I. LESSON GOAL(S):
Students can diagram a simple sentence as a method of learning parts of speech and their function in sentences.

II. APPLICABLE STATE LEARNING STANDARD(S):
3.A.: “Use correct grammar, spelling, punctuation, capitalization, and structure.”

III. LEARNING OBJECTIVE(S):
Given one handout containing multiple simple sentences in English and a second handout containing only the “frameworks” for sentence diagrams, the ninth grade English Grammar and Composition student will consistently select the appropriate framework for each sentence and then write each word in each sentence on the proper line of the framework to produce an accurate diagram of the sentence as it appears.

IV. APPLICABLE PRINCIPLE(S) OF LEARNING, WITH EXPLANATION(S):

Principle 9. Learning is enhanced when learners are given positive reinforcement for behaviors conducive to attending and study.
I will apply this principle during the lesson by continually walking around the classroom and taking the time to praise students who have correctly diagrammed the sentence, who have continued to improve, or who help other students understand the process more fully. Further, any student who completes the in-class independent practice with no errors will only need to diagram 5 of the 10 sentences assigned for homework tomorrow night.

Principle 14. Detail is meaningfully learned when it is structured into patterns of
- simple to complex
- familiar to strange
- tangible to symbolic
- small (short) to large (long) amounts of material.
The beginning and end of a sequence are most easily learned.

Because we are beginning study of the parts of speech by diagramming simple sentences, and then leading to more and more complex sentence structures, this principle applies to my instructional approach for this lesson and several that follow.
V. MATERIALS/EQUIPMENT NEEDED:
Transparencies showing appropriate frameworks for different types of simple sentences, labeled with the name of the part of the sentence that goes on each line of the framework
Handout 1 (of five types of simple sentences to diagram on the appropriate framework)
Handout 2 (with templates of the different frameworks from which to choose)
Handout 3 (with 3-5 sentences for guided practice)
Handout 4 (with 10 sentences for independent practice)

VI. INTRODUCTION/MOTIVATION/ANTICIPATORY SET:
A. Gain the Learner’s Attention
   [ASK: “How many of you enjoy working with word puzzles?”]
B. Activate Prior Knowledge
   [ASK: When you’ve worked with word puzzles in the past, what was their purpose? That is, what did they help you to learn or know or do?]
C. Explain objective and method of evaluation in age-appropriate terms
   [STATE: Today, I’m going to teach you how to do a type of word puzzle that English teachers sometimes use to help students understand and continue to build upon their knowledge of the parts of speech and parts of sentences in the English language. What are those parts of a speech, again? (noun, pronoun, verb, adjective, adverb, conjunction, preposition). And what are the parts of a sentence? (subject, predicate, simple subject, simple predicate) Correct! The type of puzzle I’m going to teach you to do is called a “sentence diagram.” Each part of a sentence is broken down into words that are written on a specific line or part of a diagram—simple subjects always go on a specific line; simple predicates always go on a specific line that’s different from the one used for simple subjects; prepositional phrases go on a separate set of specific lines from those used for simple subjects and predicates, etc. My goal is that--by the end of this class period, you can correctly complete the sentence diagram or puzzle for any simple sentence. Over the next few days, I will keep teaching and challenging you with tougher and tougher sentences so that, by the time the unit test rolls around, I can give you a series of more difficult compound, complex, and compound/complex sentences and you will be able to correctly diagram all of them. It’s like reaching the highest level of a video game—it takes practice and sometimes trial and error until you catch on, but once you get the hang of it, you keep getting better and better until you become an expert in “playing the game.” First, however, you need to know the game rules. Let’s begin there.]

VII. OUTLINE OF LESSON CONTENT/BODY OF LESSON:
A. Presentation of New Content
   1. simplest sentence =subject and predicate.
      a. Carla sings.
      b. Batters swing.
      c. Bells ding.
   2. simple to diagram--horizontal line, divide it in half by drawing perpendicular line in middle. Write simple subject on left half, simple predicate on right half of the line. EXAMPLES:
a. Carla | sings
   Second sentence would be similar:
   b. Batters | swing

What would sentence 3 look like?

c. Bells | ding

NOTE: rule works unless simple subject is understood, as in the command statements “Stop!” or “Hurry!” or “Smile!” Understood subject? (“You.”)

What do you think happens to the diagram in this case? [Pause for ideas.]
Actually, word “you” is still written on the appropriate line, because it really is the subject of a sentence; to acknowledge that the subject is understood, put parentheses around it. EXAMPLES:

d. (You) | stop

e. (You) | hurry

f. (You) | smile

This is easy so far, right? [Pause for responses.] [SAY: Things will get tougher. Pay careful attention. I’m going to challenge you a little bit, etc.]

