**UNION UNIVERSITY’S LESSON PLAN FORMAT**

**(Template available at** [**http://www.uu.edu/programs/tep**](http://www.uu.edu/programs/tep)**)**

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Date 10-7-10 Grade/Subject 5th grade English

If this lesson is part of a unit, what is its number? Common and Proper Nouns

**TN CURRICULUM STANDARDS ADDRESSED BY GOALS AND OBJECTIVES:**

* GLE0501.1.1 Know and use appropriately the meaning, forms, and functions of nouns

(including common/proper, singular/plural, possessives, predicate nouns.)

 SPI0501.1.1

**GOAL(S):** TLW understand the difference between a common and proper noun, and how it is used correctly within a sentence.

**OBJECTIVES AND ASSESSMENT:**

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| **Learning Objectives****(stated behaviorally)** | **Assessment (formative/summative)** | **Level of Thinking (Bloom’s Taxonomy OR Webb’s Depth of Knowledge)** |
| TLW categorize common and proper nouns into a T-chart with 90% accuracy. | Categorizing on a T-chart and checking answers with a “key” | Bloom’s- Analyze- “categorize” |
| TLW demonstrate his knowledge on the difference between a common and proper noun by completing an “e-Quiz” with 85% accuracy. | Taking an “e-Quiz” after listening to a “VoiceThread” | Bloom’s- Comprehension-“completing” |
| TLW distinguish between common and proper nouns by participating in a PowerPoint game created by the teacher. | PowerPoint game answers and scorecard  | Bloom’s- Analyze-“distinguish’ |
| TLW apply his knowledge of common and proper nouns by constructing a 4 slide PowerPoint presentation with 85% accuracy. | The teacher will scaffold the student to create a PowerPoint presentation based on knowledge gained from the lesson. | Bloom’s- Apply-  “construct” |

**INSTRUCTION:**

* **Lesson Opener**
	+ **Hook:** The teacher will pass out a T-chart handout and a small box/crate, which contains various pictures of nouns with a word or phrases listed at the bottom of the picture, to every child. TTW instruct the students to look through the pictures and notice the different pictures of people, places, and things, and then to notice the word or phrase at the bottom of the picture. Then the students will be directed to place each picture under a column on the T-chart based on the column headings: common noun/proper noun. Although this concept has not been explained to the students in detail, the teacher wants them to use their prior knowledge to attempt this task.
	+ **Bridge:** TTW explain that we are learning about types of nouns: common and proper nouns. She will mention that there are rules for each type of noun, and that knowing these rules will help the students put their pictures under the correct column. TTW show the learner the difference between a common and proper noun and the way they function in a sentence, and will allow time for the student to complete the T-chart activity before splitting the children into groups.

**Development of concepts and/or skills**

 The children will be divided into four groups. Each group will engage in a separate planned activity, and will be allowed time to complete the activity before the groups must rotate.

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| **Group 1** | **Group 2** | **Group 3** | **Group 4** |
| Students in this group will work together on the “Teamboard” to complete a a T-chart activity with new words and phrases to be placed under the correct column. | Each student will independently view a “VoiceThread” and will answer an “e-Quiz” to determine what they learned.  | Each student will independently participate in ain a PowerPoint gameand add up theirscore on a scorecard when finished. | TTW guide students how to create a 4 slide PowerPoint that summarizes what they have learned about common and proper nouns. |

