with 85% accuracy.					
<b>COMER DEVELOPMENTAL PATHWAYS ADDRESSED (check all that apply to the lesson)</b>					
<b>Cognitive</b>	X	<b>Language</b>	X	<b>Ethical</b>	
<b>Physical</b>		<b>Psychological</b>		<b>Social</b>	X
<b>MARZANO INSTRUCTIONAL STRATEGIES (check all that apply to the lesson)</b>					
<b>Identifying Similarities and Differences</b>	X	<b>Summarizing and Note Taking</b>		<b>Homework and Practice</b>	
<b>Questions, Cues, and Advance Organizers</b>		<b>Nonlinguistic Representation</b>	X	<b>Cooperative Learning</b>	X
<b>Reinforcing Effort and Providing Recognition</b>	X				
<b>RESOURCES</b>					

- **What resources will you and your students use?**

General classroom supplies (markers, index cards, pencils, blank paper, adding machine tape, chart paper). Transparencies, projector, *Henry Goes to Hollywood* by Liza Charlesworth, journals and short paragraphs on separate sheets of papers.

#### **LEARNER DIVERSITY**

- **What diverse learner needs do you need to consider when selecting resources, grouping students or planning the culminating project?**
- **How will you gear up/gear down the lesson?**

Students will be grouped in groups with varying academic levels to ensure that the students can benefit from each other.

#### **ENGAGE**

- **Capture the students' attention, stimulate their thinking and help them access prior knowledge.**

- **Questions.** What questions do you formulate in advance to achieve higher order thinking? Include a list of at least five questions for each lesson.

1. *Why do you think we capitalize the letter at the beginning of a sentence?*
2. *Pretend that your shoulder partner is does not like to use capital letters at the beginning of his sentences. Explain to them why it is important to use capital letters at the beginning of every sentence.*
3. *How do you think it would be to read a story without any capital letters? Discuss this with your shoulder partner.*
4. *You have just created a machine that automatically capitalizes the first letter of every sentence. Explain to your shoulder partner why you think this would be a good invention for his school.*
5. *What other words should be capitalized and why?*

At the carpet, read as a group a book about capitalization called: *Henry Goes to Hollywood* by Liza Charlesworth. Discuss the strategies developed in the story.

#### **EXPLAIN (MODEL)**

- **Involve students in an analysis of their explorations.**
- **Use reflective activities to clarify and modify their understanding.**

1. Have a piece of student writing on a transparency for the class to see. This piece of writing has been edited for ending punctuation. The teacher says to the class, "We are going to look at a piece of writing. Our job is to check for capital letters. I am going to show you one way that you can use this in your own writing."
2. Read the piece of writing to the group. Have the group help you find the ending punctuation in the piece.
3. Once you agree on the end of the sentence, discuss which word is capitalized in a sentence.
4. Draw three lines under the first letter of the word. Explain that these marks will remind them to capitalize these words in their final draft.
5. Continue through the piece, finding all the places, where capitals belong.

#### **EXPLORE (GUIDED PRACTICE)**

- **Give students time to think, plan, investigate and organize collected information.**

1. Put students in small groups with one copy of a short paragraph. The paragraph should have ending punctuation.
2. Instruct the groups to use the same process (underlining the letter 3 times) for identifying letters that need to be capitalized.
3. Within the groups, students need to explain why they are choosing a word to be capitalized.
4. Encourage groups to give a reason for capitalizing.
5. Have all the groups come back together and discuss their responses.
6. The teacher has a copy of the paragraph on the overhead and marks it as students discuss their responses.

#### **ELABORATE (INDEPENDENT PRACTICE)**

- **Give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation.**

1. Ask the class, "What have we worked on today?" The class responds with capitalization or checking for capital letters.
2. The teacher needs to share the importance of using capital letters in writing. "Today during writing time. I want you to go back to one of your old pieces of writing and use the same process we practiced today. Before a piece of writing can be published, a writer needs to check for capital letters. This makes it easier for others to read."

