

PROFF . Careri lina Maria – Di Corrado Rosaria -Saullo Ada-Giustra Filippo-Garao Lessons in classroom A Flipped Lesson

Using Advance Organizers: Compare and contrast Gulliver Travel using a Venn diagram.

Time Estimate: Home: 15 minutes, Class: 35-45 minutes

Covered TEKS: The learner will:

K.B.4.B ask and respond to questions about texts read aloud.

K.B.5.A identify and use words that name actions, directions, positions, sequences, and locations;

K.B.6.A identify elements of a story including setting, character, and key events;

K.B.6.B discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;

K.B.6.C recognize sensory details; and

K.B.6.D recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.

Brief Description of Activity:

After watching a video at home and then coming to class and reading The Story the teacher and students will create a Venn diagram together comparing the elements . Several elements of Bloom's taxonomy are touched upon with this lesson. Students will be:

- Creating—making story maps, building a Venn diagram
- Evaluating—what are the key events in each travel?
- Analyzing—which story elements describe The story ? Which story elements describe the character ?
- Applying—students will need to apply their knowledge of characters, setting, and key events toward dissecting each story into its separate elements.
- Understanding—creating individual story maps of each fairy tale will lead to greater student understanding.
- Remembering—the tactility of physically creating a Venn diagram that compares and contrasts these two stories will help students remember the key events in both fairy tales.

Furthermore, all elements of Bloom's taxonomy are also intertwined with Marzano's strategies in this lesson. This lesson will use:

1. Nonlinguistic representations (Venn diagram, story or concept mapping) to promote understanding,
2. Cues, questions, and advance organizers,
3. Teacher praise and recognition of student effort,
4. Identification of similarities and differences,
5. Summarization and notation of what has been learned, and
6. Cooperative learning by all.

Materials Needed by Students at Home

1. Internet access to watch [Gulliver travel](#) (this a Youtube video)
2. [Printable Story Map](#).

Materials Needed for Teacher in Class:

1. Printable [Story Map Graphic Organizer](#)
2. Internet to access to the story an online version of the book
3. Chart paper
4. Assorted markers
5. Two hula hoops
6. 10-15 index cards with [story elements prewritten](#) on them.
7. Printable pictures

At home:

Students will watch The Story YouTube video at home the day before the lesson. After watching this video, students will print out and complete a story map about the fairy tale. Students will bring this story map to the school next day.

At school:

“Hi friends! Did everyone get the chance to watch Gulliver Travels at home? Did everyone get to work on his or her story map? Today, we are going to share out about the characters, setting, and key events that we saw in the book . Raise your hand if you would like to share what you put on your story map.

Great job! Everyone did a really wonderful job with his or her story maps. Today, we are going to read the book. While we are reading, I want you to think about what characters we meet in the story. I also want you to think about the setting and stuff that happens in the story, too. After we finish reading, we will make a story map together on chart paper about The Three Little Javelinas just like how we did for The Three Little Pigs.

After I finish reading the story, the students and I will work together to make a story map about The Three Little Javelinas. Then, I will put two hula-hoops on the floor. They will overlap in the middle so that it resembles a Venn diagram.

“Okay, friends, now we are going to work together to build a Venn diagram comparing and contrasting the two books that we just read. A Venn diagram is a tool that helps us organize and put our thoughts in order so we can see what we have learned. I have some cards with sentences on them ([pre-prepared story element cards](#)). I will read them and then you guys will help me decide where the cards go in the Venn diagram. This part of the circle is for anything that happened in the story . This part of the circle is for anything that happened in It. This part in the middle is for anything that is the same in both stories. Let’s work together and see if we can figure this out!”

Next, I will read the cards and pick students to come and place them in the Venn diagram. I will review and guide students as necessary to help them complete the diagram.

Formative Check:

I will check for student understanding through anecdotal observation and teaching monitoring. I will ask students to write 2-3 sentences about what they learned that was same or different in the two books on blank sheets of lined paper.

Re-Teach:

I will re-teach and review with students in small groups. Sequencing cards for both stories (see links in the “Materials” section) will be available to help students review the books.

Evaluation: The teacher will evaluate students’ writing to determine if students understood the activity.

Closure:

Students will be evaluated using Marzano’s strategy of praise and recognition for effort. Praise and recognition is said to build student confidence and their sense of achievement regarding a particular topic. I

will also evaluate student understanding of the lesson through anecdotal observation and by looking at their writing.

Differentiated instruction for other learners:

Extra teacher scaffolding, visual modeling, modeled writing, and extra support will be available for my SPED students. Small group and buddy partnering will be available for these students as well.

Higher-level learners will be asked to write about their favorite character/favorite part of the story and why. They will also be given the option to make up and write their own story with a plotline similar to our story

A Flipped Classroom Lesson-Multiplying 2 digit Factors

Grade Level: 4th

Subject Area: Math

Name of Activity: Multiplying 2 digits by 2 digit factors using arrays and partial products.

Time Estimate: Home 15 minutes, Class 35-45 minutes

Unit Topic: Multiplying 2 digit numbers without technology (calculators).

Covered TEKS:

The learner is expected to:

111.16.B.04.04.A model factors and products using arrays and area models.

111.16.B.04.04.D - use multiplication to solve problems no more than two digits times two digits without technology.

111.16.B.04.06.B - use patterns to multiply by 10 and 100.

Brief Description of Activity:

After the students have practiced multiplying two digit numbers using an array then the window pane model, they will create in class their own models using an array to explain the process of multiplying 2 digit numbers. Several elements of **Bloom's Taxonomy** are touched upon with this lesson. Students will be:

1. Creating—Making an array, breaking it apart, and transferring that knowledge to the window pane strategy.
2. Evaluating—What are the steps to multiply 2 digit numbers using partial products.
3. Analyzing— When do you choose multiplication to solve a problem? Why it is easy to break apart the factors to solve?
4. Applying—Students will need to apply their knowledge of place value expanded form, patterns used to multiply multiples of 10 and 100, and regrouping while adding partial products.
5. Understanding—Students will show understanding by creating their own problem and showing the steps to multiply 2 digit numbers using an array (the area model) and the window pane strategy.
6. Remembering—Students creating their own array model will help them recall the steps involved to solve 2 digit numbers.

Furthermore, all elements of Bloom's taxonomy are also intertwined with **Marzano's Strategies** in this lesson. This lesson will use:

1. Nonlinguistic representations (array, and window pane graphic or image) to promote understanding,
2. Cues, questions, and advance organizers,

3. Teacher praise and recognition of student effort,
4. Summarization and note-taking
5. Cooperative learning by all.
6. Homework and practice

Materials Needed:

1. Computer or iPad
2. Internet access
3. Text book
4. 2 regular dice
5. Pre-made multiplication problems to post around the classroom
6. Paper Pencil

At home:

Students will view a review [vocabulary PowerPoint](#) to activate prior knowledge. They will then watch [video 1](#) that will explain how to multiply 2 digits by 1 digit factors using an array. Then the students will watch [video 2](#) which will show students step by step procedures for breaking an array apart to make it easier to multiply big numbers. Finally the students will watch a short [screen cast](#) of Mrs. Ali explaining the window pane method of solving 2 digit factors connecting it to the array. After the students have viewed everything they will complete five problems on their own using the window pane strategy. These completed problems will be the students entrance ticket the next day. (Problems will be on Mrs. Ali's screen cast)

At school:

Students will compare the work they did on the 5 problems with other students who are sitting in their group. If they have different answers then they will see if they can help each other find the correct solution. The teacher will give assistance if it is needed. All students should have correct examples of the 5 homework problems on their desk.

