**Lesson Plan Template - Presentation Model**

***Brigham Young University-Hawaii School of Education***

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| **Teacher:**   * Grace Mataitusi | **Grade Level & Content Area:**  First Grade – English/Language Arts |
| **Lesson Title:**  Parts of Speech Part 1: Nouns, Verbs, and Adjectives | |
| **Questions to ask yourself - BEFORE & DURING**   * What do I want my students to learn? (OUTCOMES) * How will I use DIFFERENTIATION and FORMATIVE ASSESSMENTS? | |
| **Materials:**   * Notecards * Pencils * Graphic organizers * PowerPoint Presentation * Two different kinds of MadLib-type sheets * Images within PowerPoint * Worksheet | |
| **Common Core State Standards and/or Content Standards:**  CCSS.ELA-LITERACY.L.3.1.A  Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | |
| **Lesson Outcomes: (1-2 outcomes. NOT more than 3 outcomes Use exact ‘thinking/doing’ verbs)**   1. Given a sentence, students will be able to accurately identify and label the noun(s), verb(s), and adjective(s). 2. Students will be able to define these parts of speech – nouns, verbs, and adjectives – within the 5 range on the worksheet. | |
| **Background**: **(3 separate and complete paragraphs)**   * 1st Paragraph – Learners: Describe the learners you will be teaching. This includes their experiences, interests, and backgrounds. Also, describe what (you anticipate) they already know about the lesson/concept.   + My classroom is comprised of eight and nine year old third graders with mixed cultural backgrounds. There are three students in particular that are English language learners and seem to lack some of the foundational language and grammar knowledge that the other students have. Prior to this lesson, students have been exposed to noun and verb formation in a general sense. However explicit instruction pertaining to these elements have not been given. I anticipate that the least familiarity surrounds pronouns and adverbs. I will be introducing students only to nouns, verbs, and adjectives in this lesson because the other two parts of speech – adverbs and pronouns – as founded upon these initial three. There will be some students more familiar with these first three parts of speech, but the activities will still keep them engaged as they create. * 2nd Paragraph – Lesson Justification: Justify *what* you will teach, or why this is appropriate content for your learners.   + I will be formally introducing my students to these parts of speech: nouns, verbs, and adjectives. While it may seem basic, these parts of speech are foundational in language production. Being able to identify, produce, and explain these parts of speech allow for sentence and future paragraph development. Additionally, mastery of these foundations of speech will enable students to communicate intentionally and clearly in all settings. Without this foundation, students will struggle with further language development, production, and comprehension. This lesson will effectively introduce students to what these parts of speech are, how we use them, and the importance they play in language production. This lesson also sets up a future lesson covering pronouns and adverbs. * 3rd Paragraph – Methods Justification: Justify *how* you will teach, or why the instructional models that you will use are appropriate for your learners. Remember the learning outcomes for your Instructional Model and describe why the instructional model you are using is appropriate for the content you are teaching.   + I have chosen to use the Presentation Model for this lesson because it involves the introduction of new material. In order for students to be able to define and explain these parts of speech, they must first learn what they are and how they are used. This lesson will be a foundation upon which other lessons on language structure and development can build upon. The Presentation Model will be beneficial in this lesson because I will be introducing rules as well as giving examples and non-examples. Although we have only learned two lesson models so far, the Presentation Model is more appropriate in this case because a step-by-step format common in Direct Instruction would not be as effective in teaching about these parts of speech. Additionally, the Presentation Model allows for a better foundation formation because this topic is more knowledge based rather than action or task based. | |
| **HOTS (Higher Order Thinking Skills – Variety of question types, i.e., What, Where, When, Why, How, avoid ‘yes / no,’ explain, analyze, etc.):** | |
