**SIOP Lesson Plan**

**Grade:** 3rd Grade

**Subject:** writing

**Lesson Topic/Theme:** Subject/Predicate

**Standards:**

§110.5. English Language Arts and Reading, Grade 3,

§110.5. English Language Arts and Reading, Grade 3 (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text

§110.5. English Language Arts and Reading, Grade 3 (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (I) monitor comprehension and adjust such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

§110.5. English Language Arts and Reading, Grade 3 (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: B) write a response to a literary or informational text that demonstrates an understanding of a text;

**Content Objectives:**

Students will identify the subject and predicate in sentences. Students will work in pairs to write their own sentences using the subject and predicate. Students will write sentences about a picture using the subject and predicate.

**Language Objectives:**

Conversation: Students will work in partners and discuss sentences.

Grammar: Students will correctly write sentences using subjects and predicates

Reading: Students will read sentences and identify the subject and predicate.

Vocabulary: Students will speak about the subject and predicate

Writing: Students will write sentences using the subject and predicate

**Supplementary Materials**

Charts with examples of subjects and predicates

YouTube video <https://www.youtube.com/watch?v=ugGZPieO9ZI>

Papers with parts of a sentence that students will put together

White boards

Pictures for students to write about

Book about Mexico to use examples and to connect to background

**SIOP Features:**

Scaffolding:

**Verbal Scaffolding:** I will ask the students to think about verbs and nouns and the components of a sentence. I will then define subject and predicate and we will work as a class to make a list of different examples of each. I will then show the students how to identify each in a sentence. As a class, we will practice identifying the subject and predicate.

**Procedural Scaffolding: The** students will work together to order parts of a sentence and identify the subject and predicate in the sentence. In pairs, one student will provide a subject and the other will provide the predicate. Then the pairs will switch. Then, the students will work on writing their own sentences individually.

**Instructional Scaffolding:** I will give clear directions. I will give directions one at a time so as not to overload the students' minds with instructions.

Comprehensible Input:

This component comprises some of the features that make SIOP instruction different from “just good instruction.”

Check those that apply and describe below.

**Lesson Sequence:**

Greet the students

Introduce the lesson

Read the objectives along with the students

Ask students what they know about the components of sentences and make a list on the whiteboard

Bring up verbs and nouns if students do not do so

Define "subject" and hang definition on the board

Define "predicate," and hang it on the board

Show the YouTube video

 Make a collaborative list of predicates and subjects on chart paper with the class

Show the students how to identify the subject and predicate in different sentences.

Call on students to come to the board and identify the subject and predicate in sentences with the class's help

Give each student a paper that has a part of a sentence.

The students must order the sentence to make sense of it and then identify the subject and the predicate in the sentence.

The students can be broken up into teams of 3 for this activity

Students must then listen to sentences and indentify the subject and the predicate of the sentences

Break students into pairs and give each pair a white board and use the milk and cookies cards to determine who says what

The person with the milk card will say a subject for a sentence. The person with the cookie card will say the predicate. Then, the pairs will write their sentence down on the whiteboards and share them with the class. The students will then switch roles and repeat the process.

Closure: Students will write about pictures

Show the students a picture and give them two minutes to write as many correct sentences as they can about the picture

The students will then circle their best sentence and write it on the board and identify the subject and predicate in the sentence

Review definitions and key concepts by playing a clue game

**Activation of Prior Knowledge/Building Background:**

Links to Students’ Past Experience: Students write sentences about something in their lives. They can write about their family or school or anything they want. I have a book about Mexico to share with the students. Many of them share the same cultural events and other items mentioned in the book.

 Teacher links to Prior Learning: Students should know what verbs and nouns are and that sentences have these things. Knowledge of these things helps build the introduction in the subjects and predicates.

  Key vocabulary: Subject and predicate, verb, noun

**Teaching Component:**

This component comprises some of the features that make SIOP instruction different from “just good instruction.”

Check those that apply and describe below.  Include those selected to the lesson sequence section below.

Speech appropriate for students’ proficiency level

Clear explanation of academic task

Techniques used  to make content concepts clear for:

       1. Beginning: I will speak loudly and clearly so that students can understand the content and directions. I will call on individual students to ensure they understand.

         2. Early Intermediate: I will pair higher level students with lower level students so that the lower level students get help from the higher level students and the higher level students have practice with language.

**Practice & Application:**

In a small group

Description of Cooperative Learning Structure/s: There are five students in the class, so it is already a small group configuration. I will also have the students break into partners. Partners will be determined by ability level and will be given milk and cookie cards to see who says what

 Use of Students’ Primary Language/s: If there is a cognate that will help the students to learn, I will use it. I will also allow students to help each other, if need be, in Spanish.

* Hands on
* Promotes engagement

Description of Hands-on activity: Students will be given papers with parts of a sentence. They must stand up and listen to each other and order the sentence in the correct sequence. They must identify the subject and predicate. Students will write on white boards and on papers sentences.

**Review & Assessment:**

* Individual
* Small group
* Written

Students will be assessed on their ability to write correct sentences and to be able to identify the subject and predicate in sentences.

 Review Key Vocabulary/concepts:

Students are asked to identify something about a subject and a predicate.

**Closure:**

To wrap up the lesson there will be an exit ticket where students write about pictures, show the students a picture and give them two minutes to write as many correct sentences as they can about the picture.

The students will then circle their best sentence and write it on the board and identify the subject and predicate in the sentence. Then have them review definitions and key concepts by playing a clue game.