Cooperative learning: Students pair up with two dice and come up with two, two digit problems. One problem for partner A and one for partner B. They both solve their problems using the Screen Chomp App on the iPad and the window pane strategy. Their process will be recorded as a video. Once both students have completed their problem, they trade iPads and watch and review their partner's work. If there are no questions then they continue so they complete 5 problems a piece. Students are encouraged to try a 3 digit by 2 digit and 3 digit by 3 digit.

Recognition

One student from each group will get to choose the problem they are most proud of solving and it will be projected for the class to review. Finally the students are given 3 word problems to solve in groups. Once the teacher has seen that they are completed correctly, each child must work 3 more problems individually to turn in for a grade.

Formative Check

The teacher will go around and use a formative assessment checklist to check off those students who understand the steps thoroughly. The teacher will pull small group for those students struggling and observe them to see what exactly they need clarification in.

Evaluation/Closure:

Each student will be given an exit ticket question in which they will have to solve a 2 digit multiplication problem using the window pane strategy and get it checked by their shoulder partner who will inform their partner to leave after the answer is correct.

Accommodations for Differentiated Learners

Higher-level learners will be encouraged to take it a step further and see if they can use the same steps to multiply 2 digit by 3 digit problem using the window pane strategy. The teacher can also show them the lattice way of multiplying 2 digit numbers for fun.

Visuals, extended thinking time, small group instruction, and extra modeling will be provided for ELLs. Tutorials will be provided as well before school once a week for review of current and past concepts.

5th grade Science Flipped Lesson Plan on Science Lab Safety

In class the previous day:

1. Set up Science Interactive Notebooks
2. Pass out Science Safety contract.

At home:

1. Watch science [safety music video](#)
2. Watch [Lab Safety screen cast](#)
3. Get Lab Safety Contract signed - this will be glued into science journals
4. Complete Science Safety quiz using your [Socrative App](#) - if you do not have a smartphone/iPod touch you can also access the quiz using Socrative through the web (socrative.com). Other teachers can import this quiz in the 'Import Quiz' area by entering this SOC number. SOC-261302

**Quiz scores will be recorded at the top of the science safety contract that is glued into science interactive notebooks

In class (following day):

1. Students who made less than 100% will be pulled into a small group to discuss questions that they missed on the quiz. They will also participate in a lab safety scenario with the teacher. They will be given a second opportunity to take and pass the quiz with a score of 100%.
2. In cooperative learning groups of three or four, students will analyze primary source photos of labs and scientists. Give each group several photographs of laboratory areas from the 1800s or 1900s as well as modern laboratory spaces. Pictures can be found at <http://memory.loc.gov>. Ask students to compare and contrast the laboratories they observe in the photographs. Do they see anything in the old pictures that might be a threat to lab safety? Have each group report their observations to the whole class. As a follow-up to groups reporting out, ask students to discuss possible reasons for the observed differences in the laboratory spaces.

Scoring Guidelines:

The teacher informally evaluates the students responses for understanding of safety issues.

Differences students may note (depending on which pictures you choose):

- * Chemicals are stored in the lab (not in a separate locked area)
- * Chemicals may be stored on the counter of shelf at the lab area
- * Sinks may be troughs (for disposal)
- * No sprinkler system
- * Scientists may or may not be wearing goggles

- Lack of modern technology.
- Modern labs appear less cluttered, they are cleaner, and have computers (technology)

Reasons for the observed differences students may explain include:

- Better understanding of the nature of chemicals and their health hazards
- New technology
- New materials used in the lab furnishing
- New regulations and requirements in labs

3. Students will create a lab safety poster using Glogster on tablets in the room and those will later be viewed as a gallery walk for review. Print outs can be hung in the classroom.

A Flipped Classroom 7th Grade Science: Ecological Succession

Grade Level: 7th Grade

Subject Area: Science

Name of Activity: Ecological Succession Story Board

Time Estimate - Home: 15-20 minutes Class: 60-90 minutes

Unit Topic: Ecological Succession

Covered TEKS: 7.10(c) Observe, record, and describe the role of ecological succession such as in a microhabitat of a garden with weeds.

Brief Description of Activity:

Students will take Cornell notes as they watch a YouTube video at home. The notes will be their entrance ticket to class. Then in class in groups they will read *Cycles in Nature – Ecological Succession* - and answer some basic questions. Students individually will create an Ecological Succession Story Board.

Several elements of **Bloom's taxonomy** are touched upon with this lesson. Students will be:

1. Creating—Story Board, Venn diagram, Sequencing Game Cards (Higher-level students)
2. Evaluating—What role does different catastrophic event play in the ecosystem? What are the key events in ecological succession? Compare and contrast Primary and Secondary succession.
3. Analyzing—Compare and contrast ecosystem to the day before the catastrophic event and the day after the event.
4. Applying—Students will need to apply their knowledge of the events occurring during succession to recreate the ecosystem after their assigned catastrophic event.
5. Understanding—Creating individual story board of succession and answering the questions after reading the selection will lead to greater student understanding.
6. Remembering—Taking Cornell notes while reading and interacting with the text in class and creating a story board will help students remember the key idea.

Furthermore, all elements of Bloom's taxonomy are also intertwined with **Marzano's strategies** in this lesson. This lesson will utilize:

1. Nonlinguistic representations (Story Board and Sequencing Game Cards) to promote understanding,
2. Cues, questions, and advance organizers,
3. Teacher praise and recognition of student effort,
4. Identification of similarities and differences,
5. Summarization and notation of what has been learned, and
6. Cooperative learning by all.

Materials Needed:

1. Internet access to watch a YouTube video and take **Cornell notes**.
2. **Cycles in Nature – Ecological Succession**.
3. Printable **Story Board graphic organizer**
4. Color Pencils

5. Notebook paper

At home:

Students will watch [Ecological Succession YouTube video](#) at home the day before the lesson. Students will take [Cornell notes](#) as they watch the video.

At school:

In groups of two or three, students will read "[Cycles in Nature – Ecological Succession.](#)"

They will add to their Cornell notes and create a succession timeline.

Individually, the students will create a storyboard that shows how primary succession happens. Each student will get a catastrophic event which will destroy their ecosystem and they will have to go into secondary succession or back to primary succession depending on the disaster.

Formative Check:

I will check for student understanding through observation and questioning. I will ask students to collaborate as they write a paragraph to explain the process of ecological succession and draw a [Venn diagram](#) to compare primary and secondary succession before they start the individual storyboard.

Re-Teach:

I will re-teach and review with students in small groups. Sequencing game cards for ecological succession will be available to help students review.

Evaluation/Closure:

Students will be evaluated using Marzano's strategy of praise and recognition for effort. Praise and recognition is said to build student confidence and their sense of achievement regarding a particular topic. I will also evaluate students' understanding of the lesson through accuracy of their story boards, Venn diagram and summaries.

Differentiation for a variety of learners:

Extra teacher scaffolding, visual modeling, modeled writing, and extra support will be available for my SPED students. Small group and buddy partnering will be available for these students as well.

Higher-level learners will be asked to create sequencing game cards. They will also be given the option to create a Claymation of ecological succession

7th Grade: Texas History - Cartography

Flipped Classroom

TEK: 7.21.B - analyze information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

Home Component: Student complete task before Day 1 of Lesson.
-Students will watch [Claymation](#) to activate prior knowledge (click below)

Examine/Analyze: Notetaking

Students will read Chapter 1: The Geographic Setting of Texas. (Note: All students have copy of textbook at home and below is the link for the [website](#) where students are able to login with the appropriate login information as an additional resource)

Students will examine and analyze information to take notes using the Cornell Note Template. Students are expected to complete all components including notes, essential questions using Costa's Level of Questions, and summary.

