

Sample Lesson Plan with Rationale

Grade	3 rd
Content Area	Literacy/Grammar
Number of Students	25

CA State Standards:

1. ELA L.3.1i: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - i. Produce simple, compound, and complex sentences.
2. ELA W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
3. ELA RL.3.4: Students will read with sufficient accuracy and fluency to support comprehension.

Learning Goal(s) – What level of thinking will be required?

1. The student will be able to recognize the subject of a sentence, understanding the subject is the person, place, thing, or idea the sentence is about.
2. The student will be able to identify the predicate of a sentence, recognizing that the predicate contains the action or information about the subject.
3. The student will be able to construct simple sentences by combining subjects and predicates correctly and identify which part of the sentence provides information about who or what the sentence is about and what the subject is doing.

ELD Standards:

1. **Reading:** Part I: Interacting in Meaningful Ways (B) Interpretive, (6) Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
2. **Writing:** Part II: Learning About How English Works (A) Structuring Cohesive Texts, (1) Understanding text structure.
3. **Speaking:** Part I: Interacting in Meaningful Ways (A) Collaborative, (1) Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.
4. **Listening:** Part I: Interacting in Meaningful Ways (B) Interpretive, (5) Listening actively to spoken English in a range of social and academic contexts.

ELD Goals:

1. **Reading:** The student will silently read along with academic vocabulary.
2. **Writing:** The student will construct complete sentences with proper syntax.
3. **Speaking:** The student will engage in verbal exchanges with peers.
4. **Listening:** The student will actively listen when the instructor is speaking and/or their fellow classmates are offering perspectives.

Beginning of the lesson:

1. How are you capturing students' attention?

Students recently began an astronomy unit in the Core Knowledge Language Arts program. Students have been very excited to learn about astronomy and space. In a prior lesson, the instructor asked students to write down a question or something they wondered about astronomy and space. The instructor then found the answers to those questions and will use them throughout the lesson. The PowerPoint presentation will begin with a short video of Apollo 11's launch and the moon landing. The instructor designed this video specifically for this class, so during the video, the narrator will call out student names as the video progresses through the launch and address some of the students' wonderings. Following the video, the instructor will do a quick SEL check-in asking students to share something fun or interesting they did the past weekend. The instructor will ask students to turn to their elbow partner and share. The instructor will give students one minute to share and discuss their weekend with each other. The instructor will then pull two equity sticks and ask if those students would like to share something fun or interesting they did the past weekend. Following the SEL check-in the instructor will open the first PowerPoint slide for the actual lesson. The PowerPoint presentation will be themed around the students' Core Knowledge Language Arts Program Astronomy Unit, so it will be space themed.

2. How will you tie previously learned information to the new learning that will occur?

Going into this lesson, students will have prior knowledge of the parts of speech. They will already understand that nouns are words that represent people, places, things, or ideas and that nouns often represent who or what the sentence is about. They will already understand that verbs are action words that show what the noun is doing, describing the action or state of being of the noun. Students will already understand that adjectives are words that accompany nouns and describe or modify them, providing more information about the noun by answering questions like "what kind?", "which one?", or "how many?". Students will already understand that adverbs are words that modify verbs, adjectives, or other adverbs and describe how, when, where, or to what extent something happens. Students have a firm understanding that adverbs modify the action of the verb, adding detail or providing more information about how the action is performed. This prior knowledge will relate to the new lesson because students will

use what they know about nouns, people, places, things, or ideas, to identify the subject, people, places, things, or ideas the sentence is about. Students will also use what they know about verbs, the action words that show what the noun is doing, to identify the predicate, the “action” part of the sentence that tells us what the subject is doing or what is happening to it. Students will use what they know about adjectives, words that modify nouns, to identify that the subject may include adjectives that describe or modify it. Students will use what they know about adverbs, words that modify verbs, to identify that the predicate may include adverbs that describe how the action is performed.

Students will have prior knowledge of basic sentence structure and the relationship between nouns and verbs. Students will already understand that a sentence consists of at least a noun and a verb, and that nouns and verbs work together in a sentence with the noun representing who or what is performing the action described by the verb. This understanding will help students see the relationship between the two components, subject and predicate, and how they work together to convey meaning.

3. How will you articulate the goals to the students?

Following the Apollo 11 launch attention grabber and SEL check-in, the instructor will begin a PowerPoint presentation that is displayed on the classroom television. The instructor will display a slide titled “Learning Goals.” The learning goals will then appear on the slide. The instructor will ask students to read along silently as the instructor articulates each learning goal. This will repeat for all three learning goals. The instructor will then change the slide in the presentation to a slide titled “ELD Goals.” The ELD learning goals will then appear on the slide. The instructor will ask students to read along silently as the instructor articulates each ELD goal. This will repeat for all four ELD goals. The instructor will then show a slide with the agenda for the lesson. The instructor will then go down the list of activities the class will be doing one by one. The instructor will explain that students will first access their prior knowledge related to today’s lesson, then we will discuss the academic vocabulary pertaining to the day’s lesson, then we will do a group activity with our table members, and finally we will play a quick game to check for student understanding of what we learned today. The full day’s agenda will also be displayed on the whiteboard but will not be discussed in detail. This agenda is always present on the whiteboard for students.

How will you create a safe environment for learning?

The instructor will create a safe environment for learning by employing the following strategies:

1. The instructor will offer students time and space at the beginning of the lesson to share how they are feeling. A quick SEL check-in will foster a supportive atmosphere where students feel safe, valued, and understood.
 - a. By starting the lesson with a SEL check-in, the instructor will allow students to express their feelings and concerns. This practice will help students feel seen and heard, which will reduce anxiety and create a sense of belonging. It will set

- a positive tone for the lesson and encourage students to be more engaged because they feel emotionally safe and supported.
2. The instructor will utilize inclusive instruction practices, fostering a sense of community while also ensuring a space for individuality, and will encourage participation from all students by providing multiple modalities for learning.
 - a. By utilizing inclusive instruction practices, the instructor will ensure that all students, regardless of their backgrounds or learning styles, can participate in the lesson and learn. By providing multiple modalities for learning, the instructor will meet the diverse needs of the class. This approach will foster a sense of community and belonging because every student will have an equal opportunity to learn and succeed.
 3. The instructor will emphasize the importance of respecting each other's ideas and creating an inclusive environment where everyone feels comfortable sharing.
 - a. By encouraging students to respect and listen to each other's ideas, an environment will be created where students feel comfortable sharing their thoughts and questions. Ensuring mutual respect between classmates will foster a more collaborative and inclusive classroom culture and will enhance learning through discussion and peer interaction.
 4. The instructor will be mindful of students' individual needs and will offer support and accommodations as necessary.
 - a. By recognizing and being mindful of the individual needs of students, the instructor will ensure that each student receives the support necessary to fully access the lesson. The instructor will use differentiated instruction, personalized feedback, and specific accommodations to help students overcome barriers to learning. This will boost their confidence and academic achievement.
 5. The instructor will use positive language and provide positive feedback and positive reinforcement when speaking with children. The instructor will ensure the student's efforts are acknowledged throughout the lesson.
 - a. Positive language and reinforcement will be used by the instructor to motivate students and build their self-esteem. By acknowledging their efforts and providing positive feedback, the instructor will reinforce desired behaviors and attitudes, which will promote a growth mindset. This approach will encourage students to persist in the face of challenges and take risks in their learning.
 6. The instructor will thank students for working hard and well with each other.
 - a. By thanking students for their hard work and cooperation, the instructor will highlight the value of effort and collaboration. This recognition will aid in fostering a positive classroom culture where students are motivated to contribute and work together effectively. This will provide students with an opportunity to understand the importance of their contributions to the collective learning experience.
 7. The instructor will review the lesson agenda and have the daily agenda visible at all times.
 - a. Reviewing the lesson agenda will help students understand the structure of the lesson and what is expected of them. This will reduce anxiety by providing a clear roadmap of the lesson's activities, allowing students to mentally prepare and engage more effectively with the lesson content. The full day's agenda will

allow students to check in with the time remaining on each of the day's activities.

The instructor will use all these strategies to create a nurturing, inclusive, and productive learning environment. When these strategies are used in unison, the students and instructor will work together to meet the holistic needs of everyone in the classroom. This will enable the instructor to create an environment that promotes both academic learning and social and emotional development, which will be essential for the overall growth and success of students.

What academic language needs to be taught / addressed / modeled? (List terms, definitions, and strategies used to support students in learning the academic language)

This lesson will introduce students to new vocabulary terms. To support students in learning the academic language, vocabulary terms will be displayed on the PowerPoint presentation and read aloud by the instructor. After reading each vocabulary term, the instructor will model the word, show an illustration of the word, then read the definition of the word again along with students. Vocabulary terms will also be made available on a Google Doc for students. Vocabulary terms will be made available to ELs in both English and their primary language on the PowerPoint presentation and in a Google Doc.

Vocabulary:

1. Sentence: A group of words that express a complete thought, containing both a subject and a predicate.
2. Subject: The person, place, thing, or idea the sentence is about.
3. Predicate: The action and other information about the subject in the sentence.

How will you group students for this lesson? And Why is / are your selected grouping strategy(ies) appropriate?

The instructor will use various grouping in this lesson:

1. **Whole Class:** The instructor will use Whole Class grouping to open and close the lesson. At the start of the lesson, the instructor will use Whole Class grouping to capture students' attention, SEL check-in, discuss prior knowledge, introduce the learning goals and lesson, and check for understanding during direct instruction. Utilizing Whole Class grouping will offer several benefits that will enhance the learning experience for students. Whole Class grouping will provide a structured learning environment where the instructor will be able to present new concepts to all students simultaneously. It will foster a sense of community, belonging, and safety among students in the classroom. It will allow the instructor to be more efficient with their time and cover more material within a shorter period. Whole class grouping will facilitate peer learning as students will be able to hear different ideas and receive feedback and positivity from each other. It will provide a setting in which the instructor can easily observe and interact with all students, identifying who needs additional

support and who is excelling. Whole class grouping will assist students who are shy as they will still be able to listen and follow along without being put on the spot or forced into a situation with which they may be uncomfortable. Whole class grouping will allow all students to hear both conversational and academic English, giving them more exposure to the language. Whole class grouping will allow students to see the instructor and peers model the content. It will allow the instructor to see if students understand the material, and if a reteach is necessary.

