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Assignment 9

**Teacher: Young**

**Subject area: English II**

**Grade Level: Sophomore**

**Common Core Standards: L.3.3a., L.41f., L.5.2a, L.63b.**

**Lesson Title: Introduction to serial commas through the use of sentence mimicry**

**Objectives:** Students will be able to develop their own rich, detail oriented sentences.

**Materials/Resources needed:** Chromebook, whiteboard, and a copy of *Fahrenheit 451*

**Anticipatory set:**

1. Pass out copies of *451*
2. Students will respond to the question, “What makes Bradbury such a unique writer?” They have already read *451* the previous year so they are already familiar with it.

**Check for understanding:** Frequent questioning and class discussion

**Guided practice:** I take a couple of sentence examples from *451*  and show how to properly mimic sentence style and structure.

Original: He *slid to a squeaking halt, the heels one inch from the floor*.

Rewrite: The car skidded to a stop, the front bumper inches from the guardrail.

Original: *Her face, now turned to him, was fragile milk crystal with a soft and constant light in it.*

Rewrite: His hands, wrapped around the steering wheel, were cracked leather with a time worn and experienced feel to them.

**Independent practice:** I will provide them with two more sentence examples from *451* along with sentence frames for each. After completing rewrites of the sentences given them, they will find two more sentences from the book containing either commas or semi-colons create sentence frames for them and then do rewrites mimicking the original sentence style.

Original: When people ask your age, he said, always say seventeen and insane.

Sentence Frame: When people (verb phrase), he said, always (verb phrase).

Original: How immense a figure she was on the stage before him; what a shadow she threw on the wall with her slender body.

Sentence frame: How (adjective) a (noun) he was (prepositional phrase); what a (noun) he (action verb) on the wall with his (adjective+noun).

This is a lesson that I have wanted to try ever since learning of it back in lesson five. I took the idea I had back then and added to it in order to make a quality lesson. My sophomores are good students and were more than willing to help me with my homework. Many did not realize that teachers must continue their education and took delight in knowing that I have my own schoolwork to do.

The guided practice section went pretty well. I had to make sure I was very clear with my instruction because they had never done a lesson like this before. I presented them with my first two sample sentences and explained to them how each rewrite mirrored the original in style and form. When it came time to practice on their own, they did well on the first sentence, but struggled with the second. I realized that I had picked a sentence that was not easily mimicked using the sentence frame I gave them. In the future I will either use a different sentence or revise my frame.

I chose *Fahrenheit 451* for independent practice because they read it as freshman and are familiar with Ray Bradbury’s style. His sentence structure is probably the most complex and varied of any author we read so I knew I would have no problem finding good examples to work with. This is where I discovered my first speed bump-too many to choose from. Some students had a hard time finding sentences that they wanted to work with because they were overwhelmed with choice. This was especially the case with lower level learners. I instructed them to choose sentences with either commas or semi-colons. Some took that to mean that they had to choose dialogue. I clarified that I would rather them not use dialogue. Provided a list of sentences might be a better idea than letting them choose their own. It would allow me to have more control over the lesson.

Aside from the few issues, the lesson went well. The biggest issue came with choosing sentences to mimic. As with any lesson, there were some hiccups, but I would consider it an overall success. I look forward to trying it in my other classes.