



Teacher Lesson Plan

Grade Level: Third Grade

Subject: Dress Up as Grammar

Objective One: Students will be able to understand the different forms of grammar.

Objective Two: Students will be able to write short sentences with 90%-100% correct grammar.

Objective Three: Students will be able to identify the grammar being used in this activity with 100% accuracy.

Objective Four: Students will be able to talk amongst their peers during this activity and identify the grammar styles and forms their peers are using.

Materials:

- Markers
- Crayons
- Highlighters
- Pencils

- Paper
- Costumes (Teacher will create and provide)

Virginia State Standards:

Communication and Multimodal Literacies

3.1 The student will use effective communication skills in a variety of settings.

- Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.
- Ask and respond to questions from teachers and other group members.
- Orally summarize information expressing ideas clearly.
- Use language appropriate for context and audience.
- Increase listening and speaking vocabulary.
- Participate in collaborative discussions.
- Work respectfully with others in pairs, diverse groups, and whole class settings.

3.2 The student will give oral presentations.

- Speak clearly using appropriate volume.
- Speak at an understandable rate.
- Make eye contact with the audience.
- Use contextually appropriate language and specific vocabulary to communicate ideas.

Writing

3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.

- b) Identify audience and purpose.
- c) Use a variety of prewriting strategies.
- d) Use organizational strategies to structure writing according to type.
- e) Write a clear topic sentence focusing on main idea.
- f) Elaborate writing by including supporting details.
- g) Use transition words to vary sentence structure.
- i) Write a well-developed paragraph focusing on the main idea.
- j) Revise writing for clarity of content using specific vocabulary and information.

3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.

- a) Use complete sentences.
- b) Use the word I in compound subjects.
- c) Use past and present verb tense.
- d) Use adjectives correctly.
- e) Use singular possessives.
- f) Use commas in a simple series.
- g) Use simple abbreviations.
- h) Use apostrophes in contractions with pronouns and possessives.
- i) Use the articles a, an, and the correctly.
- j) Use correct spelling including irregular plurals.
- k) Indicate paragraphing by indenting or skipping a line.

Motivation:

Setting: Students will be standing in a circle in an open space in the classroom, will break up and walk around the classroom, talking to each other, and finally will sit at their seats.

- 1.) The teacher will begin by asking the students what forms of grammar they know.
- 2.) With each guess, the teacher will either say, “Good job!” If it is right, or “No, but good guess. Actually...” and explain where the student went wrong.
- 3.) The teacher will then ask the kids if they have any tricks for remembering forms of grammar.
- 4.) The teacher will let the students raise their hand and call on them, so they can explain to the other students their tricks for remembering parts of speech.

Instruction/Procedure:

- 1.) The teacher will then pull a group of students aside and having them get into their costumes.
- 2.) The teacher then have the students who are dressed up come outside, so the rest of the class will see them.
- 3.) The dressed up students will then speak, giving clues to what grammar form they are representing. For example, a student will be dressed as Santa Clause. This Santa Clause will go around asking the other students for cookies, asking to borrow things, trying to get the other students to do things for him. When the students ask what grammar form he is, he will say, “Dependent Clause.”
- 4.) The other students will come out, and the students will guess what they are supposed to be. (There will be the Dependent Clause, Possessive Pronoun -wearing a shirt that says mine and going around stealing things, Dangling Preposition - who has a fishing rod with a preposition written on it, and will walk around the other students “dangling” the rod around them, and more)

- 5.) After the students have had an appropriate amount of time talking to the students who are dressed up, and making connections with their costumes and parts of speech, the writing part of the activity will begin.

Assessment Activity:

- 1.) The students will return to their seats, and the teacher will hand out a piece of paper titled, "Story Time."
- 2.) The teacher will then say, "Alright class, we've all gotten to talk to each other about grammar and see some of our peers dress up so we better understand some of the forms of grammar that we've been having a hard time with."
- 3.) Then, the teacher will say, "Now, I want you guys to write a story about anything you want! It can be about dragons, the ocean, or aliens! Whatever you want, but you have to use the three forms of grammar we learned about in class, pick two new forms of grammar we discussed earlier in the day and use them too. I want you guys to highlight the forms of grammar with a highlighter please so I can check them. Also, there's a space at the bottom for you to draw a picture. I'd like you guys to draw a picture of the main idea in your story."
- 4.) The teacher will then say, "If you have any questions, feel free to raise your hands and ask me! Also, you can quietly collaborate with your neighbors, this is not silent time."