#### **EVALUATE (FEEDBACK/CLOSURE)**

- **Evaluate throughout the lesson.**
- **Present students with a scoring guide at the beginning.**
- **Scoring tools developed by teachers (sometimes with student involvement) target what students must know and do.**
- **Consistent use of scoring tools can improve learning.**

1. Observation/anecdotal notes during class discussions and small group work

### Lesson plan 4 (Goal D)

<b>CANDIDATE NAME:</b>		<b>GRADE LEVEL/SUBJECT:</b>	First/Communication Arts		
<b>STANDARDS (Grade Level Expectations, Depth of Knowledge, Show Me Standards, MoStep)</b>					
GLE - CA 1. A. a, b, c, d 1.Develop and apply skills and strategies to the reading process, A. print Concept, a. upper and lower Case letters, b. Show first and last letters in words, c. directionality in letter and word order and d. punctuation has meaning.					
Show Me Standards - In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization).					
DOK - DOK level one (Recall) Students will arrange words into sentences and state the appropriate punctuation needed.					
MoStep					
1.2.5 The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.					
<i>Performance Indicators:</i> The pre-service teacher					
1.2.5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;					
1.2.5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.					
<b>OBJECTIVE</b>					
Students will be able to develop complete sentences using appropriate punctuation, spacing, capitalization and complete sentences on a word document.					
<b>ASSESSMENT/CRITERIA FOR SUCCESS (How will you know students have gained an understanding of the concepts?)</b>					
Students will produce a document using spelling words to create five complete sentences.					
<b>COMER DEVELOPMENTAL PATHWAYS ADDRESSED (check all that apply to the lesson)</b>					
<b>Cognitive</b>	X	<b>Language</b>	X	<b>Ethical</b>	
<b>Physical</b>	X	<b>Psychological</b>		<b>Social</b>	
<b>MARZANO INSTRUCTIONAL STRATEGIES (check all that apply to the lesson)</b>					
<b>Identifying Similarities and Differences</b>	X	<b>Summarizing and Note Taking</b>	X	<b>Homework and Practice</b>	X
<b>Questions, Cues, and Advance Organizers</b>		<b>Nonlinguistic Representation</b>	X	<b>Cooperative Learning</b>	
<b>Reinforcing Effort and Providing Recognition</b>	X				



