

**Rochester University
Lesson Plan Template**

Grade Level/Content Area	Teacher Candidate Name	Date
Secondary English LA 2	Lexey Tobel	11/17/2022
Content Area Standards (InTASC 4; InTASC 7)		
R1.3 Instructional Practice The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure that candidates model and apply national or state-approved technology standards to engage and improve learning for all students.		
R5.2 Data Quality The provider's quality assurance system from R5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent		
R5.4 Continuous Improvement The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes.		

Learning Outcomes InTASC 1; InTASC 7)
<p>L.8.1</p> <ul style="list-style-type: none">- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, 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.* <p>L.9-10.1b.</p> <ul style="list-style-type: none">- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>L.9-10.3</p> <ul style="list-style-type: none">- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>L.9-10.4</p> <ul style="list-style-type: none">- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
Important Concepts for the Lesson (InTASC 4; InTASC 7)
<ul style="list-style-type: none">- Understanding prepositional phrases.- Developing prepositional phrases.- Recognizing prepositional phrases within a sentence.- Understanding what a participle is and how to identify them in a sentence.

<ul style="list-style-type: none"> - Identifying and understanding participial phrases in a sentence. - Recognizing and understanding how to identify a gerund within a sentence. - Understanding and identifying gerund phrases within a sentence. - Understanding what infinitives, infinitive phrases, appositives, and appositive phrases are and how to identify them in a sentence. - Identifying and understanding infinitive and appositive phrases within a sentence. - Recognizing and understanding how to identify an infinitive or appositive within a sentence. 	
Higher Order Thinking Skills (Revised Bloom's)	
<p><u>Remembering</u>: Recalling prior knowledge of prepositional phrases, adjective phrases, adverb phrases, participles, participial phrases, gerunds, gerund phrases, infinitives, infinitive phrases, appositives, and appositive phrases.</p> <p><u>Understanding</u>: Understanding the usage of prepositional phrases, adjective phrases, adverb phrases, participles, participial phrases, gerunds, gerund phrases, infinitives, infinitive phrases, appositives, and appositive phrases. .</p> <p><u>Applying</u>: Applying prior knowledge and learned understanding to successfully complete the post-test.</p> <p><u>Analyzing</u>: Analyzing sentence structure to establish a relationship between the different aspects of grammar found in module 3.</p> <p><u>Creating</u>: Creating connections between learned knowledge and the aspects of grammar found in module 3.</p>	
Essential Prior Knowledge for New Learning (InTASC 4; InTASC 7)	
<p>The understanding of proper English grammar.</p> <p>The understanding of prepositional phrases, adjective phrases, adverb phrases, participles, participial phrases, gerunds, gerund phrases, infinitives, infinitive phrases, appositives, and appositive phrases.</p>	
Flexible and Responsive Instruction (InTASC 1; InTASC 2; InTASC 7)	
<p><u>Special Needs</u>:</p> <ol style="list-style-type: none"> 1. Students with special needs will be sent to the resource room to take their tests with necessary accommodations. (audio, reading, silent, etc.) <p><u>Advanced Students</u>: Students that finish this test quickly before the hour ends, will be instructed to log onto HMH and complete the assigned grammar practice found in their accounts.</p>	
Instructional Procedures (InTASC 4; InTASC 5; InTASC 6; InTASC 7; InTASC 8)	
<p><u>Review</u>: Students will have been given time to review the definitions and activities completed in their grammar workbooks before the tests are given out. .</p> <p><u>Anticipatory Set</u>: My class will begin the day by viewing their agenda slide, and reading the learning target. We then will discuss what is expected of them for the post-test and after the post-test</p>	
Curriculum-Framing Questions	
Essential Question	What aspects of grammar have you mastered through direct and indirect instruction in module 3?
Unit Questions	- What is a prepositional phrase?

	<ul style="list-style-type: none"> - What is an adjective phrase? - What is an adverb phrase? - What is a participial phrase? - What is gerund? - What is a gerund phrase? - What are infinitives and infinitive phrases? - What is an appositive and an appositive phrase?
Content Questions	<ul style="list-style-type: none"> - How much have you learned through module 3? - How have you studied and mastered these aspects?
Assessment Summary	

Lesson Timeline		
Start of the Lesson	Mid-Lesson Activities	End of Lesson Activities
<ul style="list-style-type: none"> - To begin the lesson I will read the agenda board to the students including the learning target. From here I will establish that the post-test and we need an effective testing environment in order to be successful. I will also instruct that if they are to finish before the end of the hour they should log into HMH and complete the assigned grammar practice. I will then finish by encouraging the students to achieve at the highest of their ability and to take their time. 	<ul style="list-style-type: none"> - Once we have a classroom discussion about the post-test, I will then pass out the test itself and the students will begin working. I will also explain that if they do not understand a question to raise their hand and I will walk around and help them. I will again remind them that they need to log onto HMH and complete the grammar assignments if they finish the post-test with time remaining in the hour. I 	<ul style="list-style-type: none"> - The post-test will take the students the entire duration of the hour, but if they are to finish early they will log into HMH and complete the assignments. In the last five minutes, I will wrap class up with a thank you for the testing environment and remind them of the assignments and what to bring for class the next day.

Technology – Hardware
<ul style="list-style-type: none"> - Tv screen - Computer <p>Computer to show the agenda slide that will include the exercises they are to complete if they finish the post-test before the end of the hour.</p>

Technology – Software	
	<ul style="list-style-type: none"> - Google Slides - HMH

Printed Materials	Printed HMH Grammar Post-testt - Module 3
Supplies	<ul style="list-style-type: none"> - <i>TV</i> - <i>Computer</i> - <i>Printed Post-test</i>
Internet Resources	<ul style="list-style-type: none"> - Google Docs - HMH
Other Resources	n/a