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| **SOLs:**  7.7 H Expand and embed ideas by using modifiers, standard coordination, and subordination in  complete sentences.  (\*\* While this standard is the end goal, the purpose of this week’s Grammar Rule is to insure that all students have the foundational skill of writing a complete sentence. We will begin using clauses and modifiers with next week’s rule.) | | |
| **BIG**  **IDEAS:** | | **Enduring Understandings:**   * Students will understand that good writing is centered on a series of rules to insure effective communication. * Students will understand that the complete sentence is the most basic building block of good writing.   **Essential Questions:**   * How can I best communicate my ideas in writing? * What are the essential elements of a complete sentence? |
| **LEARNING OBJECTIVE:**  **What the student will accomplish during the given lesson, including the:** | | |
| **Conditions** under which the students will exhibit those behaviors  **GIVEN:** (what materials and or resources will students be using) | | **GIVEN:**  Mentor sentences, Grammar Rule of the Week, Direct Instruction, Examples, Nonexamples, Student Selected Reading Passages, and Hashtag Grammar Rules Chart |
| **Behaviors** students will exhibit to show learning  **STUDENTS WILL WORK:** (how will they be working....independently, in pairs, in groups, in stations)  **TO:** (verbs—what will they do – identify, analyze, create, etc. – use the Bloom’s or Webb’s verbs) + your content (what from your curriculum framework will they be identifying, analyzing, etc.) | | **STUDENTS WILL WORK:**  Independently and in Partners  **TO:**  Correctly write complete sentences that include a subject, verb, capitalization, and punctuation |
| **Criteria** the teacher will use to determine whether students meet the objective  **BY or IN WHICH or IN ORDER TO:** (what will they do with what you’ve given them to prove they can meet the objective – how will you know they got it?) | | **BY:**  Recording mentor sentences, determining the rule of the week, analyzing examples and nonexamples, finding examples in self-selected text, and generating their own correct examples of complete sentence. |
| **TEACHER and STUDENT ACTIVITIES:** | | |
| Monday | Teacher will display mentor sentences for Rule # 1(***All sentences must contain a subject, a verb, capitalization, punctuation, and a complete thought.****)* Students will record sentences in their composition notebook and look for and identify commonalities among the mentor sentences. Teacher will introduce the rule of the week and students will record the rule in their notes. Teacher will review Helping/Linking verbs. Students will record additional examples in their notes and evaluate these sentences marking subject/verb and punctuation. | |
| Tuesday | Teacher will display three simple sentences and three challenge sentences, students will copy the sentences into their composition notebook and label the subjects, verbs and punctuation. Students will then work with a partner to sort examples and nonexamples of complete sentences. | |
| Wednesday | Teacher will model using the hashtagging grammar chart to find mentor examples of this week’s grammar rule in independent reading texts by recording the published passage, #-ing the rule of grammar, explaining the significance of the passage, creating an example that follows the rule, creating an example that does not follow the rule, and reflecting on how the rule helps to convey meaning. | |
| Thursday | Students will work in partners to complete the hashtagging grammar chart to find mentor examples of this week’s grammar rule in independent reading texts by recording the published passage, #-ing the rule of grammar, explaining the significance of the passage, creating an example that follows the rule, creating an example that does not follow the rule, and reflecting on how the rule helps to convey meaning. When finished, partners will compare charts with another set of partners to critique and receive feedback. | |
| Friday | **GROW #1 Quiz -** Students will take a brief quiz on Grammar Rule of the Week #1 via google forms. | |
| **Additional Information:**  At the end of the quarter students will review the grammar rules of the week by creating memes about each rule of grammar. Prior to the end of quarter assessment, students will complete a pairs check with a switch as a review. For this review students will respond to questions using the grammar rules we’ve learned during the quarter, and switch with a partner.  **Possible Accommodations:** Students who need more support may be given sentence starters or frames to complete examples. In inclusion classes, a teacher may work with a small group to select mentor texts. Students who are struggling, may be allowed to skip completion of the second example. | | |

**Reflection:** What worked? What didn’t work? What could I do differently next time?

**Rationale:** Why teach this lesson this way? Why given, these objectives, are these the best strategies?

Grammar Rule of the Week is a 5-10 minute mini lesson presented at the beginning of class each day. The reasoning behind this is that it spirals grammar instruction throughout the week and throughout the year. Breaking the rule up into multiple days of instruction allows students to solidify understanding through repeated exposure to and practice with the rule.

**CTA Connection:**

**The hashtagging grammar table and grammar memes ideas came from Sean Ruday’s presentation**

**Pairs Check with a Switch came from John Strebe.**