<b>RESOURCES</b>
<ul style="list-style-type: none"> <li>What resources will you and your students use?</li> </ul>
Smart Board, Brain Pop Jr. website on capitalizations, <a href="http://www.brainpopjr.com/writing/sentence/capitalandlowercase/">http://www.brainpopjr.com/writing/sentence/capitalandlowercase/</a> , related worksheets
<b>LEARNER DIVERSITY</b>
<ul style="list-style-type: none"> <li>What diverse learner needs do you need to consider when selecting resources, grouping students or planning the culminating project?</li> <li>How will you gear up/gear down the lesson?</li> </ul>
Students will work in a group setting with assistance from the teacher when needed. During table work time, students of varying levels will pair up with a buddy to review assignment.
<b>ENGAGE</b>
<ul style="list-style-type: none"> <li>Capture the students' attention, stimulate their thinking and help them access prior knowledge.</li> <li><b>Questions.</b> What questions do you formulate in advance to achieve higher order thinking? Include a list of at least five questions for each lesson. <ol style="list-style-type: none"> <li><i>Rewrite the morning message incorporating capital letters where they are needed.</i></li> <li><i>Compile a list of reasons why you should use capital letters.</i></li> <li><i>Rearrange the words in this grouping to create a sentence. Rewrite the sentence using capital letters where needed.</i></li> <li><i>What do you think would happen if I capitalized all of the letters in a book? How do you think it would affect your ability to read the book?</i></li> <li><i>Write three sentences using capital letters.</i></li> </ol> </li> </ul>
Review computer lab behavior and rules for computer and Smart Board usage with the class. Explain to them that we will be going to the lab to work on the smart board on the Brain Pop Jr. website. Lead the class in a silent cheer to hopefully avoid the cheers that will undoubtedly come from the words: Brain Pop Jr. At the computer lab the students will listen to a short video about capitalizations.
<b>EXPLAIN (MODEL)</b>
<ul style="list-style-type: none"> <li>Involve students in an analysis of their explorations.</li> <li>Use reflective activities to clarify and modify their understanding.</li> </ul>
As a class complete, belly up, the word wall and the activity page together as a class. Students will take turns using the smart board and answering questions.
<b>EXPLORE (GUIDED PRACTICE)</b>
<ul style="list-style-type: none"> <li>Give students time to think, plan, investigate and organize collected information.</li> </ul>
Students will then move to their own computers and explore the webpage and complete the draw about it activity and talk about it activity together.
<b>ELABORATE (INDEPENDENT PRACTICE)</b>
<ul style="list-style-type: none"> <li>Give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation.</li> </ul>
Independently, the students will complete the write about it activity on the webpage and print out the results.
<b>EVALUATE (FEEDBACK/CLOSURE)</b>
<ul style="list-style-type: none"> <li>Evaluate throughout the lesson.</li> <li>Present students with a scoring guide at the beginning.</li> <li>Scoring tools developed by teachers (sometimes with student involvement) target what students must know and do.</li> <li>Consistent use of scoring tools can improve learning.</li> </ul>
Students will then complete the easy quiz on the website and print out the results of the quiz.



### Lesson 5- (Goals A, B, C, & D)

<b>CANDIDATE NAME:</b>		<b>GRADE LEVEL/SUBJECT:</b>	First/Communication Art		
<b>STANDARDS (Grade Level Expectations, Depth of Knowledge, Show Me Standards, MoStep)</b>					
<p>GLE - CA 1. A. a, b, c, d</p> <p>1.Develop and apply skills and strategies to the reading process, A. print Concept, a. upper and lower Case letters, b. Show first and last letters in words, c. directionality in letter and word order and d. punctuation has meaning.</p> <p>Show Me Standards - In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization).</p> <p>DOK - DOK level one (Recall) Students will arrange words into sentences and state the appropriate punctuation needed.</p> <p>MoStep</p> <p>1.2.5 The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p><i>Performance Indicators:</i> The pre-service teacher</p> <p>1.2.5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;</p> <p>1.2.5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.</p>					
<b>OBJECTIVE</b>					
Students will be able to demonstrate their ability to create complete sentences using proper spacing, sentence structure, capitalization and punctuation.					
<b>ASSESSMENT/CRITERIA FOR SUCCESS (How will you know students have gained an understanding of the concepts?)</b>					
Students will be able to create complete sentences that include the use of proper spacing, punctuation, capitalization, and sentence structure.					
<b>COMER DEVELOPMENTAL PATHWAYS ADDRESSED (check all that apply to the lesson)</b>					
<b>Cognitive</b>	X	<b>Language</b>	X	<b>Ethical</b>	
<b>Physical</b>		<b>Psychological</b>		<b>Social</b>	X
<b>MARZANO INSTRUCTIONAL STRATEGIES (check all that apply to the lesson)</b>					
<b>Identifying Similarities and Differences</b>	X	<b>Summarizing and Note Taking</b>		<b>Homework and Practice</b>	X
<b>Questions, Cues, and Advance</b>		<b>Nonlinguistic</b>	X	<b>Cooperative</b>	X

