

Stand-alone Instructional Resource Design Form

Project Title

Sentence Patterns Grammar Review

Developer

Ms. Emily Mullins

Program

Describe which program you will be using for this project. (Example: Moodle, Camtasia Studio, PowerPoint)

I will most likely be using PowerPoint, but I may decide to use Moodle since my students are familiar with that learning environment.

The project in a sentence...

In one sentence, what is this project about?

This project will be a stand-alone resource for 9th grade honors students to use when learning varied sentence patterns (so their writing can advance), and it will also address the identification of main subjects/verbs within independent clauses.

Audience

Describe the relevant characteristics of the intended learners (e.g., grade level, special needs or advanced).

The audience will be advanced 9th grade English students, or even potentially regular 10th grade English students. Writing is always a struggle for high school students whether or not they are at, below or above grade level. They struggle with clearly communicating their ideas through writing, and by teaching them about clauses, subject and verb identification, as well as the different types of sentences, we can begin to improve their writing by holding them responsible for their own product because we have gone through the grammar learning process.

Instructional Objectives

What do you want the learner to learn? (Be sure to reference the subject matter as well as appropriate curriculum standards.)

I want the learner to come away learning the basics of grammar. It is not always necessary they know what a gerund phrase is or what an appositive phrase is, but it is necessary they learn what composes a complete sentence, what independent and dependent clauses are, and how to advance one's writing using different sentence patterns correctly. In this way they are also learning what the subjects and verbs are within each independent clause along with the different parts of speech.

Pedagogy

What are your instructional strategies? (Be sure to design and include at least two different strategies, such as, but not limited to, inductive and deductive.) Briefly describe the flow of interaction for the learner.

The flow of learning will start by having them practice subject and verb identification with definitions, and then with examples and quizzes to check their understanding. From specific examples, they can gain general understanding. They will then build on this idea, being asked to identify the independent clause in certain sentences. They will begin to see how even if each sentence is a complete sentence, it has different components, different clauses. Then, once they have been able to identify the independent clauses within each type of sentence (getting glimpses of different sentence patterns they will see later), they will use what they learned in the last section and identify again the subjects and verbs in those stand-alone clauses/parts of sentences. The last component will give them the definitions of the 7 types of sentence patterns with lots of examples. They will have to later try to identify/match types of sentences with each of their definitions. I can have them submit examples they have then created on their own. I think this will allow for them to build on knowledge as we work through this grammar as a class as well.

Active Response

What will you ask the learner to do to demonstrate understanding?

We will discuss what they have learned as they have worked their way through the PowerPoint or Moodle at each so-called “check-point.”

Feedback

How will you give the learner feedback on the actions taken?

At the end of each section they will have to complete a quiz or worksheet using what they just learned before moving on. I am thinking I will either check these in or have them online, so I can still check their answers.