Follow Up:

- 1.) After the students are all completed, the presentation of the stories will start.
- 2.) The teacher will ask for volunteers to come to the front of the class and read their stories to their other class members.

- 3.) While the students read, the teacher will have them pause when they've used a form of grammar that has been discussed in class. The teacher will ask the students who knows what form of grammar is being used.
- 4.) When the students guess, the teacher will either congratulate the student who gets it right and have the reader continue with their story, or say "Good try, but not quiet." and ask for more volunteers, giving hints if necessary.
- 5.) Once everyone who wants to read their stories has read, the teacher will collect the stories and correct any grammar mistakes before giving the stories back to her students.

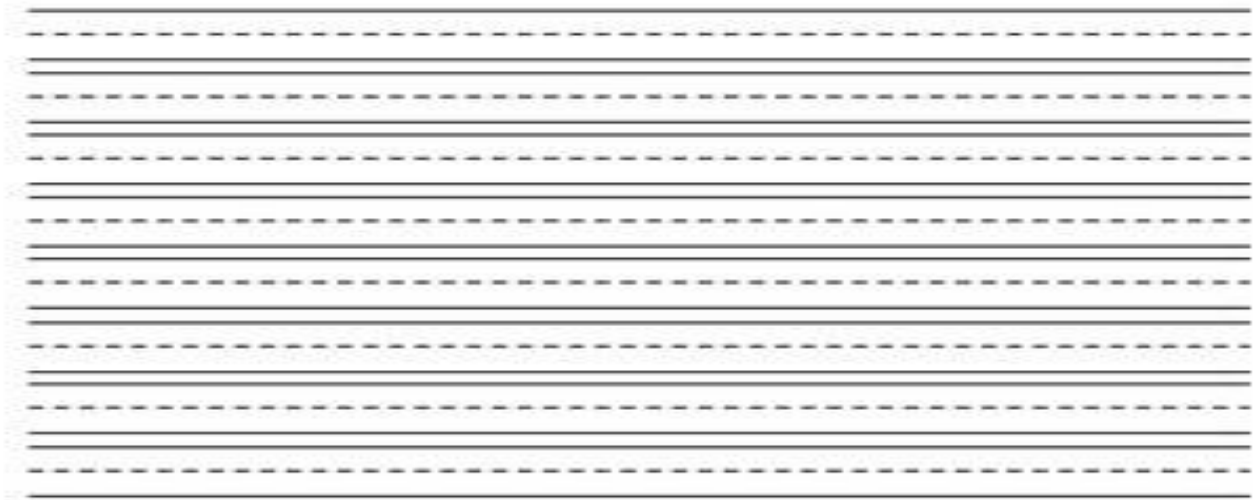
Notes/Reflections/Reminders:

- 1.) When playing dress up game, make sure the students are actively participating in figuring out what their peers are dressed up as, and are making connections.
- 2.) The teacher needs to make sure that the instructions are clear and that the students understand that they are not limited in any way when writing other than the fact that they must use certain forms of grammar.
- 3.) The teacher should have a way to calm the students down, as there is a chance with collaboration that their talking goes off subject, and it becomes too noisy in the classroom.