1. **Group 1- “Teamboard” T-chart**
* The students will work together in a group to complete a T-chart that is projected on the “Teamboard”
* Various words and phrases are listed on the T-chart. Some of the words and phrases are common nouns, while others are proper nouns.
* The students will discuss among themselves the differences between common and proper nouns, and which words should go under the “common” column or which words should go under the “proper” column.
* The students will use the interactive pen to move the words and phrases under the correct column.
* Once finished the students may check their answers with the answer key located on my desk.
1. **Group 2- “VoiceThread” view and “e-Quiz”**
* Each student will open the internet explorer by clicking twice on the “e” on the desktop screen.
* Highlight the web address and backspace any writing in the blank. Enter <http://lmpigue.weebly.com/blog-bubbles.html> into the address bar. Push enter/GO to retrieve the correct page. Once the page is pulled up scroll down a little until you see a picture that says common and proper nouns.
* Make sure you plug in your headphones to keep from disturbing the other groups.
* Press the "play" button on the picture/VoiceThread. The “play” button looks like an arrow pointing to the right.
* Listen and mentally interact with the lesson.
* After watching the lesson, click on the “CLICK HERE” phrase that is in the sentence: CLICK HERE to see what you have learned. This is above the picture/VoiceThread video box.
* Take the “e-quiz” to see what information you took with you from the lesson.
* Click "Submit" when you finish.
1. **Group 3- PowerPoint participation game**
* Each student will open the PowerPoint game "Common and Proper Nouns" by clicking twice on the desktop icon.
* Click on “View” tab at the top of the screen. Choose “Slide Show” (it is the fourth one from the left) and begin interacting with the game.
* Follow the directions from the slide on how to play the game.
* Write your answers and keep score on the scorecard.
* This game is intended to guide the students through itself so that there is minimal questions asked.
1. **Group 4- A guided creation of a PowerPoint summary**
* This activity will be guided by the teacher. TTW be available for questions on how to proceed with creating technology.
* Click on the "Microsoft Office PowerPoint" icon on the desktop. A new presentation will appear.
* Click on the blue disk in the top left corner of the screen.
* I have created a folder for you to place your PowerPoint in. Click twice on the Folder titled **“**My very own Common and Proper Noun PowerPoint**”**
* When the text becomes highlighted type your “full name” in the box where it says File Name:. Once you have done this click the “Save” button.
* Now you can begin creating your PowerPoint. Click the “Design” tab at the top of the page and choose a design for your slides in your presentation.
* To make sure you do not lose your work click on the blue disk in the top corner of the page.
* Click on the box that says: "Click to add title". Here you will name your PowerPoint. (The name must reflect what the PowerPoint is about.)
* Now click on "Click to add subtitle". Type your “full name” and the date.
* Click on the blue disk in the top corner to save your work.
* At the top of the page under the “Home” tab click on: "New Slide".
* Now click on the box "Click to add title.”
* In this space type “Characteristics of a common noun.’
* Now click on the box "click to add text".
* Enter some characteristics based on what you remember from the “VoiceThread” and the PowerPoint game.
* To make sure you do not lose your work click on the blue disk in the top corner of the page.
* Next click "New Slide" at the top of the page under the Home tab.
* Click on the area "Click to add title.”
* “Characteristics of a proper noun.”
* Now click on the box "click to add text".
* Enter some characteristics based on what you remember from the “VoiceThread” and the PowerPoint game.
* To make sure you do not lose your work click on the blue disk in the top corner of the page.
* Next click "New Slide" at the top of the page under the Home tab.
* Click on the area "Click to add title.”
* Enter “Examples of common nouns”
* Now click on the box "click to add text".
* Enter three examples of common nouns pressing the enter button after each to separate the words.
* To make sure you do not lose your work click on the blue disk in the top corner of the page.
* Next click "New Slide" at the top of the page under the Home tab.
* Click on the area "Click to add title.”
* Enter “Examples of proper nouns”
* Now click on the box "click to add text".
* Enter three examples of proper nouns pressing the enter button after each to separate the words.
* To make sure you do not lose your work click on the blue disk in the top corner of the page.
* Good Job! You just completed a 4 slide PowerPoint Presentation on Common and Proper Nouns. Now let’s look at and see how you did!!! Click the “View” tab at the top of the page. Select “Slide Show” (the fourth one from the left) Click the mouse to view each slide.
* **Lesson Closure**

The teacher will instruct the students to wrap up their stations and to return to their individual desks. Before questioning and closure TTW direct the students’ attention back to their original T-chart. Together we will go over the correct answers to the T-chart. The students will gather the pictures on their desk and place them in their box/crate for me to collect as I come by them. So that’s the end of our lesson on Common and Proper nouns. Give yourself a pat on the back because you did great!!! Now let’s see what you will be taking with you from this lesson…

1. What is one characteristic of a common noun?
2. What is one characteristic of a proper noun?
3. How do common and proper nouns look differently in a sentence?
4. Can all words be common or proper nouns?
5. What are some examples of common and proper nouns?

**MATERIALS AND TECHNOLOGY NEEDED FOR THE LESSON:**

* A T-chart handout for each student
* A box/crate filled with various pictures and printed words or phrases to be filled on the T-chart
* A computer for every student and a teacher computer to run the “Teamboard”
* A “Teamboard” and interactive pen
* Access to the internet
* Access to Ms Office in order to use PowerPoint
* Printer
* Scorecards
* Pencils
* “Common and Proper Noun” PowerPoint game on student desktops
* Headphones

**REFLECTIONS ON TEACHING AND LEARNING:**

1. As you reflect on the lesson, how did it actually unfold as compared to what you had anticipated happening as you did your planning? **IIIC**
2. Provide the data/information that you have used to determine your students’ progress toward this lesson’s goals. Include individual and group information. **IIIA and IIIC**
3. How will you use your students’ performance today as you envision the next step for these students in learning? IIIC and Planning Domain
4. If you were to teach this lesson again to these students, what changes would you make? IIIC
5. As you reflect over this lesson, what ideas or insights are you discovering about your teaching? **IIIC**

How did your choices and actions of classroom management support student lear