

Date of Lesson:

Time frame: 5-70 minute periods

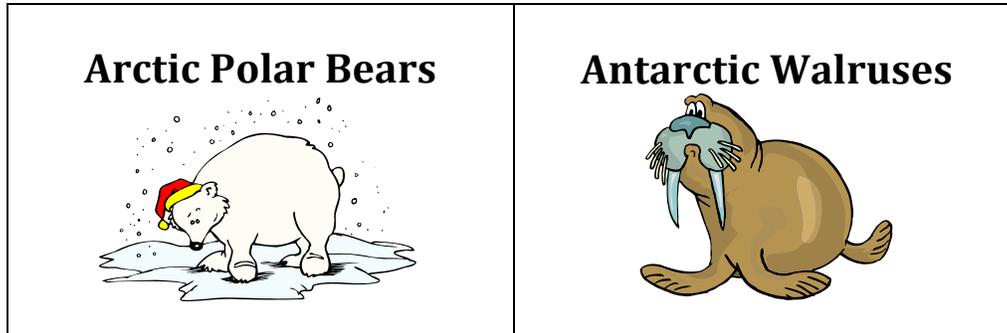
of students: 25

Grade level: 7

Age range: 12-13

Subject: Language Arts

! Sentence Olympics !



Venues

1. Expanding Sentences
2. Transitional Expressions/Conjunctions
3. Combining Sentences
4. Topic/Audience
5. Final Quiz

This lesson corresponds to the following portions of the Ontario Curriculum:

Writing/Grammar: Grade 7

- Use a variety of sentence types appropriately and effectively;
- Use correctly the conventions (spelling, grammar, punctuation, etc.) for this grade level;

PRE-ASSESSMENT

Students may have some knowledge of the grammatical concepts within these lessons, but most will not. Students know what a sentence is.

OBJECTIVE

Upon completion of this lesson, students will be able to complete all questions on the assigned worksheets and the final quiz. These lessons lead into the main lesson -- Opinion Pieces.

Upon completion of all four lessons within the Sentence Olympics, students will have the necessary grammatical tools to successfully write an opinion piece based on the Natural Resources Unit currently being studied.

MATERIALS

Supplied by Teacher:

- Bristol board for keeping score
- Bristol board for team cards
- Index cards and card box for questions
- Prizes – 1st and 2nd place – all students receive something
- Handouts & notes for students
- Worksheets to be completed after “games”
- Final Quiz

Supplied by Students:

- Writing paper, pens and pencils

PROCEDURES

Prior to class:

- Prepare “Official Score Board”, Team Cards, and Question Cards
- Purchase prizes for 1st and 2nd
- Photocopy worksheets and handouts
- Prepare final quiz questions

Motivator

- 1) The game portion of these lessons act as motivators for the students.
- 2) Explain to students that this will be the first of the four events and that students are expected to be respectful when others are speaking.
- 3) Split students into their teams.

Development

- 1) Explain to students the concept for the lesson (e.g. Expanding Sentences, Conjunctions, Combining Sentences, Topic/Audience) using examples on the black board. (See attached)
- 2) The first person in each group will choose a card out of the box and read the first part of the sentence aloud.
- 3) The second person will provide the correct answer/completion to the sentence. (Hopefully!)
- 4) The second person will then become the card chooser/reader, and the third person will provide the answers.... and so on.
- 5) One point is awarded for each correct answer.
- 6) Points tallied at the end of the game and added to the “Official Score Board”.
- 7) At the end of the week, the team with the highest score wins 1st prize.

~ VENUE #1 - Expanding Sentences ~

Words of the week?

Expand - to make bigger; enlarge; increase; add to

Devious - tricky, conniving, wily, cunning, scheming

Examples for chart paper:

1. She answered.
2. We walked.
3. We went to the store.
4. I bought candy.

Have students decide, by raising their hands, how they would like to expand these questions. Offer several solutions for each sentence.

Questions to ask yourself when trying to expand a sentence:

Why? Where? When? How? Which? What kind? How often?

write these on the board for students to use as a reference

~ VENUE #2 - Transitional Expressions, Conjunctions ~

Have students brainstorm the meanings of:

- **Transition** - Change, switch, evolution, development
- **Transitional Expression** – provide links between your thoughts and explain how and why you are connecting ideas and help the reader to follow your pattern of thought.
- **Conjunction** – a word used to join words or groups of words

Brainstorm some examples of transitional expressions: Again also, another, in addition, furthermore, and, again, also, finally, further, since, therefore etc.

Some conjunctions are used in pairs:

Either ... or, neither ... nor, not only... but also.

Examples for chart paper:

1. I go to the store everyday because I like fresh bread.
2. I cry when I am feeling sad.
3. Jenny wanted a blue sweater but, I think the red once looked better.
4. Although it looked like rain, we went for a drive.
5. Bring either a sandwich or soup for lunch tomorrow.
6. You must choose either milk or apple juice to drink.

Have students decide, by raising their hands, where the transitional expressions/conjunctions are located.

~ VENUE #3 - Combining Sentences ~

Use your transitional expressions/conjunctions to combine sentences.

Examples for chart paper:

1. When I go to the store, I will buy bread. When I go to the store, I will buy milk.
2. The habitants in New France ate tortieres. The habitants in New France ate bread.
3. My dog likes to play catch. My dog likes to do tricks.
4. Dogs are smart. Cats are smart.

Have students decide, by raising their hands, where the transitional expressions/conjunctions are located.

~ VENUE #4 - Topic and Audience ~

- **The topic** of a story or an article is the subject written about.
- **The audience** is the group of readers. (e.g. students, family members, neighbours, readers of a newspaper)

Examples for chart paper:

5. Edenwood Middle School Parents’ Night Next Thursday
6. Government Considers Raising Taxes Next Month
7. How to Grow Flowers in a Season
8. Computer Virus Attacks Emails Yesterday

Have students decide, by raising their hands, what is the topic and what is the audience. Read some of the headlines from the “Toronto Star” and have students do the same.

Closure

Students will be given a worksheet that focuses on today’s venue and given time to complete it in class.

LIMITS & INTERVENTIONS

- **TIME!** – I must keep students on track and within the time limits set out in my lesson plan. Ensure that students are not “dilly-dallying” so that the activity can be given it’s full amount of time for full effect.
- **Seven Gifted Students** (class 712) and **Four ESL Students, 1 ESD Student** (class 711), plus several unidentified students – these students will either be giving or receiving support within their team.
- Modified worksheets may be used for ESL/ESD students.

ALTERNATIVES

Activity #1 - Should activities run more quickly than anticipated, students will be given time to complete their scrapbooks or do their silent reading.

Activity #2 - Should activities run more slowly than anticipated, students will be asked to complete the worksheets for homework.

ENRICHMENT

Seven Gifted Students (class 712) will be helping to support the other students on their team.

REMEDIATION

Four ESL Students, 1 ESD Student (class 711), plus several unidentified students – these students will be receiving support from other classmates within their team. These students may also benefit from modified worksheets.

FOLLOW-UP:

Next Lesson: Each lesson will end with a preview of the next day's lesson. Students will be reminded that they will be quizzed on the material at the end of the Olympics.

All lessons lead into the "biggie" lesson – Opinion Pieces. This lesson will coincide with the final lesson of the Natural Resources Unit and prepares students for the type of sentence structure required to complete the final assignment – an opinion letter regarding sustainable development/resources.

EVALUATION:

Formative:

Participation

Summative:

Worksheets

Final Quiz