- 2. Pair-Share:** Throughout the lesson, the instructor will ask students to share and discuss ideas with a partner using the pair-share strategy. This will involve the instructor carefully pairing students based on their grade level knowledge and specific needs. This method is designed to foster an inclusive and supportive learning environment that promotes collaboration and peer learning. The instructor will seat above grade level students with below grade level students, ELs, or students with academic needs when possible. This will allow above grade level students to assume a role of mentorship and leadership, which will reinforce their own understanding of the material while also developing empathy and communication skills. Below grade level students, ELs, and students with academic needs will receive a more accessible point of entry to the lesson content as they will receive explanations and guidance from their peers who understand the material well. This will allow these students to receive added scaffolding from their peers. Students who are performing at grade level will be paired with students below grade level. Students at grade level will be able to reinforce their learning by helping their peers during activities. Below grade level students will receive the material in a more comprehensible manner and at a pace more suited to their learning needs. Below grade level students will have an opportunity to practice verbalizing their thoughts, questions, and ideas, which will enhance their oral communication skills. This will allow these students to express what they think and know in their own words and provides them with an opportunity to hear their peers use academic language and practice it themselves. Below grade level students will also be able to discuss academic content with someone who has a stronger grasp on the material, which will allow them to hear these complex ideas from someone in their own stage of development. This grouping strategy will be appropriate for multiple reasons. Pair-share will facilitate peer learning, allowing students to learn from each other in a more relaxed and personal setting. It will enhance engagement, as students will be more likely to feel engaged and responsible for their learning and their partners, which will lead to increased motivation and participation. Pair-share will support differentiated learning as the instruction will be tailored to meet the diverse needs of each student. It will build social skills as it will allow students to interact, discuss, and collaborate to complete the activity objectives. Pair-share will reinforce understanding through peer teaching as students who explain concepts to peers will gain a deeper understanding of the material. FS3 will be paired with a classmate who is known to be supportive and encouraging. FS3's partner will serve as a positive peer influence and will encourage FS3 to engage in the lesson and participate. This partner will offer insights into the activity but will also offer consistent emotional support. This pairing will benefit FS3's partner as well. By working with FS3, the student will have an opportunity to practice empathy and active listening. Listening to FS3's ideas will

deepen the student's own understanding of the material. Furthermore, FS3's partner will gain confidence in their ability to support and lead others as the student will be able to see the positive impact they have on FS3.

- 3. Collaborative:** During the collaborative group activity, the instructor will group students into tables of 4-6 students. These groups will include a diverse mix of students, those performing above grade level, at grade level, below grade level, students with academic needs, and ELs. This mixed-ability grouping will benefit each type of student. Students who are performing above grade level will benefit from this grouping by having the opportunity to reinforce their understanding of the content through teaching and leading discussions with their peers. This will allow them to identify any gaps in their own knowledge and develop their own leadership and social skills and boost their confidence. By placing students who are performing at grade level with peers who are above and below their level, at grade level students will have the opportunity to learn from their above grade level peers and provide support to their below grade level peers. This will encourage them to strive for higher achievement while also providing support to peers who may be struggling. These interactions will foster a sense of responsibility and enhance their own understanding as they practice teaching concepts to other students. The instructor will create an effective learning environment by ensuring each group consists of at least one student above grade level, one student at grade level, one student below grade level, and one student with needs (EL, academic, or emotional/life circumstance). This grouping strategy will leverage the strengths and perspectives of each student and will foster a supportive learning environment. This diverse grouping will allow students to use their individual assets to scaffold each other's learning. Students above grade level will have an opportunity to assume a role of mentorship and leadership, which will reinforce their own understanding of the material while also developing empathy and communication skills. Students at grade level will be able to reinforce their learning by helping their peers during activities, while also increasing their own understanding as they collaborate with above grade level students. Below grade level students, ELs, and students with needs will receive a more accessible point of entry to the lesson content as they will receive explanations and guidance from their peers who understand the material well. This will allow these students to receive added scaffolding from their peers. Below grade level students will also receive the material in a more comprehensible manner and at a pace more suited to their learning needs. Below grade level students will have an opportunity to practice verbalizing their thoughts, questions, and ideas, which will enhance their oral communication skills. This will allow these students to express what they think and know in their own words and provides them with an opportunity to hear their peers use academic language and practice it themselves. Below grade level students will also be able to discuss academic content with someone who has a stronger grasp on the material, which will allow them to hear these complex ideas from someone in their own stage of development. This grouping strategy will promote academic growth and develop critical thinking skills as students negotiate different viewpoints and work together to solve problems. As students work together, they will learn to appreciate the abilities of their peers and work together

toward a common goal, which will prepare them for real-world challenges and opportunities.

Introduce new content to your students:

Activity #1: Prior Knowledge

This activity will be done at the beginning of the lesson after the video grabbing student attention and the SEL check-in. This will be done in a whole class/pair-share setting. The instructor will present a cold call for the students asking them to recall their prior knowledge of the parts of speech. These questions are: 1. “Pull out your whiteboards. I have a challenge for you guys. I picked an object in the classroom I want you to write a sentence about. Can you work with your elbow partner to come up with a sentence about ‘the object’ that uses the ‘the object’ as a noun, describe it with an adjective, and has a verb that tells us what ‘the object’ is doing? Come up with a sentence together, then write it on your whiteboard.” 2. “Can I have a volunteer to tell us what a noun represents?” 3. “A verb?” 4. “How about an adjective?” Question #1 is a higher order thinking question because it is asking students to recall their prior knowledge and analyze how different parts of speech can be applied in various contexts, specifically through the lens of an object in the classroom. It pushes students beyond simply identifying parts of speech in isolated sentences and instead challenges students to understand the nuanced roles that nouns, verbs, and adjectives play in communication. The students will be answering the first four questions in the cold call informal assessment by volunteering. The first question’s informal assessment will be done as a pair share and written on their personal whiteboards to be held up for the instructor to check. As with all pair share activities, the instructor will seat above grade level students with below grade level students, ELs, or students with academic needs when possible, which will allow above grade level students to assume a role of mentorship and leadership, reinforcing their own understanding of the material while also developing empathy and communication skills. Below grade level students, ELs, and students with academic needs will receive a more accessible point of entry toward demonstrating their prior knowledge as they will receive oral explanations and guidance from their peers who understand the material well. This will allow these students to receive added scaffolding from their peers. Students who are performing at grade level will be paired with students below grade level. Students at grade level will be able to reinforce their understanding of their prior knowledge by helping their peers during activity. While all grouped students will be holding up their whiteboard for the instructor to see, three equity sticks will be pulled, and those students will share their three sentences. The instructor will use this informal assessment to check for understanding of prior knowledge. This data is being collected to see if students understand prior content. If the data shows students do not understand, an in the moment reteach will be done.

This activity will support **Learning Goal #1, recognizing the subject of a sentence**, by engaging students in recognizing nouns within sentences, focusing on objects in the classroom. As students consider the object and construct sentences where the object serves as the noun, they practice identifying the subject of a sentence. The activity supports **Learning Goal #2, identifying the predicate of a sentence**, through the portion where students are asked to use

verbs to describe what the object does. By constructing sentences that contain actions or states of being related to the chosen object, students practice forming predicates. This activity aids in achieving **Learning Goal #3, constructing simple sentences by combining a subject and predicate correctly**, by asking students to synthesize new information and write a sentence where the object is first a noun, then described with an adjective, and finally involved in an action with a verb, it challenges them to think about how subjects and predicates work together to form complete thoughts.

This activity supports **ELD Goal #1, silently reading along with academic vocabulary**, by encouraging students to engage in reading both the initial questions about parts of speech and the instructions for the sentence-writing task. As students silently read the questions posed by the instructor and consider how to apply these academic terms (noun, verb, adjective, adverb) to objects in the classroom, they are silently reading along with prior academic vocabulary. The activity supports **ELD Goal #2, constructing complete sentences with proper syntax**, by having students construct complete sentences about an object in the classroom. By writing sentences where the object is described as a noun, with an adjective, and then with a verb, students practice constructing sentences with proper syntax. This activity supports **ELD Goal #3, engaging in verbal exchanges with peers**, through the portion of the activity where students volunteer answers to the instructor's questions about parts of speech and when they explain the sentences they've written on their whiteboards. Engaging in these verbal exchanges with peers and the instructor will allow students to practice their spoken English in an academic context, using academic vocabulary. This activity supports **ELD Goal #4, actively listening when the instructor is speaking or when their classmates are offering perspectives**, as students are required to actively listen to the instructor's questions, the contributions of their classmates during the cold call, and the explanations given by their peers about the sentences they've written. This component of the activity emphasizes the importance of active listening skills in understanding academic content and engaging with peers' perspectives, an essential skill for effective communication and learning in an academic setting.