[Cornell Note Template](#)

[Costa's Level Questioning](#)

Create: Nonlinguistic Representation

Students will create a map that illustrates the route from their home to the school.

Class Day 1

Class work: Students will complete in class day 1

Conduct/Evaluate: **Feedback/Collaboration**

Students will conduct a peer evaluation of their classmates' maps to identify the proper components of the map and to provide immediate feedback.

Compare/Contrast: Collaboration

Students will examine a variety of **maps in small groups** to compare and contrast the components and properties of the maps. Whole class discussion will follow.

Home Component: before Day 2

-Students will view the clip to begin brainstorming and prepare to create an Acrostic Poem in class. A sample poem has been done [here](#).

Class Day 2

Create: Graphic Organizer

Students will work in pairs to create an Acrostic Poem using Read, Write, Think to summarize their learning. Students will have the option of selecting from the terms physical geography, human geography, or interaction.

Students will write a letter to someone in another country describing their way of life and their physical environment.

Flipped Lesson Plan: 10th Grade English/Language Arts “The Raven” by Edgar Allan Poe

Objective: The learner will explore different aspects of “The Raven” by Edgar Allan Poe in order to gain a deeper understanding of the poem. Students will then construct their own short story around a symbol.

TEKS: 101.32.b.1.A, B, E
101.32.b.3
101.32.b.13.A,B,C,D,E
101.32.b.25

Brief description of Activities: Students will use a teacher created Glogster to study “The Raven” by Edgar Allan Poe.

At home: students will read and listen to the poem. Students will use the **Cornell note taking method** to take notes while reading/listening to the poem (A template of this method is provided on [Glogster](#)). A link to an interactive version of the poem is also provided. Students will also have the opportunity to view “The Simpsons” rendition of the poem. Once the students have successfully read and listened to the poem, they will link to a study guide. Students will be required to fill out the vocabulary chart and answer survey questions (this should be completed before coming to class).

During class: the teacher will check for completion of work at home by checking the vocabulary chart and reviewing the survey questions. Students will then be placed into cooperative learning groups to answer study guide questions. The teacher will review the study guide questions with the students to check for understanding of the poem. The teacher will also discuss how the raven was used as a symbol. *The teacher will then provide each individual student with a symbol. Students will be required to create a short story over the symbol that was assigned to them.*

Students will be:

Creating—Creating a short story over a provided symbol.

Evaluating—Through the use of a study guide, students will evaluate the poem.

Analyzing—Students will analyze why the symbol of a raven was chosen.

Applying—students will need to apply their knowledge of literary devices to determine how it affects the meaning of the poem.

Understanding—students will use the interactive version of the poem to gain a deeper understanding of the

poem.

Remembering—Taking **Cornell notes** while reading and interacting with the text in class will help students remember the key ideas

Materials needed for the study of the poem at home:

- Computer
- Internet access
- Link to the teacher created [Glogster](#).
- Printer or Microsoft Word (or equivalent)

Materials needed for in class work:

- Teacher provided study guide
- Computer
- Internet
- [Glogster](#) link

Formative Check:

Teacher will check for completion of homework by checking vocabulary chart and survey questions. Teacher will check for understanding of the poem by reviewing the study guide questions.

Re-teach:

If students are having a difficult time understanding the poem, the teacher will use the interactive version of the poem and review each stanza with the students.

Evaluation:

Teacher will evaluate understanding through class discussion of the poem and review of the study guide questions. The teacher will also read the short stories that the students compose to make sure the students understand the use and importance of symbols.

Closure:

Students will present their short stories to the class. Each student will state the symbol they were assigned and discuss how they used the symbol in the short story. Once all the short stories have been presented, the teacher will recap “The Raven” and discuss the use of the raven as a symbol in the story.

A Flipped Classroom Lesson—Compound Sentences 6th Grade English

Grade Level: 6th

Subject Area: English

Activity: Understanding the Components of a Compound Sentence

Time Estimate: Home 25-30 minutes, Class 2-3 Periods of 50 min.

Unit Topic: Identifying compound sentences, understanding how to punctuate them, and using them effectively in writing

TEKS:

(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (D) edit drafts for grammar, mechanics, and spelling.

(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: (B) recognize and use punctuation marks including: (i) commas in compound sentences.

Overview of Unit and Activities:

At home, students will watch the [screencast lesson](#) on compound sentences and write their own compound sentences; the following day in class, students will share their sentences, and the teacher will do a quick oral “quiz” to see if students remember their 7 FANBOYS. Then, the students will write independent clauses on long sentence strip paper; in the “Stand Up Sentences” Activity, students will practice “writing” compound sentences by standing up and combining their independent clause strips. Students will “punctuate” the compound sentences with commas and periods written on notecards. The students will add the appropriate

coordinating conjunctions, also written out on individual notecards. The teacher will add sentence strips with phrases to see if students can distinguish those from independent clauses and test students' understanding of when to add a comma before the conjunction. The next day, students will write a short story using seven compound sentences (one for each coordinating conjunction), but they will use no punctuation. A peer will edit the story and have to identify the compound sentences and place a comma before each one.

Elements of Bloom's Taxonomy are incorporated in the following ways:

1. **Remembering:** Can the student recall or remember the information? The students will do this when they list the FANBOYS in the teachers' quick oral check.
2. **Understanding:** Can the student explain ideas or concepts? The students will do this when they have to locate the compound sentences in another students' writing and punctuate them accordingly.
3. **Applying:** Can the student use the information in a new way? The students will demonstrate this when they write eight compound sentences using vocabulary terms and when they create their "stand up" sentences on sentence strip paper by combining independent clauses.
4. **Analyzing:** Can the student distinguish between the different parts? The students will do this when they have to differentiate between independent clauses and phrases in "punctuating" their stand up sentences.
5. **Evaluating:** Can the student justify a stand or decision? In checking the sentences students wrote after watching the screencast, the teacher might ask students to evaluate how they used their vocabulary terms and if they constructed their sentences correctly.
6. **Creating:** Can the student create a new product or point of view? The students will do this when they write their short story, knowingly incorporating compound sentences for their peers to identify.

Marzano's Strategies are intertwined in the lesson in the following ways:

1. **Note taking and Summarizing:** Students might take notes when watching the screencast outside of class. They summarize their understanding in the face-to-face quick check with the teacher the following day in class.
2. **Identify Similarities and Differences:** In the face-to-face collaborative learning activity of "Stand Up Sentences," students differentiate between sentences that require commas because they are compound sentences and simple sentences that require no punctuation.
3. **Homework and Practice:** Outside of class, students do a quick homework activity of compound-sentence- writing using vocabulary terms, after watching the compound sentence screencast. They engage in face-to-face, student-centered practice in the classroom, through "Stand Up Sentences" and the writing and peer editing of compound sentence short stories.
4. **Cooperative Learning:** Students learn collaboratively in all the face-to-face, student-centered classroom activities.
5. **Nonlinguistic representation:** Students participate in kinesthetic learning as they stand up to create sentences using the independent clause sentence strips.

Materials Needed by Students at Home:

1. A computer or iPad and Internet access for the screencast
2. Paper and a writing utensil
3. A list of their vocabulary terms

Materials Needed by Students in Class:

1. A writing utensil
2. Long strips of sentence paper
3. Notecards
4. Writing paper or a computer or laptop and a printer

Formative Check:

The teacher will check for understanding through the quick “quiz” on FANBOYS and by observing students’ participation and demonstrated understanding during the “Stand Up Sentences” Activity.

Re-Teach:

The teacher will reteach throughout the year as needed as he/she observes students’ practice of varying sentence types and structures in their writing.

