

Northern State University | Millicent Atkins School of Education

Lesson Plan Implementation Guide

**Denotes portions of this guide that have been added for this course.*

^ These areas might demonstrate differences between face-to-face and remote instruction.

CONTEXTUAL INFORMATION	
Candidate Name:	Autumn McDonnell
Class:	English Language Arts
Grade Level:	9
Unit Title:	Conventions of Standard English
Lesson Title:	Phrases & Clauses
Time Frame:	One day

PLANNING
State Learning Standard: List the State Standard(s) to be addressed in this lesson. LINK
<p>9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>
*ISTE Standard: List the ISTE standard(s) to be addressed in this lesson. LINK
<p>6. Creative Communicator</p> <p>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</p> <p>6.a. Students select appropriate platforms and tools to create, share and communicate their work effectively.</p> <p>6.b. Students create original works or responsibly repurpose other digital resources into new creative works.</p> <p>6.c. Students communicate complex ideas clearly using various digital tools to convey the concepts textually, visually, graphically, etc.</p> <p>7.c. Students publish or present content designed for specific audiences and select platforms that will effectively convey their ideas to those audiences.</p>
Measurable Student Learning Outcomes (Domain 1c Setting Instructional Outcomes): <i>Outcomes are SMART, developmentally appropriate for learners, and aligned with the state standard. "Students will be able to..."</i> SUGGESTIONS LINK
Students will be able to recognize various types of phrases and clauses in order to write more clearly.
^Knowledge of Content and Pedagogy (Domain 1a Demonstrating Knowledge of Content and Pedagogy, CCAST Assessment of P-12 Learning: Part M): <i>Discuss how this lesson was developed. What learning theory supports the pedagogy? How? Discuss the content-specific strategies that you will use that are supported by research. (e.g., Piaget, Vygotsky, etc.)</i> Max. 2: SUGGESTIONS LINK
This lesson was developed through the influence of Vygotsky and his theory of scaffolding. Because this lesson will be taught online through the use of Zoom, I would continue with the "I Do, We Do, You Do" sections as normal, but I would create breakout rooms during independent work time and join in as necessary to provide those structural supports for students that need it.

Relationship to Unit Structure (Domain 1e Designing Coherent Instruction): *How does this lesson fit within the unit? How does it build on prior knowledge in the instructional sequence? How does this lesson support the next lesson in the unit?*

This lesson is a simple introduction to phrases and clauses. It doesn't go in-depth right away (adverbial clauses, adjective phrases, etc.), but rather focuses on the basics of phrases and clauses, like how to tell between a phrase and a clause and the two types of clauses and how an independent clause differs from a phrase. Again, this is just an introduction to get to know the basics of phrases and clauses before jumping into the nitty gritty parts of phrases and clauses and all the different variations.

^Class Information (Domain 1b Knowledge of Students): *Describe any unique characteristics of the class (considerations may include: special needs, language levels, learning styles, etc.). Describe how other adults (paraprofessionals, co-teachers, resource teachers, etc.) will support student learning, if applicable. Include any other circumstances that may impact teaching and learning.*

One student has a visual impairment and requires any worksheet to have an easy-to-read font and larger text size. While online, they will have the option to zoom in on whatever they're reading online, or use a magnifying feature to aide them. Another student has a hearing impairment and requires subtitles, or captions, when any source of audio is provided. While on Zoom, I will make sure that captions are turned on so that they are provided a transcript to read while I am talking.

Instructional Materials/Resources (Domain 1d Demonstrating Knowledge of Resources): *List all materials and resources required by the teacher and/or students, including preparation or other special instructions*

Students:

Word or Google Doc for notes

Teacher:

PowerPoint presentation

Prerequisites (Domain 1a Knowledge of Content and Pedagogy): *List all key concepts and terminology necessary for students to understand the concepts, meet the outcomes, and perform on the assessments.*

8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of verbals (gerund, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.

Assessments (Domain 1f Assessing Student Learning, CPAST Assessment of P-12 Learning: Part C): *Describe the formative and summative assessments to be used in conjunction with this lesson. How and when will you assess student learning during this lesson? How will you and your students know if they met the learning outcomes? What are the criteria for mastery?*

Students will take these short quizzes to test their knowledge of phrase and clauses before and after learning what phrases and clauses are. They are two different formal assessments, but they are both multiple choice. Students will record their scores when they're finished and submit a screenshot of their scores and submit it via LMS (Google Classroom Schoology, etc.).