The instructor will provide FS1 with [UDL strategy #2.4 Promote understanding across languages](#). This UDL strategy will be effective for FS1 and all other EL/reclassified students by integrating bilingual resources and translating key vocabulary and concepts into both languages. By utilizing this strategy, FS1 will be better equipped to understand and engage with the lesson content by being able to grasp the nuances of the English language through a familiar linguistic framework. This approach will not only aid in comprehension but also build confidence as students are able to connect new English vocabulary and grammatical structures with their existing knowledge in their native language. The translation of key vocabulary and concepts will facilitate a deeper understanding of the lesson's objectives, enabling FS1 and other EL/reclassified students to participate more fully in discussions and activities. Furthermore, by promoting understanding across languages, the instructor will nurture a multicultural classroom environment where diversity in language and thought is valued and leveraged as a learning tool. This approach acknowledges FS1's linguistic background and leverages it as a strength, thereby enhancing FS1's ability to participate meaningfully in activities that require prior knowledge of parts of speech. This strategy will also support FS2 and all other students with learning challenges by providing FS2 with materials that clarify

syntax and structure, which can be beneficial given FS2's dysgraphia and executive functioning challenges. Access to resources in clear, accessible language may help FS2 better understand the instructions and content, reducing the cognitive load associated with decoding complex language or instructions. This will help FS2 focus more on the organizational and writing aspects of the task, which are the areas in which he needs the most support. This strategy will also support FS3 and all other students with well-being needs by offering content that is accessible and understandable, which is crucial given FS3's current emotional and academic challenges. Providing materials that are easy to understand can help mitigate the effects of FS3's inconsistent academic support at home and FS3's emotional state, which may impact FS3's ability to engage with new or complex information. Understanding instructions and content in a language and format that is clear and accessible can provide a sense of achievement and motivation, which is vital for FS3's emotional and academic recovery.

Accommodations that will be provided in this activity for:

Focus Student #1: Bilingual instructions will be provided both orally and in written form in English and Arabic. Visual aids for parts of speech such as diagrams and charts that categorize nouns, verbs, adjectives, and adverbs in both languages, word banks with academic vocabulary and common nouns, verbs, adjectives, and adverbs will be provided. FS1 will receive sentence starters that aid in constructing sentences with proper syntax. Digital resources such as a word processor with spell/grammar check, speech-to-text, and translators will be made available. Alternate expression methods such as speech-to-text that allow FS1 to express her understanding through alternative means will be provided. An above grade level "academic buddy" will be seated near FS1 who can help her with language support, definitions, and provide peer support.

Focus Student #2: Adapted writing materials will be provided such as multi-sensory paper, a slant board, and writing tools that are easier to grip. Visual organizers such as graphic organizers that help FS2 organize his thoughts before writing, sentence starters and word banks specifically designed for the parts of speech activity, and organizational charts for organizing his writing before transferring it to the whiteboard, will be provided. FS2 will have access to digital resources such as text-to-speech, and word processors with spell/grammar check. Sensory aids such as a secluded seating area and noise-canceling headphones will be readily available should FS2 choose to utilize them. FS2 will be able to use alternate expression methods such as speech-to-text that allow FS2 to express his understanding orally through alternative means. Text-to-speech reading will be made available for FS2. Blue masking tape will be placed around FS2's workspace along with the challenge to keep his stuff within his workspace. An above grade level "academic buddy" will be seated near FS2 who can help him stay organized, on task, and provide peer support.

Focus Student #3: Additional emotional check-ins will be provided for FS3 to gauge his emotional state and readiness to learn and provide words of encouragement to help him feel supported. Visual organizers such as graphic organizers that help FS3 organize his thoughts before writing, sentence starters and word banks specifically designed for the parts of speech activity, and organizational charts for organizing his writing before transferring it to the whiteboard will be provided. FS3 will have access to digital resources such as text-to-speech, and word processors with spell/grammar check. Sensory aids such as a quiet work area FS3 can utilize if he feels overwhelmed or distracted will be readily available should FS3 choose to

use it. FS3 will be able to use alternate expression methods such as speech-to-text that allow FS3 to express his understanding through alternative means. An above grade level “academic buddy” will be seated near FS3 who can help him catch up and provide peer support.

Activity #2: Academic Vocabulary

This activity will take place after Prior Knowledge. This will be done in a whole class/pair share setting. The instructor will use differentiated instruction. The instructor will present each vocabulary word on a PowerPoint slide. The slide will contain the word in English and in Arabic, it will also have a written definition, and an illustration. The instructor will say the vocabulary word and definition to the class, and students will read along silently with the instructor. Slides after each new vocabulary term will provide students with examples and an opportunity to identify the subject or predicate themselves. These examples will be based on students’ cultural and linguistic resources. For example, many of the students are fans of Super Mario, so a sentence will read “Mario jumped over the Koopa.” The instructor will do an informal assessment to check for student understanding after each vocabulary word. This informal assessment will be done as a Pair Share. As with all pair share activities, the instructor will seat above grade level students with below grade level students, ELs, or students with academic needs when possible, which will allow above grade level students to assume a role of mentorship and leadership, reinforcing their own understanding of the material while also developing empathy and communication skills. Below grade level students, ELs, and students with academic needs will receive a more accessible point of entry toward demonstrating their understanding of the academic vocabulary as they will receive oral explanations and guidance from their peers who understand the material well. This will allow these students to receive added scaffolding from their peers. Students who are performing at grade level will be paired with students below grade level. Students at grade level will be able to reinforce their understanding of the academic vocabulary by helping their peers during the activity. During this informal assessment, the instructor will use information collected earlier in the week. At the end of a Language Arts/Astronomy activity the prior day, students were asked to write down a question or something they wondered about astronomy or space. The instructor will display a sentence on a PowerPoint slide that directly answers a question a student had. For example, if a student had wondered, “How long does it take Jupiter to orbit the sun?”, the instructor will use the sentence, “Jupiter orbits the sun every 12 years.”, as the sentence students will use to define the vocabulary word. The students will have one minute to discuss with their elbow partner and together write the sentence on their whiteboard and circle the word(s) that correctly depicts the vocabulary word. This is higher order thinking; the students are taking sentences that have personal relevance, applying their understanding to those specific examples, and analyzing the sentences to identify their components. This will move students beyond simply recalling definitions of the academic vocabulary to a deeper understanding of how sentences are structured. Furthermore, when students see the practical application of grammar in areas they are curious about, it enhances their cognitive engagement in the material. This activity will serve as an informal assessment. The instructor will use this informal assessment to check for understanding of the academic vocabulary. This data is being collected to see if students understand the academic vocabulary. If the data shows students do not understand, an in the moment reteach will be done.

This activity will support **Learning Goal #1, recognizing the subject of a sentence**, by directly engaging students in recognizing the subject of a sentence. By using visual aids, bilingual definitions, and sentences that have personal relevance, it will be easier for students to identify the subject as the person, place, thing, or idea a sentence is about. By circling the subject in each example sentence, they actively practice identifying the subject within a context that is meaningful to them which reinforces their understanding and ability to recognize subjects in various sentences. This activity will support **Learning Goal #2, identifying the predicate of a sentence**, by directly engaging students in recognizing the predicate within sentences that hold personal relevance. The visual representation of the definitions and illustrations in both English and Arabic, along with sentences on a PowerPoint slide, will help students understand the concept of predicates. The action of circling the predicate in sentences relevant to them encourages students to actively engage with the material and reinforces their understanding of the predicate as the part of the sentence containing the action or information about the subject. This activity will support **Learning Goal #3, constructing simple sentences by combining a subject and predicate correctly**, by providing students with a structured, yet interactive way, to construct and analyze simple sentences. The process of discussing with a partner, writing the sentence, and identifying its components on a whiteboard fosters collaborative learning and critical thinking. This method ensures students understand both the theoretical aspects of sentence construction and also how to apply this knowledge practically. This will enhance their ability to distinguish between the subject and predicate and their roles in conveying information within a sentence.

This activity supports **ELD Goal #1, silently reading along with academic vocabulary**, by encouraging students to engage in reading the academic vocabulary terms relevant to the lesson. As students silently read the academic vocabulary and definitions while listening to the instructor read the vocabulary and definitions, students practice reading, and vocabulary acquisition is reinforced. The activity supports **ELD Goal #2, constructing complete sentences with proper syntax**, by having students write complete sentences on their whiteboard given to them by the instructor, then identify which word matches the definition of the vocabulary word. By writing sentences, analyzing their structure, and identifying which words match vocabulary terms, students practice constructing sentences with proper syntax. This activity supports **ELD Goal #3, engaging in verbal exchanges with peers**, through the portion of the activity where students work together with a partner, discussing their thoughts and collaborating to identify words in the sentence that match the definitions of vocabulary words. Engaging in these verbal exchanges with peers and the instructor will allow students to practice their spoken English in an academic context, using academic vocabulary. This activity supports **ELD Goal #4, actively listening when the instructor is speaking or when their classmates are offering perspectives**, as students are required to actively listen as the instructor presents the vocabulary words and definitions. Students will also need to listen to their partners as they discuss the sentences, vocabulary words, and definitions. This component of the activity emphasizes the importance of active listening skills in understanding academic content and engaging with peers' perspectives, an essential skill for effective communication and learning in an academic setting.

The instructor will provide FS2 with [UDL strategy #2.5 Illustrate through multiple media](#). The instructor will present vocabulary words and definitions using a variety of formats, such as written text, illustrations, and audio descriptions FS2 can listen to as needed. This UDL strategy will be effective for FS2 and all other students with academic needs by reducing the reliance on text alone, which will make learning more accessible. Illustrated examples and digital media will help FS2, and all other students with academic needs, understand the vocabulary better by providing multiple modalities to hear and see the vocabulary words and giving them clear, concrete examples of how each word is used. This strategy will also support FS2's need for organized and visually distinct information, which will make it easier for FS2 to process and recall the academic vocabulary. This strategy will also support FS1 and all other EL/reclassified students by providing illustrations and multimedia that give contextual clues that can enhance understanding of the academic vocabulary. Providing visual supports will help FS1 bridge language gaps. This will make it easier for FS1 to apply the vocabulary to different activities and academic contexts. This strategy will also support FS3 and all other students with well-being needs by providing a visually engaging and less text heavy way to learn the vocabulary. Making the academic vocabulary more engaging and less overwhelming can help increase FS3's focus and participation. Visuals and digital media will capture his interest and make the learning more accessible, which could potentially engage FS3 with the class content and FS3's peers, despite his current emotional and academic challenges.

