

Lesson Plan Active V. Passive Voice

Active v. Passive Voice Lesson Plan

What you and the students will do: Students will learn how to distinguish between active and passive voices, and how to convert the passive voice into active voice.

Dates:

Materials: Teacher presentation cards, (part 1 of lesson), sentence example for sorting (part 2 of lesson), Student activity: Card Sort or Worksheet. (Part 3 of lesson and assessment)

Steps:

- Present the lesson, differentiate between Active and Passive voices (Subject, Verb, Object as opposed to Object Verb Subject).
- Give students sentence examples to sort as either active or passive voice.
- Distribute differentiated shelf work (either card sort or worksheet). Walk through instructions for both.
- Students work on shelfwork
- Shelfwork serves as assessment. The shelfwork is differentiated for learning styles, some being physical, manipulative chart work and some being written work.

Standards: CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Rationale: It is so difficult to get students to think critically about grammar, yet it is important for them to understand it. The best way I have yet seen to make a group of students interested in grammar work is to make the sentences that require analysis about themselves. For individual work, it is better to use sentences that are straight from their own writing. This appeals to the adolescent's need for self-discovery and newness.

Since this is a lesson for a group, I have made the sentences about the participants. The students like to see what activities they are doing, and it makes the subject/verb/object of it all much easier to swallow. This short lesson keeps them engaged and learning, almost as if playing a game instead of learning about grammar.

Means of assessment: The shelfwork (either card sort or worksheet) will be used to assess the effectiveness of the lesson.