

<b>Grade: 11</b>		<b>Subject:</b> English	
<b>Materials:</b> Punctuation relay sheets, exit slips		<b>Technology Needed:</b> computer, projector	
<b>Instructional Strategies:</b> <input type="checkbox"/> <b>Direct instruction</b> <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> <b>Discussion/Debate</b> <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s)</b> CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing		<b>Differentiation</b> <b>Below Proficiency:</b> Print a copy of the packet so that the student can have it in front of them while it is being discussed. Give student choice if he/she wants to participate in the relay or if he/she would rather take the sentences and work at his/her own pace <b>Above Proficiency:</b> Within the relay if a member sees that a sentence is wrong, they can fix it. Advise these students to sit in the front of the row to be the last one to check the group's work <b>Approaching/Emerging Proficiency:</b> These students will benefit from the discussion of rules as well as working through examples before having to do it on their own <b>Modalities/Learning Preferences:</b> Visual: Slide show and note packet Auditory: Discussion and verbal practice of punctuation Kinesthetic: These students will benefit from the fast paced game and getting to "play" with the punctuation rules they are learning	
<b>Objective(s)</b> Students will understand the rules of when to use commas, colons, and semicolons Students will find errors in a sentence or paragraph and correct them <b>Bloom's Taxonomy Cognitive Level:</b> Understand, Evaluate			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> If students have to move to make team numbers more even they should do so quickly and quietly so that we can get started with the activity.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> When playing the game students are expected to play fair, everyone is expected to participate, and students are to keep their volume down.	
<b>Minutes</b>	<b>Procedures</b>		
<b>10 min</b>	<b>Set-up/Prep:</b> Have google slide show up and ready Type, print, and cut sentences for the relay Type and print exit slips		
<b>10 min</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Begin class with the Google Slide presentation discussing Why Proper Punctuation is Important <a href="https://docs.google.com/presentation/d/1aKV_caQ3U6JMVuQI4rTUbVe00P9VPw40XiqUFFE6AYE/edit?usp=sharing">https://docs.google.com/presentation/d/1aKV_caQ3U6JMVuQI4rTUbVe00P9VPw40XiqUFFE6AYE/edit?usp=sharing</a> Discuss real life and humorous examples of punctuation errors		
<b>15 min</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> Open the Punctuation Packet and display it on the board This will get linked on the students' google classroom Discuss comma rules Use a comma before a coordinating conjunction (FANBOYS) to connect two independent clauses. Use a comma to set off an introductory phrase Use a pair of commas to set off a parenthetical statement (information that can be removed without changing the meaning of the sentence). Use commas when listing 3 or more items Use commas to set off all geographical names, items in dates (except the month and day), addresses (except the street number and name), and titles in names.		

	<p>Talk through examples as a class          Discuss colons and semicolon rules              Colons: Use colons to introduce                  A quote after a complete sentence                  A list that is not grammatically necessary in the sentence                  A second clause that explains the first              Semicolons: Use a semicolon if you are joining two related independent clauses          Talk through the examples as a class</p>
<p><b>10 min</b></p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>          Students will be participating in a punctuation relay              Students are on teams based on their column of desks -move students as needed to have even groups              Students will get a piece of paper with 5 sentences with improper punctuation              The paper starts at the back. Each student corrects one sentence and when they finish they pass the paper to the student in front of them.              Once all the sentences are finished, the front student brings the paper to the teacher to look over              Teams get 1 point for being done first and 2 points for getting the most sentences correct              Discuss the sentences          Repeat</p>
<p><b>5 min</b></p>	<p><b>Review (wrap up and transition to next activity):</b>          Students will be completing an exit slip where they will be adding punctuation to a paragraph and turning it in before they leave</p>
<p><b>Formative Assessment: (linked to objectives)</b>          Checking each group's relay sheet and discussing the sentences if there is something that is consistently being missed  <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b>          Checking relay papers    <b>Consideration for Back-up Plan:</b>          If we finish early students can use the vocab cubes and practice their academic vocab or get ahead on their reading for <i>The Great Gatsby</i></p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b> Exit slip: Students will be punctuating a paragraph with commas, colons, and semicolons to see if they understand how and when to use them    <b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>          I was really surprised after this lesson. I was a bit nervous at how it would go because grammar and punctuation typically are not the most exciting things to learn about. I connected with the students that these will be important concepts for them to know for when they take the ACT in the spring which helped make it more real for them. I think starting off with a presentation of humorous grammar error examples was a good way to begin because again it connected this to the lives of the students as well as it got them engaged through humor. I was a little nervous for the relay game as well because I figured the students would either really enjoy it or it would be a total flop. The students actually really enjoyed it and asked to keep playing when I stopped to give them their exit slips. They were very engaged in the game and it was fun to see them be proud of getting difficult punctuation errors correct. I assigned points, but we did not write them down or even keep track, but the students were still engaged in the game and took it seriously.            If I taught this again, I would find ways to get the students more involved when I am doing direct instruction for the rules of how to use the punctuation marks. While the students were focused and engaged for a majority of the time, I could tell they were starting to lose interest towards the end. I think I would just be a little more conscious of the time and how long it is taking and maybe break up the direct instruction a little bit more.</p>	