Evaluation/Closure:

The teacher will use the short stories—especially the peer editing for punctuation of compound sentences—as evidence of understanding.

Differentiation for a variety of Learners:

The activities reach a variety of students, and the provision of extra scaffolding and small-group instruction as needed will benefit students who struggle with mastery. Higher level learners will be encouraged to expand their short stories for additional creative writing practice.

High School English Diagramming a Sentence Flipped Lesson

Objective: The learner will acquire the skills for sentence diagramming and appreciate how it helps them understand English grammar.

"Diagramming gives you a tool to attack sentences globally, not in a fragmented approach. You get to see how parts interact. You see not only parts, but also their functions. When you diagram, you develop an eye for breaking down a sentence, so you can fix it more easily." – Paula H
from <http://www.redshift.com/~bonajo/diagram.htm>

The learner will be able to diagram a variety of compound and complex sentences and questions by the end of the unit, including sentences with a compound subject, compound predicate, direct object, indirect object, pronouns, appositive, adjective, adverb, prepositional phrase, gerund, understood subject, etc.

Models of Instruction The Cooperative Learning Model is great for creating in students intrinsic motivation, positive interaction, and an attitude of helping each other learn. It has been proven to increase intellectual activity, mastery of material, positive feelings, social skills, and self-esteem. However, practice is needed for students to learn how to work cooperatively, efficiently, and interdependently. It is important to use fairly straightforward and familiar cognitive tasks for the initial training, to change partners for various activities, and to introduce more complex cognitive tasks and more complex cooperative sets later.

The following cooperative structures are used in this lesson:

Jigsaw (in groups of four):

Each group member becomes a specialist for a different part of the assignment. The specialists from each group meet together to learn the material. Then, they return to their original groups and become the tutor for that part of the assignment.

Baton Relay (in groups of four):

Each group member starts with a difference sentence and does step 1. Then they pass their sentence clockwise, and do step 2 with the new sentence. Repeat with step 3 and step 4.

- Step 1: Circle the subject (noun or pronoun), underline the predicate (verb), and put parentheses around prepositional phrases.
- Step 2: Draw the skeleton of the diagram (just the horizontal, vertical, and diagonal lines), leaving spaces for the words.
- Step 3: Fill in the diagram with the words. Make sure no words are left out!
- Step 4: Check the diagram with the original sentence.

Sage and Scribe (in pairs):

Partner A explains how to diagram the sentence, while Partner B writes. Then they switch roles for the next sentence diagram.

Gallery Walk (work independently):

Students randomly choose one or more sentences, add their diagram answer on the paper, and post them on the wall. Students peer-review each other's answers as they walk around the review and write their comments on the papers.

Correlation to Blooms Taxonomy and Marzano's Strategies

Several elements of Bloom's taxonomy are evident in this lesson. Students will be:

1. Creating—their own sentence and diagram in the Closure.
2. Evaluating—each other's diagrams in the Gallery Walk.
3. Analyzing—each other's diagrams in the Baton Relay.
4. Applying—their diagramming skills when diagramming new sentences in the Sage and Scribe.
5. Understanding—by taking notes from presentations, videos, and websites in the homework (Flipped Classroom Component).
6. Remembering—their knowledge of grammar and parts of a sentence in the "Grammar Ninja" game and the check for prior knowledge.

Furthermore, several of Marzano's instructional strategies are present in this lesson. This lesson will use:

- Summarizing and Note Taking—students take notes in the homework (Flipped Classroom Component).
- Setting Objectives and Providing Feedback—the teacher sets the objective in the beginning (in the Flipped Classroom Component) and give feedback through the homework check and while pairs and groups are practicing in class.
- Reinforcing Effort and Providing Recognition—the teacher provides feedback and recognition during the practice time.
- Homework and Practice—students do homework and practice with each other in class.
- Cues, Questions, and Advanced Organizers—sentence diagrams are advance organizers, and the puzzlers in the Closure give cues.
- Cooperative Learning—a variety of cooperative sets are used, in pairs, groups of four, and with the whole class.

Materials:

- 1 copy of the homework for each student
- 1 copy of the class activity for each pair of students, cut into strips of paper (there are two versions, one is in 2 columns to save paper). **Activity 1, 2 Column Version, Homework**
- 1 copy of the formative check, with each sentences cut onto a **strip of paper**
- 1 sheet of blank paper or colored paper for each student
- Tape to attach each student's sentence diagram on the wall

Lesson Description

1. The teacher engages students by playing the "**Grammar Ninja**" game (identifying parts of a sentence). Volunteers take turns on the computer while the class cheers.
2. The teacher introduces to the students the goals and objectives for the lesson next class.
3. Teacher checks for their prior knowledge by giving students sentences from the future formative check and having them circle the subject, underline the predicate, and label the nouns, verbs, adjectives, adverbs, prepositional phrases, etc.

At Home

Students are given the homework assignment the previous class, where they take notes from websites,

presentations, and/or videos to prepare them for the in-class practice and application. The teacher puts students in groups of 4 and encourages each group to divide the work. There are a total of 52 types of sentences to take notes on, and each type has a symbol next to it (\$, %, ^, &).

Part 1: Read this [linked website](#) and diagram your answers to the two sentences at the bottom of the webpage.

Part 2: Take notes on **one** of the following: - [Powerpoint presentation](#) or the three screencasts linked below:

- [Screencasts: part 1](#) ,
- [Screencast part 2](#) , and
- [Screencast part 3](#)
- Click on "[The Basics of Sentence Diagramming \(Part One\)](#)" or "... (Part Two)"

In Class

1. Teacher checks that students have done the preparation for class by looking over their answers to the two sentences in step 1 of the homework. If they have not done these, or they are done incorrectly, then they will be sent to a computer station in the back of the classroom to do that part of the homework before they join the rest of the class. The teacher encourages them to work quickly, since the delayed start to their classwork means they may have to finish the classwork on their own at home.
2. In the following activities, the teacher will circulate the room and provide help, give feedback, and reinforce effort by choosing correct diagrams from groups to post on the board and giving bonus points. The diagrams posted on the board will also help students who are stuck and need help with a diagram.
3. In a Jigsaw, students check the notes they took on the homework in their specialist groups. Then they return to their original groups and tutor each other.
4. In a Baton Relay, students diagram sentences in Part 1 #1-12 of the class activity.
5. In a Sage and Scribe, students diagram sentences in Part 1 #13-32, 36-38, and 50 of the class activity.
6. In a Sage and Scribe, students diagram sentences in Part 2A #1-2 of the class activity.
7. In a Baton Relay, students diagram sentences in Part 2B #1-8 of the class activity.
8. In a Sage and Scribe, students diagram sentences in Part 2B #9-13 and Part 2C #1 of the class activity.
9. Students peer-review each others' answers as they walk around the review and write their comments on the papers.

Formative Check:

Each student pulls one strip from Practice Sheet #1 and one strip from Practice Sheet #2. They write the sentence on a blank sheet of paper, diagram the sentence on the paper, and post it on the wall. Students peer-evaluate each other's diagrams in a Gallery Walk.

Re-Teach:

If a student needs a stripped-down version of the notes, the following websites gives basic steps for diagramming, examples, hints, and links.

- <http://www.redshift.com/~bonajo/diagram.htm#how>
- <http://www.atteg.org/grammar/tips/t16.pdf>
- <http://www.english-grammar-revolution.com/english-grammar-exercise.html> (not all answers are given)

If a student needs help with grammar basics, this website gives examples, videos, and quizzes on verbs, nouns, adjectives, adverbs, pronouns, connectives, and how to distinguish between these different word types.

