Pedagogy 2.2: Design instruction with well-aligned goals, objectives, instructional activities, and assessments.

For my internship, we were required to create a lesson and teach it to the class. My lesson first needed to align with my mentor’s goals for the class regarding writing. Based on this, I created specific objectives about sentence types that explain what students must know, understand, and do. In order to be sure they fulfilled these objectives, I had to create an activity (the Spin a Sentence activity). This activity helped students review the definitions of types of sentences, categorize them as a class, and write their own examples. The lesson ended in a quiz, which assessed their knowledge of sentence types in a more formal format.

Lesson Plan

Name: Emily Leimbach
Date: September 28, 2013
Subject: Writing: Types of Sentences
Grade: 4
Virginia SOL: 4.1.e; 4.7.i; 4.8
Start time: 20 minutes
Stop time: 

Lesson Title: Spin a Sentence Review Game
Goal: Write with a variety of sentences within both creative and informative essays

Objectives (What do you want students to know, do, or feel as a result of your instruction?)
1. TSW define the four types of sentences.
2. TSW categorize sentences into: declarative, interrogative, imperative, exclamation.
3. TSW write an example of the four types of sentences.

Critical vocabulary: Declarative Interrogative Imperative Exclamation
Punctuation

Materials/resources: “Spin a Sentence” worksheet and chart; paper clips; sentence strip paper; tape

Intro (how do you capture their attention and get them interested?):

**Classroom Review**
- Define each type of sentence as class: declarative (statement); interrogative (question); imperative (command); and exclamation (excited) → what does a sentence NEED to be that?
- What kind of punctuation goes with each type of sentence?
- Reinforce any other learning aspects that have been discussed in class.
- Classroom example for each kind of sentence about a: dog
  - The dog is brown.
  - Have you seen my neighbor’s dog?
  - (To dog): Come here, Spot.
  - Thanks for the dog!

Body (what comes after your interesting intro?)

**Spin a Sentence Activity**
- Students choose a shoulder partner.
- Pass out a “Spin the Sentence” worksheet, chart, and paper clip to each set of partners.
- Explain the activity → Spin with partner to decide what kind of sentence to write. Then choose one subject from the “Subject” box to write for your example. Then write down your sentence on you and your partner’s chart. Keep spinning until you have one sentence for each type.
- CHECK PUNCTUATION!
- Teachers: monitor students while they complete activity, checking their answers

After Spinning
- Have partners choose one sentence and write it on a sentence strip.
- Tape and categorize on the board in one of the four types of sentences: declarative; interrogative; imperative; exclamation.
- Finish early?: Keep spinning and filling out chart.

Closure (purposeful summary-help them remember today or anticipate tomorrow):

**Whole Class: Board**
- Sort through categories, reading aloud the sentences in their categories.
**Quiz on Types of Sentences**

**Homework**

Assessment: (How will you assess if they have mastered your objectives? Be specific.)

1. Define four types: Whole class beginning
2. Categorize sentences: Spin a Sentence worksheet and whole class closure
3. Write sentences: Spin a Sentence worksheet

Pre-assessment: (How will you know if your students already know what you are teaching?)

- Whole class beginning: defining and explaining the different types of sentences we have learned throughout the week.

Are you differentiating lesson content, process, or product by readiness, interest, or learning profile? Explain below.

<table>
<thead>
<tr>
<th>content</th>
</tr>
</thead>
<tbody>
<tr>
<td>process</td>
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</tbody>
</table>
| product | If students cannot write the sentences out, they can recite their sentences to a teacher.

Allowing early finishers to continue the Spin a Sentence worksheet.

<table>
<thead>
<tr>
<th>readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>interest</td>
</tr>
<tr>
<td>learning profile</td>
</tr>
</tbody>
</table>

Creating kinesthetic choosing of creating sentences.

For cooperative learning explain how you have insured:

- positive interdependence-
- individual accountability-
- group processing-
- social skills-
- face-to-face interaction-

Reflections (So, how did it go? What will you change to make it better? Do it now or you’ll forget.)
Directions
1. Use a pencil and paper clip to spin the spinner.
2. Pick a subject from the chart below:

<table>
<thead>
<tr>
<th>Declarative</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Interrogative</td>
<td>Exclamation</td>
</tr>
<tr>
<td>Exclamation</td>
<td>Imperative</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Use the subject you choose to create the type of sentence that you spun. Write your sentence on the Spin the Sentence chart.
4. Continue spinning until you have written at least one of each type of sentence. Try not to use a subject more than once.
# SPIN A SENTENCE WORKSHEET

Name: __________________________

<table>
<thead>
<tr>
<th>Type of Sentence</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declarative</td>
<td></td>
</tr>
<tr>
<td>Interrogative</td>
<td></td>
</tr>
<tr>
<td>Imperative</td>
<td></td>
</tr>
<tr>
<td>Exclamation</td>
<td></td>
</tr>
</tbody>
</table>