# Commas

## Rules:

1. Use a comma before a coordinating conjunction (FANBOYS) to connect two independent clauses.
2. Use a comma to set off an introductory phrase
3. Use a pair of commas to set off a parenthetical statement (information that can be removed without changing the meaning of the sentence).
4. Use commas when listing 3 or more items
5. Use commas to set off all geographical names, items in dates (except the month and day), addresses (except the street number and name), and titles in names.

Examples: the number correlates with the rule

1. I have cleaned the entire house, but she is still working on her bedroom.
2. To get a good seat, you'd better come early.
3. I would like to introduce you to my husband, Clifford.
4. I like cooking, my family, and my pets.
5. I live in Bismarck, North Dakota.

Practice: Place the commas in the appropriate spots.

1. Although I liked what you said about caring for your gecko I have a few suggestions.
2. I would like to thank my parents the pope and Lady Gaga for making me who I am today.
3. That Monday which happens to be your birthday is the only day I am free.

Practice: Correct the errors in the following sentence.

1. Youre right I do see that its 75 so could you explain how you got that answer?  
(4 errors)
2. Ever since you asked for my opinion Ive been thinking and we should go to

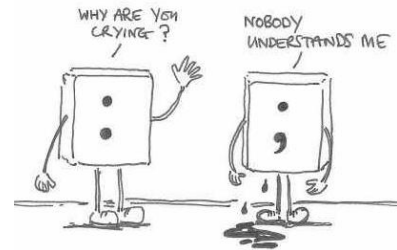
# Colons and Semicolons

## Rules:

Colons: Use colons to introduce

- A quote after a complete sentence
- A list that is not grammatically necessary in the sentence
- A second clause that explains the first

Semicolons: Use a semicolon if you are joining two related independent clauses



Practice: Place the colons in the appropriate spot

1. Her goal was clear she wanted to win.
2. The bookstore specializes in three subjects art, history, and literature
3. Chris McCandless reminds us of the way to true happiness "Happiness is only real when shared."

Practice: Place the semicolons in the appropriate spot

1. Great writers use a semicolon using a semicolon shows a sophisticated understanding of grammar.
2. It rained heavily during the day we managed to have a picnic anyway.
3. I love tacos however, I hate how messy they can be.

Practice: Correct the errors in the following sentences.

1. Its well-known that Cindy loves many types of animals dogs, cats, and monkeys. She loves her parrot Chick Jagger more than any other animal however she might have to sell him when she moves to Atlanta Georgia. (6 errors)
2. Im wondering which of the following you would suggest flatbread pizza spaghetti or a hamburger? (4 errors)

## Punctuation Relay Sentences

I like to eat apples bananas and oranges.

Never forget this point Think before you speak.

My dad is going bald his hair keeps growing thinner.

Koala bears are not actually bears, they are marsupials.

I am not angry with you but I am not happy either.

I took a deep breath and listened to the old brag of my heart I am I am I am.

Dear God she prayed let me be something every minute of every hour of my life.

Stay gold Ponyboy.

When Gollum loses the Ring, he calls Bilbo a thief “Thief, thief, thief! Baggins! We hates it!”

For poems are like rainbows they escape you quickly.

John read the novel, Jack watched the movie.

Aristotle describes three levels of friendship friendship of utility friendship of pleasure and friendship of virtue.

I have a big test tomorrow I cannot hang out tonight.

I went running and I saw a duck.

As I was running a mallard the kind of duck I saw attacked me.

Toto I’ve got a feeling we’re not in Kansas anymore.

Keep your friends close but your enemies closer.

Whenever I feel like quitting I think of *Finding Nemo* when Dory says “Just keep swimming.”

One of my favorite movies is *Atlantis The Lost Empire*.

There are a lot of memorable movie quotes here are some of my favorite.

We were out of eggnog, I went to the store.

My mom gave me three chores cleaning my room washing my dog and hanging Christmas lights.

Amber finally decided what to do with the extra pie she bought for Thanksgiving she would throw it in her neighbor's face.

Tricia's favorite holiday is Halloween Jonathan's favorite holiday is Christmas.

I asked Santa for a doll which has been sold out for months and world peace.

### Exit Slip

Today I learned about three forms of punctuation commas colons and semicolons. I know that comma splices are terrible, I should not use them in my writing. I also feel much more confident using semicolons they are really not that tricky. If I keep practicing using proper punctuation I will become a better writer which is a crucial life skill. I will also be able to approach the ACT English and Writing sections knowing that I am a punctuation master I cannot be stumped.