3. [SAY: Most sentences in our language are not as simple as the ones we’ve discussed so far. When you add such things as the articles “a,” “an,” and “the,” or adjectives (both of which are treated as adjectives) or you add some adverbs, the diagram changes slightly so that the adjective(s) or adverb(s) can be placed on diagonal lines under the parts of the sentence they modify.]
Examples: “The train did not stop.”

g. train | did stop >Follow my lead to write in the words on our diagonal lines, please.

[SAY: Because the word “the” is treated like an adjective, and in this case the adjective modifies the simple subject (which is always a noun or pronoun), it is placed on a diagonal line extending from top left to bottom right under the line for the simple subject, while the adverb “not” is placed on a similar diagonal line under the simple predicate (“did stop”) that it modifies.

What would the diagrams for these sentences look like?

h. A dog barked loudly.
   dog | barked

i. An angel hovered near.
   angel | hovered
j. The car horn blew suddenly.

[SAY: Notice that the last one had two adjectives modifying “horn,” and see how the diagram indicated that and placed the adjectives in order.]

4. [SAY: Suppose that you have a sentence that has two simple subjects, two simple predicates, and adjectives or adverbs that modify different parts. All you do is split the lines for the subject and predicate, like this (see framework below) and then put your adjectives or adverbs under the appropriate sentence parts. EXAMPLE: “A cat and a puppy played together and napped afterward.”]

[SAY: Notice that the word “and” that connects the two simple subjects and the two simple predicates is placed on the base of the triangle that joins the two horizontal lines for each sentence part. Also, here’s a little tip: the word “SPAAA” is a good way to remember how to begin the sentence diagramming process: First you put the simple Subject on the its line, then the simple Predicate, then the three ‘A’ words: all the Adjectives, Adverbs, or ‘Ands.’]

B. Guided Practice

[Distribute handouts 1, 2, & 3]

[SAY: I’m going to give you a few examples to try by yourself. On the handout I’m distributing are three sentences. Using a blank sheet of paper from your notebook, try your hand at drawing the diagrams for all three. Remember to use the word “SPAAA” to help you get every sentence part on the right line. While you’re doing that, I will walk around to answer your questions or check your work. If you get stuck, just raise your hand and I’ll come help you.]
C. Feedback and Correctives
   1. Go over 3 sentences one-by-one in class.
   2. Point out the common misunderstandings.
   3. Review as needed.
   4. Answer questions.

D. Independent Practice
   (Distribute Handout 4.)
   1. Tell students that they are to diagram these sentences themselves, put their
      names on their papers, and hand the papers to me as soon as they’ve finished.
   2. Those who do not finish must finish this for homework.

VIII. CONCLUSION/CLOSURE OF LESSON:
   A. Review objective—diagram different types of simple sentences
   B. Review difficult points—discuss common errors and how to avoid them.
   C. Summarize key points—subjects and modifiers on left; predicates and modifiers
      on right; mnemonic SPAAA; how to draw frameworks, etc.
   D. Provide for transfer/real-life application
      1. How could students use a process like this to keep track of the types of tasks
         they have to do each day? EXAMPLES: 4 types of things to do each day—
         personal care, chores, homework, and relaxation; how could they use a process
         like this to help them remember all they had to do? OR, suppose they had to
         classify different types of rock in a science class; how might using a process like
         this be useful.
      2. When might they find it helpful to diagram a sentence in the future?

IX. ASSESSMENT STRATEGIES:
   A. FORMATIVE ASSESSMENT:
      1. Grade the independent practice on a point system, but do not record grades.
      2. Return papers and go over them to clear up student confusion.
      3. Assign homework tomorrow; grade it and record grades.
      4. On day three, give a quiz that requires students to diagram three simple
         sentences of varying type; grade it and record grades.
   B. SUMMATIVE ASSESSMENT:
      The unit test will consist of twenty sentences that must be fully diagrammed.
      Further, students will need to produce an “original” but accurate framework for
      each sentence. Students who provide one of the best five examples received will
      earn three bonus points on the unit test.

X. POST-ASSESSMENT/REFLECTION CONSIDERATIONS:
   1. What were the most difficult parts of this lesson for the students?
   2. How could I make those sections easier to understand?
   3. How quickly were students able to grasp the concept?
   4. What factors affected their efficiency in learning the process?
   5. How appropriate was my decision about when to have the students start completing
      guided practice?
   6. How quickly can I move students from the easiest sentences to the more
      challenging ones?