Organizers		Representation		Learning	
Reinforcing Effort and Providing Recognition	X				
<b>RESOURCES</b>					
<ul style="list-style-type: none"> <li><b>What resources will you and your students use?</b></li> </ul> <p>General classroom supplies (markers, index cards, pencils, blank paper, adding machine tape, chart paper). A wordless comic book downloaded from the following website: <a href="http://www.readinga-z.com/book/guided-reading.php?level=c">http://www.readinga-z.com/book/guided-reading.php?level=c</a> titled <i>Galthazar the Alien</i> as well as the original version of the comic book, various comic books, comic worksheet, and transparencies of a regular comic book with and without the words.</p>					
<b>LEARNER DIVERSITY</b>					
<ul style="list-style-type: none"> <li><b>What diverse learner needs do you need to consider when selecting resources, grouping students or planning the culminating project?</b></li> <li><b>How will you gear up/gear down the lesson?</b></li> </ul> <p>The assignment allows for each learner to create sentences using words from their vocabulary and at their level. Higher leveled learners can create more complex sentences while the lower leveled learners can create simpler sentences. Students will then pair up to review and edit their work. During the pair up session lower and higher level students will work together to edit their sentences.</p>					
<b>ENGAGE</b>					
<ul style="list-style-type: none"> <li><b>Capture the students' attention, stimulate their thinking and help them access prior knowledge.</b></li> <li><b>Questions.</b> What questions do you formulate in advance to achieve higher order thinking? Include a list of at least five questions for each lesson. <ol style="list-style-type: none"> <li><i>What elements are needed to create a proper sentence?</i></li> <li><i>What would happen if sentences did not have spaces, punctuations, and capitalizations?</i></li> <li><i>Read the following paragraph and rewrite it using the appropriate elements of proper sentence writing.</i></li> <li><i>Edit your shoulder partner's sentences for their comic book. Explain to them why you believe things need to be changed.</i></li> <li><i>You are going to write a letter to your teacher explaining why you would be a great class president. Make sure you incorporate the proper sentence writing elements in your letter.</i></li> </ol> </li> </ul> <p>Read through a few pages of a comic book to grab the students' attention. Ask the students if they are familiar with comic books. Discuss some of the comic books they may have seen or read. Show them a few comic books starring their favorite superheroes like Superman, Batman and the Fantastic Four. Then tell the students that we will be creating our own comic books and will share it with the class.</p>					
<b>EXPLAIN (MODEL)</b>					
<ul style="list-style-type: none"> <li><b>Involve students in an analysis of their explorations.</b></li> <li><b>Use reflective activities to clarify and modify their understanding.</b></li> </ul> <p>Place the transparency of a comic book without the words on the projector and take a picture walk through it with the students. Ask the students what they think is going on in the lesson and try to make predictions about what they think the original says. Create sentences that tell what the students believe is happening in the comic ensuring that each sentence uses proper punctuation, capitalization, and sentence structure. The teacher will place the original version of the story on the projector and read through it with the class. The class will compare and contrast the two comic pages and discuss the similarities and differences.</p>					

**EXPLORE (GUIDED PRACTICE)**

- **Give students time to think, plan, investigate and organize collected information.**

Students will then be given the wordless version of the comic *Galthazar the Alien*. The class will take a picture walk through the story and then brainstorm what they think the story is about. The students will then begin to write sentences that correspond with each page in the story on the comic worksheet.

**ELABORATE (INDEPENDENT PRACTICE)**

- **Give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation.**

Students will then pair up with the shoulder partners to edit their sentences. The sentences must use proper sentence structure, punctuation, spacing, and capitalization. Students will use editing marks to edit the sentences in the comics. Once the students have completed editing their work they will re-write their stories on their comic book and present it to the class.

**EVALUATE (FEEDBACK/CLOSURE)**

- **Evaluate throughout the lesson.**
- **Present students with a scoring guide at the beginning.**
- **Scoring tools developed by teachers (sometimes with student involvement) target what students must know and do.**
- **Consistent use of scoring tools can improve learning.**

Students will turn in their comic worksheet for a grade. Each sentence will receive 5 points for each sentence. They will receive one point for each of the following categories: punctuation, capitalization, letter formation, spacing, and complete sentence.