

Solar Lesson Plan Format

Age Level: 5th Grade

Subject(s) Area: Language Arts

Materials Needed: Masking tape, sticky notes, list of verbs, lined paper for exit slip, marker board to write exit slip instructions

Standards:

Code and description:

- 5.L.1c: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - c: Use verb tense to convey various times, sequences, states, and conditions

Objectives:

- The students **match** the correct verb tense under a T chart labeled *Past, present, and future* with 95% accuracy.
- Level 2: Comprehension

Learning Activities:

Technology: N/A

Required Vocabulary:

- Past: -ed,
- Present: -ing, s/es
- Future: will verb

Opening Element:

- The students will all be gathered at the carpet, and I will ask for a few volunteers.
- Those who volunteered will be asked to jump, walk, draw, march, wave, etc. (They will perform some type of action verb).
- While they are performing their action, I will ask the other students what their peer is doing.
 - Ex: Timmy is jumping.
 - “Yes he is. Which tense is the word jumping?” Present.
 - Ex: Jan was waving, but now she stopped.
 - “Which verb tense is was waiving?” Past.

Reflective Questions:

- How do we determine if the verb is in the past, present, or future?
- What clues do our verbs give us?
- How does this help us when we are reading and writing?

Instructional Methods:

1. After our demonstration, we will make a T chart on the ground using masking tape. It will have 3 columns on it, labeled *past, present, and future*.
2. The students will each have 2 sticky notes with a verb on them.
3. In a circle, I will have each student decide where to put their verb on the T chart. Then, I will have the students put their thumb up if they agree with the other student and a

thumb down if they disagree. This will prevent students telling each other if they are wrong or right.

4. We will go in a circle to determine what tense the verbs fit into until all the cards are in the chart.
5. Once all students have placed their sticky notes in the column, they will complete an exit slip.
6. After the exit slips are complete, they will turn them into their language folder.
7. Then, the students will go into their dailies.

Wrap-Up:

- Afterwards, I will have them write an exit slip for assessment. They will write 3 sentences using one past tense verb, one present tense verb, and one future tense verb.
 - I will leave the T chart on the ground so the students can use it as an example while they write their sentences so they can refer to it.

Assessment:

Formative:

- After the students place their sticky notes in the columns, I will ask if their peers agree. They will have to give a thumbs up or thumbs down.\
- The students will also complete an exit slip. On the exit slip, they will have to write three sentences. One sentence in past, one in present, and one in future tense.

Individual:

- Each student will place their sticky note on the chart.
- Each student will write a three sentence exit slip.

Summative:

- Students will be assessed at another time, once the unit is complete.

Reflection:

This lesson was pretty interesting to teach. The students really understood the concept well, so they should not have many issues with it in the future. Rather than having the students jump around, I had them sit in a circle around me right away. I figured they walked a lot during the reading lesson and just wanted to get them sitting and the lesson going. I asked what a verb was and then asked a student to give me the different tenses. One of the higher kids answered the different tenses for me so I did not have to explain. Then I asked the students to give me some examples with prompting.

After the short discussion, we immediately went into the T chart activity. I started passing out the verb cards and asked the first student to tell the class his verb. Then we discussed why he thought it was that tense. After rotating around the circle, the students naturally said their verb, the tense, and why they know it is that tense. It worked really well because they were naturally thinking about their thinking. They talked about why they knew what they knew.

The thing I would change is handing out so many cards. We went around the circle 3 times and by the end of it, the kids were getting pretty antsy. I should have handed out one card to each student and stopped the lesson. However, it was good for them to get the extra practice. I had to use a little more classroom management during this activity because the students who were not saying their verb were messing around together.

I like that I wrote the instructions on the board so the students knew that after they wrote their three sentences, they would transition into their next daily 5 activity. I liked this lesson a lot because it gave a great visual for the students. They were able to explain their thinking and sit in a circle rather than in their desks working on a worksheet individually. I read their sentences and they were all very good. Some of the students wrote stories about themselves because they wanted me to notice them. After the activity, the students felt a lot more comfortable to come up and talk to me. I had a lot of fun teaching them.