

### **Day Three: (Detailed Lesson Plan #5)**

**Title:** Grammar using the Past

**Class:** Academic English 10

**Objective:** To develop student understanding of grammar focusing mainly on editing/revising and the location skills of nouns, pronouns and adjectives; To promote teamwork in education; To put the idea of competition in the classroom to the test to see if it truly does lead to student improvement and progress.

**Rationale:** This lesson is part of a larger unit developed by my mentor teacher; My lesson is designed to allow students to locate nouns, pronouns and adjectives by using an old paper of mine from 10<sup>th</sup> grade; By using my own paper, it allows myself to connect more with the students to show them that editing is important and I even had to do it when I was their age; Grammar Gorilla Game promotes team work and knowledge of the subject matter.

#### **PA State Standards:**

- 1.1.11 H. Demonstrate fluency and comprehension in reading.
- 1.3.11 A. Read and understand works of literature.
- 1.3.11 E. Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of a work.
- 1.5.11 E. Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how questions of purpose, audience, and genre have been addressed.
- 1.5.11 F. Edit writing using the conventions of language.
- 1.6.11 D. Contribute to discussions.
- 1.6.11 E. Participate in small and large group discussions and presentations.
- 1.6.11 F. Use media for learning purposes.

#### **Materials:**

- My own papers from 10<sup>th</sup> grade in .pdf format
- Link to Grammar Gorilla Game
  - o <http://www.funbrain.com/grammar/index.html>

#### **Activities/Procedures:**

1. Ask students which paper from the past they would like to look over. Once they decide, open the file on mentor teacher's laptop and view it on the Smartboard.
2. Instruct the students to use the stylist and do a number of things:
  - a. Circle the nouns and pronouns and underline the adjectives.
  - b. Edit any grammatical errors throughout the paper because paper is saved as when turned in... not edited. Stresses the idea of proofreading and editing.
  - c. Ask if they would like to see another paper, if yes, open another one. If not, move on to Grammar Gorilla activity.
  - d. Separate class into two groups and explain the activity.
    - i. The game will consist of 3 rounds for a total of 30 questions per team.
    - ii. Each round will consist of 10 questions per team. Two students will get to answer 5 questions per round for a total of 4 students participating per round. If a student is stuck, he/she may tag another

student on their team in, but if they already went, they cannot be tagged in.

iii. First team to win 2 rounds wins the game. OT will be decided by best out of 10 faceoff.

e. Winning side receives lollipops.

**Assessment:** Their understanding can be accessed from their participation and the asking of any questions throughout the entire process.

**Assignment:** None.