Lesson Plan Template

Graday This			· · · · ·	
	rd Grade		Subject: Language Arts	
	Clipboards, sticky note	es, anchor chart	Technology Needed:	
Instructional Strategies:			Guided Practices and Concrete Application:	
Direct	Direct instruction Peer teaching/collaboration/		Large group activity	Hands-on
Guide	Guided practice cooperative learning		Independent activity	Technology integration
Socrat	Socratic Seminar Visuals/Graphic organizers		Pairing/collaboration	Imitation/Repeat/Mimic
Learning Centers PBL			initiation Repeat/Minite	
Lecture Discussion/Debate		Simulations/Scenarios		
Technology integration Modeling		Other (list)		
Other (list)		Explain:		
other	(130)			
a. 1 1/				
Standard(s)			Differentiation	
			-	idents easier words – or just have them
3.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.			list if it's a noun or not	
•				udents pick out words as common and
			proper within sentences	
Objective(s)			Approaching/Emerging Proficiency: Students will sort words	
		will be able to classify between	between common and prope	
	nd proper nouns by cor		Madelities / as with a D. C.	Viewal Viewarth at
Bloom's Taxonomy Cognitive Level:			Modalities/Learning Preferences: Visual, Kinesthetic	
	ling and Analyzing	• / • • • • • • • •		
Classroom Management- (grouping(s), movement/transitions, etc.) Whole group at tables Individual walking around the room with clipboard				s, strategies, procedures specific to the
			lesson, rules and expectations, o	
Individual	walking around the roo	om with clipboard	Whole group: Raise hand, voice level 0, eyes on teacher, participating	
			Individual: Whisper voice level, walking feet, participating	
Minutes		Due ee duwee		
Minutes	Procedures			
1.5	Cat un /Duana			
15 min	Set-up/Prep:		. 1 1 1	
	Make anch	or chart – write nouns on sticky notes a		
1 ½ - 2	• Make anch Engage: (opening ac	tivity/ anticipatory Set – access prior l	earning / stimulate interest /gener	ate questions, etc.)
	Make anch Engage: (opening ac "Today we	tivity/ anticipatory Set – access prior less are going to be learning about common	earning / stimulate interest /generation and proper nouns."	
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Lesson Plan Template

2 min	Review (wrap up and transition to next activity):			
	• Bring Back Group – Give warning 1 minute left then you should be seated.			
	• "Today we learned about common and proper nouns. A common noun is any person, place, or thing. A proper noun is a			
	specific person, place, or thing."			
	• Grab a few of the sticky notes that were placed around the room.			
Formative	Assessment: (linked to objectives)	Summative Assessment (linked back to objectives)		
Progress monitoring throughout lesson- clarifying questions, check-		End of lesson:		
in strategies, etc.		• T-chart students filled out		
Checks throughout lesson – thumbs up, thumbs down				
		If applicable- overall unit, chapter, concept, etc.:		
• Teacher will be walking around while students are working answer questions – monitoring progress		• Students will complete a worksheet at the end of the concept		
Consider	ation for Back-up Plan:			
	Write words on the board and have students correctly place hem			
• 1	f lesson runs short students can practice on iXL (B.4)			

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Since the students were out of the room right before the lesson I was able to place the sticky notes all around the room. Right away when they walked in they were wondering why they were there and what we were going to use them for, they were immediately engaged. The other aspect for engaging was the video, since it was a fun active video the students really enjoyed watching it. One really helpful classroom management strategy was a release word to let the students know they could go walk around. Another thing that went pretty well was the students listening when I said "If you can hear me clap once..." by the time I was at clap 3 they were all ready to listen. I think the students learned the overall concept of proper and common nouns. I know this from their t-charts, our group discussion, and looking at their iXL. I also know they understand that proper nouns have a capital letter because some specifically pointed it out to me, but also from watching them work on their iXL.

I have changed how I introduce the video by asking the student to share, if they know, what a common and proper noun are. This way I am able to assess their prior knowledge. I might not give them the full answer but have them watch the video then ask after if they were right. Along with this I also gave them something to look for, telling them to pay attention to the examples because I am going to ask for an example of each. Throughout the lesson I think keeping the students engaged went well by having them turn and talk and then get up and walk around. The explore activity went well with the students participating and staying on task. One thing I would change is that I would put pictures on some of the sticky notes, this way the students wouldn't just rely on the capital letter. It would also help differentiate for the higher students. I have changed how I end the lesson by tying it together and going through some examples that they did, having the sticky notes so they have the visual. While sorting the nouns on the t-chart, I have changed to have the students come up with their own examples to sort along with sorting my examples.