

**Content Standards:**

(Standards taken from the North Dakota English Language Arts and Literacy Content Standards unless otherwise noted)

Grade 7 W.5: With some guidance and support from peers and adults, **develop and strengthen writing as needed** by planning, revising, editing, rewriting, or **trying a new approach**. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

Grade 7 L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of phrases and **clauses** in general and their function in specific sentences.
- b. **Place phrases and clauses within a sentence**, recognizing and correcting misplaced and dangling modifiers.

Grade 7 L.2: Demonstrate command of the **conventions of standard English** capitalization, **punctuation**, and spelling when writing.

NCTE 6. Students **apply knowledge of language structure, language conventions** (e.g., spelling and **punctuation**), media techniques, figurative language, and genre to **create**, critique, and discuss print and non-print texts.

*Explanation:* This lesson plan focuses on giving students a tool of writing that will help them narrow in on the why, how, and when of the action they're writing about. Additionally, addressing proper punctuation of adverb clauses serves a double purpose as error prevention. If students can learn to recognize the "AAAWWUBBIS" indicator words and comprehend that the clauses they start need to be part of a larger related sentence, then student writing errors like "Because I was sick." should decrease.

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**Learning Objectives:**

Students will **know**...

- what an adverb clause is.
- what words indicate the start of an adverb clause.
- how to punctuate an adverb clause
- when an adverb clause can be helpful in writing.

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**Assessment:**

Students will **show** (formative assessment)...

- that they can properly use adverb clauses in their own writing.
- that they can quickly revise and refine ideas by testing adverb clauses.

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**Activities:**

1. 5 minutes - Super Story Writing - Have students quickwrite to the following prompt: "Imagine that you're a superhero! Write a short story describing your latest battle or heroic act. Include a bunch of action!"
2. 3 minutes - Hook with mentor text "Because of You" by Kelly Clarkson
  - a. Watch video, just the chorus, 0:42-1:10.
  - b. Ask the students: "What phrase was repeated over and over again?" Answer: "Because of you"
  - c. Ask students about a few different intricacies of how Clarkson uses the clause:
    - i. Do you think "because of you" is a sentence?
    - ii. What do you think the effect of repeating this phrase is for the audience?

- iii. Did you notice anything missing in the lyric video we watched?
      - d. Note that the punctuation is missing, and say that we're going to learn a little more about what writing trick is being used and then come back to see if we can help Kelly out.
  3. 5 minutes - Background information about adverb clauses (brief PowerPoint)
    - a. Reveal that the convention is called an **adverb clause**.
    - b. Ask students if they recall what an **adverb** as a part of speech does. If someone knows, then relate adverbs and adverb clauses: Both just simply tell us something about the main action of a sentence. Remind students that, in this way, adverb clauses could be a great tool for use in their superhero stories.
    - c. AAAWWUBBIS indicator words start an adverb clause. If time allows, take a few minutes to go through the acronym with students. Potentially, the teacher could use a handout to give to students as a support as they're learning to utilize adverb clauses in their own writing.
    - d. Because an adverb clause just modifies an action of a complete sentence, it can't be a sentence by itself. The AAAWWUBBIS word makes the adverb clause permanently linked to the sentence it modifies.
    - e. Punctuated with a comma if used at beginning of the sentence, but no comma if used at the end.
    - f. Go back to "Because of You" and punctuate a few lines of the chorus as a full class.
  4. 5 minutes - AAAWWUBBIS: The Trading Card Game -
    - a. Students will each be given a small index card with one of the AAAWWUBBIS words on it. One at a time, students will find someone to tell a sentence from their Super Stories to. After both members of the pair give their original sentence, they reveal their AAAWWUBBIS cards. Using the word on their partner's card, each student has to revise their original sentence with an adverb clause if they can. Then, the pair trades cards and each finds someone else to play the game with.
  5. Time remaining (If any) - Students will be asked to use the activity they just did to look back at their writing and silently revise some of the sentences to include adverb clauses that meaningfully give information about the actions in their story.
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**Materials:**

- Projector screen to go over examples as a group.
  - PowerPoint
  - YouTube lyric video for Kelly Clarkson's "Because of You"
  - Enough AAAWWUBBIS cards for activity #4
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**Potential for Differentiation:**

Depending on both overall class readiness for the lesson and individual variances in readiness, the Trading Card Game could be modified to better fit students who might not be able to immediately think of an adverb clause on any given card.

For example, you might separate the class into groups based on readiness. Students who would be able to excel in the activity as is could be placed in one group. Students who might need to struggle and toy with the concept a little bit more could be asked to write down a sentence they then modify with the AAAWWUBBIS card, which they then give to another student in their group. If student's ask why the process of the activity is different, the teacher could simply say that they wanted to see a good amount of both spoken use of adverb clauses and written examples of student work. Potentially, as this activity is a bit less physically-engaging, groups could then switch activities once the writing group has gotten the hang of what the end product of adverb clauses looks like.

Additionally, this method of differentiation could be used as a form of classroom management with students who might not be able to responsibly handle the very active and fast-paced activity.