

LESSON PLAN

II. Specific Objectives * Enrichment Objectives ** Remedial Objectives	Ind. #	III. Procedure A. Introduction/Motivation B. Study/Learning Activities C. Culmination D. Follow-up (Include directional statements for evaluation and any enrichment or individual activities)	IV. Materials/Resources	V. Evaluation related to objectives
<p>Objective: Without the use of resources, the student will correctly identify when double negatives are being used, and make changes to make sentences positive. (Apply)</p>		<p>Introduction:</p> <ol style="list-style-type: none"> Greet students. Introduce students to the Language Arts portion of the lesson. Ask students if they know any negative people. <ul style="list-style-type: none"> -Ask students what type of characteristics make a person negative. -What type of words do these people use a lot. -Allow time for answers. Give students examples of phrases that may seem more negative. <ul style="list-style-type: none"> -I'm not eating that because it's not good. -I'm never wearing that because it's ugly. Tell students that in our English language, some people may use incorrect grammar, which makes their sentences negative. Ask students for predictions of what this may be. Tell students that by the end of this lesson they will be able to recognize a double negative, and know how to get around using negative words in a sentence. <p>B. Study Learning</p> <ol style="list-style-type: none"> Tell students that in grammar, a negative word is a word that means "no" such as not, never, nobody, nowhere, and contractions with n't. Show students examples of sentences with these words on the board. <ul style="list-style-type: none"> -I have never been to India. Tell students that most negative words also have opposites, called positive words. <ul style="list-style-type: none"> -Give students an example: I have always wanted to go to India. Ask students if they have any questions concerning the the use of negative and positive words. Give students a handout with a list of negative and positive words. After reviewing the words on handout, reinforce the fact that two negatives should never go in the same sentence together. 	<p>dry erase board</p> <p>dry erase board</p> <p>Words List: Attachment 2</p> <p>magnets</p>	

I. Main Ideas/Conceptual Understandings/Goals: Understand what words are negative, how to avoid the use of double negatives, and make changes to make negative words positive.

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		<p>-Show students a visual to represent this concept. -Pair students together by their seating arrangements. -Give each group a pair of magnets and allow them to experiment and discover that two negatives will consistently repel each other. (Science) -Explain to students that this is the same mindset we must have when using grammar.</p> <p>7. Remind students that a negative word means "no". -You may only use one negative word in a sentence to portray a negative meaning.</p> <p>8. Tell students they may correct a double negative by substituting a positive word or by dropping one of the negative words all together.</p> <p>9. Give students examples of these types of words. -Read the sentences to the students and show how the words may be changed to give the correct meaning. -After making changes on 3 sentences, begin asking students if they can help me get rid of the double negatives. -Give enough sentences that each student can make adjustments to a sentence.</p> <p>Guided Practice: -Organize students into small groups. -Ask each group to think of popular sayings that include a negative. -Give students the example "There is no place like home". -Allow groups 3-5 minutes to write as many popular sayings as they can think of. -Have them underline the negative in each. -Students will have the opportunity to share them with the class.</p> <p>Independent Practice: -Tell students to go back to their original seats. -Tell students that they'll be given a rough draft about the artist Pablo Picasso.</p>	<p>Rough draft: Attachment 3</p>	

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		<p>-Tell students the draft contains several double negatives and they must revise it by drawing a line through one of the negatives and, if necessary, write the correction in the space above the word that was crossed out.</p> <p>C. Culmination</p> <ol style="list-style-type: none"> 1. Split students into two groups by numbering them "1, 2, 1, 2..." 2. Tell students we will now play a game. 3. Tell students that the object of the game is to be the team with the most points by the end of the session. 4. Tell students the rules: <ul style="list-style-type: none"> -Both teams will start at the back of the class. -After hearing a sentence given by the teacher, one student from each team will go to the board and swat one of the two index cards on the board. (negative sentence, double negative sentence) 5. Tell students the catch: <ul style="list-style-type: none"> -As students are going to the board, they must do lunges all the way down the center aisle, slap the correct answer with the swatter provided, and do lunges until they reach their team in order to get the point. (Health) -Explain to students that this will not only be an obstacle while doing they're trying to earn points for their team, but they are also doing something beneficial for their body. -Tell students that after completing this activity, they may feel a soreness in their muscle, but it only means that they worked them. -Show students the correct way to do a lunge before beginning the activity. 6. Tally up points after completion of game. 7. Announce winner. 8. Have students go back to their original seats. <p>D. Follow-Up</p> <ol style="list-style-type: none"> 1. Tell students they will now be given a short test in order to assess what was learned today. 	<p>Fly swatter, index cards</p> <p>Test: Attachment 4</p>	

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		2. Tell students that although this will not go in Mrs. Guthrie's grade book, I would like for them to try their best. 3. Hand out tests to students and tell students to put their name on it. 4. Allow time for students to complete test. 5. Tell students that once they complete their test, they may flip it over, and I will pick it up once I see this gesture. -They may get out their AR books to read once completed. 6. Thank students for being so attentive after picking up all tests. 7. Tell students for homework they must listen for the use of double negatives from their family and friends, and correct them when it is heard.		Evaluate by using answer key.