

ESE 450 LESSON PLAN

Name: Kelsey Haasch

Grade Level:

Date(s)/Total Time (Min): 1 day/ 30 minutes

Lesson Plan Component

Arizona's College and Career Ready Standard(s) (AZCCRS):
Use common, proper, and possessive nouns. (1.L.1.b)

Prior Learning Assessment:

<u>Student</u>	<u>Writing Ability</u>	<u>Reading Level</u>	<u>Disability Category</u>
Caleb	2-3 words; independently	1.5	Autism
Jayden	2-3 complete sentences	2.0	Autism
Samantha	4-5 complete sentences	3.0	Autism
Bradley	3-4 complete sentences	3.5	Autism
Zachary	2-3 words; independently	1.5	Autism
Joseph	2-3 paragraphs	5.5	Autism

Objective(s):

Use common, proper, and possessive nouns. (1.L.1.b)

Objective One: SWBAT read and highlight the key information on proper nouns.

Objective Two: SWBAT represent proper nouns through a graphic organizer.

Objective Three: SWBAT identify what a proper noun is and give examples.

Objective Four: SWBAT write one complete sentence for each proper noun by using the example he or she wrote for *person, place, and thing*.

Student Friendly Objective:

We will read about proper nouns and create graphic organizer to help understand what a proper noun is.

Differentiation:***Accommodations/Modifications:***

For Objective Three: Student will give an example of a proper noun- person, place, and thing. Teacher will write out each word and then the student will successfully copy onto their own paper.

For Objective Four: Student will create a sentence. Teacher will write out the sentence out and then the student will successfully copy onto their own paper.

Enrichment/Extension:

Student can write more than one sentence for each proper noun example. Student can create their own graphic organizer without the outline graphic organizer.

Multiculturalism and Diversity:

Students will be provided with a handout on proper nouns to have as a visual aid to aid in comprehension. Students will have the opportunity to demonstrate comprehension through writing sentences.

Procedures (Step-by-step plan for the lesson)**Anticipatory Set:**

Teacher will pose questions to students:

“Who knows what a noun is? Can you tell me what a noun is? Can you give me an example? Give the students some time to think and answer these questions.”

Draw a bubble map on the white board with the noun in the middle circle. Teacher will write students answers on the white board.

Does anyone know what proper noun is? Can you give me an example?

Direct Teaching/Input:

WHAT: Today in class, we are learning what a proper noun is and using them in sentences.

HOW: We are learning how to understand what a proper noun is by creating a graphic organizer and writing sentences with proper nouns.

WHY: Proper nouns are important because it allows us to identify, or name, a person, place, thing, animal, or idea.

- **Objective One: SWBAT read and highlight the key information on proper nouns.**
 - **I DO:** The teacher will model how to read the information on proper nouns using correct pacing, volume and finger position.
 - **WE DO:** The students will be prompted to read the example sentences and highlight key information.
 - **YOU DO:** Students will be prompted to highlight the proper nouns in the example sentences.
 - **CFU:** Teacher will observe/assist if key information was highlighted correctly.

- **Objective Two: SWBAT represent proper nouns through a graphic organizer.**
 - **I DO:** The teacher will model for students how to create their graphic organizer. Showing the three pieces of paper that the students will have to cut and glue to make 'Proper Noun Pizza' graphic organizer.
 - **WE DO:** Students and teacher will go through the steps of how to create the finish product of the graphic organizer.
 - **YOU DO:** Students will be prompted to cut and glue the pieces together.
 - **CFU:** Teacher will observe/assist the students.

- **Objective Three: SWBAT identify what a proper noun is and give examples of a person, place and thing.**
 - **I DO:** The teacher will ask the students, "What is so 'special' about a proper noun? What does a proper noun always have to begin with?"
 - **WE DO:** The students will be prompted to look at the handout with the highlights. Teacher will ask students to give examples of proper nouns.
 - **YOU DO:** Students will be prompted to write an example for each proper noun- person, place, and thing on their graphic chart.
 - **CFU:** Teacher will observe/assist the students.