- <http://www.bbc.co.uk/skillswise/topic-group/word-grammar>

Closure:

Students will summarize their learning by diagramming the "puzzlers" on the following websites. There are 4-5 clues to each puzzler: the sentence, hints about the parts of the sentence, and a skeleton for the diagram that has the parts of the sentence written in it. Then students can create their own puzzler with an original sentence (at least 10 words long), several clues, and the skeleton diagram with the parts of the sentence written in it, as well as the answer.

http://www.english-grammar-revolution.com/puzzler_answers.html

Assessment or Summative Evaluation:

Students will be assessed at the end of the unit through a summative evaluation like a quiz or a test.

Accommodation(s) for Special Populations of Students

The teacher may provide a set of notes (from the links in the homework or in the reteach). The teacher may also modify assignments by providing the blank skeleton of the diagram for the students to fill in.

The teacher may provide more challenging sentences to diagram from grade-level appropriate novels. For example, students may diagram sentences from the first paragraph of a novel by Charles Dickens. The following website has 250 "Daily Diagrams" with answers that quickly move from easy to very challenging.

http://www.german-latin-english.com/daily_diagrams_archives.htm

At school:

"Hi friends! Did everyone get the chance to watch The Three Little Pigs at home? Did everyone get to work on his or her story map? Today, we are going to share out about the characters, setting, and key events that we saw in the book The Three Little Pigs. Raise your hand if you would like to share what you put on your story map.

Great job! Everyone did a really wonderful job with his or her story maps. Today, we are going to read the book The Three Little Javelinas. While we are reading, I want you to think about what characters we meet in the story. I also want you to think about the setting and stuff that happens in the story, too. After we finish reading, we will make a story map together on chart paper about The Three Little Javelinas just like how we did for The Three Little Pigs.

After I finish reading the story, the students and I will work together to make a story map about The Three Little Javelinas. Then, I will put two hula-hoops on the floor. They will overlap in the middle so that it resembles a Venn diagram.

"Okay, friends, now we are going to work together to build a Venn diagram comparing and contrasting the two books that we just read. A Venn diagram is a tool that helps us organize and put our thoughts in order so we can see what we have learned. I have some cards with sentences on them (**pre-prepared story element cards**). I will read them and then you guys will help me decide where the cards go in the Venn diagram. This part of the circle is for anything that happened in The Three Little Pigs. This part of the circle is for anything that happened in The Three Javelinas. This part in the middle is for anything that is the same in both stories. Let's work together and see if we can figure this out!"

Next, I will read the cards and pick students to come and place them in the Venn diagram. I will review and guide students as necessary to help them complete the diagram.

Formative Check:

I will check for student understanding through anecdotal observation and teaching monitoring. I will ask students to write 2-3 sentences about what they learned that was same or different in the two books on blank sheets of lined paper.

Re-Teach:

I will re-teach and review with students in small groups. Sequencing cards for both stories (see links in the "Materials" section) will be available to help students review the books.

Evaluation: The teacher will evaluate students' writing to determine if students understood the activity.

Closure:

Students will be evaluated using Marzano's strategy of praise and recognition for effort. Praise and recognition is said to build student confidence and their sense of achievement regarding a particular topic. I will also evaluate student understanding of the lesson through anecdotal observation and by looking at their writing.

Differentiated instruction for other learners:

Extra teacher scaffolding, visual modeling, modeled writing, and extra support will be available for my SPED students. Small group and buddy partnering will be available for these students as well.

Higher-level learners will be asked to write about their favorite character/favorite part of the story and why. They will also be given the option to make up and write their own story with a plotline similar to that of The Three Little Pigs.

A Flipped Classroom Lesson-Multiplying 2 digit Factors

Grade Level: 4th

Subject Area: Math

Name of Activity: Multiplying 2 digits by 2 digit factors using arrays and partial products.

Time Estimate: Home 15 minutes, Class 35-45 minutes

Unit Topic: Multiplying 2 digit numbers without technology (calculators).

Covered TEKS:

The learner is expected to:

111.16.B.04.04.A model factors and products using arrays and area models.

111.16.B.04.04.D - use multiplication to solve problems no more than two digits times two digits without technology.

111.16.B.04.06.B - use patterns to multiply by 10 and 100.

Brief Description of Activity:

After the students have practiced multiplying two digit numbers using an array then the window pane model, they will create in class their own models using an array to explain the process of multiplying 2 digit numbers. Several elements of **Bloom's Taxonomy** are touched upon with this lesson. Students will be:

1. Creating—Making an array, breaking it apart, and transferring that knowledge to the window pane strategy.
2. Evaluating—What are the steps to multiply 2 digit numbers using partial products.
3. Analyzing— When do you choose multiplication to solve a problem? Why it is easy to break apart the factors to solve?
4. Applying—Students will need to apply their knowledge of place value expanded form, patterns used to multiply multiples of 10 and 100, and regrouping while adding partial products.
5. Understanding—Students will show understanding by creating their own problem and showing the steps to multiply 2 digit numbers using an array (the area model) and the window pane strategy.
6. Remembering—Students creating their own array model will help them recall the steps involved to solve 2 digit numbers.

Furthermore, all elements of Bloom's taxonomy are also intertwined with **Marzano's Strategies** in this lesson. This lesson will use:

1. Nonlinguistic representations (array, and window pane graphic or image) to promote understanding,
2. Cues, questions, and advance organizers,
3. Teacher praise and recognition of student effort,

4. Summarization and note-taking
5. Cooperative learning by all.
6. Homework and practice

Materials Needed:

1. Computer or iPad
2. Internet access
3. Text book
4. 2 regular dice
5. Pre-made multiplication problems to post around the classroom
6. Paper Pencil

At home:

Students will view a review **vocabulary PowerPoint** to activate prior knowledge. They will then watch **video 1** that will explain how to multiply 2 digits by 1 digit factors using an array. Then the students will watch **video 2** which will show students step by step procedures for breaking an array apart to make it easier to multiply big numbers. Finally the students will watch a short **screen cast** of Mrs. Ali explaining the window pane method of solving 2 digit factors connecting it to the array. After the students have viewed everything they will complete five problems on their own using the window pane strategy. These completed problems will be the students entrance ticket the next day. (Problems will be on Mrs. Ali's screen cast)

At school:

Students will compare the work they did on the 5 problems with other students who are sitting in their group. If they have different answers then they will see if they can help each other find the correct solution. The teacher will give assistance if it is needed. All students should have correct examples of the 5 homework problems on their desk.

Cooperative learning: Students pair up with two dice and come up with two, two digit problems. One problem for partner A and one for partner B. They both solve their problems using the Screen Chomp App on the iPad and the window pane strategy. Their process will be recorded as a video. Once both students have completed their problem, they trade iPads and watch and review their partner's work. If there are no questions then they continue so they complete 5 problems a piece. Students are encouraged to try a 3 digit by 2 digit and 3 digit by 3 digit.

Recognition

One student from each group will get to choose the problem they are most proud of solving and it will be projected for the class to review. Finally the students are given 3 word problems to solve in groups. Once the teacher has seen that they are completed correctly, each child must work 3 more problems individually to turn in for a grade.

Formative Check

The teacher will go around and use a formative assessment checklist to check off those students who understand the steps thoroughly. The teacher will pull small group for those students struggling and observe them to see what exactly they need clarification in.

Evaluation/Closure:

Each student will be given an exit ticket question in which they will have to solve a 2 digit multiplication problem using the window pane strategy and get it checked by their shoulder partner who will inform their partner to leave after the answer is correct.