***Pre-Assessment Example:** *(Links or Visuals)*

[Phrases and Clauses Quiz](#)

***Post-Assessment Example:** *(Links or Visuals)*

[Grammar : Phrase or Clause Quiz](#)

^Differentiation (Domain 1b Demonstrating Knowledge of Students, CPAST Differentiated Methods: Part D): *Explain how the lesson is relevant and meaningful to the students, the future usefulness of the content, and how differentiation of the content will support all learner development.*

Being able to write complete thoughts and sentences is an important part of writing. Students will need to know the difference between a phrase and a clause and how to recognize said difference in order to be a proficient writer. It is important that students become proficient in writing, as any secondary and post-secondary institution and office job requires the appropriate usage of writing and clear, complete thoughts and sentences.

^Management (Domain 2c Managing Classroom Procedures, 2d Managing Student Behavior): *Explain the proactive management strategies that will ensure the success of the lesson. What distinct expectations, procedures, or routines will be utilized?*

I will monitor how my students are performing in my class through the use of Zoom. Because we're on Zoom, I can't physically be there with all of my students at once, and visiting them one-on-one is not feasible, and probably not appropriate. To monitor my class appropriately, I will make sure that all students have their cameras on and their sound turned off, unless they are speaking. Ensuring that their cameras are on shows me that they're ready to learn and are actively participating (i.e., watching my presentation, following along, etc.). They will also participate in small group sessions via breakout rooms, and I will monitor each breakout room individually throughout the "You Do" portion of the lesson, making sure that students are on track and participating with their group appropriately.

STOP, PHASE 1

TECHNOLOGY USE

***^Technology:** Describe the instructional and/or assistive technology that you plan to incorporate into the lesson and explain how it will enhance instruction and student learning.

I plan to use Zoom for my lesson. Students and myself (the teacher) will each need a laptop to participate in Zoom. The pre and post-assessments will be online, and so will my PowerPoint.

***^Guidance:** Describe how you plan to instruct/guide students in the use of this technology. *Remember this is in a virtual setting. Explain the differences.*

I plan to instruct/guide students in how to take the pre and post-assessment and how to turn in their assessment results on Google Classroom by showing them step-by-step what I expect from them. I will allow students to turn on their microphones or type in the chat if they have any questions.

***^Fallback:** Describe a "fallback" option in case the technology does not work properly. *Remember this is in a virtual setting. Explain the differences.*

Students will have access to all materials in Google Classroom. A hyperdoc will be created and ready to use in the event that my internet does not want to cooperate or Zoom does not want to work so that students can still work through the materials during classtime.

***^SAMR:** List and describe the level of the SAMR Model to be used in this lesson. [LINK](#)

In this lesson, the substitution level of the SAMR Model will be used. Instead of giving the lesson face to face, it will instead entirely be online. The content is still the exact same, but the delivery will be different. I'm not transforming learning, but rather enhancing it through the substitution in the way I'm giving my lesson.

***^TPACK:** List and describe what CK, PK, TK (as presented in the TPACK model) is needed within this lesson. [LINK](#)

CK: I need to know what a clause and a phrase is before I can help students identify what a clause or a phrase is. I need to know how to explain why a student got a specific question wrong on their pre or post-assessments and where to go from there with their thinking.

PK: I need to know how to teach what a clause and a phrase is in case a student has a question on their pre-assessments (a phrase does not need a subject-verb component, whereas a clause does have a subject-verb component). This might be a group teaching moment where I explain what a phrase and a clause is before starting the time for the assessment so that there is a general consensus and they don't go into their quiz blindly.

TK: I need to know how to use Zoom and all of its functions. I need to know more specifically the breakout room feature since that is where students will be doing their work. I will need to know even more specifically how to join breakout rooms.

***^OEE:** List and describe how this creates an Optimal Educational Experience (Social, Cognitive, Instructor engagement). [LINK](#)

Students will receive the optimal educational experience through the use of breakout rooms. They will be able to work together to complete assignments, and I will check into breakout rooms and talk with students through their issues. I will create a learning environment that focuses on learning by having students turn their cameras on but leave their

microphones off unless they're answering a question, in a breakout room, etc. I will monitor each breakout room at my own pace.

LESSON DELIVERY *(Remember this is in a virtual setting. Explain the differences.)*

^Anticipatory Set (Lesson Hook): How will you introduce the lesson and appeal to your students' interest?

▶ Sing with Grammarsaurus - Independent Clauses ft. Co-Ordinating Conjunctions and Semi-Colons

We will listen to this song to get an introduction on independent clauses, because they are tricky to learn and differ from phrases. It's fun, it's interactive, and it's catchy which will make independent clauses easier to remember, or at least locate in a sentence when given an example.

^I Do (Domain 3a Communicating with Students, 3b Questioning and Discussion Techniques): *Describe the instructional strategies you will use to explain, model, or demonstrate the knowledge and skills that students will need to meet the learning outcome. Explain how you will provide opportunities to respond and specific questioning techniques you will use.* [Explanation of the "I Do, We Do, You Do" Model](#)

I will display the PowerPoint/Google slides from the website on everyone's screens through screensharing. I will go through the slides with the class, beginning with lesson 1. Then I will display the poster below on screen, again screensharing. I will go through the examples with the class, leaving room for students to come up with their own examples and sharing them when asked.