Accommodations that will be provided in this activity for:

Focus Student #1: Bilingual instructions will be provided both orally and in written form in English and Arabic. Visual aids for academic vocabulary such as illustrations and diagrams in both languages, word banks with academic vocabulary will be provided. FS1 will receive sentence starters that aid in constructing sentences with proper syntax. Digital resources such as a word processor with spell/grammar check, speech-to-text, and translators will be made available. Alternate expression methods such as speech-to-text that allow FS1 to express her understanding through alternative means will be provided. Additionally, audio descriptions of academic vocabulary and their definitions will be available for FS1 to listen to, exposing FS1 to academic language in English. An above grade level "academic buddy" will be paired with FS1 during the pair-share activity who can help her with language support, definitions, and provide peer support.

Focus Student #2: Adapted writing materials will be provided such as multi-sensory paper, a slant board, and writing tools that are easier to grip. Visual organizers such as graphic organizers that help FS2 organize his thoughts before writing, sentence starters and word banks specifically designed for the academic vocabulary activity, and organizational charts for organizing his writing before transferring it to the whiteboard, will be provided. FS2 will have access to digital resources such as text-to-speech, and word processors with spell/grammar check. Sensory aids such as a secluded seating area and noise-canceling headphones will be readily available should FS2 choose to utilize them. FS2 will be able to use alternate expression methods such as speech-to-text that allow FS2 to express his understanding orally through alternative means. Text-to-speech reading will be made available for FS2. Blue masking tape will be placed around FS2's workspace along with the challenge to keep his stuff within his workspace. Additionally, audio descriptions of academic vocabulary and their definitions will be available for FS2 to listen to as needed. An above grade level "academic

buddy” will be paired with FS2 during the pair-share activity who can help him stay organized, on task and provide peer support.

Focus Student #3: Additional emotional check-ins will be provided for FS3 to gauge his emotional state and readiness to learn and provide words of encouragement to help him feel supported. Visual organizers such as graphic organizers that help FS3 organize his thoughts before writing, sentence starters and word banks specifically designed for the academic vocabulary activity, and organizational charts for organizing his writing before transferring it to the whiteboard will be provided. FS3 will have access to digital resources such as text-to-speech, and word processors with spell/grammar check. Sensory aids such as a quiet work area FS3 can utilize if he feels overwhelmed or distracted will be readily available should FS3 choose to use it. FS3 will be able to use alternate expression methods such as speech-to-text that allow FS3 to express his understanding through alternative means. Additionally, audio descriptions of academic vocabulary and their definitions will be available for FS3 to listen to, giving FS3 an opportunity to continually hear academic vocabulary and their definitions, bringing his attention back to the activity should he need it. An above grade level “academic buddy” will be paired with FS3 during the pair-share activity who can help him catch up and provide peer support.

Activity #3: Collaborative Group Activity

This activity will be done after the Academic Vocabulary activity. This activity will be done in a collaborative group setting of 4-6 students per group. These groups will include a diverse mix of students, those performing above grade level, at grade level, below grade level, students with academic needs, and ELs. This mixed-ability grouping will benefit each type of student. Students who are performing above grade level will benefit from this grouping by having the opportunity to reinforce their understanding of the content through teaching and leading discussions with their peers. This will allow them to identify any gaps in their own knowledge and develop their own leadership and social skills and boost their confidence. By placing students who are performing at grade level with peers who are above and below their level, at grade level students will have the opportunity to learn from their above grade level peers. This will encourage them to strive for higher achievement while also providing support to peers who may be struggling. These interactions will foster a sense of responsibility and enhance their own understanding as they practice teaching concepts to other students. The instructor will create an effective learning environment by ensuring each group consists of at least one student above grade level, one student at grade level, one student below grade level, and one student with needs (EL, academic, or emotional/life circumstance). This grouping strategy will leverage the strengths and perspectives of each student and will foster a supportive learning environment. This diverse grouping will allow students to use their individual assets to scaffold each other’s learning. Students above grade level will have an opportunity to assume a role of mentorship and leadership, which will reinforce their own understanding of the material while also developing empathy and communication skills. Students at grade level will be able to reinforce their learning by helping their peers during activities, while also increasing their own understanding as they collaborate with above grade level students. Below grade level students, ELs, and students with needs will receive a more accessible point of entry to the lesson content as they will receive explanations and guidance from their peers who understand the material well. This will allow these students to receive

added scaffolding from their peers. Below grade level students will receive the material in a more comprehensible manner and at a pace more suited to their learning needs. Below grade level students will have an opportunity to practice verbalizing their thoughts, questions, and ideas, which will enhance their oral communication skills. This will allow these students to express what they think and know in their own words and provides them with an opportunity to hear their peers use academic language and practice it themselves. Below grade level students will also be able to discuss academic content with someone who has a stronger grasp on the material, which will allow them to hear these complex ideas from someone in their own stage of development. The instructor will pass out Subject/Predicate cards to each table as well as an activity sheet for them to record the sentences they create titled "Subject and Predicate Matching Game." Half the cards contain a subject, and the other half of the cards contain a predicate. The instructor will then explain the activity to students. Students will be tasked with using the cards to form complete and logical sentences with proper syntax. This activity will also serve as an informal assessment. The instructor will use information collected earlier in the week. At the end of a Language Arts/Astronomy activity the prior day, students were asked to write down a question or something they wondered about astronomy or space. The instructor will make the subject and predicate cards out of sentences that directly answer a question a student had. For example, if a student had wondered, "What are Saturn's rings made of?", one subject card will read "Saturn's rings", and a predicate card would read "are made of ice and rock.", making the sentence "Saturn's rings are made of ice and rock." There are also several subject and predicate cards that utilize students' cultural and linguistic resources. Sports, movies, games, foods, holidays, and pets are all incorporated. There will be multiple sets of cards tailored to each students' individual interests. For example, one set of cards make the sentence "The Angels player is signing autographs for fans.", while another card reads, "The powerful Pokémon Pikachu defeated Team Rocket." Additionally, there will also be subject/predicate cards that can be mixed and matched, so there is more than one matching that makes logical sense. For example, students might match the subject card "Saturn's rings" with a predicate card that reads "are very beautiful." Students will then search through cards and make as many logical matches as possible. After providing instructions to students, the activity will be student-driven. In this activity, each group member will have a role. 1-2 student(s) will be responsible for selecting a subject, 1-2 student(s) will then pick a predicate that logically matches the subject, and 1-2 students will then record the sentences on the activity sheet. Students will rotate rolls as the activity progresses to ensure each student is given an opportunity to do each role. The instructor will go from table to table observing students' work and asking questions. Given the nature of the activity, questions may vary slightly based on the subject. Questions will be 1. "Why did you choose to match that subject with that predicate?" 2. "Can you make another sentence using the same subject but a different predicate?" 3. "Can you find a predicate that could match with more than one subject?" or "Can you find a subject that could match with more than one predicate?" and "How would the sentences differ?" Question #3 is a higher order thinking question because it is asking students to analyze the relationship between subjects and predicates to identify subjects/predicates that have a who/what or an action that is more versatile and can be matched with multiple subjects/predicates. Once they have matched a predicate with a different subject, or a subject with a different predicate, students must analyze how the sentences differ in meaning. This comparative analysis will help students understand the nuance of the English language and how a small change in a sentence can significantly alter the sentence's meaning. Furthermore,

by using more than one predicate with different subjects, or more than one subject with different predicates, students will synthesize information in different contexts, showing how the sentence's meaning or implication can shift depending on the subjects and predicates paired. This collaborative activity will serve as an informal assessment. The instructor will use this informal assessment to check for understanding of the subject and predicate. This data is being collected to see if students understand prior content. If the data shows students do not understand, an in the moment reteach will be done.

This activity will support **Learning Goal #1, recognizing the subject of a sentence**, by challenging students to find cards with different subjects and match them to a predicate. This hands-on experience reinforces their understanding that the subject is the core of a sentence that the provided information is about. This activity will support **Learning Goal #2, identifying the predicate of a sentence**, by challenging students to find appropriate predicate cards that match the chosen subject card. Doing so reinforces the concept that the predicate provides information about the subject. Students will learn to look for verbs or verb phrases that logically complete the sentence started by the subject. This activity will support **Learning Goal #3, constructing simple sentences by combining a subject and predicate correctly**, by requiring students to apply their understanding of subjects and predicates in a practical task, to build complete sentences. As they complete the activity, students will reinforce their understanding of sentence structure as they learn by doing.

This activity supports **ELD Goal #1, silently reading along with academic vocabulary** by engaging students with the academic vocabulary as they read through the subject and predicate cards. Reading is integral to the activity as students will need to comprehend and interpret the information on the cards to form complete sentences. Matching subjects and predicates will further promote the application of academic vocabulary in the context of the activity. The activity supports **ELD Goal #2, constructing complete sentences with proper syntax**, by having students match subject and predicate cards, then record the sentences on the activity sheet, students will practice foundational elements of writing. This will reinforce their skills as writers, as students will need to ensure sentences have proper syntax and are legible. This activity supports **ELD Goal #3, engaging in verbal exchanges with peers**, through the collaborative nature of the activity which will generate discussions among students and their peers. These discussions will require students to articulate their thoughts, provide an explanation for their choices, and engage in constructive dialogue. This activity supports **ELD Goal #4, actively listening when the instructor is speaking or when their classmates are offering perspectives**, as students will need to listen to the instructor's initial instructions, as well as the explanations and ideas shared by their peers. Listening to others will aid groups in the successful completion of the task and enhance their ability to understand and respect different viewpoints.

