

Jay Curriculum: Unit Cover Page

Unit title: Sentences Unit

Grade Level: 7

Content Area(s): ELA

Date Created:

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Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

E 1, 2
F 1, 2
G 3, 6, 8, 9

Unit: Sentences Unit

Brief Summary of Unit/Topic

Summary:

In the grade seven sentences unit students will be working with sentences in a variety of ways. Students will review the names of the four kinds of sentences and their punctuation. They will learn what is important and what sentence parts they need to include when writing a complete sentence. Identifying sentence fragments and run-on sentences will be taught so that students will be able to recognize these and avoid them as they write. Students will also learn the difference between simple and compound sentences. This unit will head students in the direction of writing paragraphs and longer compositions.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

- How the four different kinds of sentences are written and punctuated
- How complete sentences are written and used in daily writing

Students will know:

- There are four different kinds of sentences, each requiring specific end punctuation
- Sentences are groups of words that give a complete thought and need subjects and predicates to be written correctly
- Sentence fragments do not give a complete thought
- A run-on gives too much information for one sentence
- Compound sentences are one more way to write sentences

Students will be able to:

- Write and punctuate the four kinds of sentences
- Use subjects and predicates as building blocks of a sentence
- Write and punctuate a complete sentence
- Edit writing for sentence fragments and run-on sentences
- Write and correctly punctuate a compound sentence

Enduring Understanding/s:

- There are four different kinds of sentences, each requiring it's own specific punctuation.
- A complete sentence includes a subject and a predicate written to give a complete thought
- Use of fragments and run-ons leads to incorrectly written sentences
- A compound sentence is two complete thoughts correctly written as one sentence

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students ? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)
Sentence Pie Activity: students will work in small groups to correctly write, punctuate, and identify the four kinds of sentences	F1			
Poster Project: Writing a Complete Sentence: Students will design a poster to show what they have learned about writing a complete sentence. Information about subjects, predicates, fragments, run-ons, and compound sentences needs to be included in each poster.	G8			
Show what you know: Student pairs will select a topic studied in the unit from a list the teacher supplies to them. They will “reteach” the topic to the class in a creative way. Ideas they might use are a song, poem, skit, cheer, puppet show or any teacher-approved presentation. Their presentation must give a definition of their concept as well as give examples. Classmates will be asking questions about the concepts each group is “teaching”	E2, F2, G3, G6			
QUIZZES, TESTS, PROMPTS				
Students will edit & rewrite a paragraph containing fragments and run-ons prepared by the teacher and following specific directions for sentence use as the final copy is produced	E2, G9			
OTHER				
Student writing of complete sentences will be evaluated throughout the school year as students develop pieces of writing				
STUDENT SELF ASSESSMENT				

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Students will write in their notebooks the 3 most important things they learned in this unit. They will tell how they expect their new knowledge to aid them in their writing assignments throughout the year	E1			

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

The teaching and learning experiences have been outlined according to the major topics the teacher will be addressing as part of the unit.

- What is a Sentence? Class activities will include:
 - Question will be posed to the class. Students will list possible solutions to the question, “What is a sentence?” Student answers will be noted on the overhead or board.
 - Groups of words, sentences and non sentences will be presented to the class. Students will decide which of the word groups are sentences and which are not.
 - The teacher will hand out groups of words written on oak tag to a variety of students. They must arrange themselves into two groups: sentences and non-sentences. Discussion will be held on why they have arranged themselves in the manner chosen.
 - Students will identify the similarities in the groups of words which are agreed to be sentences.
 - The teacher will help the class compose a definition for a sentence.
 - Students will write the definition into their notebooks.
- Kinds of Sentences – Class activities will include:
 - The teacher will review the four kinds of sentences with the class, writing definitions on the overhead as students discuss each kind of sentence and its punctuation
 - Overhead transparencies of the four kinds of sentences will be presented to the class
 - Students will copy definitions and examples into their notebooks
 - Students will play the “Kinds of Sentences” game
 - Small groups of students will work together to find examples of the four kinds of sentences in magazines or newspaper and will present their findings to the class
 - Students will write sentences about autumn on leaf shapes. They will be given four leaves. Each leaf it to have a written example of one of the four kinds of sentences. Students will identify each sentence written as they attach their autumn colored leaf to the appropriate “sentence tree”.
 - The “Sentence Pie” assessment activity rubric will be presented as the teacher introduces the activity. Students will complete the activity in class.
- Writing a Complete Sentence – Class activities will include:
 - The teacher will introduce the words subject and predicate, explaining their use as building blocks of a complete sentence.
 - Definitions and examples of subject and predicate will be written on the overhead for students to copy in their notebooks.
 - The class will be led through overhead transparency activities identifying subjects and predicates in sentences.
 - Individual students will be invited to come to the overhead to mark subject and predicate in sample sentences.
 - Individual students will be invited to add subjects or predicates to groups of words to make the sentences complete. They will tell the class which part it is they have added, addressing the “job” the word or group of words does in the sentence.
 - Students will take turns “performing a sentence.” This activity involves a student acting out a specific task such as tying a shoe, combing hair, writing on the board. Classmates identify the “who” and the “what’s happening” part of each presentation. The teacher will have the person identifying the parts dictate a complete sentence to tell about what is going on. The teacher will write the sentence on the board, identifying subject and predicate as the students direct.
 - Students will be assigned to write five sentences which have interesting subjects and the action taking place in the past tense.
 - Students will write the sentences they composed on the board. Classmates will take turns identifying subject and predicate.
 - Students will play the “subject/predicate” game. The teacher will hand out word cards to small groups of students. They will arrange themselves into sentences and then identify who in the group is the “subject” and who is the “predicate”.
 - Students will do class work identifying sentences and non sentences. They will tell which sentence part, subject or predicate, needs to be added to be a complete sentence. They will work with a partner to check work.

