**Gina L. Gullo**

**Lesson Plan**

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**1.** **Lesson**: I/me, a/an/the S**ubject:** Grammar **Date:** March 18, 2014

**2. Target Grade Level:** 4th grade

**3. PDE Standards:**

1.5.3.F. Use grade appropriate conventions of language when writing and editing. • Spell common, frequently used words correctly.

• Use capital letters correctly.

• Punctuate correctly.

• Use correct grammar and sentence formation.

**PA Common Core Standards:**

CC.1.4.4.F.
Demonstrate a grade‐appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**4. Learning Objectives and Aligned Summative Assessments:**

| **Learning Objectives** | **Aligned Summative Assessments** |
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| Given a sentence with a blank area where “I” or “me” would appear, the student will correctly write in I or me for 4 out of 4 sentences.Given a sentence with a blank area where “a”, “an”, or “the” would appear, the student will correctly write a, an of the for 4 out of 4 sentences. | Unit test I/me and a/an/the questions |

**5. Materials Needed:**

* List items

**6. Expectations for Behavior and Class Activities:**

* The student will follow teacher directions.
* The student will actively engage in all activities to her best ability.
* The student will use respectful language towards others.
* The student will keep hands and feet to him or herself.
* The student will remain quiet and seated during the lesson.
* The student will use a quiet raised hand to respond to or ask questions.

**7. General or Specific Accommodations for Special Needs Learners:**

* Students with attention challenges will be allowed to stand at their desks rather than sit. They will also be given extra attention to help redirect them during the lesson and allowed to take verbally requested breaks as needed throughout the lesson.
* Students with learning challenges will be conference with during independent work to double check for thorough understanding of all concepts introduced or revisited in this lesson.

**8. Description of Learning Activities**

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| **Lesson Implementation** |
| Introductory Activity:Read the following to the students:Once upon the time, me and Sue went to an birthday party. It was for Karen, but me didn’t remember her present. Sue said Karen would be mad at I, but my mom told her that a best gift was homemade. So, my mom and me made her an scarf.Ask the students if the passage sounded well written. Then tell them that today they will work on avoiding the mistakes that made this passage so hard to hear.Modeling/Demonstration:Write the following sentence on the board:Karen and \_\_\_\_ went to the store to buy \_\_\_\_ dozen eggs.Think aloud to fill in the blanks with I and a.“When I want to choose to use I or me I need to figure out if it is the subject or the object of the sentence, or what is doing the action (the subject) or who the action is being done to (the object). If it is the subject, it’s I. If it is the object, it’s me. So, who went to what? Karen and me/I went to the store. That makes it I, since it’s the subject. What about for the eggs? I use the for something specific or an/a for a non-specific. Well, it’s just any dozen eggs, so it must be a or an. Since it’s a dozen, which doesn’t start with a vowel sound it is, a.”Then write this sentence and think aloud:Julie sang \_\_\_ first song to \_\_\_.“For this I need to find the subject and object first. Who sang to who/what? Julie sang to I/me. Since it’s the object, I say me. Now, is it a specific or non-specific song? It says the first song, so it’s specific. I must use the.Finally read the filled in sentences and say that they sound right, and move forward.Guided Practice and Feedback:Now, write the following two sentences on the board.Nick said \_\_\_\_ neighbor’s cat was following \_\_\_.\_\_\_\_ never leave \_\_\_\_ living room lights on.Help the students to complete those sentences by finding the subject and object and noting a specific or non-specific item and/or vowel start.Now as the students to suggest two more sentences. One for I/me and one for a/an/the. Write them on the board and find the correct pronoun and article for each together.Independent Practice/Exploring: Have the students break into dyads or triads for cooperative learning. Each student should write two I/me sentences and two a/an/the sentences in their ELA notebooks, then have them swap notebooks and have the partners fill in the blanks like done for the class as a whole.Review and Preview:Bring the students back together. Allow about 5 students to read their sentences to the class and have the students answer. Then, go over the homework directions (see attached) and have the students write the homework in their planners. Remind the students that they will have a grammar test on Friday and they will play a jeopardy review game on Thursday.Formative Assessments: The teacher should walk around and check in with students during the independent practice activity to make sure students understand when to use each item.Students will complete two pages from their grammar workbooks (one focused on I/me and another focused on a/an/the) for homework. Pages will be checked for accuracy and reteaching will occur as necessary.Students will play jeopardy to review this lesson and the prefix/suffix lesson the day before the grammar summative assessment for this unit.Accommodations:All items on the board will be read out loud to help facilitate comprehension for lower level readers and students with visual challenges.Students who have trouble completing independent assignments will be approached during independent work to refocus their task completion efforts as needed.Students who do not complete homework may finish their homework in Work Group (they are required to attend for 10 minutes when the miss a homework assignment) to make sure they get a full opportunity for extra practice and formative assessment opportunity |

**9. Potential Areas of Difficulty with the Content and Correction Procedures:**

Students who are recent English Language Learners may struggle with the language involved in this lesson and hearing when the sentences “sound right”. Pair these students with stronger students to help facilitate learning.

**10. Summative Assessments:**

The following items appear on the school’s designated aligned summative assessment

Use I or me to complete each sentence correctly.

Kelly and \_\_\_\_\_\_\_ love chocolate ice cream. (I)

Mom took my sister and \_\_\_\_\_\_ to the museum. (me)

She and \_\_\_\_\_ want to stay longer. (I)

Come visit him and \_\_\_\_\_! (me)

Use a or an to complete each sentence correctly.

The prize for winning was \_\_\_ pack of stickers! (a)

I bought \_\_\_ orange at the grocery store. (an)

They won \_\_\_ award for their bravery. (an)

I packed \_\_\_ banana for my after-school snack. (a)

**11. Reflections**: This lesson went well although it was quite a lot to do in 20 minutes. I needed to spend more time modeling the independent work activity. In the future, I’d try to find another 5 minutes for this lesson just to spend on modeling the kinds of question sentences the students should write. Perhaps they could write sentences and have other students complete them for homework if enough modeling time was allotted. I’ll work on this in the future.

**12. Sources:** none