The instructor will provide FS3 with [UDL strategy #8.3 Foster collaboration & community](#). This UDL strategy will be effective for FS3 and all other students with well-being needs as it emphasizes the importance of creating a supportive classroom community where students can work together in a positive and academically effective environment. FS3 and all other students with well-being needs will benefit from social interaction and peer support. This could prove to be uplifting for FS3 during this challenging time in his life. Engaging with peers in a

structured activity will help FS3 feel included and valued, which will potentially improve FS3's mood and engagement. FS3 will be working with at least one classmate known for being supportive and encouraging which will bring a positive relationship into FS3's life, something that is crucial for FS3's emotional well-being. This strategy will also support FS1 by providing an inclusive environment where language barriers are reduced through collaboration and peer support. FS1 will be able to practice English in a real-world context by doing the subject-predicate activity with peers, which will reinforce FS1's language skills in both oral and written forms. The interactive group setting will boost FS1's confidence in English since the activity allows for light to moderate linguistic support which aligns with FS1's ELPAC level 3 needs. This strategy will support FS2 and other students with academic needs by offering a community driven learning experience where FS2 can engage with peers without the pressure of having to perform perfectly on written tasks. Grouping FS2 with peers will reduce the focus on individual handwriting challenges and will instead place an emphasis on generating collective ideas and problem solving. This approach may help alleviate any anxiety FS2 feels related to dysgraphia and executive functioning skills as FS2 can contribute orally and through the collaborative decision-making process. The structured support from peers and the instructor will assist FS2 in organizing his thoughts and tasks more effectively and in a less stressful environment. Group composition will support all three focus students, as they will be placed in groups with peers tailored to support their needs. Additionally, focus students will be able to assume roles they are comfortable with, which will encourage them to engage in the content. Positive reinforcement will be used with students, which will be particularly effective with the three focus students as it will highlight their contributions to effective collaboration. Feedback will be provided for each focus student that is constructive and encouraging and focuses on their efforts and improvement rather than perfection.

Accommodations that will be provided in this activity for:

Focus Student #1: Bilingual instructions will be provided both orally and in written form in English and Arabic. Visual aids for academic vocabulary such as illustrations and diagrams in both languages, word banks with academic vocabulary will be provided. FS1 will receive sentence starters, in the form of the subject/predicate matching cards, that aid in constructing sentences with proper syntax. Digital resources such as a word processor with spell/grammar check, speech-to-text, and translators will be made available. Alternate expression methods such as speech-to-text that allow FS1 to express her understanding through alternative means will be provided. Additionally, audio descriptions of academic vocabulary and their definitions will be available for FS1 to listen to, exposing FS1 to academic language in English. The instructor will recognize that FS1 may find certain roles within the activity more challenging than others as she develops her English language skills and will offer FS1 the option to choose roles within her group that provide her choice and autonomy in how she chooses to participate. An above grade level "academic buddy" will be paired with FS1 during the pair-share activity who can help her with language support, definitions, and provide peer support.

Focus Student #2: Adapted writing materials will be provided such as multi-sensory paper, a slant board, and writing tools that are easier to grip. Visual organizers such as graphic organizers that help FS2 organize his thoughts before writing, sentence starters, in the form of the subject/predicate matching cards, and organizational charts for organizing his writing before transferring it to his activity sheet, will be provided. FS2 will have access to digital

resources such as text-to-speech, and word processors with spell/grammar check. Sensory aids such as a secluded seating area and noise-canceling headphones will be readily available should FS2 choose to utilize them. FS2 will be able to use alternate expression methods such as speech-to-text that allow FS2 to express his understanding orally through alternative means. Text-to-speech reading will be made available for FS2. Blue masking tape will be placed around FS2's workspace along with the challenge to keep his stuff within his workspace. Additionally, audio descriptions of academic vocabulary and their definitions will be available for FS2 to listen to should he need a reminder during the collaborative activity. The instructor will recognize that FS2 may find certain roles within the activity more challenging than others given his dysgraphia and executive functioning skills and will offer FS2 the option to choose roles within his group that provide him choice and autonomy in how he chooses to participate. An above grade level "academic buddy" will be paired with FS2 during the pair-share activity who can help him stay organized, on task and provide peer support.

Focus Student #3: Additional emotional check-ins will be provided for FS3 to gauge his emotional state and readiness to learn and provide words of encouragement to help him feel supported. Visual organizers such as graphic organizers that help FS3 organize his thoughts before writing, sentence starters, in the form of the subject/predicate matching cards, and organizational charts for organizing his writing before transferring it to the activity sheet will be provided. FS3 will have access to digital resources such as text-to-speech, and word processors with spell/grammar check. Sensory aids such as a quiet work area FS3 can utilize if he feels overwhelmed or distracted will be readily available should FS3 choose to use it. Additionally, audio descriptions of academic vocabulary and their definitions will be available for FS3 to listen to should he need a reminder during the collaborative activity. FS3 will be able to use alternate expression methods such as speech-to-text that allow FS3 to express his understanding through alternative means. The instructor will recognize that FS3 may have days where active participation is challenging and will offer FS3 the option to choose roles within his group that provide him choice and autonomy in how he chooses to participate. An above grade level "academic buddy" will be paired with FS3 during the pair-share activity who can help him catch up and provide peer support.

Activity #4: Checking for Understanding:

This activity will be done after the collaborative group activity. This activity will be done in a whole class/pair-share setting. As with all pair-share activities, the instructor will pair above grade level students with below grade level students, ELs, or students with academic needs when possible, which will allow above grade level students to assume a role of mentorship and leadership, reinforcing their own understanding of the material while also developing empathy and communication skills. Below grade level students, ELs, and students with academic needs will receive a more accessible point of entry toward demonstrating their understanding of the subject and predicate as they will receive oral explanations and guidance from their peers who understand the material well. This will allow these students to receive added scaffolding from their peers. Students who are performing at grade level will be paired with students below grade level. Students at grade level will be able to reinforce their understanding of the subject and predicate by helping their peers during the activity. The instructor will open a Pear Deck Flashcard Factory for students. This activity pairs students in two's, with half the class on one team and the other half on the other team. While teams divide the class in half, the activity

itself is done in pairs. This activity will instruct one team member to write a sentence based on a prompt, while the other student then draws a picture of what the student wrote, then draws an arrow to the subject of the sentence, and circles the predicate. For example, if the prompt is “A sentence about Mario,” one student might write “Mario eats a red mushroom.”, while their partner then draws a picture of Mario eating a red mushroom, then draws an arrow pointing to Mario and circles the red mushroom he is eating. As students complete each round of sentences, the instructor will move to the “quality control” stage and review each pair’s work, approving or denying the flashcards. As the instructor reviews student’s work, questions will be asked to the whole class. The questions will be 1. “Who or what is the subject in this sentence?” 2. “What is being said about the subject?” 3. “Why do you think this subject and predicate make a good match?” 4. “Which sentence do you think is the most interesting or creative, and why?” Questions #3 and #4 are higher order thinking questions. Question #3 requires students to break down the sentence into its components and analyze the relationship between them. This analysis involves looking at how each component of the sentence works together to convey meaning considering the grammar, logic, and nuance of the English language. Question #4 asks students to evaluate the sentences they and their peers have created and consider criteria such as originality, complexity, and engagement. Students will need to reflect on what makes a sentence stand out and consider how creativity is expressed in sentence construction. The Flashcard Factory activity and questions asked by the instructor will serve as an informal assessment. The instructor will use this informal assessment to check for understanding of today’s lesson. This data is being collected to see if students understand prior content. If the data shows students do not understand, an in the moment reteach will be done.

This activity will support **Learning Goal #1, recognizing the subject of a sentence**, by challenging students to write sentences based on a given subject and then visually representing the subject. When one student writes a sentence and the other draws it, then specifically points out the subject with an arrow, it visually reinforces the concept of the subject as a person, place, thing, or idea the sentence is about. This will aid in the internalization of the subject’s role in a sentence. By writing sentences and drawing images based on those sentences, students engage with the material in a manner that goes beyond rote memorization. This activity will support **Learning Goal #2, identifying the predicate of a sentence**, by having students write sentences with a predicate and drawing pictures, then circling the predicate in the drawing. This will serve to highlight the significance of the predicate in providing the action or information about the subject. This approach will help students make concrete connections between the predicate and its role in conveying what the subject is doing or what is being said about the subject. The interactive nature of this activity ensures that students are able to identify predicates and comprehend their important function in sentence structure. This activity will support **Learning Goal #3, constructing simple sentences by combining a subject and predicate correctly**, by requiring students to apply their understanding of subjects and predicates in a practical task, to build complete sentences. This process will lead to discussions between partners on how subjects and predicates interact, promoting a deeper understanding of sentence structure. The questions asked of students encourage them to think critically about the logic and grammar behind their constructed sentences. As they learn to identify which part of the sentence provides information about the subject and its actions,

students will reinforce their ability to construct sentences with a clear understanding of the role of a subject and predicate within a sentence.

This activity supports **ELD Goal #1, silently reading along with academic vocabulary** by having students silently read prompts before beginning their part of the task, which relates to the academic vocabulary related to the lesson content. Silent reading will reinforce vocabulary recognition and understanding. As students review their classmate's sentences, they engage in further reading that solidifies their comprehension of the academic vocabulary and related concepts being taught. The activity supports **ELD Goal #2, constructing complete sentences with proper syntax**, by having students construct complete sentences that are grammatically correct and convey a clear idea. This activity will have students practice writing and reinforce their understanding of proper syntax, as they must ensure their sentences have a correctly used subject and predicate. This activity supports **ELD Goal #3, engaging in verbal exchanges with peers**, by encouraging constant verbal communication between pairs of students. They will need to discuss the prompt and offer explanations or guidance to each other, which will cause students to practice speaking skills in an academic context. In addition to practicing spoken English, the interaction between pairs will develop critical social and cognitive skills such as explaining their thinking, offering feedback, and engaging in collaborative problem-solving. This activity supports **ELD Goal #4, actively listening when the instructor is speaking or when their classmates are offering perspectives**, as students will need to listen to the instructor's initial instructions, as well as the explanations and ideas shared by their peers. This practice of actively listening will enhance their ability to process and understand spoken English, improving overall listening skills. The review, feedback, and questions posed by the instructor will require students to listen to feedback and questions about their work, or the work of their peers, highlighting the importance of listening for comprehension and engagement.

