

LESSON PLAN

Grade(s)	6; New writers
Content Area(s)	Language Arts
Topic of Lesson	A resource that students can access to review grammar terms and concepts that they will be learning and using in class. This website can also serve as a guide to aid students in writing essays.
Four Objectives	<ol style="list-style-type: none"> 1. Students will be able to name the different steps of the Writing Process and identify what should take place in each. 2. Student will be able to identify the different parts of speech-noun, verb, adjective, adverb, conjunction, preposition, and interjection-when presented with them in the context of a sentence. 3. Students will be able to list the different types of sentences and recognize each of them in their context. 4. The flashcards on commonly used prefixes and suffixes will aid the students in memorizing the prefixes and suffixes, which will help them prepare for 6th grade MCAS testing.
Technology standard	<p><i>Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</i></p> <p><i>Internet, Networking, and Online Communication</i></p> <p><i>G6-8: 1.18 Use Web browsing to access information (e.g., enter a URL, access links, create bookmarks/favorites, print Web pages).</i></p>
Curriculum Framework	<ul style="list-style-type: none"> ➤ Massachusetts English and Language Arts Standards ➤ Reading Standards for Literature, Grades 6-12 ➤ Range of Reading and Level of Text Complexity <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>
Materials needed	<ul style="list-style-type: none"> • Students will need a pen or pencil and paper for notes and to write their responses to the various prompts • Headphones or speakers to listen to the sound in the recited poems and stories • Computers with internet access • Computer w/ LCD projector or Smart Board <p>However, the website is really to be used on a personal basis. If the students seek further explanation or practice with the materials they have learned in the class they can access the website at their own convenience.</p>
Lesson Procedure, Web	The students will be seated with only their writing utensil and paper in front of them on their desk. Next, I will make sure the students understand

<p>Site Use, and Technology Standard Instruction</p>	<p>what a website and URL address are by asking them different questions about what they have already learned about computers and the internet. As I pull up the website, I will indicate what a web browser is. Then I will explain what a URL is, and demonstrate by typing in the URL for the Weebly. Afterwards, I will have the students write down the URL on a piece of paper so that they can access the website at home.</p> <p>Once the website is open, I will begin by doing a preliminary activity in which I ask them to tell me what they have learned about the following grammar topics so far this school year: the Writing Process, parts of speech, types of sentences, and prefixes and suffixes. I will ask them what kind of essays they have wrote thus far and what sort of elements their teacher asked them to include (i.e. the specific details needed in a persuasive essay).</p> <p>Then, I will walk them through “The Grammar Guide”, encouraging the students to interact by having a student come up and click through the different links to the pages. On the first page, “The Writing Process”, I explain the graphics on the page. First, I will walk them through the cycle of the Writing Process. Then, I will encourage the students to share with the class different tips that they use when writing, before I share my own. Next, I will outline a typical essay reviewing what should be included in each paragraph or part of an essay. Afterwards, I will show the students the external link that leads to an online essay map.</p> <p>On the second page, “Parts of Speech”, I will ask the students what parts of speech they already know and if they could give me the definition of one of the parts of speech. After they have given their answers, I will walk the students through the different parts of speech asking them the questions that appear along the way. Then, the class will all watch a clip from the “Parts of Speech” video on the page.</p> <p>On the “Types of Sentences and Punctuation” page, I will guide the students through the terms and definitions of each type of sentence. Then, I will ask the students to try and give their own examples of each type of sentence before I go over my own.</p> <p>The last page, “The Prefixes and Suffixes” page, is the most interactive of all the pages. First, I will show the students how the flash cards work. Afterwards, I will play the “Scatter” game (through Quizlet) with the whole class.</p> <p>Finally, when its time for the Quiz, I will divide the students into teams then I will go through the questions one by one giving a point to each time who can correctly answer the question first.</p>
<p>How will students be</p>	<p>1. Students will able to name the different steps of the Writing Process and identify what should take place in each.</p>

<p>assessed to make sure they are able to perform the objectives?</p>	<ul style="list-style-type: none">a. Assessment 1: To make sure the students have fully grasped the concept of each step of the Writing Process I will ask the students to walk me through each step of the Writing Process by giving me the definition of each step.2. Student will be able to identify the different parts of speech-noun, verb, adjective, adverb, conjunction, preposition, and interjection-when presented with them in the context of a sentence.<ul style="list-style-type: none">a. Assessment 2: I will give the students various sentences and the students will have to identify the different parts of speech in each of them.3. Students will be able to list the different types of sentences and recognize each of them in their context.<ul style="list-style-type: none">a. Assessment 3: I will provide the students with examples of each type of sentence then I will ask the students to identify which sentence is simple, compound, or complex and explain why.4. The flashcards on commonly used prefixes and suffixes will aid the students in memorizing the prefixes and suffixes, which will help them prepare for 6th grade MCAS testing.<ul style="list-style-type: none">a. Assessment 4: Playing the game “Scatter” with the interactive flashcards is an excellent way for the students test their knowledge of prefixes and suffixes.
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