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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Business English |
| **Lesson/Unit Title** | Professional Writing in Business English |
| **TEKS Student Expectations** | **130.135 (c) Knowledge and Skills**   1. The student prepares for effective communication skills. 2. The student is expected to organize ideas logically and sequentially 3. The student is expected to locate and interpret written information 4. The student is expected to distinguish communicated fact from opinion by identifying key words 5. The student is expected to interpret visual materials such as charts, graphs, pictures, and maps and translate the information into textual form 6. The student is expected to employ precise language to communicate ideas clearly and concisely 7. The student is expected to organize ideas in writing to ensure coherence, logical progression, and support for ideas |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The students will be able to:   * Use and understand the function of different types of clauses and phrases such as adjectival, noun, or adverbial clauses and phrases * Use a variety of correctly structured sentences such as compound, complex, or compound‐complex * Write legibly and use appropriate capitalization and punctuation * Spell correctly, including uses of various resources to determine and correct spellings |
| **Rationale** | The main purpose of this lesson is to help students understand the following concepts.   * Use and understand the function of different types of clauses and phrases * Use a variety of correctly structured sentences such as compound, complex, or compound‐complex * Use appropriate capitalization and punctuation * Correctly spell and determine various resources to determine and check correct spellings |
| **Duration of Lesson** | 240 Minutes |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Organize‐ To systematize * Effective‐ Adequate to accomplish a purpose * Logic‐ A method of reason or argumentation * Sequential‐ Characterized by regular sequence of parts * Interpret‐ To give or provide the meaning of; explain * Distinguish‐ To perceive clearly by sight or other sense; discern; recognize * Communicate‐ To express thoughts, feelings, or information easily or effectively * Fact‐ Something that exists * Opinion‐ A personal view, attitude, or appraisal * Identify‐ To recognize or establish as being a person or thing * Key Words‐ A word that serves as a key—as to the meaning of another word * Visual Materials‐ Charts, graphs, pictures, maps, etc. * Precise‐ Being exactly that and no other * Concise‐ Expressing or covering much in few words * Coherence‐ Logical interconnection; consistent * Logical Progression‐ The act of moving forward in a logical way * Support of Ideas‐ To maintain or hold up a thought, conception, or notion * Phrase‐ A sentence of two or more words acting as a unit in a sentence * Clause‐ A syntactic construction containing a subject and a predicate and forming part of a sentence or constituting a whole simple sentence. * Conjunction‐ Any member of a small class of words used as a connector between words, phrases, clauses, or sentences. |
| **Materials/Specialized Equipment Needed** | * Instructor Computer/Projection Unit * Online Websites listed in the References Section |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Ask: Have you ever heard of Schoolhouse Rock?  Say: The original Schoolhouse Rock television series was the brainchild of an advertising executive who noticed his son could remember all the words to popular songs on the radio—but could not remember the multiplication tables. He reasoned that if important educational information was coupled with exciting animation and catchy music, children would be able to learn and remember it. From this simple idea, Schoolhouse Rock was born and quickly adopted by ABC‐TV, which broadcasted the series on Saturday mornings from 1973 to 1985. Twenty years, 41 songs, and four Emmy Awards later, those of us who grew up with *Multiplication Rock*, *America Rock*, *Science Rock*, and *Grammar Rock* can still sing the Preamble to the U.S. Constitution and know that "and," "but," and "or" all belong in *Conjunction Junction*.  Ask: Do you have an easy time remembering lyrics to songs?  Say: Take a moment to write down either a verse or chorus to one of your favorite songs.  Ask: Why do you think you can easily remember the lyrics?  Ask: Wouldn’t it be nice if we could remember all kinds of information like that?  Ask: Do you have a difficult time remembering how to correctly punctuate, spell, and compose sentences (simple, complex, compound, and/or compound‐complex)?  Say: The purpose of this lesson is to help you learn and remember some key attributes to effective writing, which will be applied throughout the entire course. We will be reviewing all the parts of speech, and we will refresh our memories of the different types of sentences we can use in both written and verbal forms of communication. |
| **Direct Instruction \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | You and students search the Internet to find different sources that help with the following concepts:   * Sentence Structure * Parts of Speech * Capitalization * Spelling   Show students the Frayer Method and example.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Complete their own “guide” using the Frayer Method.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | Review the lesson’s purpose and evaluate its effectiveness. |
| **Summative / End of Lesson Assessment \*** | Review of Schoolhouse Rock, using three types of sentences: simple, compound, and complex. Rubric is provided.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/**  **Teacher Preparation** | Theatrebam Chicago. (2005). History & Press. In *Schoolhouse Rock Live*. Retrieved May 2013, from <http://www.schoolhouserocklive.net/history/> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Homework:  Students can view *Conjunction Junction* video at home.  Enrichment:  Have students research the Internet for common spelling/grammar errors on popular websites.  Have students come up with their own *Conjunction Junction*‐like song over a piece of information they found important from this lesson. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)