- **Objective Four: SWBAT write one complete sentence for each proper noun by using the example he or she wrote for person, place, and thing.**
 - **I DO:** Teacher will model how to write a sentence using a proper noun on the white board.
 - **WE DO:** Students and teacher will create a sentence using a proper noun.
 - **YOU DO:** Student will be prompted to write a sentence for each of their three examples of proper noun on sheet of lined paper.
 - **CFU:** Teacher will observe/assist the students.

Closure

Teacher will ask students:

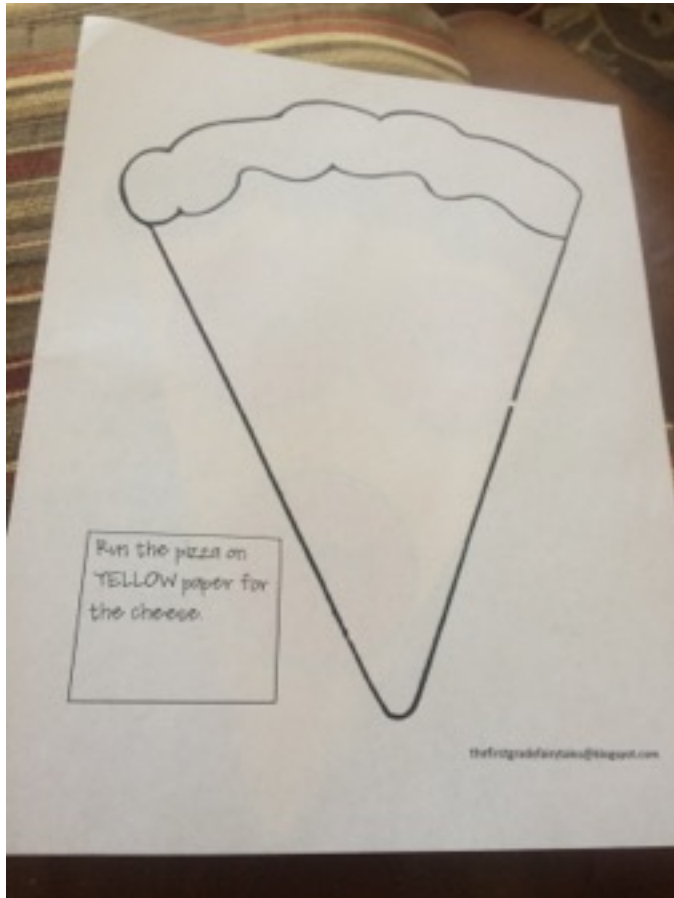
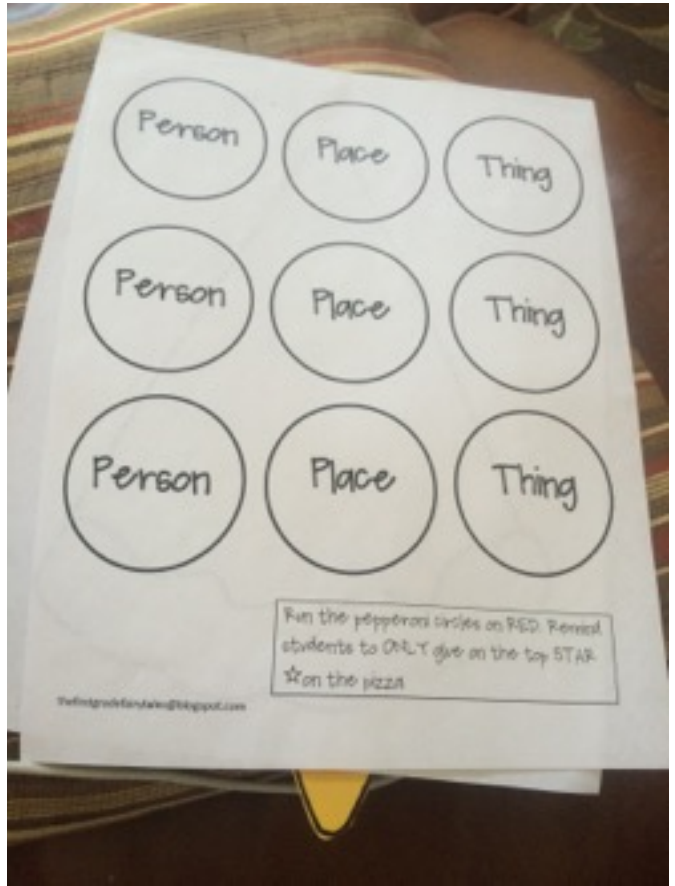
- What is special about a proper noun?
- What does a proper noun always have to begin with?

