

## *Solar Lesson Plan Format*

### **Silly Sentence Writing**

**Age Level:** 1<sup>st</sup> grade

**Subject(s) Area:** Language Arts

**Materials Needed:** Dice, envelopes, sentences, adjectives, silly sentence paper

### *Standards:*

**Code and description:**

- 1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - f. Use frequently occurring adjectives. \*

### *Objectives:*

**What will the students know or be able to do?:**

The learner will use frequently occurring adjectives in writing.

**Cognitive Level of Lesson (Bloom's Taxonomy):**

Apply: use

### *Learning Activities:*

**Opening Element:** After reviewing all the adjectives we are going to do another activity that uses sentences to add adjectives into them. Remember that adjectives help sentences out by describing the noun and making it a more descriptive sentence. The adjectives go before the nouns in sentences.

**Instructional Methods:**

- What is an adjective?
  - Tells what people, places, animals, and things are like.
- When do we use adjectives?

**Guided Practice Strategies: Levels of scaffolding, various elements broken into parts, etc.**

Silly Sentences

<https://drive.google.com/file/d/0B6zC45cAimWuZiZmZmVkmGEtZTE1MC00NjlmLTk5NmQtODIINDI1MWM3ZGE1/view>

- Each table will have two envelopes. One labeled sentences, the other labeled adjectives. Each person needs to draw a sentence from the envelope and draw two adjectives from the other.
- Then they have to figure out where to fit the adjectives into their sentence to make a silly sentence.

- Once they figure out where they want to put the sentence, they will cut the strip of paper where it's going to be added. Once cut, glue your sentence on the back of your paper with the adjectives added in the correct spot. Then write your sentence on the line.
- Draw your picture to illustrate your sentence.

**Independent Concrete Practice/Application: practice of skills in practical ways**

- Each table will get their set of envelopes.
- They are to each draw their sentences and adjectives that they will need to fit into the sentence.
- Cut the sentence and glue on back of paper.
- They may have to add on to the sentence in order for it to make sense.
- Draw a picture of whatever the sentence is saying.

**Differentiation:**

- For some individuals, have an adjective may be drawn for them. Others can do two of them and if done earlier, have them draw a third.

**Wrap-Up:**

- Once they have all written and drawn their pictures, come back to the carpet and we will share with everyone.

## *Assessment:*

**Formative:** Fist to 5 for understanding

**Individual Measurability:** Each student will write and draw their own sentences with the selected sentence and adjectives.

**Summative:** Unit test is administered after all instruction at the end of the unit.

## *Reflection:*

This so far in Block 1 Practicum is my favorite. The students were so engaged in the lesson the whole time. I really liked how it added some humor. The sentences were so silly and the students loved it. One thing I would definitely change for next time is making some different sentences. I got them off of a free download on Teachers Pay Teachers, so I didn't make them. Some of the sentences were harder for the students because they didn't make sense. This made it hard for some individuals to find where the adjectives should go in the sentence. With a little help and prompting from myself and Mrs. Fischer, those students were able to figure it out. The students also liked to draw their pictures to go along with their silly sentence. We all thought it was hilarious when we shared out. Overall this lesson was great. I would definitely do this again, but change a few of the sentences so they would all make sense when out together.

