

Simmons College  
Programs in Special Education  
(Moderate, Severe)

**Practicum Student:** Kaleigh R. Mangiarelli

**Date:** January 25, 2018

**Subject/Skills:** Language Arts    **Grade Level:** 9-10

**Number of Learners:** 4

**Time of Lesson (Period):** 11:00am - 12:00pm

**Length of Lesson:** 1 hour

**Curriculum Frameworks**

**Grade Level:** 9-10

**Subject:** Language Arts

**Strand:** Language

**Standard:** L.9-10.1

**Page Number:** ?

**Publication Date:** March 2017

*Conventions of Standard English*

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use parallel structure
- B. Use various types of phrases (noun, verb, adjectival, adverbial, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**1. Purpose/Objective/Function**

- a. The purpose of this lesson is for students to be able to A) review the use of conjunctions to remind them to use compound/complex sentences within their writing and, B) continue working on their research papers, as part of a month-long unit plan.
- b. Previously, students learned several subordinating conjunctions, and practiced both using them in sentences, and choosing the best possible conjunction to combine two simple sentences within their writing.

**2. Pre-requisite skills/knowledge**

- a. Ability to identify/recall the seven coordinating conjunctions, or refer to a visual reference to use them. (To be able to recall synonyms for them, subordinating conjunctions). Additionally, students have been working on this research paper for two weeks already, and should have completed all of their base research, research notecards, writing brainstorm, and all writing templates (Introduction Paragraph, Body Paragraphs 1-3, and Conclusion Paragraph).
- b. Through both warm-ups and exit-tickets, students have been informally assessed in their ability to recall and accurately use conjunctions in sentences.

**3. Schedule and Pacing**

- a. **10 min:** Warm-Up:
  - i. Use a card sort of “fancy FANBOYS” to categorize the conjunctions by type: addition, contrast, cause & effect, options, and time. Students will first sort

seven coordinating conjunctions by type, then match them with the appropriate synonyms (adverbial conjunctions).

- ii. Students will be given a “cheat sheet” for these conjunction categories, and must work together to make sure they are accurate.
- b. **15 min:** Students will work on a practice packet (5 pages), which asks them to identify *fancy* FANBOYS, finish compound sentences using them, fill in the blanks with the best possible *fancy* FANBOYS, and write compound sentences independently using them.
- c. **20 min:** Students will print their rough drafts and trade with a partner. Then, students will be asked to highlight all of the compound/complex sentences and circle the conjunctions. Once this is complete, students will be asked to trade back with their partner, and then it is up to them to use a *better* conjunction, one they have just learned.
- d. **5 min:** Write down homework and **Exit Ticket:** Write a compound sentence on the board about the person you are researching.

#### 4. Materials

- a. Computer/Projector
- b. White board/ markers
- c. Research Packet (each student has their own copy)
- d. Individualized Proofreading Checklists

#### 5. IEP Goals/Objectives/Benchmarks - (minimum 2 per lesson plan)

- a. Caitlin will use [subordinating conjunctions] in a grammatically correct, self-generated sentence with 80% accuracy on 4/5 occasions.
- b. Elizabeth will employ editing strategies [using her individualized proofreading checklist] with and without teacher prompting such as reading [answers] aloud.

#### 6. Specially – Designed Instruction

- a. This lesson is designed to help all four students in the class develop stronger writing within their research papers by facilitating activities that will prompt them to use *adverbial* conjunctions within their compound/complex sentences.
- b. Caitlin uses an FM system to better hear what is being said during class. Additionally, students have the choice of whether to use a hard copy for a packet and write by hand, or to locate the online copy on Google Classroom and type answers.
- c. Strategies to Help All Students Learn:
  - i. To account for differences in processing speed: Wait 5 seconds after asking questions
  - ii. Ask individual students to re-verbalize instructions after giving them.
  - iii. Work 1:1 with each student at least once throughout the class

#### 7. Accommodations/Adaptations

- a. Caitlin uses an FM system to better hear what is being said during class. Additionally, students have collaborated with their teacher in the creation of their “individualized proofreading checklists,” according to what they know their biggest needs are, and what their teacher sees as their biggest needs in their writing.

**Additional Accommodations:**

In order for Caitlin to have full access to instruction in the classroom, the environment needs to be modified to reduce background noise, distance and reverberation factors by:

1. Closing the classroom door when giving directions or when there is activity in the hall or adjacent rooms
2. Closing windows when there is noise outside
3. Reducing noise from other environmental sources (heater fans, blowers, overhead projectors)

Other: A quiet environment may need to be provided when working with a group: Seat Caitlin in a position with the least distractions and the other students on her left "good side".

1. Stand facing the student
2. Preferential seating to reduce background noise
  - b. Seating for optimum hearing

**8. Possible Problems and Solutions**

- a. Possible Problem: Getting through the packet will take too long and students will not get to the rough draft swapping activity.
- b. Solution: We do not *need* to finish the entire packet today, so I just need to be mindful of time. In addition, I should print out their rough drafts *for them* before class.

**9. Lesson Closure**

- a. I will close this lesson with an Exit Ticket, which will double as a sort of informal assessment. Students have to write a compound sentence about the person they are researching using one of the subordinating/adverbial conjunctions.

**10. Assessment**

- a. Both the warm-up and the exit-ticket are forms of informal assessment to check the students' ability to use conjunctions within their writing.
- b. Qualitative: Students will be able to identify and use subordinating or adverbial conjunctions with compound/complex sentences within their research papers.
- c. They are posting a sentence to Google Classroom and labeling both the conjunction and the sentence type.

**11. Extension of the Lesson**

- a. This lesson will be extended in class tomorrow. They will turn-in their rough drafts on Google Classroom, and they will continue working with subordinating/adverbial conjunctions.