Building Blocks of Sentences: Direct Instruction
Lesson created by Amanda Kelley
For use with Sentence Builders/Word Shapes, a learning tool described in:

Objectives
Be able to write a complete sentence
Be able to punctuate and capitalize correctly in a sentence

Set
Relate to real life and Activate background knowledge
"What is the purpose of spoken language? Why is it hard to understand babies' speech sometimes? When you learned to talk, how did your speech change?"
(fragmented » complete)

Involv all students
"How might a one or two year old describe a puppy? How might an adult describe the same puppy? How do you account for the difference?"

Label the learning
"Today we're going to look at the structure of sentences. We're going to look at the building blocks that make up sentences. We will 'build' sentences of our own."

Instruction
* "Let's study our lesson.
To help us think about what a sentence tells us, let's look at this picture."
(Shows a picture of a black cat climbing a tree.)

Modeling
*I do._ (Demonstrate on the board with shapes while speaking the sentence. Then write the sentence in words.)

"Every sentence must have an actor and an action. (The concept of linking verb will be introduced later.) This is where the sentence begins."

"I'll choose a piece to represent the actor (cat) and a piece for the action (climbed)."
(Say aloud while placing the pieces on the board or display area, "The actor is the cat and the action is climbed.")

cat climbed
*Now I'm going to think about the actor (cat). What kind of cat is she? (a black cat) I'll choose a piece to represent the descriptive work black'." 
(Place adjective piece.)

Black cat climbed
That doesn't sound right. I'll say
The black cat climbed
(Add article piece.)

*"(Write the sentence symbolically-with the shapes- while you say it. Write the sentence in words.)

*I do: you help. ("I'll show you another picture and tell you the actor and action. You help me with the rest." (Do several, asking the cue questions out loud.)

*I do on the board. You do at your seat. (Do several together.)

*You do: I help.  
"Look at this picture. Let's decide on an actor and an action. Make your own sentence - with shapes, then write the words. I'll help as needed."

*You do (Hand out starter pictures or ask students to create their own actor and action. You decide on an actor and action. Make your own sentence, both ways.

Guided Practice
"Create five sentence both symbolically and in writing. Choose one best sentence and write on a sentence strip to share with the class. You may choose to duplicate on the board symbolically, too."

Closure: "Do one more.

Independent Practice
"Create ten original sentences."

In a later lesson, using the sentence graphic, add:

Which words go with actors? (adjectives)
Which ones go with actions? (adverbs)
DIRECT INSTRUCTION
GEOMETRY LESSON: VOLUME OF A CYLINDER

OBJECTIVES

- Recognize and correctly name a cylinder
- Distinguish between two-dimensional regions and three-dimensional ones
- Use a formula to perform a calculate the volume of a cylinder

LESSON SET

- **Activate Background Knowledge:** We have been studying geometry. You are familiar with formulas and shapes.

- **Involve All Students:** Name the shapes that I draw.

  ![Shapes](image1.png)

  Name and define the parts of a circle.
  Review pi.
  Recall the area and circumference formulas.
  What is the name of this shape?

  ![Shapes](image2.png)

- **Relate to Real Life:** Where might I encounter such a shape in everyday life?
-Cylinder, 3 feet high, 1 foot radius

• (Teacher does, student helps) For the next two examples, I will do the work on the board, but I want you to help me by telling me what to do. Do not try to work these examples on paper. Instead, let's see if we can do them orally.

  -Cylinder, 8 feet high, radius 2
  -Cylinder, 6 feet high, radius 3

***** Distribute worksheet

• (Student does, teacher helps) For the next two examples, I want you to work with your pencil. I will still work the problems on the board, but you should work them on your sheet with me.

  -Examples one and two on worksheet

• (Student does) - I am going to let you work the last two examples by yourself. I will help you if you need my help. If you need to talk yourself through the steps, do so. When you are finished, I will check to make sure you have done the examples correctly.
  (Volunteers to come to the board and work the examples?)
  -Examples three and four on the worksheet

• Guided Practice: I am going to give you another set of examples to practice. Complete these in class. If you need help, I will help you. (Group work is a good thing to do at this point. Students can help each other, as well as talk to each other about the work they are doing. I ask volunteers to work the examples on the board sometimes.)
• **Closure**

- Remove all notes and examples. Tell your partner how to find the volume of a cylinder.

- Tell ME how to find the volume of a cylinder. I will write the steps on chart paper as you tell me. (Often, I post these closure lists in the room to help students remember the steps for later use. If they help generate the lists, the lists make more sense.)

- Let's do one more example.  
  Cylinder, 10 feet high, 8-feet radius

• **Independent Practice:** exercises to be completed by students without supervision

- a worksheet of examples like those done in class

- a set of controlled real-life examples students measure and calculate the volume of the cylinders (could include fraction and decimal calculations)

- uncontrolled real-life examples- find cylinders in the room, measure, and calculate volume

- series of word problems involving the calculations learned

- calculations with examples where diameter is given instead of radius
How is such a shape useful to us? What is the difference between a circle and cylinder?

• **Label the Learning:** Today we will learn to calculate the area of a cylinder. We will use a formula to do the calculations.

**LESSON:** For this lesson, we will need the following formula:

\[ V = \pi r^2 h \]

Review the fact that \( V, h, r \) are variables. The 2 is an exponent, and \( \pi \) is a Greek letter that is constant.

• **(Teacher does)** For the first part of the lesson, I am going to work the examples on the board. I only want you to watch and listen. Do not help me on these examples. Try to picture in your head what I am going to do. Do not try to work these examples on paper. (eyes and ears ONLY)

-Cylinder: 10 feet high, radius 2 feet

(Draw the example on the board, and follow the Volume formula. Talk through these steps as you work the examples.)

Write the formula.
Put spaces in place of ALL letters (pi is a letter).
Fill in the spaces with info you know.
Perform the calculations.