

Lesson Plan #12

3-09-22

ELA

5th

1 day (25-30 min.)

Preliminary Planning

Topic/Central Focus: Commas in Sentences

Prior Student Knowledge: My 5th grade students have been working on various writing pieces for their ELA classes. They have several strengths when it comes to writing, but many of them still struggle mightily with grammar. This lesson will allow them to practice their grammar skills, with a main focus on commas.

Illinois Learning Standards addressed:

ELA:

- ELA.L.5.2a: Use punctuation to separate items in a series.
- ELA.5.2b: Use a comma to separate an introductory element from the rest of the sentence.
- ELA.L.5.2c: Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

SEL:

- SEL.2A.2b: Describe the expressed feelings and perspectives of others.
- SEL.1C.2b: Monitor progress on achieving a short-term personal goal.

Academic Language:

- **Language Function:** Identify
- **Key Learning Task:** 5th grade students will identify where commas need to be placed in different types of sentences.
- **Additional Language Demands:**
 - Vocabulary and/or symbols:
-Comma, series/enumeration, clarify, conjunction
 - Syntax OR **Discourse** (identify which used): 5th grade students will identify where commas need to be placed in different types of sentences, and then communicate to each other whether they agree or disagree with their comma placement. They will then explain why they agree or disagree with their comma placement.
- **Language Supports:**
-Visual aide on Google Slides, YouTube video, "I Agree" and "I Disagree" cards

Objectives:

1. Given sentences that need commas, 5th grade students will be able to identify and explain where the commas need to be placed in sentences with 80% accuracy. (**ELA.L.5.2a; ELA.5.2b; ELA.L.5.2c**)
2. Given sentences that need commas, 5th grade students will be able to analyze the sentence

they choose by identifying where commas need to be placed with 80% accuracy. (ELA.L.5.2a; ELA.5.2b; ELA.L.5.2c)

3. Given a whole-group activity involving commas, 5th grade students will be able to demonstrate respect towards one another with fewer than 2 behavioral issues. (SEL.2A.2b; SEL.1C.2b)

Differentiation/Planned Support:

Whole Class: First, students will answer an inquiry-based question about commas, and then watch a video about commas to see if any of their answers are mirrored in it. Next, students will participate in guided practice by adding commas into sentences on the board. Lastly, students will take part in an activity where they need to add commas, and the rest of the class will answer “I Agree” or “I Disagree”, as well as explain their reasoning behind their answer.

Groups of students with similar needs (struggling learners or readers; gifted):

Individual students: OR

Students with IEP’s or 504 plans: My students with IEP’s will receive all accommodations they require during this lesson, such as verbal reading of information.

Formative Assessment (Process):

- FA 1 (I Agree, I Disagree): I will assess my students on their ability to place commas correctly in sentences through holding up signs that say “I Agree” or “I Disagree”.

Summative Assessment (Product):

- SA 1 (Comma Review): For the Closure activity, each student will tell me 1 type of sentence that needs to have commas.

Preparation:

- Create the “Commas, Commas, Commas” presentation on Google Slides.
- Create the “I Agree” and “I Disagree” cards.
- Make sure the video and projector are working.
- Ask my cooperating teacher to come up with sentences where meaning needs to be clarified with a comma and where sentences need to be joined due to a conjunction.

Technology used:

- Google Slides, YouTube

Instructional Plan

Engage, Connect, and Launch:

Engage: After reviewing the classroom expectations with students, I will start off with an inquiry-based question for this lesson, which will be “Why do you think commas were invented?” I will call on students who are raising their hand to answer, and I will write/type their answers on the board.

Connect: I will connect the use of commas to grammar and writing by saying, “In everything you write, you need to have proper grammar. For example, your RACE Writing papers need to have proper grammar, and that includes using commas. Not every sentence has to have commas, but many of them do, which is why we need to know how to use them correctly.”

Launch: I will tell students that we will be practicing using commas in sentences today by saying, “We will do a few activities today with practicing commas. First, we will watch a video about commas. Then, we will read through some sentences and figure out where commas need to go in them. Finally, we will look at some more sentences and decide whether commas are placed correctly.”

