Lesson Title: What Do You See – 3 Part Sentence Mastery

| Step 1—Desired Results (What students will learn…)

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. i. Produce simple, compound, and complex sentences.
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Students will be able to:
- create a complete 3 – part sentence based on an image
- include a who/what, action, and ending thought
- demonstrate an understanding of capitalization and punctuation
- work collaboratively and respectfully with peers

| Step 2—Assessment Evidence (Summative/Formative check for learning)

Performance task—Students will participate in several sentence building activities to show their understanding of 3-part sentences. Activities will include group, partner, and independent work.
Performance criteria—Students will create several well written 3-part sentences which describe the images used as a sentence prompts.

| Step 3—Learning Plan (detailed enough for another teacher to follow)

Review:
- parts of a sentence (subject predicate, capital, punctuation, articles, etc.)

Provide:
- subject/predicate sentence strips
- allow students to read their strip and ask clarifying questions if needed

Engage:
- instruct students to work with peers to create sentences using provided sentence strips
- students will converse with others to form interesting/silly sentences
- students will rotate partners to form multiple sentences

Gather:

Notes for Teacher

It is important to know students’ prior knowledge on 3-part sentences, subjects, predicates, and basic sentence structures.

Prepare sentence strips in advance with enough subject/predicates for students to be able to evenly match their parts.

Using images that are common in other content areas provides a great link to further study. In my class, we used an image of a teddy bear fishing at a river
• bring students back to the rug and detail the next step
• students will be presented with an image, they will have one minute to examine it, one minute to talk with a partner, and 4 minutes to write a 3-part sentence based on the image
• the first image should present an age appropriate topic – easy for students to come up with a sentence
• bring students back as a group and share several sentences
• ask what was easy/hard about the process
• display a second, more complicated image and follow the same process as with the first image
• bring students back as a group and share several sentences

for the simple image and three Alaska Native men in traditional dress for the more complex image. This provided an opening for our study on the Alutiiq Peoples of Kodiak.

Honor student thinking, if they are activity talking about the topic allow slightly longer time frames.

Encourage students to spell to best of their ability but to not let spelling stop them from writing good sentences. Remind them to circle words they are not sure about.

Watch for those who are not demonstrating understanding – perhaps relying on the learning of those around them.

<table>
<thead>
<tr>
<th>Images used can be found at:</th>
<th><a href="http://www.teddybearpages.com/sports/fish.html">http://www.teddybearpages.com/sports/fish.html</a> (teddy bear fishing)</th>
<th><a href="http://www-tc.pbs.org/harriman/images/log/lectures/crowell/natives_lg.jpg">http://www-tc.pbs.org/harriman/images/log/lectures/crowell/natives_lg.jpg</a> (Alaska Native men in traditional dress)</th>
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<tbody>
<tr>
<td>Timing:</td>
<td>review and group activity of subject/predicate sentences should take about 20 minutes</td>
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<td></td>
<td>writing based on images should take about 25 – 30 minutes (provide instruction, examination, discussion, independent work, share) this process is done twice</td>
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Materials:
• sentence strips; subject/predicate
• paper for student sentences
• timer
• computer/projector or printed images

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<tr>
<th>Step 4—Differentiation/Accommodation/Modifications</th>
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<tr>
<td>Sentence strips will be read to those who struggle with reading.</td>
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<td>Translation will be provided for those who are first year language learners.</td>
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**Reflection**

**Unplanned Opportunity:**
During this lesson, I had not intended on focusing in on including specific details in the 3 part sentences. When asking students to share their work with the class I was faced with an amazing opportunity to explore/explain why details are important. Several students produced sentences similar to, “There is a bear fishing at the river.” While this was accurate, it was not very detailed. When doing a simple google search to match their sentence, students realized their sentence did not help them visualize the correct image. In the future, I plan to purposefully present images that will allow for the same discovery.

**Extensions:**
This same lesson can be extended to include 4-part sentences, declarative, interrogative. Also consider looking at cause and effect, main ideas, and theme. Display an image(s) and prompt students to answer questions based on topic of study.

**Utilizing Student Interest and Technology:**
Most students are proficient at navigating google images and I have found that this can be used as a powerful tool. By prompting students with specific images and allowing them to write/answer/determine the meaning, then providing them the time to search for the same image reinforces the importance of detail and accuracy. Caution, always test the image you plan to use and review students’ sentences/answers to ensure students will not be face to face with material unsuitable for their eyes.