

## Lesson Plan Template

<b>Grade:</b> Third Grade		<b>Subject:</b> Language Arts	
<b>Materials:</b> Clipboards, sticky notes, anchor chart		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice              cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b>  3.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.		<b>Differentiation</b>  <b>Below Proficiency:</b> Give students easier words – or just have them list if it’s a noun or not  <b>Above Proficiency:</b> Have students pick out words as common and proper within sentences  <b>Approaching/Emerging Proficiency:</b> Students will sort words between common and proper  <b>Modalities/Learning Preferences:</b> Visual, Kinesthetic	
<b>Objective(s)</b> By the end of the lesson students will be able to classify between common and proper nouns by correctly sorting nouns. <b>Bloom’s Taxonomy Cognitive Level:</b> Understanding and Analyzing		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Whole group: Raise hand, voice level 0, eyes on teacher, participating Individual: Whisper voice level, walking feet, participating	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Whole group at tables Individual walking around the room with clipboard			
<b>Minutes</b>	<b>Procedures</b>		
<b>15 min</b>	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Make anchor chart – write nouns on sticky notes and spread around the room.</li> </ul>		
<b>1 ½ - 2 min</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• “Today we are going to be learning about common and proper nouns.”</li> <li>• “To start we are going to watch a video. Before we watch, turn to your thinking partner and tell them what a common and proper noun is, if you don’t know simply tell them your idea of what they might be.”</li> <li>• Bring back to attention. Have a few groups share. “Let’s see if you are right in what you think. Be paying attention to the examples of each because after I am going to ask for one of each.”</li> <li>• <a href="https://www.youtube.com/watch?v=8kcJzh6gqGM&amp;list=PL2pShXCA8cLBxDacXak_p14qMc8DCjj5L">https://www.youtube.com/watch?v=8kcJzh6gqGM&amp;list=PL2pShXCA8cLBxDacXak_p14qMc8DCjj5L</a></li> </ul>		
<b>15 min</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• “Where your thoughts right on what a common and proper noun are?”</li> <li>• “Let’s take a look at the chart. Like the video said a common noun is any person, place or thing – it’s common. What was an example from the video? Another example of this would be a dog, pizza, the park. A proper noun is a particular/specific person place or thing. From the video what was an example of a proper noun? Other examples of this would be McDonalds, Border Collie, names. Proper nouns always have a capital letter.</li> <li>• “Give me a thumbs up/thumbs down if this makes sense.”</li> <li>• “Turn and tell your neighbor an example of a common and an example of a proper noun.”               <ul style="list-style-type: none"> <li>○ Ask for students to share/call on students to share</li> </ul> </li> <li>• Make a t-chart on the board. Go through examples as a class deciding if it is a common or proper noun.               <ul style="list-style-type: none"> <li>○ Raise your hand to tell me if it’s a common or proper noun</li> <li>○ Call on students to say if it is common or proper</li> <li>○ Give a thumbs up if you agree</li> <li>○ Examples:                   <ul style="list-style-type: none"> <li>▪ September, football, picture, pencil, Halloween, music, Ireland</li> <li>▪ Have lots of examples</li> </ul> </li> <li>○ Have students think of their own examples to put on the t-chart</li> </ul> </li> </ul>		
<b>10 min 3-5min walking around</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>• “On your piece of paper I want you to draw a T-chart like I have on the board.”</li> <li>• “Around the room I have placed sticky notes with nouns on them. Some have words while some show pictures. You will walk around to the different cards and sort them on your t-chart.”</li> <li>• “When I call your row you may use your walking feet and a zero voice level and begin going around to the different cards.”</li> <li>• Allow students to work until time is up – it’s okay if they don’t get to all the nouns</li> <li>• If they finish early have more share with the group</li> </ul>		

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<b>2 min</b>	<b>Review (wrap up and transition to next activity):</b> <ul style="list-style-type: none"> <li>• Bring Back Group – Give warning 1 minute left then you should be seated.</li> <li>• “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.”</li> <li>• Grab a few of the sticky notes that were placed around the room.</li> </ul>	
<b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b> <ul style="list-style-type: none"> <li>• Checks throughout lesson – thumbs up, thumbs down</li> <li>• Teacher will be walking around while students are working answer questions – monitoring progress</li> </ul> <b>Consideration for Back-up Plan:</b> <ul style="list-style-type: none"> <li>• Write words on the board and have students correctly place them</li> <li>• If lesson runs short students can practice on iXL (B.4)</li> </ul>	<b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b> <ul style="list-style-type: none"> <li>• T-chart students filled out</li> </ul> <b>If applicable- overall unit, chapter, concept, etc.:</b> <ul style="list-style-type: none"> <li>• Students will complete a worksheet at the end of the concept</li> </ul>	
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b> <p>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.</p> <p>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.</p>		