

Technology-Infused Grammar Lesson Plan: 60 Minutes

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CI 5307 Technology for Teaching & Learning

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| Grade Level | 8th grade |
| Materials | Students and teachers will require access to a computer and reliable internet source. Students and teachers will utilize Educandy.com and Pixton.com. |
| Lesson Plan | <p>We'll begin with an introduction into what constitutes an active versus passive sentence structure. This information would be provided on a slide with accompanying examples. (10 minutes)</p> <p>Next we'll do an activity on identifying sentences as either passive or active. This activity will be done in the format of an interactive drag and drop matching game on Educandy.com. (20 minutes)</p> <p>Then, we will move to a student-driven writing activity. Students will work in pairs to create a six-panel comic strip on Pixton.com. Then, each pair will caption each panel of their comic strip entirely with active sentences. Finally, each pair will duplicate the comic strip with the active sentences. In this duplicate strip, pairs will rewrite the captions as passive sentences. (30 minutes)</p> |
| Background Knowledge | <p>Basic sentence structure, as well as command of the conventions of standard English grammar and usage when writing or speaking. These include (from MN ELA standard 7.11.1.1, the corresponding grammar standard for seventh graders):</p> <ul style="list-style-type: none"> • Explaining the function of phrases and clauses in general and their function in specific sentences. • Choosing among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. • Placing phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers |

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| Learning Objectives | Demonstrate command of the convention of standard English grammar and usage when writing and speaking. |
| Lesson Plan Timeline | One 60-minute live classroom meeting or online meeting. This would ideally be done synchronously although work time for the comic strip activity could be done asynchronously. |
| Standards | <p>Minnesota state ELA standard: 8.11.1.1b</p> <p>ISTE-S: Computational Thinker (educandy game); Knowledge Constructor, Creative Communicator, and Empowered Learner (both activities)</p> <p>ISTE-T: Learner, Citizen, Collaborator, Designer, Facilitator, Analyst</p> |
| Activities | <p>KB - Matching activity to identify whether or not example sentences are active or passive.</p> <p>TC - Cartoon strip versions 1 (story in active) and 2 (same story in passive)</p> |
| Assessment | <p>Students' understanding will be assessed using their scores on their matching game participation and analyzing the effective use of active and passive sentences in their comic strips.</p> <p>Assessing technology efficacy using TPACK, this lesson plan and its activities combine the three types of knowledge required for successfully integrating technology (content, pedagogical, and technological). Evaluating this lesson plan using SAMR indicates our activities achieve Redefinition in that the selected technologies engage and inspire students; facilitate sharing; and enable interactive peer and teacher feedback. Analyzing this lesson plan from a PICRAT lens, we believe we've reached the Creative/Transformative level by engaging students' creativity in making their own visual representations and writing their own sentences to demonstrate understanding, an activity that would not be possible without technology.</p> |

Matching Activity

Focus: identifying sentences as either passive or active. This activity will be done in the format of an interactive drag and drop matching game on Educandy.com.

Directions to access (and try) activity 1:

- Go to educandy.com
- Enter code "c4da4" in the bar on the right hand side.
- Choose the fourth game, "Match Up," on the right, and start playing!

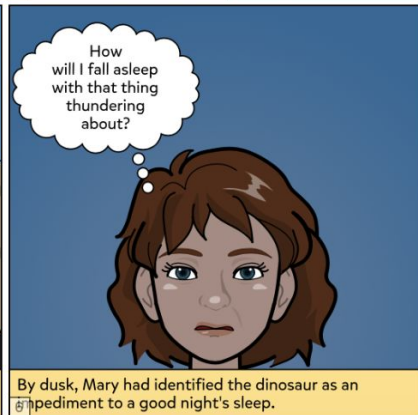
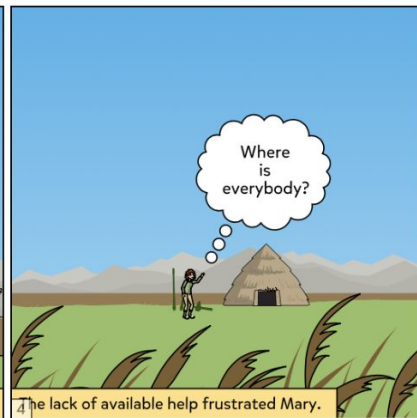
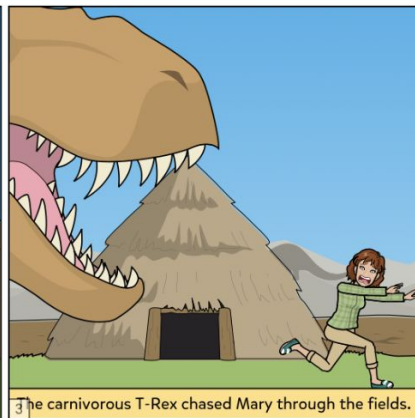
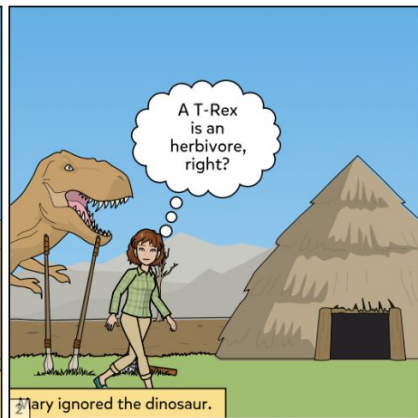
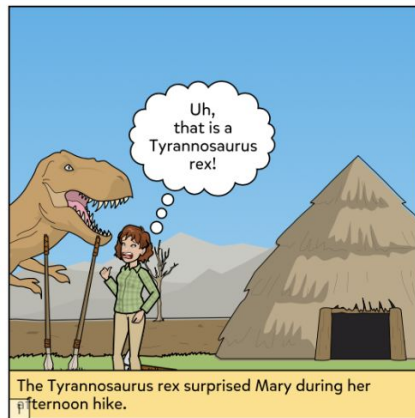
Comic Strips

Focus: student-driven writing activity. Students will work in pairs to create a six-panel comic strip on Pixton.com. Then, each pair will caption each panel of their comic strip entirely with active sentences. Finally, each pair will duplicate the comic strip with the active sentences. In this duplicate strip, pairs will rewrite the captions as passive sentences.

See samples on the next two slides.

Active Sentences
By T. C.

DOWNLOAD PRINT SHARE



← Passive Sentences
By T. C.

DOWNLOAD PRINT SHARE

