# **Lesson Plan Template**

		Lesson Pla	•	
Grade: fou	rth		Subject: Language arts	
Materials: Grammar notebook and pencil			Technology Needed: None	
	al Strategies:		Guided Practices and Concrete Application:	
Guide Socrat Learni Lectur	ology integration	Peer teaching/collaboration/ cooperative learning Visuals/Graphic organizers PBL Discussion/Debate Modeling	Large group activityHands-onIndependent activityTechnology interPairing/collaborationImitation/RepearSimulations/ScenariosOther (list)Explain:Explain:	-
<b>Standard(s)</b> 4L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.			Differentiation Below Proficiency: Since we will all be at carpet time, I will be giving examples after we think about some. This will ensure that students that need extra help will have the examples in their word work notebook as well.	
<b>Objective(s)</b> By the end of this lesson the students will be able to name and capitalize different types of proper nouns by filling out their grammar notebook.			Above Proficiency: These students will be able to think of their own examples before we talk about their answers.	
Bloom's Taxonomy Cognitive Level: Understanding			Approaching/Emerging Proficiency: The students that are approaching proficiency are able to think of examples on their own and if they cannot think of any they can wait until we share as a class what our examples are.	
			Modalities/Learning Preferences: Auditory: We are going to be talking about our answers	
			Visual: I will write the examples down on the board that I share with the class so those students will be able to see the words.	
			Tactile: the students will be writing in their gramma	ar notebooks.
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> The students are all going to be sitting at the carpet with their appropriate materials. We will be discussing the concepts as a whole group.			<ul> <li>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</li> <li>The voice level at zero when other students or the teacher is talking</li> <li>Making sure our eyes are up on the teacher</li> <li>Sitting appropriately at the carpet and make sure we are in a good fit spot.</li> <li>We will be filling out our chart that is in our notebook when we are told to</li> <li>Participating in the class discussion by raising our hands waiting to get called on</li> <li>When working with a partner they are working appropriately</li> </ul>	
Minutes		Procedures		
3	<ul> <li>Set-up/Prep:</li> <li>Create a set of notecards one notecard has the pronoun capitalized and the other does not have the correct capitalizatio of pronouns</li> </ul>			
10	<ul> <li>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</li> <li>Have the students get their grammar notebook and pencil ready and set at their table space.</li> <li>Once they have that have them come sit at the carpet.</li> <li>Tell them they have to find their partner that has the same proper noun on it, and they should talk about how the two proper nouns are different</li> <li>Hand them each one a proper noun notecard</li> <li>After they have found their partner and discussed it have the students come to the carpet with their grammar notebook and a pencil.</li> <li>Ask them</li> </ul>			

#### **Lesson Plan Template** What did you and your partner figure out was different about the two proper nouns 0 One was capitalized correctly, and one was not capitalized correctly Who can tell me what a proper noun is? Call on a student that is raising their hand 0 That is right a proper noun is a noun that names a particular person, place, or thing What is an example of a proper noun? Call on a student that is raising their hand 0 We always capitalize the first letter in a proper noun. Let's open up our grammar notebook to the capitalization page. 10 Explain: (concepts, procedures, vocabulary, etc.) The first place we have to fill out is Names of People • George Washington o Hellen Keller Let's put our own name down 0 The next spot is holidays What is your favorite holiday? o Christmas Halloween 0 0 Thanksgiving Now let's each put down three days of the week examples in the next box. Put your hand on your head when you have three days of the weeks in the box Can someone tell me one of the days that they put down? What is the next box that we need to fill out? It's months of the year December 0 Januarv Write down the month of the year you were born in 0 10 Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) For this next one I going to give you guys one example and then you are going to write down two other examples My three examples are 0 Bismarck, North Dakota 0 Dallas, Texas 0 Miami, Florida Talk about what the students put into their notebook and which letters they capitalized The next section we got to complete is Countries What is the Country we live in? $\circ$ United States of America Talk about what letters we capitalized Two other countries we can put on is Mexico and Canada We always capitalize the pronoun I "I am an important person, so I have to be capitalized" 0 The last box we have is places Write down three of your favorite places to go quickly share with a partner one place you like to go These places could favorite place to eat, favorite place to shop, or favorite place visit Walmart 0 Olive Garden 0 Target 0 3 Review (wrap up and transition to next activity): What kind of noun do we always capitalize? These are proper nouns and we always capitalize proper nouns Now we are going to go into our rounds As you go up to make your decision show me your grammar notebook that you have filled out the boxes and tell me one proper noun that has to be capitalized. Formative Assessment: (linked to objectives) Summative Assessment (linked back to objectives) Progress monitoring throughout lesson- clarifying questions, End of lesson: check-

### in strategies, etc.

Since it will be at carpet time, I will watch the students so I can see how they are doing when filling out their chart. If they are writing in their notebooks and contributing to the class, I know they understand what is happing in the class.

### **Consideration for Back-up Plan:**

I could have the students read a story where they will put different proper nouns that occur in the story into their proper category they go with.

As I am calling them up to pick their round, I will ask them to show me the chart that they filled out. I will look at their examples and if they used the right capitalization when writing the words down.

If applicable- overall unit, chapter, concept, etc.:

## Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Overall the lesson went well. The students understood what I was talking about, and the exit slip questions the students got them correct. The students were not confused when I was talking about the concept because they had previous knowledge on the concept of proper nouns. When I had them give me examples of proper nouns, they knew some and knew what letters needed to be capitalized. One of the things that I need to work on is classroom management. There was some distracting behavior that a couple of the students had. So, one thing I would change is how I bring the students back to me after I ask them to turn and talk to a partner. Sometimes it would take me a little bit to get their attention and I wouldn't have everyone's attention either. One thing that I could try and do is come up with a saying that the students respond to once I say it. The one that my teacher does in the classroom is she says marco and then the students say polo. The students were responding well to that saying because if she says it quietly and moves her voice in different pitches, they will match what she does. This is something that I am going to try with my next lesson in order to bring the students attention back to me in the middle of the lesson. I think the students this freedom let me know more about them. When I had them give me an example of a proper noun before they got their exit slip most of the students caught on that their name is a proper noun. I thought that it was good that they caught on to this even though it was kind of the easy way out. Overall, I think this lesson went well. I think that I would teach this lesson again maybe figure out how to make it a little more engaging by having the students be more a part of it if there is a way. They needed to fill out their notebook as a reference for them for later in writing and sometimes these not as engaging lessons need to happen as well.