The instructor will provide FS1, FS2, and FS3 with **UDL strategy #5.2 Use multiple tools for construction & composition**. This UDL strategy will be effective for FS1 and all other EL/reclassified students by allowing them to express their understanding through a variety of methods and mediums, such as drawing, speaking, and using digital tools to compose ideas. This strategy will reduce the linguistic barriers FS1 faces and allow FS1 to demonstrate her creativity and understanding in a way that leverages her strengths. This strategy will also support FS2 by accommodating his dysgraphia and executive functioning skills. This strategy will also support FS2 and all other students with academic needs by offering multiple tools for composition. FS2 can choose methods that bypass the difficulties he has with handwriting, by typing or using speech-to-text technology. This will allow FS2 to focus on organizing his thoughts and expressing them clearly without having to worry about the potential obstacle manual writing may be. Graphic organizers and digital tools can also help him manage and structure his ideas more effectively, making the task less stressful and more approachable. This strategy will support FS3 and other students with well-being needs by providing FS3 with various ways to engage in the activity and lesson, which will cater to his emotional and academic needs. Having the flexibility for FS3 to choose how he expresses his understanding can make the activity less stressful and more engaging, which is crucial given his current life challenges. If FS3 is feeling disengaged or overwhelmed, FS3 may find it easier and more engaging to express his ideas through drawing or using digital tools. This flexibility will help

ensure that FS3 remains connected to the activity and the learning process, and feels he has choice and autonomy in how he expresses himself. This strategy supports all focus students and students with varying needs by giving them the opportunity to utilize their strengths and preferences in demonstrating their understanding of the lesson content. In addition to accommodating their individual needs, this strategy will enrich the learning experience for the entire class by creating an inclusive and adaptable learning environment.

Accommodations that will be provided in this activity for:

Focus Student #1: Bilingual instructions will be provided both orally and in written form in English and Arabic. Visual aids for academic vocabulary such as illustrations and diagrams in both languages, word banks with academic vocabulary will be provided. FS1 will receive sentence starters, based on the topic of each question in the Flashcard Factory activity, that aid in constructing sentences with proper syntax. Digital resources such as a word processor with spell/grammar check, speech-to-text, and translators will be made available. Alternate expression methods such as speech-to-text that allow FS1 to express her understanding through alternative means will be provided. Additionally, audio descriptions of academic vocabulary and their definitions will be available for FS1 to listen to, exposing FS1 to academic language in English. The instructor will recognize that FS1 may find certain roles within the activity more challenging than others as she develops her English language skills and will offer FS1 the option to choose between writing the sentence or drawing the picture and labeling the subject and predicate, giving FS1 choice and autonomy in how she chooses to participate. FS1 will be offered additional time to complete sentences or draw pictures. An above grade level “academic buddy” will be paired with FS1 during the pair-share activity who can help her with language support, definitions, and provide peer support.

Focus Student #2: Visual organizers such as graphic organizers that help FS2 organize his thoughts before typing, sentence starters, based on the topic of each question in the Flashcard Factory activity, and organizational charts for organizing his thoughts before typing out his answer, will be provided. FS2 will have access to digital resources such as text-to-speech, and word processors with spell/grammar check. Sensory aids such as a secluded seating area and noise-canceling headphones will be readily available should FS2 choose to utilize them. FS2 will be able to use alternate expression methods such as speech-to-text that allow FS2 to express his understanding orally through alternative means. Text-to-speech reading will be made available for FS2. Blue masking tape will be placed around FS2’s workspace along with the challenge to keep his stuff within his workspace. Additionally, audio descriptions of academic vocabulary and their definitions will be available for FS2 to listen to should he need a reminder during the Flashcard Factory activity. The instructor will recognize that FS2 may find certain roles within the activity more challenging than others given his dysgraphia and executive functioning skills and will offer FS2 the option to choose between writing the sentence or drawing the picture and labeling the subject and predicate, giving FS2 choice and autonomy in how he chooses to participate. FS2 will be offered additional time to complete sentences or draw pictures. An above grade level “academic buddy” will be paired with FS2 during the pair-share activity who can help him stay organized, on task and provide peer support.

Focus Student #3: Additional emotional check-ins will be provided for FS3 to gauge his emotional state and readiness to learn and provide words of encouragement to help him feel

supported. Visual organizers such as graphic organizers that help FS3 organize his thoughts before typing, sentence starters, based on the topic of each question in the Flashcard Factory activity, and organizational charts for organizing his thoughts before typing out his answer will be provided. FS3 will have access to digital resources such as text-to-speech, and word processors with spell/grammar check. Sensory aids such as a quiet work area FS3 can utilize if he feels overwhelmed or distracted will be readily available should FS3 choose to use it. Additionally, audio descriptions of academic vocabulary and their definitions will be available for FS3 to listen to should he need a reminder during the Flashcard Factory activity. FS3 will be able to use alternate expression methods such as speech-to-text that allow FS3 to express his understanding through alternative means. The instructor will recognize that FS3 may have days where active participation is challenging and will offer FS3 the option to choose between writing the sentence or drawing the picture and labeling the subject and predicate, giving FS3 choice and autonomy in how he chooses to participate. FS3 will be offered additional time to complete sentences or draw pictures. An above grade level “academic buddy” will be paired with FS3 during the pair-share activity who can help him catch up and provide peer support.

How will you check for understanding throughout the lesson? (Provide at least two informal assessments you will incorporate.)

Activity #1: Prior Knowledge

The informal assessment during the Prior Knowledge activity will consist of two parts. The instructor will ask students to take out their personal whiteboards. The instructor will then pick an object in the classroom. The instructor will present students with a challenge, asking students to work with their elbow partner (pair-share) to write a sentence using the object as a noun, describe it with an adjective, and give it an action with a verb. After the instructor has reviewed student whiteboards and pulled equity sticks asking those students to share what they wrote, the instructor will present a cold call for the students asking them to recall their prior knowledge of the parts of speech. The instructor will roam the front of the classroom and ask, “Can I have a volunteer to tell us what a noun represents?” “Can anyone tell us what a verb represents?” “How about an adjective?” “How about an adverb?” Students will raise their hands to volunteer an answer, with responses like “a noun represents a person, place, thing or idea in a sentence.” The first question is a higher order thinking question because it asks students to recall their prior knowledge and analyze how different parts of speech can be applied in various contexts, specifically through the lens of an object in the classroom. It pushes students beyond simply identifying parts of speech in isolated sentences and instead challenges students to understand the nuanced roles that nouns, verbs, and adjectives play in communication. The instructor will tell students they have one minute to write the sentence. For most students, about 30 seconds will be enough time, however an extra 30 seconds will be given to all students so ELs, students with academic needs, and students with well-being needs can complete the task. The instructor will then ask students to hold up their whiteboards. Every student will hold up their whiteboard and the instructor will read through student sentences, measuring how well they understand prior learning goals. These prior learning goals are Learning Goal #1: Students will recognize that a noun is a word that describes a person, place, thing, or idea. Learning Goal #2: Students will recognize that a verb is a word

that shows action or state of being. Learning Goal #3: Students will recognize that an adjective is a word that describes or modifies a noun. In addition to supporting learning goals from a prior lesson, this informal assessment supports this lesson's learning goals. This informal assessment will measure **Learning Goal #1, recognizing the subject of a sentence**, by engaging students in recognizing nouns within sentences, focusing on an object in the classroom. As students consider the object and construct sentences where the object serves as the noun, they practice identifying the subject of a sentence. The informal assessment will measure **Learning Goal #2, identifying the predicate of a sentence**, through the portion where students are asked to use verbs to describe what the object does. By constructing sentences that contain actions or states of being related to the chosen object, students practice forming predicates. This informal assessment will measure **Learning Goal #3, constructing simple sentences by combining subject and predicates correctly**, by asking students to synthesize new information and write a sentence where the object is first a noun, then described with an adjective, and finally involved in an action with a verb, it challenges them to think about how subjects and predicates work together to form complete thoughts. The instructor will then pull three equity sticks and those students will share their sentences. As the instructor reads through the whiteboard sentences and has students read their own, the instructor will be measuring to see if students have a firm grasp on the learning goals related to nouns, verbs, and adjectives, and their use in a sentence. If at least 80% of students have a whiteboard with a correctly used noun, verb, and adjective written in a complete sentence, the instructor will progress the lesson toward the academic vocabulary activity. If fewer than 80% of the students have a whiteboard with a correctly used noun, verb, and adjective written in a complete sentence, the instructor will provide an in the moment reteach of any content that is not understood.

Activity #2: Academic Vocabulary

The informal assessment during the academic vocabulary activity will be completed as a pair-share activity. After the instructor has shown students the academic vocabulary, the instructor will explain to students that a sentence will appear on the PowerPoint slide and students will then write the sentence on their whiteboard and circle the word(s) that correctly depict the vocabulary word. The instructor will display a sentence on a PowerPoint slide that directly answers a question a student had. For example, if a student had wondered, "How long does it take Jupiter to orbit the sun?", the instructor will use the sentence, "Jupiter orbits the sun every 12 years.", as the sentence students will use to define the vocabulary word. The instructor will then give students up to two minutes to complete the task. Most students should finish in about one minute, however an extra minute will be provided for ELs, students with academic needs, and students with well-being needs. Students will take out their whiteboards and write down the sentence. Students will then circle the word(s) that depict the vocabulary word. This informal assessment is higher order thinking. Students are taking sentences that have personal relevance, applying their understanding to those specific examples, and analyzing the sentences to identify their components. This will move students beyond simply recalling definitions of the academic vocabulary to a deeper understanding of how sentences are structured. Furthermore, when students see the practical application of grammar in areas they are curious about, it enhances their cognitive engagement in the material. The instructor will then have students hold up their whiteboard and measure student understanding of the learning

goals. The learning goals the instructor will be measuring are **Learning Goal #1, recognizing the subject of a sentence**, by directly engaging students in recognizing the subject of a sentence. By using visual aids, bilingual definitions, and sentences that have personal relevance, it will be easier for students to identify the subject as the person, place, thing, or idea a sentence is about. By circling the subject in each example sentence, they actively practice identifying the subject within a context that is meaningful to them which reinforces their understanding and ability to recognize subjects in various sentences. This informal assessment will measure **Learning Goal #2, identifying the predicate of a sentence**, by directly engaging students in recognizing the predicate within sentences that hold personal relevance. The visual representation of the definitions and illustrations in both English and Arabic, along with sentences on a PowerPoint slide, will help students understand the concept of predicates. The action of circling the predicate in sentences relevant to them encourages students to actively engage with the material and reinforces their understanding of the predicate as the part of the sentence containing the action or information about the subject. This informal assessment will measure **Learning Goal #3, constructing simple sentences by combining subject and predicates correctly**, by providing students with a structured, yet interactive way, to construct and analyze simple sentences. The process of discussing with a partner, writing the sentence, and identifying its components on a whiteboard fosters collaborative learning and critical thinking. This method ensures students understand both the theoretical aspects of sentence construction and how to apply this knowledge practically. This will enhance their ability to distinguish between the subject and predicate and their roles in conveying information within a sentence. As the instructor reads through the whiteboard sentences, the instructor will be measuring to see if students have a firm grasp on the learning goals related to the academic vocabulary taught during the activity and how they then apply it to a sentence. If at least 80% of students have a whiteboard with the subject and/or predicate circled in the complete sentence they wrote, the instructor will move on to the collaborative group activity. If fewer than 80% of the students have a whiteboard with a subject and/or predicate circled in the complete sentence they wrote, the instructor will provide an in the moment reteach of any content that is not understood.