- Activity sheets on identifying and using subjects and predicates in sentences may be assigned for practice work, especially if students need further reinforcement.
- Sentence Fragments – Class activities will include:
 - Review with the class our original definition of what makes a complete sentence. Add to their notebook definitions that a complete sentence must include a subject and a predicate.
 - Introduce the word “fragment”
 - Show examples of “fragments” (ex. Cooke crumbs, piece of paper, crust of bread...)
 - Have students volunteer possible synonyms for the word fragment. From these synonyms develop a definition for a sentence fragment. Students copy the definition into their notebooks.
 - Students will identify sentence fragments from lists of sentences displayed on the overhead. They tell why they believe the word groups they selected were fragments.
 - Introduce lists of words that are “danger words” when beginning sentences. These words could lead a person to write a fragment if the thought is not completed. Examples of such words are because, if, since, when... Show students how these words may correctly begin sentences.
 - Students will correct fragments displayed using prepared transparencies on the overhead projector.
 - Students will play the “sentences/fragments” game
 - Students will rewrite sentences from samples the teacher gives so that there are no fragments.
- Run-On Sentences – Class Activities will include:
 - Read a story to the class, omitting any punctuation as the story is read.
 - Use an overhead transparency displaying several run-on sentences. Have students read them aloud.
 - Once the sentences have been read, have students go to board to write words/phrases to explain what was wrong with what the teacher read and what was written on the overhead transparency.
 - Explain to students they have been hearing and reading run-on sentences.
 - Using the “thoughts” they had written on the board, develop a definition with the class for a run-on sentence. Write the definition in student notebooks.
 - Explain to students the three ways to correct a run-on sentence as examples are shown on the overhead. They write the information into their notebooks.
 - Practice correcting run-on sentences using the overhead.
 - Students work in pairs to correct run-ons on a teacher-prepared sheet. Once they feel all run-ons are corrected, they share their work with another pair of students to compare their results.
 - Teacher and class will edit a paragraph with run-ons and sentence fragments using a prepared overhead transparency. Students will then rewrite the paragraph.
 - A quiz will be given. Students will revise, edit and rewrite a paragraph given to them by the teacher.
- Compound Sentences – Class activity will include:
 - Teacher will review run-on sentences with the class, developing discussion about whether or not every sentence needs to include just one thought so it will not be a run-on.
 - Ask students who knows what a compound sentence is. Develop a definition and examples of compound sentences through class discussion.
 - Discuss and show examples of how to write and correctly punctuate a compound sentence
 - Students will search newspaper and magazine articles to find examples of compound sentences. Their findings will be shared with the class on a group display.
 - Students will work in groups developing groups of short yet related sentences (not compounds). They will exchange sentences with another group. Each group will then write compound sentences using the shorter sentences they were given. Discuss how the sentences were constructed. Talk about making sure both parts of combined sentences do in fact go together.
 - Teacher will give examples of effective use of compounds using overhead transparencies.
 - Students will edit teacher-prepared sentences and paragraphs, making run-ons and short, choppy sentences into compound sentences.
- Writing Better Sentences – class activity will include:
 - Pairs of students will fill in a study guide chart for their notebooks reviewing sentences, subject and predicate, fragments, run-ons, and compounds.
 - Students will practice revising and editing teacher prepared paragraphs.
 - Students will write a paragraph of their own, editing for correctly written sentences.

REFERENCES:

Lessons and unit plans are mainly teacher developed with no text used. The teacher has drawn from a variety of resources for ideas and materials. Some resources used are: Houghton Mifflin English, Level 7 (Houghton Mifflin Co.), Write Source 2000 (Great Source Educational Group), For the Love of Sentences (Monday Morning Press), Writing Skills (McDonald Publishers), Super Story Writing Strategies (Scholastic), Strengthening Student Learning and Motivation in Your English/Language Arts Classes, Grades 6-12 (Bureau of Education and Research).