Accommodations for Differentiated Learners

Higher-level learners will be encouraged to take it a step further and see if they can use the same steps to multiply 2 digit by 3 digit problem using the window pane strategy. The teacher can also show them the lattice way of multiplying 2 digit numbers for fun.

Visuals, extended thinking time, small group instruction, and extra modeling will be provided for ELLs.

Tutorials will be provided as well before school once a week for review of current and past concepts.

5th grade Science Flipped Lesson Plan on Science Lab Safety

In class the previous day:

1. Set up Science Interactive Notebooks
2. Pass out Science Safety contract.

At home:

1. Watch science [safety music video](#)
2. Watch [Lab Safety screen cast](#)
3. Get Lab Safety Contract signed - this will be glued into science journals
4. Complete Science Safety quiz using your [Socrative App](#) - if you do not have a smartphone/iPod touch you can also access the quiz using Socrative through the web (socrative.com). Other teachers can import this quiz in the 'Import Quiz' area by entering this SOC number. SOC-261302

**Quiz scores will be recorded at the top of the science safety contract that is glued into science interactive notebooks

In class (following day):

1. Students who made less than 100% will be pulled into a small group to discuss questions that they missed on the quiz. They will also participate in a lab safety scenario with the teacher. They will be given a second opportunity to take and pass the quiz with a score of 100%.
2. In cooperative learning groups of three or four, students will analyze primary source photos of labs and scientists. Give each group several photographs of laboratory areas from the 1800s or 1900s as well as modern laboratory spaces. Pictures can be found at <http://memory.loc.gov>. Ask students to compare and contrast the laboratories they observe in the photographs. Do they see anything in the old pictures that might be a threat to lab safety? Have each group report their observations to the whole class. As a follow-up to groups reporting out, ask students to discuss possible reasons for the observed differences in the laboratory spaces.

Scoring Guidelines:

The teacher informally evaluates the students responses for understanding of safety issues.

Differences students may note (depending on which pictures you choose):

- * Chemicals are stored in the lab (not in a separate locked area)
- * Chemicals may be stored on the counter of shelf at the lab area
- * Sinks may be troughs (for disposal)
- * No sprinkler system
- * Scientists may or may not be wearing goggles

- Lack of modern technology.
- Modern labs appear less cluttered, they are cleaner, and have computers (technology)

Reasons for the observed differences students may explain include:

- Better understanding of the nature of chemicals and their health hazards
- New technology
- New materials used in the lab furnishing
- New regulations and requirements in labs

3. Students will create a lab safety poster using Glogster on tablets in the room and those will later be viewed as a gallery walk for review. Print outs can be hung in the classroom.

A Flipped Classroom 7th Grade Science: Ecological Succession

Grade Level: 7th Grade

Subject Area: Science

Name of Activity: Ecological Succession Story Board

Time Estimate - Home: 15-20 minutes Class: 60-90 minutes

Unit Topic: Ecological Succession

Covered TEKS: 7.10(c) Observe, record, and describe the role of ecological succession such as in a microhabitat of a garden with weeds.

Brief Description of Activity:

Students will take Cornell notes as they watch a YouTube video at home. The notes will be their entrance ticket to class. Then in class in groups they will read *Cycles in Nature – Ecological Succession* - and answer some basic questions. Students individually will create an Ecological Succession Story Board.

Several elements of **Bloom's taxonomy** are touched upon with this lesson. Students will be:

1. Creating—Story Board, Venn diagram, Sequencing Game Cards (Higher-level students)
2. Evaluating—What role does different catastrophic event play in the ecosystem? What are the key events in ecological succession? Compare and contrast Primary and Secondary succession.
3. Analyzing—Compare and contrast ecosystem to the day before the catastrophic event and the day after the event.
4. Applying—Students will need to apply their knowledge of the events occurring during succession to recreate the ecosystem after their assigned catastrophic event.
5. Understanding—Creating individual story board of succession and answering the questions after reading the selection will lead to greater student understanding.
6. Remembering—Taking Cornell notes while reading and interacting with the text in class and creating a story board will help students remember the key idea.

Furthermore, all elements of Bloom's taxonomy are also intertwined with **Marzano's strategies** in this lesson. This lesson will utilize:

1. Nonlinguistic representations (Story Board and Sequencing Game Cards) to promote understanding,
2. Cues, questions, and advance organizers,
3. Teacher praise and recognition of student effort,
4. Identification of similarities and differences,
5. Summarization and notation of what has been learned, and
6. Cooperative learning by all.

Materials Needed:

1. Internet access to watch a YouTube video and take **Cornell notes**.
2. **Cycles in Nature – Ecological Succession**.
3. Printable **Story Board graphic organizer**
4. Color Pencils

5. Notebook paper

At home:

Students will watch [Ecological Succession YouTube video](#) at home the day before the lesson. Students will take [Cornell notes](#) as they watch the video.

At school:

In groups of two or three, students will read "[Cycles in Nature – Ecological Succession.](#)"

They will add to their Cornell notes and create a succession timeline.

Individually, the students will create a storyboard that shows how primary succession happens. Each student will get a catastrophic event which will destroy their ecosystem and they will have to go into secondary succession or back to primary succession depending on the disaster.

Formative Check:

I will check for student understanding through observation and questioning. I will ask students to collaborate as they write a paragraph to explain the process of ecological succession and draw a [Venn diagram](#) to compare primary and secondary succession before they start the individual storyboard.

Re-Teach:

I will re-teach and review with students in small groups. Sequencing game cards for ecological succession will be available to help students review.

Evaluation/Closure:

Students will be evaluated using Marzano's strategy of praise and recognition for effort. Praise and recognition is said to build student confidence and their sense of achievement regarding a particular topic. I will also evaluate students' understanding of the lesson through accuracy of their story boards, Venn diagram and summaries.

Differentiation for a variety of learners:

Extra teacher scaffolding, visual modeling, modeled writing, and extra support will be available for my SPED students. Small group and buddy partnering will be available for these students as well.

Higher-level learners will be asked to create sequencing game cards. They will also be given the option to create a Claymation of ecological succession

7th Grade: Texas History - Cartography

Flipped Classroom

TEK: 7.21.B - analyze information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

Home Component: Student complete task before Day 1 of Lesson.
-Students will watch [Claymation](#) to activate prior knowledge (click below)

Examine/Analyze: Notetaking

Students will read Chapter 1: The Geographic Setting of Texas. (Note: All students have copy of textbook at home and below is the link for the [website](#) where students are able to login with the appropriate login information as an additional resource)

Students will examine and analyze information to take notes using the Cornell Note Template. Students are expected to complete all components including notes, essential questions using Costa's Level of Questions, and summary.

[Cornell Note Template](#)

[Costa's Level Questioning](#)

Create: Nonlinguistic Representation

Students will create a map that illustrates the route from their home to the school.

Class Day 1

Class work: Students will complete in class day 1

Conduct/Evaluate: **Feedback/Collaboration**

Students will conduct a peer evaluation of their classmates' maps to identify the proper components of the map and to provide immediate feedback.

Compare/Contrast: Collaboration

Students will examine a variety of **maps in small groups** to compare and contrast the components and properties of the maps. Whole class discussion will follow.

Home Component: before Day 2

-Students will view the clip to begin brainstorming and prepare to create an Acrostic Poem in class. A sample poem has been done [here](#).

Class Day 2

Create: Graphic Organizer

Students will work in pairs to create an Acrostic Poem using Read, Write, Think to summarize their learning. Students will have the option of selecting from the terms physical geography, human geography, or interaction.

Students will write a letter to someone in another country describing their way of life and their physical environment.