Assessment – Summative

Students will be assessed through teacher observation during group activity for understanding of proper nouns. Teacher will collect class work to assess mastery.

Citations:

<http://thefirstgradefairytales.blogspot.be/2012/09/proper-noun-pizzas-freebie.html>



Proper Nouns

A proper noun is a special name, that we use to describe names of a particular person, place or thing.

Proper nouns always begins with a capital letter.

For example, the names Tom and Jane are proper nouns because they are somebody's proper name. Arizona is a proper noun too because it's a specific place.

Example sentences:

I go to school at Islands Elementary School.

Charlotte's Web was my favorite book in elementary school.

Miss. Kelsey has a dog name Vince.

Kelsey Haasch
Lesson Reflection

What were some of my strengths during this lesson?

My strengths during this lesson was keeping the students activity engaged and using critical thinking skills throughout the whole lesson. In the beginning of the lesson, I created discussion with students on what they knew about the three branches of government. I made a bubble map to display the students answers on nouns. One student was able to make connections from prior knowledges by answering a noun is a person, place or thing. With the bubble maps, students are able to see the connections made with the word that is focused on.

Woking with student with special needs, each student has individual needs. I made sure with the lesson that all student's needs were taken in consideration when designing this lesson. The objectives of the lesson were designed around the needs of the students but with high expectations. For example, one represent proper nouns through a graphic organizer. Students made a graphic organizer that is designed as a pizza known a "Proper Noun Pizza." I provide the pieces to make this graphic organizer. Students had to cut all the pieces to make the graphic organizer. All students followed directions well and just needed some assistance on which lines to cut. I highlighted the lines that needed to be cut on some of the student's papers. During this time, I knew that students needed more time to complete this part of the lesson.

I felt nervous at the beginning of the lesson because this would be the first time working with the students as a whole group. But I stayed calm and positive through the whole lesson. All the students behaved well, there were a few times where students became distracted and did not follow along. I just redirected the student by asking a question and then going over with all the students what we have discussed so far. I was able to have great dialog with the students by interacting with them. My delivery time was at great pace, I did not

rush and kept calm when students were giving answer to “What is special about a proper noun?” at the end of the lesson.

What evidence did I collect, observe or request from ALL students in order to assess that students were making forward progress with the learning objective(s)?

The evidence that I collected and observed from all students to assess that students were making forward progress with the learning objectives was having students write down an example of a proper noun for each a person, place and thing. Then the students created a sentence using the proper noun for each a person, place and thing. By creating the proper noun pizza organizer this helped students remember an example of a proper noun for a person, place, and thing. I created a handout on proper nouns to introduce what proper nouns are. In order for students to understand and remember key information on proper nouns, I had students highlight certain key points. I read and then stop at different points, I would pose a question and then have the students answers. For example, I would ask “what does a proper noun have to begin with?. A student answered a capital letter and then as a whole group we look back at the handout to find that and then highlight the text.

If I were to teach this lesson again, what I would do differently?

If I were to teach this lesson again, I would have spent more time on the transition with directions for each step on creating the graphic organizer and creating sentences. I had all the material organized and laid out individually for each student. I showed the students an example of the finished product as a model for students to reference. But as students began, some worked quicker then other students. So I tried my best to monitor where every student was at in making the graphic organizer, thinking of examples of proper nouns and creating a sentence for each example. All students were able to finish the organizer and create sentences but I just felt a little bit fluster that I was not helping every student.