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| **LESSON TITLE**: Verbal Phrases: *Gerunds* **GRADE LEVEL**: 10th **TEACHER**: Ariel Gonzalez Corcino | **SUBJECT AREA: ❒READING ❒LITERATURE ☑GRAMMAR****Phase: ☑**Before **❒**During **❒**After**CONCEPT(S):** *Gerunds and Gerund Phrases***TIME ALLOCATION: 90 MIN.** |
|  **STANDARDS**  |
| **LISTENING**⬜**Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.**⬜10. L.1 Listen and collaborate with peers during social and academic interactions in class, group,  and partner discussions in read- alouds, oral presentations, and a variety of grade- appropriate topics. ⬜ a. Ask relevant questions, add relevant information, and paraphrase key ideas.  ⬜ b. Follow turn‐taking and show consideration by concurring with others in discussions.  ⬜ c. Listen and respond during a read aloud from a variety of fiction and nonfiction texts to  show comprehension, generalize, relate to character and setting, and make connections from personal experience.  ⬜ d. Listen, respond to, and analyze complex instructions and statements; apply and clarify  instructions and directions; answer and formulate closed and open-ended questions. **SPEAKING**⬜ **Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences**⬜ 10.S.1 Contribute to class, group, and partner discussions by following turn‐taking, asking relevant  questions, concurring with others, adding relevant information, and paraphrasing key ideas  from read texts or presentations/discussions/performances.⬜ **Evaluate information and determine appropriate responses to answer questions effectively.** ⬜10.S.2 Respond orally to closed and open-ended questions. ⬜ a. Memorize, analyze, and follow increasingly complex instructions and directions.  ⬜ b. Describe, explain, support, discuss, and synthesize  information.  ⬜ c. Answer and formulate closed and open-ended questions. ⬜ **Contribute to social, academic, college, and career conversations using accurate and**  **appropriate language.** ⬜ 10.S.3 Use a growing set of academic words, content‐specific words, synonyms, and antonyms to  tell, retell, explain and analyze stories and experiences with increasing precision and  differences in meaning.⬜ **Provide, justify, and defend opinions or positions in speech.** ⬜10.S.4 Reach an agreement or persuade others in conversations using learned phrases and  creative or original responses.⬜ **Adjust language choices according to the task, context, purpose, and audience.** ⬜10.S.5 Describe, explain, and evaluate text, self, and world experiences, express thoughts and  opinions to discuss current events, concepts, themes, characters, plot, and conflict  resolution. ⬜ a. Make predictions and inferences, as well as draw conclusions from listening to a  variety of texts, performances, and multimedia sources.  ⬜ b. Adjust language choices according to purpose, task, and  audience. ⬜ **Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.** ⬜ 10.S.6 Plan and deliver oral presentations on a variety of topics, citing specific textual evidence to  support ideas.**READING:**⬜ **Read critically to make logical inferences, and cite specific textual evidence to**  **support conclusions drawn from the text.** ⬜ 10.R.1 Read a variety of texts and multimedia resources (when accessible) to explain ideas, facts,  events, cultural identity, genre, and processes, supplying textual evidence and  connections/relationships to support analysis and conclusions. Recognize fact vs. opinion  and fiction vs. nonfiction as well as facts/supporting details from the texts.⬜ **Determine main ideas or themes of a text and analyze their development; summarize the**  **key supporting details and ideas** ⬜ 10.R.2 ⬜ L. Determine a theme or main idea of a literary text and how it is conveyed through  particular details. ⬜ a. Provide a summary of the text distinct from personal opinions or judgments ⬜ I. Determine a main idea of an informational text and how it is conveyed through  particular details; provide a summary of the text distinct from personal  opinions or judgments.⬜ **Analyze how and why individuals, events, or ideas develop and interact over the course of a**  **text.** ⬜10.R.3 ⬜ L. Describe how a particular story’s or drama’s plot and setting unfolds in a series of  episodes as well as how the characters respond or change as the plot moves toward a  resolution. ⬜a. Distinguish character traits (internal and external). ⬜I. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and  elaborated in an informational text (e.g., through examples or anecdotes).  ⬜a. Interpret cause and effect relationships.⬜ **Interpret words and phrases as they are used in a text, including determining technical,**  **connotative, and figurative meanings, and analyze how specific word choices shape meaning**  **or tone.** 10.R.4  ⬜L. Determine the meaning of words and phrases as they are used in a literary text, including  figurative and connotative meanings; analyze the impact of a specific word choice on  meaning and tone. ⬜I. Determine the meaning of words and phrases as they are used in an informational text,  including figurative, connotative, and technical meanings.⬜ **Analyze the structure of texts, including how specific sentences, paragraphs, and larger**  **portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the**  **whole.** 10.R.5  ⬜ L. Analyze how a particular sentence, chapter, scene, or poem fits into the overall structure of a  literary text and contributes to the development of the theme, setting, plot, and elements of  poetry. ⬜ I. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall  structure of an informational text and contributes to the development of the setting and ideas.⬜**Assess how point of view or purpose shapes the content and style of a text.** 10.R.6  ⬜ L. Explain how an author develops the point of view of different characters, the narrator, or  speaker in a literary text. ⬜I. Determine an author’s point of view or purpose in an informational text and explain how it is  conveyed.⬜ **Integrate and evaluate content presented in diverse media and formats.** 10.R.7  ⬜L. Compare and contrast the experience of reading a story, drama, or poem to listening to or  viewing an audio, video, or play of a literary text, including contrasting what they “see” and  “hear” when reading the text to what they perceive when they listen or watch using English  subtitles.  ⬜ I. Integrate information presented in different media or formats (e.g., visually, data) as well as in words to develop a coherent understanding of a topic or issue.⬜ **Delineate and evaluate an author’s argument through evidence specified in a text.** ⬜10.R.8 Search and evaluate the argument and specific evidence in a text, distinguishing claims  that are supported by reasons and evidence from claims that are not, including, but not  limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.⬜ **Compare and contrast two or more authors’ presentations of similar themes or topics.** 10.R.9 ⬜ L. Compare and contrast literary texts in different forms or genres (e.g., stories and poems;  historical novels and fantasy stories) in terms of their approaches to similar themes and  topics. ⬜I. Compare and contrast one author’s presentation of events with that of another (e.g., a  memoir written by and about the same person) in informational texts.⬜**Read and comprehend complex literary and informational texts independently and proficiently.** ⬜10.R.10 Read and comprehend a variety of literature, including stories, dramas, and poetry, and  informational texts (e.g., history/social studies, science, and technical texts) of appropriate  complexity.**WRITING:**⬜ **Write arguments to support point of view using valid reasoning and sufficient evidence.** ⬜10.W.1 Justify opinions or persuade others by providing textual evidence or relevant background  knowledge with moderate support on a variety of personal, social, and cultural topics,  current events, etc. ⬜a. Express and clarify viewpoints and opinions, take and defend positions.⬜**Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.** ⬜10.W.2 Write informational texts to examine and analyze topics and convey ideas independently  using appropriate text organization.⬜**Write literary texts to develop real or imagined experiences or events using effective**  **technique, details, and structure.** ⬜10.W.3 Write paragraphs, short essays, and literary texts using transitional words and other  cohesive devices to better organize writing that develop real or imagined experiences or  events, using literary elements like narrative structure, theme, mood, plot, setting, moral,  etc.⬜ **Develop and strengthen writing as needed by using the writing process (planning, drafting,**  **revising, editing, rewriting, or publishing).** ⬜10.W.4 Develop and strengthen writing as needed by planning, drafting, revising, editing, use  editing marks, rewriting, and publishing.⬜**Conduct research projects of varying lengths based on focused questions to demonstrate**  **understanding of the subject.** ⬜ 10.W.6 Conduct short research projects to write a report that uses several sources to build  knowledge through investigation of different aspects of a topic.⬜ **Draw evidence from literary or informational texts to support analysis, reflection, and**  **research.** ⬜10.W.7 Draw evidence from literary or informational texts to support analysis, reflection, and  research.⬜ **Write routinely over short and extended time frames for a variety of tasks, purposes, and**  **audiences.** ⬜10.W.8 Write routinely for short and extended time frames (time for research, reflection, and  revision) for a variety of discipline- specific tasks, purposes, and audiences. This includes,  but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their  qualities.**LANGUAGE:**⬜ **Demonstrate command of the conventions of English grammar and usage.** ⬜ 10.LA.1 Demonstrate command of the conventions of English grammar.⬜ a. Explain the function of phrases and clauses and apply  correctly. ⬜ b. Choose among simple, compound, complex, and  compound-complex sentences when  speaking and writing. ⬜**Apply English conventions using appropriate capitalization, punctuation, and spelling.** ⬜10.LA.2 Demonstrate command of the conventions of English capitalization, punctuation, and  spelling.⬜ a. Use punctuation to separate a series of adjectives (e.g., It  was a fascinating, enjoyable  movie.). ⬜ b. Spell correctly. ⬜ **Demonstrate understanding of how language functions in different contexts to make effective choices for meaning, style, and comprehension.** ⬜ 10.LA.3 Use knowledge of language and its conventions when writing, speaking, reading, or  listening. ⬜ a. Choose language that expresses ideas clearly, recognizing subject-verb agreement and  eliminating wordiness and redundancy.