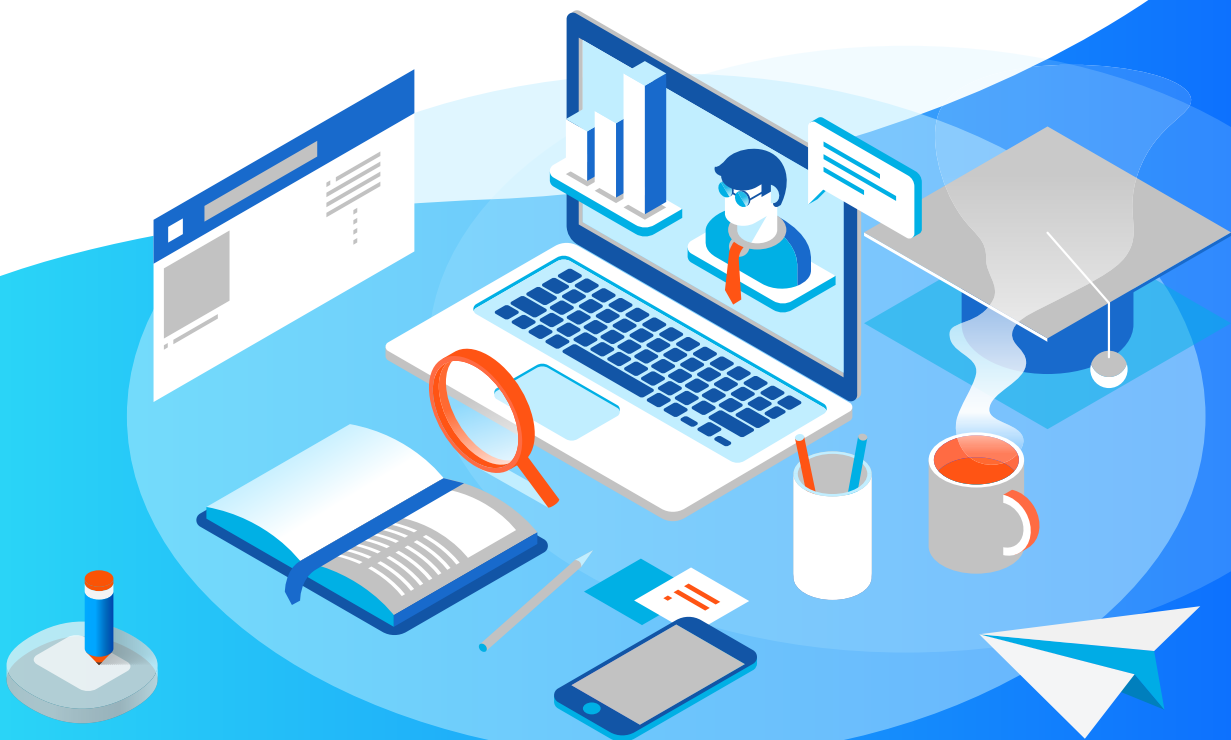


Sample Lesson Plan for Grade Three

Name

Institution



Topic: Autumn Three Sentence Building

OBJECTIVES

By the end of the lesson, the learners should be able to,

- Correctly identify both the predicate and subject sections of a sentence
- Pair up the subjects and predicates from different sentences as identified, and use them to form sentences
- Construct various sentences by incorporating the subject and predicate components

MATERIALS NEEDED

- Reproducible parts of different sentences
- Pencils
- Papers
- Sentence strip
- Construction paper (that is, 9" x 12") and varying colors such as yellow, brown, red, and or orange

Preparation (Nisbet & Warren, 2013)

The preparation for the lesson involves the construction of an autumn tree. The autumn tree has parts such as the trunk and the branches or leaves, to represent the subject and the predicate parts of a sentence.

Twist the yellow strip of the paper, and attach it to the bulletin wall using the staple pins available in the office to form the tree trunk as well as the branches. To the formed tree trunk, attach to it the

construction paper, which represent the leaves in either red or brown. To complete the autumn tree, label the trunk as the subject, while the leaves bear the predicate name.

Introduction

Give a broad introduction of the concepts of subject and predicate in sentences. Using a specific sentence, tell the students that the subject constitutes what the sentence talks about, while the predicate part of the sentence tells more about what happens to the subject matter. Using the paper strips, write such sentences and display for the students to see the different parts of the sentences. For example, “The hungry man ate all the food in the kitchen.” Ask the learners to identify the subject and the predicate from the sentence example. In a simple way, ask three different students to identify who or what the sentence is about. If their answer points at the hungry man, then cut it from the strip and place on top of the trunk, while the rest of the sentence on the leaves (Ko & Park, 2012).

PROCEDURE

- Print the reproducible parts of the sentences, while separating the parts as strips
- Inform the students about the purpose of the tree, for building sentence parts
- Allow volunteer students to select and read the sentences on the strips aloud
- Allow the students to identify in each of the sentences, the subject and the predicate parts of the sentence.
- Help students understand that a single subject can be joined to many other predicates to form other complete sentences.

This is best when the students take part in joining their parts of papers into the tree.

INDEPENDENT EXERCISE (Kerzner, 2013)

- Students should get their papers and pencils for the exercise
- Direct students to construct different sentences using different subjects and predicates; write them on the paper strips using their pencils to for other autumn trees
- By drawing a line between the subject and the predicate, instruct students to distinguish between the subject and the predicate from the sentences they have constructed.

References

Kerzner, H. R. (2013). Project management: a systems approach to planning, scheduling, and controlling. John Wiley & Sons.

Ko, Y., An, J., & Park, N. (2012). Development of Computer, Math, Art Convergence Education Lesson Plans Based on Smart Grid Technology. In Computer Applications for Security, Control and System Engineering (pp. 109-114). Springer Berlin Heidelberg.

Nisbet, S., & Warren, E. (2013). Primary school teachers' beliefs relating to mathematics, teaching and assessing mathematics and factors that influence these beliefs. Mathematics Teacher Education and Development (MTED), 2

