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Lesson Plan

Learning Segment Focus: Common, Proper, & Singular Possessive Nouns   **Lesson:** 1 of 1

Course & topic addressed: Language Arts   **Date:**   3/8/2020   **Grade**   1

Student Outcomes

Specific learning **objectives** for this lesson.	Students will understand the appropriate use of common, proper, & singular possessive nouns and be able to use them correctly in writing.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students have previously learned about nouns and can give examples.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Students should know how to appropriately use nouns in order to write effectively.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	L.1.1.B Use common, proper, and singular possessive nouns (e.g., dog, dog's, Skippy or Skippy's).

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	-Common noun -Proper noun -Singular possessive noun

Academic Language Support

What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?**	Students will understand how to use these types of nouns after watching a BrainPop video and participating in class discussion. I will help students understand by discussing vocabulary in class and giving them handouts to assist in their understanding.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	-BrainPop -Computer -Smartboard/SmartTV -Noun handouts

	-Textbook -Vocabulary handouts
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	-Textbook -Pencil

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 minutes	**Introduction**: • Ask students about information related to nouns that they can recall • Test student pre-knowledge • Pass out vocabulary handouts	We will begin by having the students recall any prior knowledge that they have about what nouns are. Students will have open discussion for a few minutes. I will then tell students the types of nouns that we are learning about and see what they already know based off of examples they give me of each noun.
30 minutes	**Instruction**: • Watch Brainpop video on nouns • Discuss the video • Briefly read key parts of the textbook • Handouts	We will first watch the Brainpop video on nouns and I will ask students to write on their vocabulary handouts things that they see or hear in the video that go with the vocabulary words' definitions. Afterwards, I will lead the class in a discussion about the video and different nouns. We will compare what we previously knew to what we know now. I will then briefly go over portions of our textbook that give more information on nouns. The students will then complete the noun handout, where they will fill in blanks with the correct type of noun.

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 minutes	**Closure:** • Review nouns • Turn in handouts	We will briefly review the types of nouns and answer any questions before students turn in their handouts for a grade.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	While the video is playing, I could have students with plans sit up front so that they can better pay attention and so that I can help them with understanding if they are confused. I can also work with them at the table during handouts.

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?** (All students who are not on specific plans mandated by federal and state law.)	I would ask students to connect their previous knowledge to what they are learning now. I would also provide a vocabulary handout so that everyone can be on the same page and facilitate discussion so that everyone's thoughts can be heard and understood.

Assessments: Formative and/or Summative

Describe the **tools/procedures** that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).	☐ Formative /☐ Summative	Students will complete a nouns handout for a grade
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Explain **connections to theories and/or research** (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	Cognitivism states that students learn best from experiences to enhance their understanding. This is achieved through students seeing examples of different types of nouns, hearing them in the video, and then practicing them on the handout.

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us; http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx;
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