

Mini Lesson- Varying Sentence Length

Student Teacher: Emma Tutino		Date: 5/12/2011
Grade Level: 4	Subject: Language Arts	Supervisor: Sidenstricker
Preliminary Planning		
PA Standards: PA Standard 1.5 Quality of Writing: 1.5.4.D. Write with an understanding of style, using a variety of sentence structures, precise words that create voice. 1.5.4.E. Revise writing to improve detail and order by making words more exact and varying sentence length and structure, where necessary. 1.5.4.F Use grade appropriate conventions of language when writing and editing. Spell common, frequently used words correctly. Use capital letters correctly. Punctuate correctly. Use correct grammar and sentence formation.		
Pre-assessment: Students have been writing their personal narratives and I have noticed that they are not using a variety of sentences in their writing.		
Objectives: Students will be able to use two strategies for varying their sentences, collaborate to revise a personal narrative, and begin to revise their own personal narratives with the techniques discussed in class.		
Individual Modifications: Students will work by themselves to revise the sentences of the personal narrative and one student will write the revised sentence on the board to create a new narrative.		
Materials: <ul style="list-style-type: none"> • Marker • Elmo • Example Personal Narrative • Example revised Personal Narrative (if needed) • White board (large) • White boards (one for each student) • Expo Markers (one for each student) • Erasers or paper towels (one for each student) 		
Learning Sequence		
INTO		Time: minutes
1. Today, we are going to be working on varying our sentences by changing the length and how we begin our sentences. I have noticed that in some of your personal narratives, all of your sentences are the same length and begin the same.		
THROUGH		Time: minutes
2. I have also been writing a personal narrative and I want to show you a paragraph from my story. 3. Alright, read narrative to the class. 4. Ask- Was that interesting to hear and read? Is it boring? 5. How did I do with the length of my sentences? They are all short. In fact, let's count the words in my sentences. Have the students give you the number of words in a sentence and you can count to check. I have around all the same numbers. How can I change my writing? I can add longer sentences. So, when you are writing, you can count the number of words in your sentences in order to check your sentence length.		

<p>6. What about the beginning of my sentences? (Underline beginning words). Did I do a good job beginning my sentences differently? No. I need to change up the words I use to start my sentences. You can also look at your work by underlining the beginning words.</p> <p>7. Now can you help me revise my narrative. (Pass out white boards, erasers, and markers) Let's rewrite the first sentence on your white boards. (Walk around the room to check. Have one student write their sentence on the board. Continue with each sentence. At the end, count the words in the sentence again and look at the beginning word in each sentence. (If the students need more help or example you can show them the already prepared revised personal narrative) This is wonderful. Thank you for helping me.</p>	
BEYOND	Time: minutes
<p>8. Now I have highlighted parts in your personal narratives where you need look at your sentence length and the beginning of your sentences. Make sure you use the strategies we learned about like underlining and counting your words. I will be looking for you to use these techniques in your writing and I will be around to check on your progress so let's get out your writing folders and start writing.</p>	
Post Instructional Planning	
<p>1. What levels of thinking (Bloom) did your lesson incorporate? Students will use comprehension because they must be able to simply compare the two versions of the personal narrative. Students will also demonstrate which must show some comprehension of the strategies we reviewed. In demonstrating, the students will also be using application to construct new sentences for the paragraph. Lastly, students will use synthesis to build on the ideas in my paragraph and modify them to create new sentences.</p>	
<p>2. How did you evaluate your students' performance? I evaluated the students' performance by walking around the classroom to read their sentences. I will also be listening to how students respond to my questions about my personal narrative. As we continue into writing, I will check that students are changing the necessary areas in their narratives.</p>	
<p>3. In what ways have you included safeguards that all children will learn including second language learners and special needs students? If need be, I have other examples to show the students. If any ELL or special needs students need help, I can take them aside while other students are working. In the small group, I will be able to show more examples in which they can edit the sentence length and beginnings of each sentence.</p>	
<p>4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk (*). I will be asking students different questions. As a class, we will count the number of words in a sentence and we will look at the beginning of sentences. Each student will revise every sentence. One student will write an edited version and a different student will write another revised sentence until we complete the paragraph.</p>	
<p>5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson. Visual-Students will be able to visually see the example of the unrevised and revised paragraph. I will point to words so the students can count the number of words in a sentence and I will underline the beginnings of each sentence. Auditory- Students will listen to me read the unrevised and revised paragraph and compare the two versions.</p>	

<p>Kinesthetic- Students will be able to move to the board to write their own sentence and they will be able to use whiteboards to show me their sentences.</p> <p>Tactile- Students will use the whiteboards to write their own sentences.</p>
<p>6. Describe the changes you would make if you taught this lesson again.</p>
<p>Works Cited:</p> <p>Spandel, Vicki. "Sentence Fluency- Share Two Versions". Early Mini Lessons. <www.theeducatornetwork.com>.</p> <p>Portalupi, JoAnn and Ralph Fletcher. "Varying Sentence Length". Teaching the Qualities of Writing. Heinemann: New Hampshire, 2004.</p>