|  |
| --- |
| **Name: Naomi, Kahla, and Charlotte**  |
| **Subject & Grade: Language Arts – Grammar, Grade: 3**  |
| **General Objective (Big Idea): The students will understand the non-standard verb forms in past or past participle**  |
| **NCTE/IRA Standard(s):** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). |
| **SOL (s):** 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. d)  Use past and present verb tense. |
|  |  |
| ***Ready-to-Learn***  |
| **The teacher will begin the by saying “Good morning students today we will learn about past and past participle verbs”.**  | **Students will be prepared for grammar instruction by having their notebooks, pencils, and any necessary materials out.**  |
| ***Anticipatory Set***  |
| **The teacher will have the power-point ready to go along with any other necessary materials needed.**  | **Students will know where their necessary materials are for today’s lesson.**  |
| ***Main Lesson Activities*** |
| **The teacher will*** **Describe and explain the similarities and differences between past tense and past participle through a power-point presentation.**
* **After the power-point presentation there will be an activity to reiterate the day’s lesson.**
* **The Activity: At the end of the lesson students will be given example sentences representing the lesson. They will have to determine whether it is past or past participle tense. The students will write down the answers on a white erase board. Each group will be given a chance to explain their decision.**
 | **Students will*** **Be engaged during the lesson and the activity**
* **Be prepared by bringing the necessary materials**
* **Answer any questions the teacher presents to their group.**
 |
| ***Closure***  |
| **The teacher will lead a discussion about the day’s lesson** | **The students will answer according to the teacher’s questions.**  |
|  |
| **Assignments:** Students will create their own past and past participle sentences. They will each have to create 5 sentences using these tenses. |
| **Assessments:** Exit card, the students will write down what they learned from the day’s lesson.  |
| **Extenders/Back-up Activities:** They will be given a list of verb forms. Then they will have to fill in the blank with one of the words given that will create a complete sentence using the past and past particle verb forms.  |
| **Materials:** White boards, markers, projector, computer, notecards, and students may use their notes is necessary. |
| **Sources Used:** VA SOL Standards, ELC website, Gorilla Monster website  |

**NCTE/IRA Standards**

http://www.ncte.org/standards/ncte-ira

Published jointly by NCTE and the International Reading Association (IRA) in 1996, ***The Standards for the English Language Arts*** is designed to complement other national, state, and local standards and contributes to ongoing discussion about English language arts classroom activities and curricula.  ***(Reaffirmed 11/12)***

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).