

Gradual Release of Responsibility	Responsibilities of the Teacher	Responsibilities of the Student
<p>Grade: 1st Standards: Sentence Building Level A- subject and predicate Objectives: Students will be able to identify the subject and the predicate in a simple sentence Materials: big book "Spring is Here" wiki sticks in red and black Essential Questions: What are the two main parts of a sentence? Vocabulary: subject predicate Adaptations for EL: A graphic organizer with parts of the sentence filled in. The student will fill in the empty spaces. Adaptations for Students with Special Needs: For students who have difficulty writing, the</p>	<p>Select book that meets the criteria of the lesson. Prepare materials and lesson space.</p>	

<p>sentences will be written for them. The student can then sort the parts of the sentences into categories labeled subject and predicate.</p> <p>DAP: Students are scaffolded in developing their understanding of the parts of a sentence: the subject and the predicate.</p>		
<p>Phase I: Exploration and Explanation</p>	<p>1. Introduce the big book, "Spring is Here." Read the title together. Invite the students to make predictions about what we will read about in the book. "Do you think we'll see snow?"</p> <p>Ask the students to think back to previous lessons. What is a noun? (A person, place, thing, or idea). "Let's look for nouns as we read this book."</p> <p>2. Place the book on the rug for all students to see. Read through the book, periodically asking questions and pausing for students to examine the pictures. After completing the book, ask students to share any nouns they found.</p> <p>Turn the book to page 10. "The grass sprouts." Write the sentence on a piece of paper. This sentence is made of two parts, the subject and the predicate. The subject of the sentence is a noun. What is the noun in this sentence? (Grass) The second half of the sentence is the predicate. The predicate talks about the subject. In this sentence, the predicate is 'sprouts.' Draw a black circle above the subject. Draw a red circle above the predicate. Draw a black arrow from the</p>	<p>Participate in the lesson and in identifying the subject and predicate of the sentence. Help to form the red and black circles around the parts of the sentence.</p>

	<p>predicate to the subject. "The predicate talks about the subject."Tear sentence right after the word 'grass.'</p> <p>Turn to page 12. "The flowers bloom."</p> <p>Give students an opportunity to identify the subject of this sentence.</p> <p>"Who would like to put the black circle above the subject?"</p> <p>"Who would like to put the red circle above the predicate?"</p> <p>(Students put wiki sticks circle about the part of the sentence.)</p> <p>"What is the subject?"</p> <p>"What does the predicate do?"</p> <p>Write the sentence on a piece of paper.</p> <p>"Where should I tear the paper?"</p> <p>3. Lets mark the subject with a black circle and the predicate with a red circle.</p> <p>Place the parts of the sentence under each category- subject and predicate.</p> <p>Repeat for page 14, 16, and 18, using further examples only if the students are struggling with the concept.</p> <p>After each sentence, ask, "What is the subject?" "What does the predicate do?"</p> <p>Scaffold as necessary, while giving students more and more opportunities to identify the subject and predicate.</p>	
<p>Transition to Phase II: Review Phase II Expectations</p>	<p>1. review new concepts - Who can tell me what a subject is? Who can tell me what a predicate is?</p> <p>2. explain directions for Phase II exercise—no new concepts are introduced in the transition I am going to give you some more sentences from the book for you to practice. You will be grouped in pairs, and</p>	<p>1. participate in the review 2. ask questions if further clarification is needed.</p>

	<p>you can each find the subject and the predicate, label them, and cut your paper.</p>	
<p>QUALITATIVE SHIFT IN RESPONSIBILITY--THE TEACHER WILL NO LONGER BE TEACHING THE WHOLE CLASS AS ONE UNIT. EVERY STUDENT NOW TAKES RESPONSIBILITY FOR CARRYING OUT THE CONCEPT, STRATEGY, SKILL, ETC.</p>		
<p>Phase II: Guided Practice One-on-One Differentiation Formative Assessment Plans for early finishers Closure</p>	<ol style="list-style-type: none"> 1. provide an exercise that requires students to practice using the new learning from Phase I. Students will be provided with a worksheet with 3-4 sentences from the book. 2. release responsibility to each student or group to carry out the new concepts, strategies, skills, etc. The students will be grouped in ways that allow them to support each other. 3. scaffold in individual and group zpds--as needed Some students may need further instruction, or be provided the wiki sticks to more easily circle the parts of the sentence. 4. if feedback indicates class-wide confusion, back up to Phase I and work with the whole class to further clarify concepts 5. at the close of Phase II, interactively review key points 6. closure can include sharing of student work, discussion <p>Split students into heterogeneous pairs. Give each pair a sentence from the book, along with a red and black crayon.</p> <p>"This paper has some more sentences from the book. Draw a circle above the subject in black. Draw a circle above the predicate in red. Then cut the sentence into two pieces, the subject and the predicate."</p> <p>Is there anyone who would like to demonstrate how to complete this task?</p>	<ol style="list-style-type: none"> 1. engage with Phase II exercise as independently as possible 2. request further scaffolding—as needed

	Once students have completed their sentences, ask them to gather again. Are there any questions? If time permits, let each group share one sentence from their worksheet.	
Transition to Phase III: Review and Phase III Expectations	<ol style="list-style-type: none"> 1. review concepts 2. explain directions for Phase III exercise—no new concepts are introduced in the transition <p>What are the two parts of a sentence? What color circle are we drawing over the subject? How about the predicate?</p> <p>Here is your own copy of some sentences.</p> <p>These worksheets are due at the language lesson next week. I will have this book available for you to look at, as well as a couple of the sentences that we have cut and labeled.</p>	<ol style="list-style-type: none"> 1. engage in review 2. volunteer to demonstrate Phase III expectations
QUALITATIVE SHIFT IN RESPONSIBILITY—STUDENTS WILL NEXT WORK INDEPENDENTLY EXCEPT WHEN UNFEASIBLE		
Phase III: Independent Practice Summative Assessment	<ol style="list-style-type: none"> 1. release responsibility to each student to carry out the new concepts, strategies, skills, etc. independently (e.g, homework, center/station work, projects) 2. scaffold if necessary 3. explain how you will formally assess student work 4. document next steps based on assessment data <p>The students would be provided with a worksheet very similar to the one given in phase 2. They would be instructed to follow the same process on this worksheet as they did in phase 2.</p> <p>For those student who understand the concept, an opportunity would be given for them to create their own sentences.</p>	independently complete Phase III exercises

	<p>For students with disabilities, the worksheet would be adapted to meet their individual needs. For those with physical limitations, the sentences would be in the form of cards that can easily be manipulated. For reading limitations, the sentences would be composed of simple words easy to read. Also, the wooden black and red circles would be available for students to manipulate in the place of drawing their own circles.</p> <p>Assessment: The worksheets will provide information about how well each student understands the concept. Observation by myself and the other teachers will also provide feedback about the effectiveness of the lesson and the assignment.</p>	
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