

Lesson Pack: Parallel Structure	Lesson 1
Lesson Topic: Parallel Structure	

<p>Objective</p> <p>Students will be able to re-write sentences to have parallel structure.</p>	<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Individual Response: Identify items in a list 2. Discuss lesson objectives 3. Introduction: What does it mean for a sentence to be parallel? (example 1) 4. Introduction: What does it mean for a sentence to be parallel? (example 2) 5. Teacher Model: Make a sentence parallel 6. Paired Practice: Make a sentence parallel 7. Individual Practice: Make a sentence parallel 8. Wrap up
<p>Optional Follow-up Activity</p> <p>Parallel Structure</p>	
<p>Standards</p> <p>CCSS.ELA-Literacy.L.9-10.1.a Use parallel structure.</p>	
<p>Prerequisites</p> <p>There is no prerequisite for this lesson.</p>	

Slide 1/8 : Interactive Slide

The mad scientist likes experimenting, researching, and concocting.

The sentence contains a list of three things. In the blanks, type the three items in the list.



Students Input Sentences

Individual Response

Ask students to complete the activity.

Say: To get started, complete the activity on your screen.

Discussion

Select 1 correct response to display and discuss.

Say: Take a look at the three words you typed into the box. How are all of these words similar?

Anticipated Student Response: They all end in -ing.

Say: Exactly! All the items in the list end in -ing. They are all in the same form, which makes them parallel. Today, you're going to learn how to write sentences that have parallel structure.

Slide 2/8

Today's Objective

By the end of class today, you will be able to re-write sentences to have parallel structure.

Objectives

Discuss the objective for the lesson.

Say: Take a minute to read today's objective out loud to your partner.

Wait for students to finish reading.

Say: By the end of class today, you'll be able to re-write sentences to have parallel structure.

Slide 3/8: Interactive Slide

The mad scientist likes mixing chemicals and studying reactions.



Teacher Models Response

Teacher Model

Discuss what makes the example sentence parallel.

Say: To start, let's take a look at another sentence and talk about what makes it parallel.

Ask for a student to read the sentence aloud.

Say: In your warm-up sentence, there were three items in a list that were parallel because they all ended with -ing. In this case, there are only two items in the list. What are the two items?

Anticipated Student Response: mixing chemicals and studying reactions

In the Model Your Answer box, make "mixing" and "studying" bold.

Say: Yes. What makes this sentence parallel?

Anticipated Student Response: Both items in the list end in -ing.

Say: Yes. Both items in the list are in the same form, -ing, so the sentence is parallel.

Slide 4/8: Interactive Slide

The mad scientist likes to mix chemicals and to study reactions.

The mad scientist likes to mix chemicals and study reactions.



Teacher Models Response

Teacher Model

Explain that parallel items don't have to end in -ing.

Say: The items in a list don't have to end in -ing to be parallel. Take a look at this sentence.

Ask a student to read the first sentence out loud.

Say: What makes this sentence parallel?

Anticipated Student Response: To mix and to study are in the same form.

In the Model Your Answer box, make "to mix" and "to study" bold.

Say: Yes. Our sentence makes sense whether you use the -ing form or the *to* form. The important thing is that you don't mix the two different forms in the list.

Say: It's also important to note that when you use the *to* form, you

can drop the second *to*, like in our second sentence here.

Ask a student to read the second sentence out loud.

In the Model Your Answer box, make “to mix” and “study” bold.

Say: This is still parallel even though we dropped the second *to* because *study* didn’t change. It’s still in the *to* form, just not quite so repetitive.

Slide 5/8: Interactive Slide

The mad scientist was pacing the floor, watched the clock, and mumbling to himself.



Teacher Models Response

Teacher Model

Model how to make a sentence parallel.

Say: Watch as I correct this sentence to be parallel.

Read sentence aloud.

Say: This sentence has three items in the list. Pacing the floor, watched the clock, and mumbling.

In the Model Your Answer box, underline “pacing,” “watched,” and “mumbling.”

Say: *Pacing* and *mumbling* are both -ing words, so they match. That’s good. *Watched* doesn’t match the other two though, so that’s the one I need to change. To make it parallel with the others, I’m going to change it to *watching*.

In the Model Your Answer box, type: The mad scientist was pacing the floor, watching the clock, and mumbling to himself.

Say: Now all three items in the list match. Is there another way I could make this sentence parallel instead of making them all -ing words?

Anticipated Student Response: Make them all match with *watched*.

Say: Yes! Remember, for a sentence to be parallel, the items can be in any form as long as they all match, so I could also write this sentence by changing *pacing* and *mumbling* so they match *watched*.

In the Model Your Answer box, type: The Mad scientist paced the floor, watched the clock, and mumbled to himself.

Slide 6/8: Interactive Slide

The green concoction started to fizz and bubbling in the beaker.



Students Input Sentence

Paired Practice

Ask students to practice making a sentence parallel in pairs.

Say: Now practice with your partner. Rewrite the sentence so it is parallel.

Discussion

Select 2 correct responses and 2-3 incorrect responses to display and discuss.

Lead a discussion about the errors students made in the incorrect responses, and then discuss the correct responses.

Ask the following questions:

- What are the two words in the list that need to match?
- How can we revise the sentence so the three words are in the same form?

Slide 7/8: Interactive Slide

The chemicals swirled together, beginning to react, and exploding.



Students Input Sentence

Individual Practice

Ask students to practice making a sentence parallel on their own.

Say: Now try one on your own.

Discussion

Select 2 correct responses and 2-3 incorrect responses to display and discuss.

Lead a discussion about the errors students made in the incorrect responses, and then discuss the correct responses.

Ask the following questions:

- What are the three words in the list that need to match?
- How can we revise the sentence so the three words are in the same form?

Slide 8/8

Today, I learned:

- Actions in a list need to be in the same form
- When the words are in the to form, I can drop the second to.

Wrap-up

Review what the students learned today.

Say: Great work everyone! Let's review what you learned today.

Ask students to read each bullet point out loud.

You can assign an independent practice activity that students can either complete now or later.

You can also pull aside the flagged students for small group instruction.

Say: Follow the instructions on your screen. If your screen says to begin the next activity, go ahead and begin it now. If your screen says to wait for instructions, please wait at your desk quietly for your next steps.