Flipped Lesson Plan: 10th Grade English/Language Arts “The Raven” by Edgar Allan Poe

Objective: The learner will explore different aspects of “The Raven” by Edgar Allan Poe in order to gain a deeper understanding of the poem. Students will then construct their own short story around a symbol.

TEKS: 101.32.b.1.A, B, E
101.32.b.3
101.32.b.13.A,B,C,D,E
101.32.b.25

Brief description of Activities: Students will use a teacher created Glogster to study “The Raven” by Edgar Allan Poe.

At home: students will read and listen to the poem. Students will use the **Cornell note taking method** to take notes while reading/listening to the poem (A template of this method is provided on [Glogster](#)). A link to an interactive version of the poem is also provided. Students will also have the opportunity to view “The Simpsons” rendition of the poem. Once the students have successfully read and listened to the poem, they will link to a study guide. Students will be required to fill out the vocabulary chart and answer survey questions (this should be completed before coming to class).

During class: the teacher will check for completion of work at home by checking the vocabulary chart and reviewing the survey questions. Students will then be placed into cooperative learning groups to answer study guide questions. The teacher will review the study guide questions with the students to check for understanding of the poem. The teacher will also discuss how the raven was used as a symbol. *The teacher will then provide each individual student with a symbol. Students will be required to create a short story over the symbol that was assigned to them.*

Students will be:

Creating—Creating a short story over a provided symbol.

Evaluating—Through the use of a study guide, students will evaluate the poem.

Analyzing—Students will analyze why the symbol of a raven was chosen.

Applying—students will need to apply their knowledge of literary devices to determine how it affects the meaning of the poem.

Understanding—students will use the interactive version of the poem to gain a deeper understanding of the

poem.

Remembering—Taking **Cornell notes** while reading and interacting with the text in class will help students remember the key ideas

Materials needed for the study of the poem at home:

- Computer
- Internet access
- Link to the teacher created [Glogster](#).
- Printer or Microsoft Word (or equivalent)

Materials needed for in class work:

- Teacher provided study guide
- Computer
- Internet
- [Glogster](#) link

Formative Check:

Teacher will check for completion of homework by checking vocabulary chart and survey questions. Teacher will check for understanding of the poem by reviewing the study guide questions.

Re-teach:

If students are having a difficult time understanding the poem, the teacher will use the interactive version of the poem and review each stanza with the students.

Evaluation:

Teacher will evaluate understanding through class discussion of the poem and review of the study guide questions. The teacher will also read the short stories that the students compose to make sure the students understand the use and importance of symbols.

Closure:

Students will present their short stories to the class. Each student will state the symbol they were assigned and discuss how they used the symbol in the short story. Once all the short stories have been presented, the teacher will recap “The Raven” and discuss the use of the raven as a symbol in the story.

A Flipped Classroom Lesson—Compound Sentences 6th Grade English

Grade Level: 6th

Subject Area: English

Activity: Understanding the Components of a Compound Sentence

Time Estimate: Home 25-30 minutes, Class 2-3 Periods of 50 min.

Unit Topic: Identifying compound sentences, understanding how to punctuate them, and using them effectively in writing

TEKS:

(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (D) edit drafts for grammar, mechanics, and spelling.

(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: (B) recognize and use punctuation marks including: (i) commas in compound sentences.

Overview of Unit and Activities:

At home, students will watch the [screencast lesson](#) on compound sentences and write their own compound sentences; the following day in class, students will share their sentences, and the teacher will do a quick oral “quiz” to see if students remember their 7 FANBOYS. Then, the students will write independent clauses on long sentence strip paper; in the “Stand Up Sentences” Activity, students will practice “writing” compound sentences by standing up and combining their independent clause strips. Students will “punctuate” the compound sentences with commas and periods written on notecards. The students will add the appropriate

coordinating conjunctions, also written out on individual notecards. The teacher will add sentence strips with phrases to see if students can distinguish those from independent clauses and test students' understanding of when to add a comma before the conjunction. The next day, students will write a short story using seven compound sentences (one for each coordinating conjunction), but they will use no punctuation. A peer will edit the story and have to identify the compound sentences and place a comma before each one.

Elements of Bloom's Taxonomy are incorporated in the following ways:

1. **Remembering:** Can the student recall or remember the information? The students will do this when they list the FANBOYS in the teachers' quick oral check.
2. **Understanding:** Can the student explain ideas or concepts? The students will do this when they have to locate the compound sentences in another students' writing and punctuate them accordingly.
3. **Applying:** Can the student use the information in a new way? The students will demonstrate this when they write eight compound sentences using vocabulary terms and when they create their "stand up" sentences on sentence strip paper by combining independent clauses.
4. **Analyzing:** Can the student distinguish between the different parts? The students will do this when they have to differentiate between independent clauses and phrases in "punctuating" their stand up sentences.
5. **Evaluating:** Can the student justify a stand or decision? In checking the sentences students wrote after watching the screencast, the teacher might ask students to evaluate how they used their vocabulary terms and if they constructed their sentences correctly.
6. **Creating:** Can the student create a new product or point of view? The students will do this when they write their short story, knowingly incorporating compound sentences for their peers to identify.

Marzano's Strategies are intertwined in the lesson in the following ways:

1. **Note taking and Summarizing:** Students might take notes when watching the screencast outside of class. They summarize their understanding in the face-to-face quick check with the teacher the following day in class.
2. **Identify Similarities and Differences:** In the face-to-face collaborative learning activity of "Stand Up Sentences," students differentiate between sentences that require commas because they are compound sentences and simple sentences that require no punctuation.
3. **Homework and Practice:** Outside of class, students do a quick homework activity of compound-sentence- writing using vocabulary terms, after watching the compound sentence screencast. They engage in face-to-face, student-centered practice in the classroom, through "Stand Up Sentences" and the writing and peer editing of compound sentence short stories.
4. **Cooperative Learning:** Students learn collaboratively in all the face-to-face, student-centered classroom activities.
5. **Nonlinguistic representation:** Students participate in kinesthetic learning as they stand up to create sentences using the independent clause sentence strips.

Materials Needed by Students at Home:

1. A computer or iPad and Internet access for the screencast
2. Paper and a writing utensil
3. A list of their vocabulary terms

Materials Needed by Students in Class:

1. A writing utensil
2. Long strips of sentence paper
3. Notecards
4. Writing paper or a computer or laptop and a printer

Formative Check:

The teacher will check for understanding through the quick “quiz” on FANBOYS and by observing students’ participation and demonstrated understanding during the “Stand Up Sentences” Activity.

Re-Teach:

The teacher will reteach throughout the year as needed as he/she observes students’ practice of varying sentence types and structures in their writing.

Evaluation/Closure:

The teacher will use the short stories—especially the peer editing for punctuation of compound sentences—as evidence of understanding.

Differentiation for a variety of Learners:

The activities reach a variety of students, and the provision of extra scaffolding and small-group instruction as needed will benefit students who struggle with mastery. Higher level learners will be encouraged to expand their short stories for additional creative writing practice.

High School English Diagramming a Sentence Flipped Lesson

Objective: The learner will acquire the skills for sentence diagramming and appreciate how it helps them understand English grammar.

"Diagramming gives you a tool to attack sentences globally, not in a fragmented approach. You get to see how parts interact. You see not only parts, but also their functions. When you diagram, you develop an eye for breaking down a sentence, so you can fix it more easily." – Paula H
from <http://www.redshift.com/~bonajo/diagram.htm>

The learner will be able to diagram a variety of compound and complex sentences and questions by the end of the unit, including sentences with a compound subject, compound predicate, direct object, indirect object, pronouns, appositive, adjective, adverb, prepositional phrase, gerund, understood subject, etc.