| 1. **Anticipatory Set (pg. 288): Less than 5 minutes, creative, engaging, participative, access prior knowledge**   Say: Okay, Class! I want you to go ahead and take a moment to think about this question: What would it be like if we lived in a world with no words? No words to read and no words to say. How would we communicate? Go ahead and discuss these questions with your tablemate.  Do: Pass out notecards while students discuss and listen to their answers.  Say: Now, I want you to take your ideas and, using the notecard and pencil in front of you, communicate to your partner everything you did this morning to get ready for school in 60 seconds. When I say “GO,” the youngest partner goes first. Ready, set, GO.  Do: Set a 60 second timer and walk around as students are doing the activity until the timer goes off.  Say: Okay when I say “GO,” it is the older partner’s turn. Ready, set, GO.  Do: Set a 60 second timer and continue to observe as students are doing the activity until the timer goes off.  Say: Pencils down! How was communicating without using any words? Did you find it easy or tricky? Do you feel that your responses were detailed or broad? What are your thoughts?  Do: Take some responses from students about how the activity went.  Differentiation: (Explain WHAT, HOW, and WHY you are using differentiation in your Anticipatory Set. Explain the differentiation in terms of the three key UDL principles, and the Content, Process, Product, Environment information we have studied).  I used differentiation through interaction within the class. Multiple means of representation were used because students were able to see the questions on the board and discuss with each other about the presence of words in their lives. Multiple means of action and expression were used when students were drawing on the notecards rather than using words. This shows that they have an understanding of what it would be like to remove words from their lives. Multiple means of engagements were involved because students had the chance to try to share as much of their morning as they could in a small period of time alongside the challenge of not having words. I did this to get students to think about the importance and function of language. Without it, expression and communication are difficult. Simple tasks become more challenging and time consuming. By experiencing and talking about the removal of language, students will begin to think about the different available uses of language.  Assessment: (Explain WHAT, HOW, and WHY you are using Formative Assessment)  I used formative assessment by walking around and listening to the students’ discussions about language and what it would be like to not have any words. This allows me to assess how much students are aware of in regard to the use and influence of language. It also allows me to guide the discussion deeper if they are off track by posing a question or two as I pass out notecards. Additionally, when they are using notecards and share their discussions, I am able to see if they understand how foundational something as simple as words can be. I found it valuable to be able to see and hear the students’ relationship and thoughts about language and words in a way that is applicable to them.   1. **State your objectives/outcomes. You will tell your students the objectives/outcomes.**   Do: Pass out graphic organizers.  Say: As you may be able to guess, we are going to talk about language. More specifically, we are going to talk about 3 parts of speech that allow us to communicate clearly and in detail: nouns, verbs, and adjectives.  Do: Show objectives on PowerPoint.  Do: Our objectives today are to:   1. Be able to identify and label a noun, verb, and adjective in a sentence and 2. Explain what each of these three parts of speech allow us to communicate. | |
| **BEGIN INSTRUCTIONAL SEQUENCE** | |
| 1. **Advance Organizer (pg. 281, 290)**  * “… the hooks, the anchors, the ‘intellectual scaffolding’ for subsequent learning.”   Say: As we go through our lesson today, I want you to think about these questions:  Do: Change PowerPoint slide to A.O. questions  Say: How do these kinds of words apply to you? How can they help you tell your friend about a funny story that happened over the weekend? Or how they create your favorite part of a book you have read? Or how they help you tell your parents what you need?   1. **Presentation of the Content (pg. 290-296)**  * These three guidelines are important to keep in mind when presenting the content: 1) Explaining links/examples, 2) Rule-Example-Rule technique, 3) Signposts/Transitions. * You may not have time for three topics. You decide how many topics you have time to present.   Topic 1 (Nouns)  Say: First, let’s start with the nouns.  Do: Change slides.  Say: The first part of speech we will be talking about today are nouns. Nouns refer to people, places, things, or ideas.  Do: Point to brief examples on the PowerPoint.  Say: For example, Tommy is a person, Hawaii is a place, and a tree is a thing. If you used any of these three things in a sentence, they would be nouns.  Another way we could look at it is that nouns can answer three questions: Who, Where, and What.  Do: Change slides to noun sentence examples.  