Integrated Lesson Plan

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| Topic  Pronoun Case | | | | | | | Active Supervision | | Behavior Specific Praise | High-P Request Sequence | Instructional Choice | | Instructional Feedback | Opportunities to Respond | Precorrection |
| Standards  6.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage.  When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun- antecedent agreement) effectively. | | | | | | |
| Core Lesson Elements | | Tier 1 (for all) | | | Equitable Access and Inclusion | |  | |  |  |  | |  |  |  |
| Academic Objective(s) | | Effectively and accurately use pronouns of different cases in a sentence. | | | Differentiated Objectives | |  | |  |  |  | |  |  |  |
| Given a cloze sentence, select and place a pronouns of different cases for accurate sentence completion. | |  | |  |  |  | |  |  |  |
| Social Skills Objective(s) | | Express yourself clearly; take turns talking with and listening to peers | | | Ask for help when needed (in addition to Tier 1 objectives) | |  | |  |  |  | |  |  |  |
| Behavioral Expectation(s) | | Raise your hand and wait to be called on.  Listen when others are talking.  Participate in the lesson. | | |  | |  | |  |  |  | |  |  |  |
| Materials & Technology | | * PowerPoint (computer & projector) * Guided Notes Sheet * Ball labeled with pronouns * Learning center (file folder with baggie of words) | | | Adapted or Assistive Technologies | |  | |  |  |  | |  |  |  |
| * English translation as necessary * Adapted file folder with cloze sentences to add pronoun from baggie. * Self-monitoring checklist of activities, social skills objectives, and behavioral expectations. * Sentence strips for adapted opening activity (placed on desk of students needing adapted academic objectives) | |  | |  |  |  | |  |  |  |
| Instructional Choices | |  |
| Choose writing method (i.e., paper/pencil or pen, computer or iPad to type, white board and marker) and topic for sentences and paragraph | |  |
| Opening Activity (independent) | | Write 2-3 sentences and underline the pronouns used. You may use a dry erase marker on your desk or write with pencil on a piece of paper. | | | Write down 2 sentences in Spanish and identify the pronouns you use. Translate one of the sentences to English and identify pronoun changes (work with a peer to check).  Sentence strips provided, student will circle or highlight pronouns.  Instructional Choices  Choose a dry erase marker on student desk or write with pencil on a piece of paper. | | X | | X |  |  | |  |  |  |
| Introduction:   1. Activate prior knowledge 2. Rationale / purpose 3. Lesson vocabulary | | Ask students to identify subjects and objects in sentences from a book they are reading;  vary sentences and prevent overusing names | | | How do Spanish pronouns end when talking about a boy or girl? Connect to English pronouns. | | X | | X |  |  | | X |  | X |
| Practice sequence   1. Modeling 2. Guided practice 3. Independent practice | | 1. PowerPoint 2. Catch a ball with pronouns written on it and make a sentence using the pronoun by your right thumb (OTR) 3. Write a paragraph about a topic of your choice. Underline all pronouns that you use. | | | Reteaching, Additional Instruction | |  | |  |  |  | |  |  |  |
| Provide instructional feedback (confirm, clarify and extend) during the ball game. Work with students individually during paragraph writing. | | X | | X |  | X | | X | X | X |
| Closing Activity   1. Review/Assessment 2. Connection to future learning | | 1. Assess students’ comprehension by checking accuracy of independent practice. 2. Review by each type of pronouns and examples from each so that each student answers at least once. 3. Determine based on assessment of independent practice if additional practice is needed or if fluency practice can be added to lesson on subject noun agreement. | | | Differentiation (content/process) | |  | |  |  |  | |  |  |  |
|  | | X | | X |  |  | | X | X |  |
| Student Check-out | |  | |  |  |  | |  |  |  |
| Writers conferences, talk with student individually about comfort level using pronouns in English. As with all students, check accuracy of independent practice. | |  | |  |  |  | |  |  |  |
| **Teacher Reflection**  Implementation: 0=*not at all*, 1=*limited*, 2=*partial*, 3=*full* | | | | | | | | | | | | | | | |
| Active Supervision (AS) | Behavior Specific Praise (BSP) | | High-P Request Sequence (HPRS) | Instructional Choice (IC) | | Instructional Feedback (IF) | | Opportunities to Respond (OTR) | | | | Precorrection (PC) | | | |
| 0 1 2 3 | 0 1 2 3 | | 0 1 2 3 | 0 1 2 3 | | 0 1 2 3 | | 0 1 2 3 | | | | 0 1 2 3 | | | |
| Met individual student plan for academic, social skill, and behavioral supports. | | | | | | | | 0 1 2 3 | | | | | | | |
| What went well?  What did not go as expected?  What would I change in the future? | | | | | | | | | | | | | | | |