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Lesson Plan Template

Lesson Segment Focus Proper Case Pronouns

Lesson 1 of 1

Course & topic addressed English Language Arts - Pronouns

Date 3/10/19 Grade 6

Student Outcomes

Specific learning objectives for this lesson.	1. Students will understand the different kinds of pronouns. 2. Students will know what a pronoun is.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will already know what a noun is.
Knowledge of students background (personal, cultural, or community assets)	

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive)
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	I could add cognates on the handout and Power Point.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Personal Pronoun, Reflective Pronouns, Interrogative Pronouns, Demonstrative Pronouns, and Indefinite Pronouns.
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Materials

Materials needed by teacher for this lesson.	iPad, Handout for each student, and Smartboard
Materials needed by students for this lesson.	iPad

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10 Minutes	<u>Introduction:</u> Students will use the BrainPOP app to watch the 1 st person pronoun video.	As students come into class I will ask them to go ahead and get their iPads out and get on the BrainPOP app. Once all students are in the class I will tell them the directions to get to the correct video. They should tap on the English tab, then the grammar tab, then the personal pronouns tab on the left, then related movies, last the I vs. Me video. Once they have all watched the video I will ask them what a pronoun is, and I will have them explain it to me based off what the video said.
30 Minutes	<u>Instruction:</u> We will go over a power point and look at the handout.	We will then look at the Power Point, created by Tiffany Rose. I will encourage students to take notes during the Power Point, so they could use them to look back at later. I will then pass out the handout, made by Tiffany Rose, for the students to complete. Once they have finished, I will ask for a few volunteers to say what they put on the short answer questions. This will allow for a discussion on the correct answers in case some students did not get it right. These handouts will be for the students to keep as notes. ** The handout and Power Point were made my Tiffany Rose.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 Minutes	<u>Closure: Students will complete an exit slip.</u>	I will write the following questions on the board: Do you feel comfortable with pronouns? Do you think you can confidently identify pronouns? I will encourage the students to be honest in their answers. If a lot of students feel like they need more work on them, then I may have another class period focus on practice, so the students could ensure they understand the different kinds of pronouns.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I would already have their handout filled in. I could even give them a printed copy of the Power Point.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	
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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).	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	The exit slip and class discussions will be a form of formative assessment.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports	
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the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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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>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>

SUBJECT PRONOUN

WHAT IS A PRONOUN?

Pro = for

Noun = person, place, thing, or idea

Pronoun is a word that takes the place of a noun.

A **SUBJECT PRONOUN** is a pronoun that functions as the subject of the sentence; therefore, it is located in the subject (who or what) of the sentence.

	Singular	Plural
Subject Pronouns	I you he she it	we, you they

EXAMPLE

Bob was hungry. **He** ate an apple for lunch.

My dog and **I** went for a walk.
(Always list yourself last.)

Complete the sentence with a pronoun from the chart above:

Michael and _____ presented in class.

_____ bought a gift for her sister.

OBJECT PRONOUNS

An **OBJECT PRONOUN** is a pronoun that takes the action of the verb. Because it is the **object of the action**, it is located in the predicate or action part of the sentence.

	Singular	Plural
Object Pronouns	me you him, her it	us you them

EXAMPLES

Brandon's mom gave **him** a cookie.

Samantha accidentally spilled milk on Clara and **me**.

Twilight is playing at the movies. Kaitlynn and Brittany watched **it** three times.

Rewrite the sentence with an object pronoun:

The teacher gave Pam and John a notebook.