Activity #3: Collaborative Group Activity

The informal assessment during the collaborative group activity will be completed in groups of 4-6 students and will consist of the activity and the questions being asked of students. The instructor will group students into groups of 4-6 students per group. The instructor will then hand out subject and predicate cards for the subject and predicate matching game and instruct students not to handle the cards until the start of the activity because it is a game. The instructor will provide students with instructions for this activity. The instructor will explain to students that they will be tasked with finding subject and predicate cards that can be matched to form complete and logical sentences. The instructor will explain to students that their group will earn one point for each complete sentence, and two points if the sentence is a complete and logical sentence. For example, matching a subject card that reads, "Saturn's rings" with a predicate card that reads, "ate the hot dog." to make the sentence, "Saturn's rings ate the hot dog." would only be worth one point. It creates a complete sentence but does not make logical sense. Matching a subject card that reads, "Saturn's rings" with a predicate card that reads, "are made of ice and rock." to make the sentence, "Saturn's rings are made of ice and rock."

would be worth two points. It creates a complete sentence that makes logical sense. The instructor will then explain to students that their points will be tallied after the activity. The instructor will then explain to students that everyone will have an important role to play in this activity and that roles will rotate every two minutes. The instructor will explain that 1-2 student(s) will be responsible for selecting a subject, 1-2 student(s) will then pick a predicate that logically matches the subject, and 1-2 students will then record the sentences on the activity sheet. The instructor will then tell students to begin the activity. As students complete the activity, the instructor will roam the class, approaching each table. The instructor will ask questions while at each table. Given the nature of the activity, questions may vary slightly based on the subject. Questions will be 1. "Why did you choose to match that subject with that predicate?" 2. "Can you make another sentence using the same subject but a different predicate?" 3. "Can you find a predicate that could match with more than one subject?" or "Can you find a subject that could match with more than one predicate?" and "How would the sentences differ?" Question #3 is a higher order thinking question because it is asking students to analyze the relationship between subjects and predicates to identify subjects/predicates that have a who/what or an action that is more versatile and can be matched with multiple subjects/predicates. Once they have matched a predicate with a different subject, or a subject with a different predicate, students must analyze how the sentences differ in meaning. This comparative analysis will help students understand the nuance of the English language and how a small change in a sentence can significantly alter the sentence's meaning. Furthermore, by using more than one predicate with different subjects, or more than one subject with different predicates, students will synthesize information in different contexts, showing how the sentence's meaning or implication can shift depending on the subjects and predicates paired. Students will first listen to the instructor's directions and examples provided. Once the game begins, students will split tasks within the group. 1-2 student(s) will be responsible for selecting a subject, 1-2 student(s) will then pick a predicate that logically matches the subject, and 1-2 students will then record the sentences on the activity sheet. Students will then work in groups to find a subject card, then find a predicate card, preferably one that matches, then write it down on the activity sheet. Students will continue doing this for the duration of the activity. As the instructor roams the classroom, student's work will be measured to ensure students are understanding the learning goals. The learning goals relevant to this informal assessment are **Learning Goal #1, recognizing the subject of a sentence**, by challenging students to find cards with different subjects and match them to a predicate. This hands-on experience reinforces their understanding that the subject is the core of a sentence that the provided information is about. This informal assessment will measure **Learning Goal #2, identifying the predicate of a sentence**, by challenging students to find appropriate predicate cards that match the chosen subject card. Doing so reinforces the concept that the predicate provides information about the subject. Students will learn to look for verbs or verb phrases that logically complete the sentence started by the subject. This informal assessment will measure **Learning Goal #3, constructing simple sentences by combining subject and predicates correctly**, by requiring students to apply their understanding of subjects and predicates in a practical task, to build complete sentences. As they complete the activity, students will reinforce their understanding of sentence structure as they learn by doing. As the instructor reads through the sentences students are creating, the instructor will be measuring to see if students have a firm grasp on the learning goals related to the subject and predicate concepts taught throughout the lesson and how they then apply to a sentence. If at least 80% of

students have constructed sentences with proper syntax, the instructor will move on to the checking for understanding activity. If fewer than 80% of the students have constructed sentences with proper syntax, the instructor will provide an in the moment reteach of any content that is not understood.

Activity #4: Checking for Understanding

The informal assessment during the checking for understanding activity will be completed as a pair-share activity and will consist of an activity and the questions being asked by the instructor. The instructor will inform students that we will now do an activity to make sure they understand the lesson content. The instructor will tell students to open their laptops and inform them they will be doing a Flashcard Factory. Students will no doubt cheer, as they love this activity. The instructor will then explain how the activity will work. The instructor will tell students one partner will be prompted to write a sentence about a topic, the other student will then draw a picture depicting whatever the sentence was about, then they will both work together to identify the subject and predicate in the sentence and draw an arrow to the subject in the drawing and circle the predicate in the drawing. The instructor will then offer students an example such as, if the prompt is “A sentence about Mario,” one student might write “Mario eats a red mushroom.”, while their partner then draws a picture of Mario eating a red mushroom, then draws an arrow pointing to Mario and circles the red mushroom he is eating. The instructor will then display the join code for the Flashcard Factory activity on the screen, divide students into their two teams, partner students into pairs, and instruct students to join the activity. Students will go to the Pear Deck website, enter the join code, and wait for the activity to start. Once all students have joined, the instructor will start the activity. Students will then take turns in their pair groups writing sentences and drawing pictures for the duration of the activity. When this phase of the activity has been completed, the instructor will move to the “Quality Control” portion of the activity. During Quality Control, the instructor will review the sentences and drawings students have created. The instructor will look for capitalization, punctuation, and proper syntax in the sentences, and that the subjects and predicates are identified in the drawings. The instructor will “approve” sentences and drawings that meet these criteria or “return” sentences and drawings that do not meet these criteria. As students’ sentences and drawings are reviewed by the instructor, the instructor will be measuring students understanding of subjects and predicates, and their ability to use what they know to construct a sentence with proper syntax, then identify the subject and predicate in their drawings. As the instructor reviews student’s work, the instructor will ask higher order thinking questions to the whole class, such as “Why do you think this subject and predicate make a good match?”, and “Which sentence do you think is the most interesting or creative, and why?” The first question requires students to break down the sentence into its components and analyze the relationship between them. This analysis involves looking at how each component of the sentence works together to convey meaning considering the grammar, logic, and nuance of the English language. The second question asks students to evaluate the sentences they and their peers have created and consider criteria such as originality, complexity, and engagement. Students will need to reflect on what makes a sentence stand out and consider how creativity is expressed in sentence construction. The learning goals relevant to this informal assessment are **Learning Goal #1, recognizing the subject of a sentence**, by challenging students to write sentences based on a given subject and then visually representing

the subject. When one student writes a sentence and the other draws it, then specifically points out the subject with an arrow, it visually reinforces the concept of the subject as a person, place, thing, or idea the sentence is about. This will aid in the internalization of the subject's role in a sentence. By writing sentences and drawing images based on those sentences, students engage with the material in a manner that goes beyond rote memorization. This informal assessment will measure **Learning Goal #2, identifying the predicate of a sentence**, by having students write sentences with a predicate and drawing pictures, then circling the predicate in the drawing. This will serve to highlight the significance of the predicate in providing the action or information about the subject. This approach will help students make concrete connections between the predicate and its role in conveying what the subject is doing or what is being said about the subject. The interactive nature of this activity ensures that students are able to identify predicates and comprehend their important function in sentence structure. This informal assessment will measure **Learning Goal #3, constructing simple sentences by combining subject and predicates correctly**, by requiring students to apply their understanding of subjects and predicates in a practical task, to build complete sentences. This process will lead to discussions between partners on how subjects and predicates interact, promoting a deeper understanding of sentence structure. The questions asked of students encourage them to think critically about the logic and grammar behind their constructed sentences. As they learn to identify which part of the sentence provides information about the subject and its actions, students will reinforce their ability to construct sentences with a clear understanding of the role of a subject and predicate within a sentence. If at least 80% of students have constructed sentences with proper syntax and identified the subject and predicate within their drawings, the instructor will move on toward concluding the lesson. If fewer than 80% of the students have constructed sentences with proper syntax and identified the subject and predicate within their drawings, the instructor will provide an in the moment reteach of any content that is not understood.

What UDL strategies are incorporated into your lesson? And explain why these strategies are appropriate. Identify and explain at least three UDL strategies.