Models of Instruction The Cooperative Learning Model is great for creating in students intrinsic motivation, positive interaction, and an attitude of helping each other learn. It has been proven to increase intellectual activity, mastery of material, positive feelings, social skills, and self-esteem. However, practice is needed for students to learn how to work cooperatively, efficiently, and interdependently. It is important to use fairly straightforward and familiar cognitive tasks for the initial training, to change partners for various activities, and to introduce more complex cognitive tasks and more complex cooperative sets later.

The following cooperative structures are used in this lesson:

Jigsaw (in groups of four):

Each group member becomes a specialist for a different part of the assignment. The specialists from each group meet together to learn the material. Then, they return to their original groups and become the tutor for that part of the assignment.

Baton Relay (in groups of four):

Each group member starts with a difference sentence and does step 1. Then they pass their sentence clockwise, and do step 2 with the new sentence. Repeat with step 3 and step 4.

- Step 1: Circle the subject (noun or pronoun), underline the predicate (verb), and put parentheses around prepositional phrases.
- Step 2: Draw the skeleton of the diagram (just the horizontal, vertical, and diagonal lines), leaving spaces for the words.
- Step 3: Fill in the diagram with the words. Make sure no words are left out!
- Step 4: Check the diagram with the original sentence.

Sage and Scribe (in pairs):

Partner A explains how to diagram the sentence, while Partner B writes. Then they switch roles for the next sentence diagram.

Gallery Walk (work independently):

Students randomly choose one or more sentences, add their diagram answer on the paper, and post them on the wall. Students peer-review each other's answers as they walk around the review and write their comments on the papers.

Correlation to Blooms Taxonomy and Marzano's Strategies

Several elements of Bloom's taxonomy are evident in this lesson. Students will be:

1. Creating—their own sentence and diagram in the Closure.
2. Evaluating—each other's diagrams in the Gallery Walk.
3. Analyzing—each other's diagrams in the Baton Relay.
4. Applying—their diagramming skills when diagramming new sentences in the Sage and Scribe.
5. Understanding—by taking notes from presentations, videos, and websites in the homework (Flipped Classroom Component).
6. Remembering—their knowledge of grammar and parts of a sentence in the "Grammar Ninja" game and the check for prior knowledge.

Furthermore, several of Marzano's instructional strategies are present in this lesson. This lesson will use:

- Summarizing and Note Taking—students take notes in the homework (Flipped Classroom Component).
- Setting Objectives and Providing Feedback—the teacher sets the objective in the beginning (in the Flipped Classroom Component) and give feedback through the homework check and while pairs and groups are practicing in class.
- Reinforcing Effort and Providing Recognition—the teacher provides feedback and recognition during the practice time.
- Homework and Practice—students do homework and practice with each other in class.
- Cues, Questions, and Advanced Organizers—sentence diagrams are advance organizers, and the puzzlers in the Closure give cues.
- Cooperative Learning—a variety of cooperative sets are used, in pairs, groups of four, and with the whole class.

Materials:

- 1 copy of the homework for each student
- 1 copy of the class activity for each pair of students, cut into strips of paper (there are two versions, one is in 2 columns to save paper). **Activity 1, 2 Column Version, Homework**
- 1 copy of the formative check, with each sentences cut onto a **strip of paper**
- 1 sheet of blank paper or colored paper for each student
- Tape to attach each student's sentence diagram on the wall

Lesson Description

1. The teacher engages students by playing the "**Grammar Ninja**" game (identifying parts of a sentence). Volunteers take turns on the computer while the class cheers.
2. The teacher introduces to the students the goals and objectives for the lesson next class.
3. Teacher checks for their prior knowledge by giving students sentences from the future formative check and having them circle the subject, underline the predicate, and label the nouns, verbs, adjectives, adverbs, prepositional phrases, etc.

At Home

Students are given the homework assignment the previous class, where they take notes from websites,

presentations, and/or videos to prepare them for the in-class practice and application. The teacher puts students in groups of 4 and encourages each group to divide the work. There are a total of 52 types of sentences to take notes on, and each type has a symbol next to it (\$, %, ^, &).

Part 1: Read this [linked website](#) and diagram your answers to the two sentences at the bottom of the webpage.

Part 2: Take notes on **one** of the following: - [Powerpoint presentation](#) or the three screencasts linked below:

- [Screencasts: part 1](#) ,
- [Screencast part 2](#) , and
- [Screencast part 3](#)
- Click on "[The Basics of Sentence Diagramming \(Part One\)](#)" or "... (Part Two)"

In Class

1. Teacher checks that students have done the preparation for class by looking over their answers to the two sentences in step 1 of the homework. If they have not done these, or they are done incorrectly, then they will be sent to a computer station in the back of the classroom to do that part of the homework before they join the rest of the class. The teacher encourages them to work quickly, since the delayed start to their classwork means they may have to finish the classwork on their own at home.
2. In the following activities, the teacher will circulate the room and provide help, give feedback, and reinforce effort by choosing correct diagrams from groups to post on the board and giving bonus points. The diagrams posted on the board will also help students who are stuck and need help with a diagram.
3. In a Jigsaw, students check the notes they took on the homework in their specialist groups. Then they return to their original groups and tutor each other.
4. In a Baton Relay, students diagram sentences in Part 1 #1-12 of the class activity.
5. In a Sage and Scribe, students diagram sentences in Part 1 #13-32, 36-38, and 50 of the class activity.
6. In a Sage and Scribe, students diagram sentences in Part 2A #1-2 of the class activity.
7. In a Baton Relay, students diagram sentences in Part 2B #1-8 of the class activity.
8. In a Sage and Scribe, students diagram sentences in Part 2B #9-13 and Part 2C #1 of the class activity.
9. Students peer-review each others' answers as they walk around the review and write their comments on the papers.

Formative Check:

Each student pulls one strip from Practice Sheet #1 and one strip from Practice Sheet #2. They write the sentence on a blank sheet of paper, diagram the sentence on the paper, and post it on the wall. Students peer-evaluate each other's diagrams in a Gallery Walk.

Re-Teach:

If a student needs a stripped-down version of the notes, the following websites gives basic steps for diagramming, examples, hints, and links.

- <http://www.redshift.com/~bonajo/diagram.htm#how>
- <http://www.ateg.org/grammar/tips/t16.pdf>
- <http://www.english-grammar-revolution.com/english-grammar-exercise.html> (not all answers are given)

If a student needs help with grammar basics, this website gives examples, videos, and quizzes on verbs, nouns, adjectives, adverbs, pronouns, connectives, and how to distinguish between these different word types.

- <http://www.bbc.co.uk/skillswise/topic-group/word-grammar>

Closure:

Students will summarize their learning by diagramming the "puzzlers" on the following websites. There are 4-5 clues to each puzzler: the sentence, hints about the parts of the sentence, and a skeleton for the diagram that has the parts of the sentence written in it. Then students can create their own puzzler with an original sentence (at least 10 words long), several clues, and the skeleton diagram with the parts of the sentence written in it, as well as the answer.

http://www.english-grammar-revolution.com/puzzler_answers.html

Assessment or Summative Evaluation:

Students will be assessed at the end of the unit through a summative evaluation like a quiz or a test.

Accommodation(s) for Special Populations of Students

The teacher may provide a set of notes (from the links in the homework or in the reteach). The teacher may also modify assignments by providing the blank skeleton of the diagram for the students to fill in.

The teacher may provide more challenging sentences to diagram from grade-level appropriate novels. For example, students may diagram sentences from the first paragraph of a novel by Charles Dickens. The following website has 250 "Daily Diagrams" with answers that quickly move from easy to very challenging.

http://www.german-latin-english.com/daily_diagrams_archives.htm