Sequence of Learning Activities:

Activity #1: Comma Video

1. First, I will play the video “The Comma – Punctuation Marks – Grammar and Spelling for Kids”. Before I begin the video, I will remind students of the expectations while they are watching the video, such as that their voices need to be off and their eyes need to be on the screen, so that they can have the chance to color in a gumball at the end of class.
2. After playing the video, I will go back to the part where it lists when commas need to be used in sentences. I will connect them back to the responses that students gave at the beginning of the lesson.

Transition: Next, I will tell students that we are going to read through some sentences and decide where we need to place commas in them.

Activity #2: Guided Practice with Commas

1. For this part of the lesson, I will put sentences up on the board for each type of scenario where commas need to be present.
2. I will begin with 2 sentences that have items listed in a series. One sentence will be an example sentence with correctly placed commas, and for the other sentence, I will call on students to share where the commas need to go, and then explain why the commas need to be placed there.
-Phrases to Use:
-“Where do we need to put commas in this sentence?”
-“That’s correct! Tell me why there needs to be commas in this part of the sentence.”
-“That’s not quite right because _____. Let’s give it another try.”
3. After we finish with commas in a series, I will have my cooperating teacher go over how commas are also used to clarify meaning, following the same procedure outlined above.
4. We will continue this process for separating a person’s name and to join sentences with conjunctions (like and, but, so, & for).

Transition: After briefly reviewing the 4 situations where commas need to be placed in sentences, I will hand out cards that say “I Agree” on one side and “I Disagree” on the other side.

Activity #3: Does a Comma Go Here?

1. I will put 5 sentences on the board and then begin explaining the directions for this activity to students. I will say, “Okay, everyone, all of these sentences right here are in need of commas. For this activity, I’m going to randomly pick a name from this bag that I have. When I call your name, you will come up to the board and choose 1 sentence to put commas in. The rest of your classmates will then tell you if they think you’re correct by showing the “I Agree” side of the card or the “I Disagree” side of the card. Be prepared to explain why you agree or disagree when I call on you. After you fix your sentence if you need to, you will sit back down at your desk.” (FA 1)

2. The outlined process above will be repeated for 3 of the sentences.
3. For the last 2 sentences, it will be the same process, except that my cooperating teacher will choose a sentence and then I will choose a sentence.

Transition: I will talk to students about their strengths I saw during this lesson, as well as the areas they need to work on in regards to commas.

Closure:

I will ask each student to tell me 1 situation that commas need to be placed in sentences (**SA 1**), and then randomly choose who will get to color in a gumball if the class has displayed positive, respectful behavior during this lesson.

Assignment:

Ask students to observe where commas are in sentences they read, and think about why they might be there. I will also ask students to listen to themselves when they talk, and to think about “Where am I stopping when I speak? Could that be where a comma would go if I were reading or writing this sentence on paper?”

Post-Instructional Reflection

Assessment/Evaluation of Student Learning:

Group #1: The students responded really well to this lesson. For it being early in the morning, it was a nice, simple grammar exercise. They were able to correctly identify where the commas should go for the sentences we went through (items in a series and clarify meaning). We were running really short on time, so we did not get to discuss comma placement when separating names and joining two sentences with a conjunction.

Group #2: The students responded really well to this lesson. I taught this group later on in the afternoon, and they really enjoyed reviewing this concept during this last part of the day. We went through all 4 types of sentences that have to do with comma placement, and they were able to successfully identify and explain why commas needed to go in certain places in the sentences we went through.

Reflection of Teaching/Reflective Commentary:

Group #1: For being really short on time, I thought that I demonstrated terrific flexibility with this lesson. I asked the inquiry-based question at the beginning of the lesson as planned, which I think really helped my students start thinking more in-depth about the concept at hand (comma placement). Then, I moved right into the guided practice activity because I wanted to make sure that we at least got through part of that. I think I made the right decision with this because my students had the chance to practice at least 2 of the 4 types of sentences with comma placement, and they still did a really fantastic job.

Group #2: I loved teaching this lesson with my 2nd group of students, too! I had much more time to teach this lesson than I did earlier in the day, so we were able to get through the inquiry-based question, the guided practice activity, and part of the “Does a Comma Go Here?” activity. I changed that part up a little bit and had them answer with a thumbs up or thumbs down as I marked where I thought the commas might go. I had the cards ready, but at that point in the lesson, it was almost time for me to dismiss them for the day, which is why I decided to do thumbs up and thumbs down instead. Overall, I really enjoyed teaching this lesson!