***Material Example(s)** Slides, images, worksheets, etc. *(Links or visuals)*

[Clauses and Phrases | Language Arts Worksheets and Activities](#)

PHRASE VS. CLAUSE

CLAUSE	PHRASE
A clause is a part of the sentence that contains a verb. A typical clause consists of a subject and a predicate, the latter typically a verb phrase, a verb with any objects and other modifiers.	A phrase is a small group of words that adds meaning to a sentence. A phrase is not a sentence because it is not a complete idea with a subject, verb and a predicate.
For example:	For example:
<ul style="list-style-type: none"> • He must stop laughing. • They have done the job. • Tom likes the meat. • We like the music that you brought. 	<ul style="list-style-type: none"> • The information age (Noun phrase) • Earnest in her desire (Adjective phrase) • Much too quickly to see clearly (Adverb phrase) • After a very long walk (Prepositional phrase)

www.englishstudyonline.org

^We Do (Domain 3c Engaging Students in Learning, 3d Using Assessment in Instruction): *Describe the learning activities that will provide students multiple opportunities to practice with your guidance. How will you foster critical thinking and problem solving? Provide explanation of how you will check for understanding—the formative assessments you will use.*

We will watch the Khan Academy videos together. I will do this by screensharing. I will pause the videos at certain points so we can walk through each sentence together before the answer in the video is given to us. We will be able to break sentences apart and determine whether they're phrases or clauses, and discuss our explanations together.

***Material Example(s)** Slides, images, worksheets, etc. *(Links or visuals)*

[Phrases and clauses \(video\) | Khan Academy](#)

[Dependent and independent clauses \(video\) | Khan Academy](#)

^You Do (Domain 3c Engaging Students in Learning, 3e Demonstrating Flexibility and Responsiveness): *Describe the independent methods for student practice.*

Students will work through the three worksheets independently. I will assign breakout rooms for each individual student so that I can check up on them while they're working. This activity will be done in class so that I can answer any questions they may have. All worksheets will be submitted to Google Classroom.

***Material Example(s)** Slides, images, worksheets, etc. *(Links or visuals)*

Name: _____

Classes at the Mall

Directions: Read and analyze each sentence. Circle the predicates and underline the subjects. Draw a line separating the clauses in the sentence, count them, and write the amount of clauses on the line.

Subject: a noun or pronoun that takes the predicate.
Predicate: an action or state of being (verb).
Clause: a subject and a predicate working together.

Example: She ate the donuts. It is cold in the classroom, but it is hot in the hall.

1. My sister and I were at my grandma's house when the phone rang. # of Clauses: _____

2. We were watching TV on the couch, the old brown one, and eating sandwiches. # of Clauses: _____

3. It was Jan, my sister's friend, and she wanted to talk to my sister. # of Clauses: _____

4. I said, "I'll go get her, Jan," and then I went to get her. # of Clauses: _____

5. Jan told my sister that the new super group, the Dance Boys, was at the mall. # of Clauses: _____

6. My sister almost fainted because she's the biggest fan of the Dance Boys. # of Clauses: _____

7. "I love the Dance Boys," she said excitedly. # of Clauses: _____

8. Jan, my sister, and I all hopped on the bus to the mall to see the Dance Boys. # of Clauses: _____

9. I'm not really a fan of the Dance Boys, but I like to go to the mall, so I went. # of Clauses: _____

10. When we got there, the mall was packed with Dance Boy fans. # of Clauses: _____

11. Everyone wore Dance Boy shirts except me because I hate the Dance Boys. # of Clauses: _____

12. While the Dance Boys sang, Jan danced, but I played games on my cell phone. # of Clauses: _____

13. I challenged one of the Dance Boys to a dance battle but he was scared. # of Clauses: _____

14. Since we went to the mall, I've been working on my moves, but I'm still bad. # of Clauses: _____

15. If Jan, my sister, and I go to the mall again, I'll surely walk around and shop. # of Clauses: _____

Try it yourself!
 On the back of this paper write three sentences with one clause. Underline the subjects and circle the predicates. Then, write two sentences with two or more clauses. Underline the subjects and circle the predicates.

Name: _____

Joining Clauses at the Circus

Directions: use subordinating and coordinating clauses to join the clauses into a single sentence. Rewrite the sentences and change words and tenses if necessary, but **do not remove information**.