Activity #1: Prior Knowledge

The instructor will provide FS1 with **UDL strategy #2.4 Promote understanding across languages**. This UDL strategy will be effective for FS1 and all other EL/reclassified students by integrating bilingual resources and translating key vocabulary and concepts into both languages. By utilizing this strategy, FS1 will be better equipped to understand and engage with the lesson content by being able to grasp the nuances of the English language through a familiar linguistic framework. This approach will not only aid in comprehension but also build confidence as students are able to connect new English vocabulary and grammatical structures with their existing knowledge in their native language. The translation of key vocabulary and concepts will facilitate a deeper understanding of the lesson's objectives, enabling FS1 and other EL/reclassified students to participate more fully in discussions and activities. Furthermore, by promoting understanding across languages, the instructor will nurture a multicultural classroom environment where diversity in language and thought is valued and leveraged as a learning tool. This approach acknowledges FS1's linguistic background and

leverages it as a strength, thereby enhancing FS1's ability to participate meaningfully in activities that require prior knowledge of parts of speech. This will also support FS2 and all other students with learning challenges by providing FS2 with materials that clarify syntax and structure, which can be beneficial given FS2's dysgraphia and executive functioning challenges. Access to resources in clear, accessible language may help FS2 better understand the instructions and content, reducing the cognitive load associated with decoding complex language or instructions. This will help FS2 focus more on the organizational and writing aspects of the task, which are the areas in which he needs the most support. This strategy will also support FS3 and all other students with well-being needs by offering content that is accessible and understandable, which is crucial given FS3's current emotional and academic challenges. Providing materials that are easy to understand can help mitigate the effects of FS3's inconsistent academic support at home and FS3's emotional state, which may impact FS3's ability to engage with new or complex information. Understanding instructions and content in a language and format that is clear and accessible can provide a sense of achievement and motivation, which is vital for FS3's emotional and academic recovery.

Activity #2: Academic Vocabulary

The instructor will provide FS2 with [UDL strategy #2.5 Illustrate through multiple media](#). The instructor will present vocabulary words and definitions using a variety of formats, such as written text, illustrations, and audio descriptions FS2 can listen to as needed. This UDL strategy will be effective for FS2 and all other students with academic needs by reducing the reliance on text alone, which will make learning more accessible. Illustrated examples and digital media will help FS2, and all other students with academic needs, understand the vocabulary better by providing multiple modalities to hear and see the vocabulary words and giving them clear, concrete examples of how each word is used. This strategy will also support FS2's need for organized and visually distinct information, which will make it easier for FS2 to process and recall the academic vocabulary. This will also support FS1 and all other EL/reclassified students by providing illustrations and multimedia that give contextual clues that can enhance understanding of the academic vocabulary. Providing visual supports will help FS1 bridge language gaps. This will make it easier for FS1 to apply the vocabulary to different activities and academic contexts. This strategy will also support FS3 and all other students with well-being needs by providing a visually engaging and less text heavy way to learn the vocabulary. Making the academic vocabulary more engaging and less overwhelming can help increase FS3's focus and participation. Visuals and digital media will capture his interest and make the learning more accessible, which could potentially engage FS3 with the class content and FS3's peers, despite his current emotional and academic challenges.

Activity #3: Collaborative Group Activity

The instructor will provide FS3 with [UDL strategy #8.3 Foster collaboration & community](#). This UDL strategy will be effective for FS3 and all other students with well-being needs as it emphasizes the importance of creating a supportive classroom community where students can work together in a positive and academically effective environment. FS3 and all other students with well-being needs will benefit from social interaction and peer support. This could prove to be uplifting for FS3 during this challenging time in his life. Engaging with peers in a

structured activity will help FS3 feel included and valued, which will potentially improve FS3's mood and engagement. FS3 will be working with at least one classmate known for being supportive and encouraging which will bring a positive relationship into FS3's life, something that is crucial for FS3's emotional well-being. This strategy will also support FS1 by providing an inclusive environment where language barriers are reduced through collaboration and peer support. FS1 will be able to practice English in a real-world context by doing the subject-predicate activity with peers, which will reinforce FS1's language skills in both oral and written forms. The interactive group setting will boost FS1's confidence in English since the activity allows for light to moderate linguistic support which aligns with FS1's ELPAC level 3 needs. This strategy will support FS2 and other students with academic needs by offering a community driven learning experience where FS2 can engage with peers without the pressure of having to perform perfectly on written tasks. Grouping FS2 with peers will reduce the focus on individual handwriting challenges and will instead place an emphasis on generating collective ideas and problem solving. This approach may help alleviate any anxiety FS2 feels related to dysgraphia and executive functioning skills as FS2 can contribute orally and through the collaborative decision-making process. The structured support from peers and the instructor will assist FS2 in organizing his thoughts and tasks more effectively and in a less stressful environment. Group composition will support all three focus students, as they will be placed in groups with peers tailored to support their needs. Additionally, focus students will be able to assume roles they are comfortable with, which will encourage them to engage in the content. Positive reinforcement will be used with students, which will be particularly effective with the three focus students as it will highlight their contributions to effective collaboration. Feedback will be provided for each focus student that is constructive and encouraging and focuses on their efforts and improvement rather than perfection.

Activity #4: Checking for Understanding

The instructor will provide FS1, FS2, and FS3 with [UDL strategy #5.2 Use multiple tools for construction & composition](#). This UDL strategy will be effective for FS1 and all other EL/reclassified students by allowing them to express their understanding through a variety of methods and mediums, such as drawing, speaking, and using digital tools to compose ideas. This strategy will reduce the linguistic barriers FS1 faces and allow FS1 to demonstrate her creativity and understanding in a way that leverages her strengths. This strategy will also support FS2 by accommodating his dysgraphia and executive functioning skills. This strategy will also support FS2 and all other students with academic needs by offering multiple tools for composition. FS2 can choose methods that bypass the difficulties he has with handwriting, by typing or using speech-to-text technology. This will allow FS2 to focus on organizing his thoughts and expressing them clearly without having to worry about the potential obstacle manual writing may be. Graphic organizers and digital tools can also help him manage and structure his ideas more effectively, making the task less stressful and more approachable. This strategy will support FS3 and other students with well-being needs by providing FS3 with various ways to engage in the activity and lesson, which will cater to his emotional and academic needs. Having the flexibility for FS3 to choose how he expresses his understanding can make the activity less stressful and more engaging, which is crucial given his current life challenges. If FS3 is feeling disengaged or overwhelmed, FS3 may find it easier and more engaging to express his ideas through drawing or using digital tools. This flexibility will help

ensure that FS3 remains connected to the activity and the learning process, and feels he has choice and autonomy in how he expresses himself. This strategy supports all focus students and students with varying needs by giving them the opportunity to utilize their strengths and preferences in demonstrating their understanding of the lesson content. In addition to accommodating their individual needs, this strategy will enrich the learning experience for the entire class by creating an inclusive and adaptable learning environment.

Conclusion of the lesson:

- **What are you doing to conclude the lesson? What are your students doing to summarize / articulate their understandings of the learning goal(s)? How are you and your students relating this new learning to learning in the future?**

The conclusion of the lesson will begin with the instructor doing an informal assessment to check for understanding using the Pear Deck Flashcard Factory. This informal assessment will pair students in two, with half the class on one team and the other half on the other team. While the teams divide the class in half, the activity itself is done in pairs. This activity will instruct one team member to write a sentence based on a prompt, while the other student then draws a picture of the sentence their partner wrote, then together the pairs will draw an arrow to the subject of the sentence and circle the predicate. As students complete each round of sentences, the instructor will move to the “Quality Control” stage and review each pair’s work, approving or returning the flashcards. As the instructor reviews student’s work, questions will be asked to the whole class. The questions will be 1. “Who or what is the subject in this sentence?” 2. “What is being said about the subject?” 3. “Why do you think this subject and predicate make a good match?” 4. “Which sentence do you think is the most interesting or creative, and why?” The instructor will use this informal assessment to check for understanding of today’s lesson and the learning goals. As students write sentences based on the prompt, the instructor will be able to understand how well students are understanding **Learning Goal #1, recognizing the subject of a sentence, Learning Goal #2, identifying the predicate of a sentence, and Learning Goal #3, constructing simple sentences by combining subject and predicates correctly.** As students write sentences in the Flashcard Factory, they will demonstrate an ability to recognize or choose who or what the subject will be (**Learning Goal #1**) based on the prompt and an ability to recognize or choose what the subject will be doing (**Learning Goal #2**) based on the prompt. The act of writing a sentence with proper syntax will demonstrate an understanding of **Learning Goal #3**, as students will need to combine subject and predicate to form a sentence. Identifying the subject in the drawing by drawing an arrow to it will also demonstrate an understanding of **Learning Goal #1**, as it will require students to read their partner’s sentence, then look at their drawing and identify the subject of the sentence. Identifying the predicate in the drawing by circling what the subject in their drawing is doing will also demonstrate an understanding of **Learning Goal #2**, as it will require students to read their partner’s sentence, then look at their drawing and identify the predicate or action of the sentence. If students appear to have any misunderstandings in the learning goals, the instructor will provide an in the moment reteach or scaffold students into understanding the material.

The instructor will then acknowledge the student's hard work, thank them for participating in the lesson's activities, and relate this lesson's learning goals to the next lesson's learning. The instructor will relate this lesson's learning goals to the next lesson's learning, simple compound sentences, by first explaining to students how today's lesson was important because it will serve as a foundational piece in understanding simple compound sentences. The instructor will explain that compound sentences are like taking two simple sentences and putting them together with a conjunction. The instructor will explain to students that since they now have a strong understanding of subject and predicate, they will be able to create two sentences using a subject and predicate and join them into a compound sentence. The instructor will explain that today they mastered simple sentence writing by learning to identify the subject and predicate. The instructor will then use the sentences, "The dog barked loudly." and "The cat meowed quietly." to explain how today we learned how to identify the subject and predicate in each of these sentences and write them each as simple sentences, but tomorrow we will learn how to merge them together into one compound sentence. The instructor will then explain that today's lesson will make them better writers, but tomorrow's lesson will improve their writing even more and teach them how to merge like ideas, which will make their writing flow better, be more interesting, varied, and be more concise.