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| Lesson Title: ***Subject and Predicate*** |
| **Grade: 4**    **Subject: Creating Simple Book Reports**  **Unit: Language Arts** |
| **Driving Question:** What makes a complete sentence? Can I identify the subject and predicate? |
| **NS Language Arts Curriculum Outcomes:**  ELA [10.2](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [10.3](http://choltmasters.weebly.com/english-language-arts-outcomes.html) , [10.4](http://choltmasters.weebly.com/english-language-arts-outcomes.html) |
| **Learning Targets:**   1. **Students will recognize subject and predicate as necessary parts of a sentence.** 2. **Students demonstrate understanding of the concept by leveraging the information to play a game (silly sentences).** |
| **Resources/AT Tips:**   1. Subject/Predicate [screencast](https://youtu.be/JDBXniYorBs) 2. Large, long strips of paper for creating subject and predicates (sentence strips are perfect, but you can make your own. 3. Powerful board magnets to hold and display the sentences. |
| **Lesson Procedure**  **I do (10 – 15 minutes):**   1. Show [screencast](https://youtu.be/JDBXniYorBs) for Subject/Predicate. 2. Do a few sentences together as a class, challenging the students to find the subject and predicate. 3. Tell the students we are going to play a game. It is called the silly sentences game. The class will be broken into two groups. One group will be SUBJECT and the other group will be PREDICATE.   *Explain that each individual will write 3 sentences parts depending on which group they find themselves in. For instance, if a student is in SUBJECT, then he or she will write 3 subjects.*Groups work in two separate areas and must NOT share their work (TOP SECRET!)*The game comes when we come back together and randomly take a subject and a predicate and see what sentences we end up with.*  *\*****Direct students to write out complete sentences and then separate out the part they want, as that is conceptually easier. Remind them to use lots of adjectives and adverbs to make their phrases more interesting.*** |
| **We do: (20 – 30 minutes)**   1. Students work on creating their sentences parts. 2. Teacher circulates to guide struggling students and prompt more descriptive language.   \*We just do this with old fashioned paper – long strips of paper, approximately  4 x 13”. I have powerful magnets to post the sentence parts on the board.   1. Come back together as a group and take random parts. “Okay, someone give me a subject. Someone give me a predicate.” Post with magnets.     ***\*There will be lots of giggling hooting and hawing over this game. Lots of fun*** |
| **Adaptations:**  **Hearing Impairment** – make sure (student names) have their mics in and you are wearing the transmitter.  **ASD** studentscan access assignment from [**Showbie**](http://choltmasters.weebly.com/language-links.html) and work in the break out room (with TA) to create a quiet space. Access the assignment in [**Claro**](http://choltmasters.weebly.com/language-links.html) to use Text to Speech. Speak Select in [**Co:Writer**](http://choltmasters.weebly.com/language-links.html) for the text can be pasted into their document or poster.  **LD –** any LD students will be able to access their work in [**Showbie**](http://choltmasters.weebly.com/language-links.html) **,** then[**Claro**](http://choltmasters.weebly.com/language-links.html) to access the Text to Speech. They can use the Speech Select from [**Co:Writer**](http://choltmasters.weebly.com/language-links.html) and paste text in their document or poster. |