Coordinating Conjunctions: for, and, nor, but, or, yet, so
Subordinating Conjunctions: after, although, as, because, before, even if, if, now that, once, since, that, though, unless, until, when, whenever, where, wherever, while

1. The circus came to town. Tickets were cheap. I decided to go with my friend.

2. The clown drove up in a little car. There were a bunch of them. I didn't think they would all fit.

3. A guy stuck his head in the lion's mouth. Bears were dancing in tutus. An elephant rode a bike.

4. A man with a whip was beating the animals. The animals were sad. The man fed them a snack.

5. I always have fun at the circus. A lady was selling snacks. I bought popcorn and cotton candy.

6. A family did tricks on the flying trapeze. I took pictures. I thought one of them was going to fall.

7. My belly hurt from eating junk. I had a good time. The circus is always fun.

Name: _____

Clauses and Phrases:

The Leprechaun's Treasure

Directions: circle the predicates; underline the subject; double underline the phrases.

Example: Waking up late for school, Mr. Morton needed to the shower.
 1. Circle the predicate (needed).
 2. Underline the subject (Mr. Morton).
 3. Double underline all phrases (Waking up late for school).

1. In between the old hills of Garfield Park, a tiny green leprechaun dances on March 17th.
 2. Wary of travelers, the tiny green leprechaun hides in trees, or under bridges, or in garbage cans.
 3. While taking his homework out of his car, Mr. Morton heard a strange laugh coming from the park.
 4. Mr. Morton put his stuff in the car and walked toward the park, feeling a little frightened by the fog.
 5. A green fog, as thick as a Shamrock Shake, gathered over the baseball field.
 6. From out of nowhere, the leprechaun appeared to Mr. Morton, giggling and doing an Irish dance.
 7. Having never seen a leprechaun before, Mr. Morton was puzzled.
 8. Mr. Morton and the leprechaun stared at each other and walked slowly in a circle.
 9. Having always wanted gold teeth, Mr. Morton tried to catch the leprechaun.
 10. The leprechaun, used to being chased, disappeared and then reappeared in a tree.
 11. Shaking the tree violently, Morton imagined having a big gold helmet, with gold horns on the side.
 12. Gold coins rained down to the earth like tears from the heavens.
 13. Mr. Morton, the most dangerous leprechaun hunter in the North, celebrated by grabbing coins.
 14. Filling up his pockets with gold coins, Mr. Morton laughed and laughed.
 15. The leprechaun, having magically summoned a rainbow bridge, went back to his home in Ireland.
 16. Mr. Morton brought all of the gold coins to his neighbor, a renowned pawnbroker.
 17. Squinting through his magnifying glass, the pawnbroker examined the gold coins closely.
 18. He picked one gold coin out of the pile and handed it to Mr. Morton, moving very slowly.
 19. Peeling back layers of gold foil, the pawnbroker showed him the delicious piece of chocolate inside.
 20. Though disappointed about not getting gold teeth, Mr. Morton was happy to have so much candy.

^Conclusion of the Instructional Cycle (Lesson Closing) (Domain 1a Knowledge of Content and Pedagogy, 3d Using Assessment in Instruction): *Discuss the method of closing the lesson and discussing the learning outcomes one final time. How will you synthesize what the students learned? What strategy will you use to determine if the students met the learning outcome(s)?*

I will end the breakout room sessions to review as a class what a clause and a phrase is and bring up the poster from earlier in the "I Do" section.

REFLECTION

^Reflections (Domain 4a Reflecting on Teaching): *Make a thoughtful assessment of the lesson's effectiveness and the extent to which it achieved its learning outcomes. Analyze your students' learning with examples from the lesson. Provide examples to support your judgment and make suggestions of what could be done in the future to improve.*

1. How well your instructional strategies, theorists, and standards work with one another?
2. What you think would work well?
3. What you think might need to be revised in the future?
4. What was the most useful part of this process?

1. I think my theorists, strategies, and standards work well together. I think Vygotsky is the best theorist as I'm providing scaffolding through the use of breakout rooms throughout my lesson. My standard fits well because it's focusing on conventions of standard English grammar through phrases and clauses, which is a difficult lesson as it's hard to differentiate between phrases and clauses, so scaffolding will absolutely come in handy.
2. I think my I Do, We Do, and You Do portion will work well, much like my face-to-face lesson. I could keep all of the same material; the only thing I need to focus on is learning how to use breakout rooms and how to join and leave them. I think the resources I found are relevant, and would be presented well in my remote lesson plan video.
3. I think my anticipatory set and conclusion could be revised. I feel like they're too vague and boring. The song might be fine, but I feel like students wouldn't be engaged in it or care about it when presenting it. My conclusion seems boring, but I'm unsure what we could do as a class to wrap things up other than me outlining the differences between a phrase and a clause.
4. I think the most useful part of this process is the TPACK section because this lesson plan is entirely about teaching remotely, or online. Outlining a fallback option was useful and made me think what I could do differently so students still have access to all of the materials online if Zoom decides not to work. I think that also outlining some key technological areas to work on before "presenting" and recording my lesson was a

good idea. This section overall focused on technology, and will benefit me the most when I'm presenting my lesson.