

Lesson Plan

Date: _____

Grade: 3		Subject: English Language Arts – Commas in dates, letters, and series	
Materials: <ul style="list-style-type: none"> • Paper and pencil • Mini whiteboards and marker • Miniature whiteboard for teacher as reference 		Technology Needed: <ul style="list-style-type: none"> • none 	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Small group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic 	
Standard(s) 3.L.2 Within the context of authentic English writing ²⁴ and speaking... Practice: f. Use punctuation to separate items in a series. Display proficiency in: k. Use commas in greetings and closings of letters 2.L.2 r. Use commas in dates and to separate single words in a series.		Differentiation Below Proficiency: Student misses placing commas in the letter and/or incorrectly places them. Above Proficiency: Student correctly places all commas. Approaching/Emerging Proficiency: Student misses or incorrectly places one or two commas. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: There is a model available for students to look at on the teacher’s whiteboard and commas are circled on the letter. • Auditory: Reading the letter in choral reading. • Kinesthetic: Writing practice examples and erasing on the whiteboards allows for movement. • Tactile: Students are touching the whiteboard, markers, and they may have erasers. 	
Objective(s) By the end of the lesson, students will be able to write a short letter with correct comma placement in the date, greeting, closure, and lists of at least three words. Bloom’s Taxonomy Cognitive Level: Apply			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will come in their small group of similar reading levels to the table with their whiteboards.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will respect each other, the teacher, and the whiteboards in use. Students will participate in the lesson.	
Minutes	Procedures		
1	Set-up/Prep: Students will come to the small group table with a pencil and paper.		
2	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Read letter together in choral reading.		
15	Explain: (concepts, procedures, vocabulary, etc.) Students will circle the commas throughout the letter. “What is one comma you found?” If it’s the date, discuss that it goes month number, year on whiteboard for them to see and hold it up for them as they complete some examples prompted by the teacher on their own whiteboards. After a few, the formula down and ask a student to explain where the comma goes in a date. If they need more practice, continue. Otherwise, move on to another comma circled in the letter. If it’s the greeting or conclusion, discuss how this is a good way to begin and end letters whether you write them in paper or as an email in the present or future. They can practice a little on the whiteboards with “Dear Mom” or “Dear friend” and ending with “Sincerely, name” Explain that sincerely means that you really care and mean what you say. Ask a student what sincerely means to ensure understanding. If it’s the two commas in a row, explain where commas go in a series and have them practice on their whiteboards listing maybe three items you would buy at a grocery store with correct comma placement. Teacher should have example on their board available for the		

	students to reference.		
8	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will write a short letter in answer to the one from the teacher as seen below using correct comma placement in the date, greeting, series, and closure.</p>		
1	<p>Review (wrap up and transition to next activity):</p> <p>Students will leave their letters with the teacher, return the whiteboards to the drawer, and go back to their desks for the next activity.</p>		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) • They will write on a white board examples for practicing the content and show them to the teacher. </td> <td style="width: 50%; vertical-align: top;"> <p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> • Students will write a short letter containing all the different uses of commas discussed in this lesson. </td> </tr> </table>		<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) • They will write on a white board examples for practicing the content and show them to the teacher. 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> • Students will write a short letter containing all the different uses of commas discussed in this lesson.
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<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson was in a small group setting with a focus on commas. It went well reading the letter together to practice reading fluency, and then I asked the students to circle the commas. However, I should've explicitly explained what a comma is because most of the students circled the apostrophes, too, so I had to explain that commas are always on the ground. Nevertheless, I tried to convey clear expectations and goals for them by letting the students know that our focus was on commas. I also let them know what to practice on their white boards and why it's important to know where the commas go.</p> <p>The students were engaged in the lesson since they were all attentive and participating in the questioning and practice on their white boards. It also helped to relate the learning to their own lives by practicing a date meaningful to them. For instance, we practiced Christmas Day of last year and April Fools' Day of any year in the past. The students were excited to try years in the past which helps them be aware of history. I tried to scaffold the lesson by holding up a model of a date with the correct comma which I erased after an example or two. They also had the letters in front of them for reference as needed. I also formatively assessed the students by checking all of their white boards and letting them know when to try again after seeing a comma misplaced. In this way, I knew how well the students were grasping the idea of where the comma belongs whether they could show me their commas correctly the first time. I also showed them the tip that a comma is a pause and demonstrated the pause when saying the date or the pause after the greeting or closure.</p> <p>It took longer than expected to go over dates, greetings, and endings that we didn't have time to go over commas in a series. I didn't realize how new a lot of this was to them, so I would change the goal to be on fewer concepts and save commas in a series for another mini-lesson. This would then also change the letter I would write to them to focus more on dates, and I would keep track of time better so that they would have at least 5 minutes to write a short letter in answer to me at the table for the summative assessment.</p>			

February 22, 2019

Dear students,

I am so excited to be here with you! Here's a letter so that we can get to know each other more and practice commas at the same time!

I go to school in Bismarck, North Dakota. Can you tell me what city and state you live in and go to school? I have always enjoyed the subjects Phy. Ed., Music, and Reading while in school. What are three subjects in school that you enjoy the most?

Some of my favorite foods are mashed potatoes, frozen peas, and chocolate cake. What are three of your favorite foods? Can you describe each of them with at least one adjective?

I can't wait to hear from you in letters of your own!

Sincerely,

Ms. Wanner