



Subject Area: English Language Arts
Unit Title: Introduction to Future Tense and Basic Sentence Structure for Planning Events
Grade Level: 6th Grade
Lesson Number: 1 of 4

Duration: 60 minutes
Date: [Insert Date]
Teacher: [Insert Teacher Name]
Room: [Insert Room Number]

Curriculum Standards Alignment

Content Standards:

- CCSS.ELA-Literacy.L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-Literacy.L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Skills Standards:

- CCSS.ELA-Literacy.SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and whole-class) to build on others' ideas and express their own clearly.
- CCSS.ELA-Literacy.SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain information presented in different formats.

Cross-Curricular Links:

- Math: Understanding of time and scheduling
- Science: Understanding of cause-and-effect relationships

Essential Questions & Big Ideas

Essential Questions:

- What is the future tense and how is it used in sentence structure?
- How can we use basic sentence structure to plan and describe events?

Enduring Understandings:

- Students will understand the concept of future tense and its application in sentence structure.
- Students will be able to use basic sentence structure to plan and describe events.

Student Context Analysis

Class Profile:

- Total Students: 25
- ELL Students: 5
- IEP/504 Plans: 2
- Gifted: 3

Learning Styles Distribution:

- Visual: 40%
- Auditory: 30%
- Kinesthetic: 30%



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Introduction to Future Tense

Definition: The future tense is used to describe actions or events that will occur in the future. **Formation:** The future tense is formed using the auxiliary verb "will" + the base form of the main verb. **Examples:**

- I will go to the store tomorrow.
- She will study for her exam tonight.

Basic Sentence Structure

Definition: Basic sentence structure refers to the arrangement of words in a sentence to convey meaning. **Subject-Verb-Object Word Order:** The subject performs the action described by the verb, and the object receives the action. **Examples:**

- The dog (subject) chases (verb) the ball (object).
- The teacher (subject) gives (verb) the student (object) a homework assignment.



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Guided Practice: Using Future Tense in Sentence Structure

Instructions: Complete the following sentences using the future tense and basic sentence structure.

- I _____ (go) to the park tomorrow.
- She _____ (study) for her exam tonight.
- The team _____ (play) a game next week.

ELL/ESL Support Strategies

Bilingual Resources: Provide bilingual dictionaries and thesauruses to support language development.

Sentence Frames: Use sentence frames to help students understand and create basic sentence structures.

Peer-to-Peer Support: Encourage students to work in pairs or small groups to practice language skills and provide support to one another.



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Independent Practice: Planning an Event Using Future Tense and Basic Sentence Structure

Instructions: Plan a future event, such as a birthday party or a school dance, using the future tense and basic sentence structure. **Requirements:**

- Write a short paragraph describing the event.
- Include at least three sentences using the future tense.
- Use basic sentence structure to convey meaning.

Assessment and Feedback

Formative Assessment: Ongoing assessment will be used to monitor student progress and understanding throughout the lesson. **Summative Assessment:** A summative assessment will be used to evaluate student understanding at the end of the lesson.



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Conclusion and Reflection

Summary: In this lesson, students learned about the future tense and basic sentence structure, and how to use them to plan and describe events. **Reflection Questions:**

- What did you learn about the future tense and basic sentence structure?
- How can you apply this knowledge to real-life situations?

Extension Activities

Future Event Planning: Students will work in groups to plan a future event, using the future tense and basic sentence structure to describe the event. **Time Capsule:** Students will create a time capsule that represents their predictions for the future, using the future tense and basic sentence structure to describe their predictions.



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Parent Engagement

Parent-Teacher Conferences: Parents will be invited to attend a parent-teacher conference to discuss their child's progress and receive feedback on their homework assignments. **Homework Help Sessions:** Parents will be invited to attend a homework help session to receive guidance on how to support their child's learning at home.

Safety Considerations

Classroom Environment: The teacher will ensure that the classroom environment is inclusive and respectful, and that all students feel comfortable and supported. **Technology:** The teacher will ensure that all technology is used safely and responsibly, and that students are supervised at all times when using technology.



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Reflection and Next Steps

Reflection Questions:

- How effectively did the lesson cater to the needs of mixed-ability students?
- What strategies were most effective in supporting ELL/ESL students?

Next Steps:

- Lesson 2: Using the Present Continuous Tense to Describe Ongoing Actions
- Lesson 3: Using the Past Tense to Describe Completed Actions

Advanced Concepts: Using Modal Verbs for Future Predictions

Modal verbs such as "will," "shall," and "may" are used to express future predictions and possibilities. Understanding how to use these verbs correctly is essential for effective communication in English. In this section, we will explore the different types of modal verbs and how to use them in context.

Example: Using "Will" for Future Predictions

I will go to the store tomorrow to buy some milk. In this example, the verb "will" is used to express a future prediction.

Case Study: Using Modal Verbs in a Real-Life Scenario

A company is planning to launch a new product next year. The marketing team is discussing the potential success of the product and using modal verbs to express their predictions. For example, "We may sell over 10,000 units in the first month," or "The product will be a huge success if we market it correctly."

Teaching Strategies for Mixed-Ability Classes

Teaching a mixed-ability class can be challenging, but there are several strategies that can help. One approach is to use differentiated instruction, where students are given different tasks based on their ability level. Another approach is to use technology to provide additional support for students who need it.

Differentiated Instruction

Differentiated instruction involves providing different tasks or activities for students based on their ability level. For example, students who are struggling with the material may be given a simplified task, while students who are advanced may be given a more challenging task.

Technology Integration

Technology can be used to provide additional support for students who need it. For example, online resources such as videos and interactive activities can be used to supplement instruction and provide extra practice for students.

Assessment and Evaluation

Assessment and evaluation are critical components of the teaching process. They help teachers to determine whether students have met the learning objectives and to identify areas where students need additional support. In this section, we will explore different types of assessment and evaluation strategies.

Example: Formative Assessment

Formative assessment involves ongoing evaluation and feedback during the learning process. For example, a teacher may give a quiz at the end of a lesson to check students' understanding of the material.

Case Study: Using Summative Assessment

A teacher is using a summative assessment to evaluate student learning at the end of a unit. The assessment includes a written test and a project that requires students to apply what they have learned.

Conclusion and Reflection

In conclusion, teaching English grammar and sentence structure to 12-year-old students requires a comprehensive approach that includes explicit instruction, guided practice, and independent practice. Teachers should also be aware of the different types of learners in their class and use differentiated instruction and technology to support student learning.

Reflection Questions

What did you learn about teaching English grammar and sentence structure to 12-year-old students? How can you apply what you learned in your own teaching practice?

Next Steps

The next step is to apply what you have learned in your own teaching practice. Consider how you can use the strategies and techniques discussed in this guide to support student learning in your classroom.

Appendix: Additional Resources

The following resources are available to support teachers in teaching English grammar and sentence structure to 12-year-old students.

Online Resources

There are many online resources available to support teachers, including videos, interactive activities, and worksheets.

Books and Articles

There are many books and articles available that provide guidance and support for teachers on how to teach English grammar and sentence structure to 12-year-old students.

Glossary of Terms

The following glossary of terms provides definitions for key terms used in this guide.

Grammar

The rules that govern the structure of language.

Sentence Structure

The way in which words are arranged to form a sentence.

References

The following references were used in the development of this guide.

Books

List of books used in the development of this guide.

Articles

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