**Name**: Kimberly Abel **Date**: 12/10/13

**Position**: 5th Grade Teacher

**Title of Lesson**: FANBOYS- Improving Sentence Fluency with Commas/Conjunctions

**Time of Lesson**:

**Grade Level/Subject Area**: 5th Grade/ E.L.A.

**Developmental Characteristics of the Age Group**:

* Characteristics of 5th Graders, as described by: [*https://www.responsiveclassroom.org/sites/default/files/ET5intro.pdf*](https://www.responsiveclassroom.org/sites/default/files/ET5intro.pdf) (based on Chip Wood’s *Yardsticks*)

Social-Emotional

* Generally happy, work well in groups, usually truthful, sensitive to/able to resolve issues of fairness, able to enjoy cooperative/competitive games

Physical

* Large muscles developing quickly, drawn to outdoors and physical challenges, handwriting becomes less neat, frequently hungry, tire easily

Cognitive

* Good at memorizing facts, able to think abstractly, good at solving problems, enjoy rules/logic, enjoy collecting/classifying/organizing, take pride in schoolwork, able to concentrate for longer periods of time

Language

* Expressive/talkative, like to explain things, able to listen well, interested in reading independently

**New York State Learning Standards**:

* L 5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
	+ a.) **Explain the function of conjunctions**, prepositions, and interjections **in general and their function in particular sentences**
* L 5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening
	+ a.) **Expand, combine**, and reduce **sentences for meaning**, reader/listener interest, and style

**21st Century Skills:**

*Critical Thinking*- Seeing a relationship between today’s lesson and sentence fluency

*Problem Solving-* Choosing independent clauses and conjunctions that make sense when combined

*Communication-* Sharing ideas through writing and in small group/partner settings

*Collaboration-* Working with a partner to share ideas

*Innovation*- Creating new meaning from “old” sentences

**Key Concepts**:

* Students will create a foldable to help learn the conjunctions.
* Students will learn to combine two independent clauses with a comma and a conjunction.

**Interdisciplinary Skills:**

* Students will use measurement when creating the foldable.

**Technology to be Used**:

* Document projector
* SmartBoard
* Laptop computer
* Speakers

**Materials:** Sentence strips, pencils, markers, yellow copy paper

**Vocabulary:** independent clause, conjunctions, sentence fluency

**Implementation**

**Introduction (Anticipatory Set):**

* As part of the morning message, students will respond to the following by recording information in a two-column chart.
	+ Write a simple sentence that reflects something you did over the weekend.
	+ Write a simple sentence that reflects something you didn’t do over the weekend.

**Essential Question:**

* How do writers communicate clearly?

**Guiding Question**:

* How can students use commas and conjunctions to improve the sentence fluency in their daily writing?

**Direct Instruction:**

* Introduce learning targets. (I can identify the seven coordinating conjunctions. I can use a comma and a conjunction to join two independent clauses.)
* Explain that writers can use a comma and a conjunction to add extra information to their sentences, which can also improve fluency.
* Distribute materials for creating the FANBOY foldable. Explain the process and model. Assist students as they create the foldable.
* Show BrainPop video about conjunctions.
* On sentence strips, write one sentence from each column of the morning message (1 per strip).
* Work with a partner to combine the sentences using a comma and a conjunction.
* Complete a gallery walk to see combined sentences. Share aloud.
* Using Fist to Five, students will share their understanding of today’s lesson.

**Differentiation:**

* Students will be grouped heterogeneously

**Closure:**

* Students will complete an exit slip on the way out the door to list the seven conjunctions and explain how to use a comma and a conjunction to join two independent clauses.

**Evaluation:**

* **Formative Assessment:** Progress will be assessed informally at this point, through observation and conversation