

Lesson Plan Template

Grade: 1st		Subject: English Language Arts-Common Nouns Vs. Proper Nouns	
Materials: common/proper noun spinner, pencils, worksheets, exit slips		Technology Needed: Smart board/Laptop	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 1.L.1 Within the context of authentic English writing and speaking... Introduce: a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. b. Correctly use common homophones (e.g., to, too, two; there, their). c. Ensure subject verb-agreement. d. Produce compound sentences. e. Use singular and plural nouns with matching verbs in basic sentences (simple subject/verb agreement). f. Form and use regular and irregular plural nouns. g. Form and use the simple verb tenses (e.g., I walked, I walk; I will walk). h. Use personal, possessive, and indefinite pronouns. i. Use adjectives depending on what is to be modified. j. Use demonstratives (that, those, these, this). Practice: k. Use question words (interrogatives). l. Produce complete sentences in shared language activities. m. Common and proper nouns. n. Use regular plural nouns orally by adding /s/ or /es/. o. Use frequently occurring adjectives. p. Use articles. Display proficiency in: q. Uppercase and lowercase letters. r. Use frequently occurring conjunctions (and, or, but). s. Use prepositions.		Differentiation Below Proficiency: Students that are below proficient will work with students who are above proficient. Above Proficiency: Students who are above proficient will help the students who are below proficient. Approaching/Emerging Proficiency: Students will complete the assignment as instructed. Modalities/Learning Preferences: Visual: The words will be written on the board, as well as an anchor chart with proper and common nouns on it. Auditory: The words will be spoken and will say if a word is common or proper. Kinesthetic: The students will be doing a hands on activity to determine if certain words are common or proper.	
Objective(s) By the end of the lesson, the student will be able to distinguish between a common noun and a proper noun.			
Bloom's Taxonomy Cognitive Level: Analyzing			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be grouped together by drawing popsicle sticks. Students will move to the carpet and back to their tables by table groups.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students need to have voices at a 0 when listening to teacher talk and at a 2 when working with other students. When students are listening to teacher they are expected to raise their hands. Students are expected to work together cooperatively.	
Minutes	Procedures		
2 minutes	Set-up/Prep: <ul style="list-style-type: none"> Have all of the handouts printed out for students. Have exit slips ready Have YouTube clip ready 		
2 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> What is a noun? (person, place, thing or idea) 		
13 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> List some nouns for me (write the nouns on the board that they students say, write the common nouns on one side and proper nouns on another side) Watch this video on common and proper nouns (https://edpuzzle.com/content) After watching the video why do you think I made two columns on the board with the nouns on them? (one is common nouns and one is proper nouns) Which one is common and which one is proper? What is the difference between common and proper nouns? (Common noun: a person, place, thing)(Proper noun: names a person, place, thing) Proper nouns will have a capital letter in the beginning of the word. What are some examples of some proper nouns? (Bismarck, Nemo, Lucy, Declaration of Independence) Go over some more examples of common and proper nouns with the anchor chart. 		

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	<ul style="list-style-type: none"> Do an activity on the activity on the active board to have students determine if a noun is proper or common
12 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> You are going to play a game with a partner. You are going to use the spin chart and then determine whether a word is a common noun or proper noun. You will write your answer on the piece of paper that is given. You each need to fill out your own piece of paper. Do one example with the students together so they know how to do it. You can reference the anchor chart on the board if you need help deciding if a word is a common or proper noun.
3 minutes	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> Students will complete an exit slip writing 3 common nouns and 3 proper nouns on it.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. The formative assessment is the completion of the exit slip and if the words they give are correctly stated for common nouns and proper nouns.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The summative assessment is having the students take a test on common and proper nouns. The students will need to determine if words are common or proper nouns.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): My lesson went pretty well. There are a couple things that I would change if I were to teach this lesson again. I would have magnets so I could attach the common and proper noun flashcards to the board so the students could see what words are proper and common nouns. I did write the words on the board so they could read the words but the flashcards have a picture of the object on there so it gives the students a visual picture of items that are proper nouns. I would have went through all of the flashcards so the students would know exactly which ones were common and proper nouns. Some of the students understood which was proper and common and others were a little confused by it. I think by going over more examples of proper and common nouns would have helped them get a better understanding of which is which. Another thing I would change is to make sure I do a few examples of the activity together. We only did one example together but I had to go back and re-explain how to do the activity to half of the groups again. I tried to have the students who needed help to wait and I would explain again after passing out all of the materials but then the students who originally said they needed help decided they understood it. Next time, I could have those students that changed their mind last minute to explain the game to me again so I know that they really understand how to play the game. I would definitely use the YouTube clip again. The students really enjoyed the video clip. I would have talked about the nouns that they stated in the video a little more. The video was really engaging for the students. I also think I could have went into detail a little more on why a proper noun is a proper noun and not a common noun. Some students did not quite get that part when I told them but I think it could have been that the ones that did not understand were the ones that did not really listen and were having side conversations. I think it helped that I called on some of those students to answer questions so then they knew they needed to start paying attention. Overall there was not many things I would change and I was very satisfied with my lesson.</p>	