

Goal-directed Instructional Design Plan - Parts of Speech Toss Up

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1. **A problem or a need** – there must be a problem of practice or an educational need that should be addressed during the lesson.
In my classroom, I use the 6+1 Traits of Writing during Writing Workshop. We are currently focusing on the sentence fluency trait, but still incorporate what we have learned about the ideas, organization, and word choice traits into our writing. Students need practice making detailed sentences using nouns, verbs, and adjectives. Through this lesson, students will classify words as nouns, verbs, and adjectives and form sentences using the words that the class compiles. In my district, our MEAP scores for this past year were the lowest in the 4th grade writing portion. Therefore, my 3rd grade students need this practice in detailed sentence writing in order to make them more successful writers.
2. **A real-world performance** – how the learning objective fit into a real-world activity or need.
Students will write sentences using nouns, verbs, and adjectives throughout their lives for different purposes. This skill is incorporated into all subject areas, including technology.
3. **An instructional objective** – the objectives are based on the final outcome, activity or test. These objectives will each be different for the four types of knowledge; *performing skills, recalling facts, identifying examples of concepts, and applying principles*.
 - a. *To perform the skill of typing and sharing complete sentences on the class blog*
 - b. *To recall the difference between a noun, verb, and adjective*
 - c. *To identify different words that are nouns, verbs, or adjectives*
 - d. *To apply how nouns, verbs, and adjectives fit together when forming sentences*
4. **A set of essential content** – the basic ideas and skills that will allow the learner to complete the task or understand the content.
Students know what nouns, verbs, and adjectives are. Students know what sentences are and what makes a complete sentence. A song about the parts of speech was played, along with the lyrics shown with my document camera. Students are given examples of each type of word and how to put them into sentences, through discussion and visuals. Students have access to the spreadsheet and blog on a set of laptop computers. The skill that will be assessed will be whether the students can use what they know about the 3 parts of speech to create at least one detailed sentence using at least 1 noun, 1 verb, and 1 adjective.
5. **An evaluation consisting of a test or observation** – an assessment, observation or product showing that the objectives can be accomplished in the real-world setting.
Observations will be made while students are writing words. On the Google spreadsheet, I will observe what part of speech students place different words under. The sentences written on the class blog will determine whether or not the students can put these parts of speech into detailed sentences. Students must include at least 1 noun, 1 verb, and 1 adjective in a sentence. On the class blog, students can evaluate other sentences that were shared by classmates and comment to make suggestions or simply give support to their peers.

6. **A method to help participants learn** – the method to deliver the content; a lesson. Explanation of nouns, verbs, and adjectives both verbally and visually up on the screen with the document camera with symbols drawn as a visual cue
Parts of speech song played with lyrics shown on the document camera
Examples of nouns, verbs, and adjectives and how they fit into sentences given verbally and visually posted. Two sentence starters with noun, verb, and adjective blanks will be posted with the document camera and read aloud. Students will be given a checklist so they can keep track of all tasks.
Students write nouns, verbs, and adjectives on small, separate pieces of paper, crumple them up, and throw them on the floor in a pile. Students will then pick up different balls of paper, read the words on each, and determine whether each word is a noun, verb, or adjective. On laptops, students will type the words that they found under the correct part of speech column, along with their initials, on the class Google spreadsheet. Students may write words in correct column on paper if they choose and these will be transferred into the Google spreadsheet. Then students will use the words they found, or any words that others found that are on the spreadsheet, to create at least one sentence using at least 1 noun, 1 verb, and 1 adjective. Students will share this sentence on the class blog. Students may also share orally and their sentences will be typed into the class blog. Later, students will comment on other students' sentences on the blog. If students are unsure of any word that another student contributed on the Google spreadsheet or of a sentence created on the blog, <http://www.readthewords.com/> will be available for students to transfer the text to speech.
- **Motivation:**
 - Meaningfulness – content and activities must have meaning for the learner
Students will write sentences using nouns, verbs, and adjectives throughout their daily lives. They have written sentences before so they are familiar with the concept, and they know that they will continue to write them in the future.
 - Pleasant consequences – the effects that achieving the goal will have on the learner
Students will observe which of their words were chosen by others when forming sentences. Also, by sharing these sentences on a class blog, students can see other examples of detailed sentences that their peers created.
 - Novelty – an attention-getting, humorous or curious manner that relates to the useful information in your lesson
Students are used to picking up the floors, but in this lesson they are expected to throw paper on the floor. This way, the nouns, verbs, and adjectives get mixed up and students grab other students' words.
 - **Socialization** – a strong motivator for student learning
Students contribute their words to the class Google spreadsheet and their sentences to the class blog. All student knowledge is shared and students may comment on the sentences shared in the blog.

- **Audience** – For what audience are you designing this lesson? Consider the following:
 - Age
3rd grade (8-9 years old)
 - Skill level (including technology skills)
Children with varied recall skills when remembering the different parts of speech and varied technology experience
 - Prerequisite knowledge (including technology background)
95 common nouns, the location of letters on a keyboard, whole class blog use on Blogger.com, whole class Google spreadsheet use, background on nouns, verbs, and adjectives
- **Technology Needs** – the computers, software, programs (such as Angel or other CMS's) printers, equipment, Internet access, time in the computer lab will be needed to successfully complete your technology-rich lesson.
Laptop cart checked out, Internet access, whole class Google Spreadsheet, whole class blog on Blogger.com, document camera, <http://www.readthewords.com/>