

JMMS Daily Lesson Plan for

Teacher: Condit (1 st pd. Palmer)	
Course/ Subject: ELA/Writing - Bend 3 Session 3: Misplaced and Dangling Modifiers	
Date of Instruction: October 7, 2020	
Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10	Standard/s: ELAGSE7W3b
	Learning Target: I will identify misplaced and dangling modifiers in my text.
	Success Criteria: <input type="checkbox"/> Compare and contrast sentences to determine how modifiers are used. <input type="checkbox"/> Identify sentences with modifiers in my writing and correct it.
	Introduction/Connection: <ul style="list-style-type: none"> We will look at two short videos about misplaced and dangling modifiers. https://www.youtube.com/watch?v=TtRh-HGPVwU – dangling modifiers https://www.youtube.com/watch?v=oXG_v52X69w – misplaced modifiers
Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the	DIRECT INSTRUCTION: I will teach students that narrative writers know how to avoid using misplaced and dangling modifiers that can confuse the reader.
	GUIDED PRACTICE: I will read a few sentences from “Thirteen and a Half” and think out loud as I process what needs to be edited for corrections. Students will read 4 sentences and compare and contrast the difference between the sentences by jotting down their thoughts.

<p>instructional process that will be used to engage the students in the work period.</p> <p>Measuring and monitoring progress towards mastery of success criteria through formative assessment.</p> <p>TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>Refer to the anchor chart “Avoiding Problems with Misplaced and Dangling Modifiers”.</p> <hr/> <p>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</p> <p>Students will look at their old piece from yesterday.</p> <ul style="list-style-type: none"> ● Look back for misplaced and dangling modifiers they found this week, and make corrections based on anchor chart ● Develop ideas for a next narrative ● Write a new narrative – focusing to include the grammar work over this year (Bend 1-Bend 3) ● Work on traditional misplaced and dangling modifier worksheet/assignment. <p>STRATEGY GROUP FOCUS:</p> <ul style="list-style-type: none"> ● Strategy groups for run ons and sentence fragments
<p>Closing (We Check)</p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding .</p> <p>TKES : 1,2,3, 4,5,6,7,8</p>	<p>SUMMARIZE/FORMATIVE ASSESSMENT:</p> <p>Turn to Your Partner -</p> <p>Students should share sentence corrections with a partner and explain why they made the changes they made based on the anchor chart.</p>