⬜**Determine or clarify the meaning of unknown words and phrases by using context clues,**  **analyzing meaningful word parts, and consulting reference materials.**⬜ 10.LA.4 Determine or clarify the meaning of unknown and multiple- meaning words and phrases  based on appropriate reading and content, choosing flexibly from a variety of strategies.⬜ a. Use context clues to help determine the meaning of a word  or phrase. ⬜ b. Use common Greek or Latin affixes and roots correctly (e.g.,  "ex," "inter," "anti," "micro”). ⬜ c. Consult reference materials (e.g., dictionaries, glossaries,  thesauri), both print and digital,  to find the pronunciation of a word or determine or clarify its precise meaning or its part  of speech. ⬜ **Demonstrate understanding of figurative language, word relationships, and variation in**  **word meanings.** ⬜10.LA.5 Demonstrate understanding of figurative language, word relationships, and variation in  word meanings.  ⬜ a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. ⬜ b. Distinguish among the connotations (associations) of words with similar denotations  (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).⬜ **Accurately use a variety of social, academic and content-specific words and phrases**  **sufficient for reading, writing, speaking, and listening at the college and career-readiness**  **level.** ⬜10.LA.6 Accurately use a variety of social, academic, and content-specific and content area words  and phrases; gather vocabulary knowledge when considering a word or phrase important  to comprehension or expression. |
| **TERMINAL OBJECTIVES** | **DEPTH OF KNOWLEDGE** |
| **CONCEPTUAL**The students will distinguish or differentiate gerunds and gerund phrases in sentences. | ☑Recall ⬜Skill/Concepts ⬜Strategic thinking ⬜Extended thinking |
| **ATTITUDINAL**The students will appraise essential and nonessential phrases. | ⬜Recall ⬜Skill/Concepts ☑Strategic thinking ⬜Extended thinking |
| **PROCEDURAL**The students will identify gerunds and gerund phrases in a handout provided. The students will write Gerunds correctly in sentences. | ⬜Recall ☑Skill/Concepts ☑Strategic thinking ⬜Extended thinking |
|  **ASSESSMENT AND EVALUATION**  |
| In a handout provided, the students will underline sentences with Gerund phrases and identify what function the gerund has on the pertaining sentence.  |
|  **MATERIALS**  |
| **Handouts:**1. The students will underline gerund phrases
2. The students will identify the function of the gerund in the sentence.
 | **Technology:****❒**Overhead **❒**Television**☑**SMARTBoard  | **☑**Projector**❒**CD player**☑** Laptop | **Websites:** |
| **LANGUAGE FUNCTION** | **GROUPING OF STUDENTS** | **PRIOR KNOWLEDGE** |
| **☑Expressive****❒Phatic Communion****☑Informative****❒Directives** | **☑ Whole class****❒Small groups****❒Pairs****☑Individual** | *Prepositions, direct object, Indirect object, predicate nominative and object of a preposition.*  |
| **DIFFERENTIATED LEARNING**  |
| For students who finish the assigned work early, there will be an additional handout on gerund phrases. For students with any type of learning disability, the teacher will provide personal assistance, if needed. |
|  **INSTRUCTIONAL MODEL**  |
| **❒** Audio-lingual**❒** Communicative Approach**❒** Computer Assisted**❒** Cooperative Learning**❒** Debate**☑** Demonstration**❒** Direct Method**❒** Discovery | **☑** Discussion**❒** Fish Bowl**❒** Game**☑** Guided Discovery**❒** Guided Reading**❒** Harkness Method**❒** Lecture**❒** Literary Circles | **❒** Peer Coaching**❒** Problem Based**❒** Responding to literature**❒** Role Play**❒** Thematic**☑** Writing Process**❒** Whole Language**☑ Other:** Indirect Method |
|  **PROCEDURE**  |
| **Presentation of Vocabulary and/or related material**  |
| The teacher will present a Power Point Presentation about Gerunds and Gerund phrases. The teacher will provide information on gerunds that will help the students differentiate between gerund types of phrases. Gerund Phrases can act as subjects, complements, or object of prepositions. The teacher will ask questions such as:1. What are verbal phrases?
2. How many verbal phrases are there?
3. What is a gerund?
4. What are the different functions of a gerund in any sentence?
5. How can you differentiate gerund functions in a sentence?
6. How do you identify a gerund phrase as a Subject?
7. A Direct Object? An Indirect Object? The Object of the Preposition? A Predicate Nominative?
8. Why are gerunds important to fully grasp sentence meaning?
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| **Guided Practice**  |
| The teacher will make use of power point presentation in order to include additional practice on gerunds and gerund phrases. With the students, the teacher will discuss and practice sentences using gerunds and different gerund functions.  |
| **Seat Work**  |
| In a handout provided, the students will underline each gerund or gerund phrase. As a second part of the handout provided, the students will underline each gerund or gerund phrase and write in the blank its use in the sentence which S will describe the main use of the gerund as a subject or DO for direct object.  |
| **Closure**  |
| The teacher will review the material and will provide additional feedback to the students if they have any doubts about gerunds or gerund phrases. Questions will be asked by the teacher to maximize student retention on the topic. |
|  **HOMEWORK** |
| The students will complete page 74 from the workbook. |
| **Reflection:** |