

Lesson Plan Template

Grade: 7	Subject: English
Materials: pencils, writing notebooks, computer	Technology Needed: PowerPoint, projector, Quizlet (access to Google Classroom to distribute the Quizlet link), whiteboard and whiteboard markers, extra computer chargers
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> *Lecture <input type="checkbox"/> *Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> *Discussion/Debate <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input type="checkbox"/> *Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> *Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> *Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) L.1.c. Explain the function of phrases and clauses in general and their function in specific sentences. L.1.n. Use coordinating and subordinating conjunctions. (L.1.o. Produce complex and compound-complex sentences.)	Differentiation Below Proficiency: Students who are below proficiency will benefit from discussion with a partner. By the end of the lesson, students will be able to spot the differences between compound and complex sentences. Above Proficiency: Students who already have a good understanding of the material can benefit from helping others who do not understand by explaining the material. They will also be able to create their own sample sentences if prompted. Approaching/Emerging Proficiency: Students who may not have known all the differences before class will come to a better understanding of the different sentences without needing prompting from their notes. Modalities/Learning Preferences: Students who learn best through discussion, visual learners, and auditory learners will have an easier time with this lesson.
Objective(s) Students will be able to explain to a partner the differences between compound and complex sentences. Students will be able to independently know what components make a sentence either compound or complex. Bloom's Taxonomy Cognitive Level: Apply, Evaluate, Create	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Since students will be on their computers, they will be expected to be on-task and not on any other sites.
Classroom Management- (grouping(s), movement/transitions, etc.) Due to Covid, students are spaced apart from each other. I will be sure to remind students to wear their masks when discussing with a partner.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Since students will be on their computers, they will be expected to be on-task and not on any other sites.
Minutes	Procedures
	Set-up/Prep: Set up the Quizlet and the PowerPoint to be ready to go before class time.
5-7	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students will be asked specific discussion question(s) to discuss with their partner about compound and complex sentences. They will then pair up and discuss the questions. I will then ask two groups to share their answers for compound and complex.
10	Explain: (concepts, procedures, vocabulary, etc.) After reviewing what they have already learned, we will then as a whole class go over an interactive PowerPoint which will have more examples.
10	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) During this PowerPoint, students will be encouraged to take notes and to put them into their own words. I may also call on students to help diagram the sentences to find similarities and differences. Students will also be prompted to create their own example sentences in their notebooks.

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10	Review (wrap up and transition to next activity): We will end class with a Quizlet which will reinforce the information discussed in class but in a more fun way.
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. I will be walking around the room listening to partner discussions. Throughout the PowerPoint I will be asking students questions and leaving time open for questions from them. The results from Quizlet will be a knowledge check to see what students now know from the lesson and what still needs reinforcing. Consideration for Back-up Plan: If I have extra time, I would like to have students come up with their own example sentences and to share them with a partner before leaving class.	Summative Assessment (linked back to objectives) End of lesson: If applicable- overall unit, chapter, concept, etc.:
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Overall, the lesson went pretty well. I taught this lesson four times in a row, and each time I taught it I was able to add extra material and examples which was very cool. Having the larger groups of students discuss in pairs worked really well and the two larger classes were quite engaged in the lesson, especially in answering questions during the PowerPoint presentation, which was very good since I was a bit worried they would not ask or answer any questions. I learned that engaging small classes can sometimes be more difficult than engaging larger classes. I had to adjust and adapt after the student pair discussion did not go well during the first small class. I changed the discussion for the second small class from pairs for review discussion into a whole class discussion. That worked much better than the first small class' awkward pair discussions. The data that I received from the students taking the Quizlet was not the best. I do think that students learned more than was reflected in the results of the Quizlet. I think that a few of the questions were worded a bit differently than how I taught the terminology in the lesson itself. For future reference, I would change the Quizlet to resemble the same terminology that the PowerPoint and my own words reflected in the lesson.	