Name: _____ Date _____

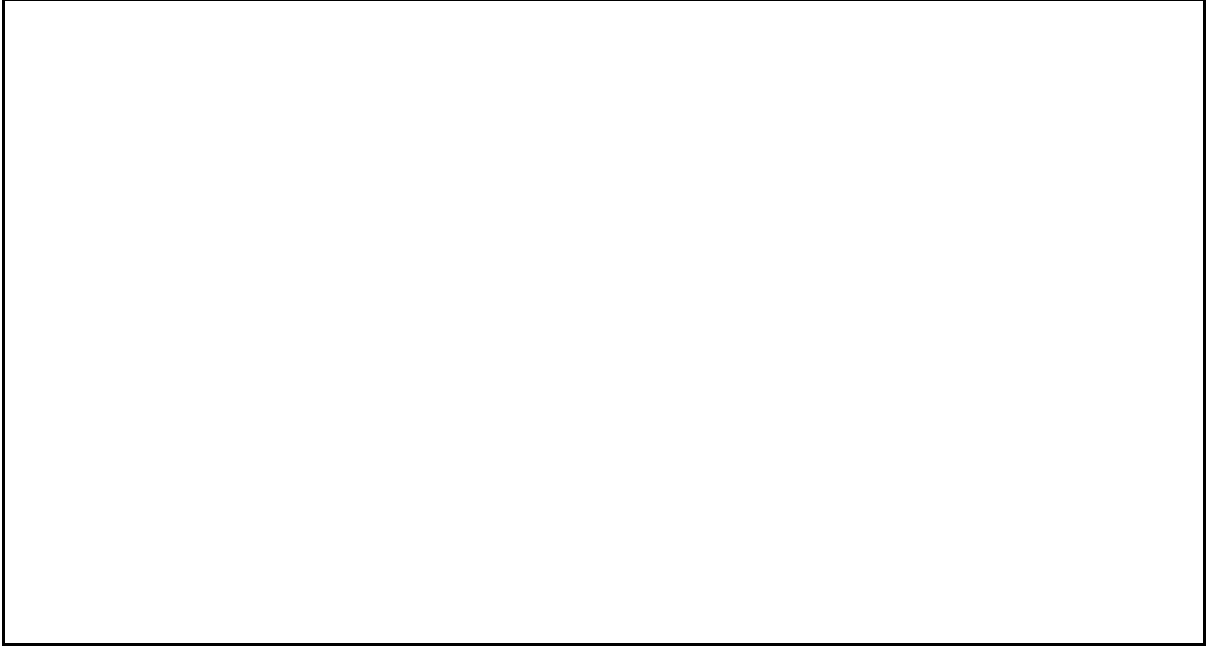
Story Time!

Write a story about anything you want! In this story, you must use dangling prepositions, possessive noun, and dependent clause at least once. You must also use two other forms of grammar we've discussed. I



encourage you all to use as many as you can though!

Draw a picture of the main idea of your story here!



Justification:

“Active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities

and think about what they are doing.” (Prince, 2004, p.223) Active learning is an important form of learning that gives students different opportunities to understand the lessons and ideas that their teachers are teaching them. Active learning pulls the attention of students away from direct teaching, where they’re staring at boards, only engaging in lecture style learning all day. Direct teaching can and is very effective, but students need more choices. That's why active learning is so effective.

Active learning can be a variation of many different things; it can be learning a song, acting something out, working with partners to “discover” something, dressing up, as long as the students are engaged in a form of learning that gives them a break from the black board, active learning is in use. In the activity described in the lesson plan, students are engaging in active learning because they are being involved more directly in the learning process. Some of the students are dressing up as forms of grammar. Others are communicating with those students and each other to try and figure out what form of grammar they’re pretending to be. Then, they’re collaborating with each other, writing stories, and sharing them in front of the whole class.

This engagement is absolutely necessary for students to be able to fully comprehend the lessons they’re being taught. They won’t get that level of understanding if all they are doing is reading off of a powerpoint and taking notes. The students need to feel like they are a part of the lesson, and their participation is important. They also need to want to participate in the lessons, so having more engaging ones such as these provide an incentive for them to be active participants and cooperate in the lessons that are being taught.

Active learning "involves students in doing things and thinking about the things they are doing" (Bonwell & Eison, 1991, p. 2). Active learning is an excellent way to allow students to take a step further and join in the lesson they’re being taught, by taking an interactive approach and

truly learning the deeper meaning of the lesson. Allowing the students to dress up, collaborate with each other, write stories, and draw, all the while learning the importance of grammar and learning several forms of grammar, is an absolute win. The students will more easily comprehend the lesson, and the details of it will stick with them, because they're not just being forced to memorize what is being said. They're thinking about why they are doing certain things, and what the takeaways of the activity are.

When active learning is used in the classroom, and the techniques of active learning are correctly utilized, lessons can and will be effective. The teacher will be able to deliver to the students content, knowledge, and thought provoking concepts on a whole new level, and the level of learning will increase as a result.

Citations:

Michael Prince, (2004). Does Active Learning Work? A Review of the Research. Journal of Engineering Education. pp. 223.231

Charles C Bonwell and James A. Eison, (1991). Active Learning: Creating Excitement in the Classroom. ASHE-ERIC Higher Education Report Nr 1. pp. 1-121