Say: Let’s look at these examples that are also on your graphic organizer. I want you to go ahead circle every noun that you see. Remember to ask yourself “Who, Where, or What” if you get stuck.  Do: Walk around and observe what words students are circling. Give additional guidance as needed or repeat instruction if there seems to be a large amount of misunderstanding.  Say: Okay class. Who can help me find the nouns in these sentences?  Do: Call on students to identify the nouns in each sentence.  Topic 2 (Verbs)  Say: Next, we are going to dive into verbs.  Do: Change the slide.  Say: Verbs are different from nouns because verbs are actions words. You can’t touch them like you can touch most people, places, and things. But you can “do” verbs.  When I point to a picture, I want you shout out what action is being performed.  Do: Point to pictures on PowerPoint one at a time and listen to responses from students.  Say: Now, when I point to each picture again, I want you to tell me WHO is performing the action.  Do: Point to pictures again and listen to responses from students.  Say: Very good! I like how you pointed out WHO or WHAT was doing the action. Now let’s look at these sentences.  Do: Change slides to verb sentence examples.  Say: These sentences are also on your graphic organizer. When I say GO, I want you to go ahead and underline as many verbs as you see in these sentences. Remember that verbs are ACTION WORDS and are different from nouns. Ready, set, GO.  Do: Walk around and observe students as they underline verbs. Give guidance or repeat instruction as needed.  Say: I saw a lot of correctly underlined action words! When I point to the sentence, I want everyone to act out the verb in the sentence.  Do: Point to the sentences one by one and watch as students act out the verbs. Give extra guidance as necessary.  Topic 3 (Adjectives)  Say: Lastly, we are going to learn about adjectives.  Do: Change the slide to the adjectives page.  Say: We have learned about nouns and verbs, but now we get to talk about a part of speech that adds more details to our sentences. Adjectives. Adjectives are words that describe nouns. For example, (student name) is wearing a yellow shirt. Yellow would be an adjective because it is describing his shirt. We could also say (student name) is happy. Happy would be an adjective because it describes (student name), who is a person.  Do: Change slide to adjective sentence examples page.  Say: This time on your graphic organizer, I want you to put a box around all the adjectives that you can find. Ready, set, GO.  Do: Walk around the classroom to observe how students are doing with the task. Give additional guidance or instruction as needed.  Say: I saw some excellently placed boxes around those descriptive words!  Differentiation: (Explain WHAT, HOW, and WHY you are using differentiation in the Presentation Instructional Sequence. Explain the differentiation in terms of the three key UDL principles, and the Content, Process, Product, Environment information we have studied).  I am using differentiation in a few ways. After giving some instruction and information, I have students use their graphic organizers to identify between nouns and verbs and adjectives accordingly. This allows for students to apply the newly learned definition within the context of the sentence rather than solely hearing me repeat it over and over again. After doing those sections on the graphic organizer, it is followed up with class or partner interaction to confirm accuracy. These discussions and interactions allow for students to work with others to solidify or unify their understanding. Multiple means or representation are used because I have a PowerPoint, images, and a graphic organizer to support and facilitate learning. Multiple means of action and expression are used because I can regularly check the students’ graphic organizers, listen to their conversations during discussions, and see the actions they perform. This allows me to be aware of what level each student is at throughout the lesson or what common misconceptions there may be. Additionally, multiple means of engagement are involved because there are activities and opportunities that involve social interaction, individual action, and motion as we progress through the lesson. I did this to allow for multiple ways to engage in the content as well as to make the information more notable in a few different ways. Through these means of learning, connections are able to be made in terms of what nouns, verbs, and adjectives are, but as well as their relationships with one another. I have created an effective environment since there is a mix of types of interactions that will not isolate any one specific type of learner or worker.  Assessment: (Explain WHAT, HOW, and WHY you are using Formative Assessment)  Throughout the lesson, I wrote in multiple opportunities to walk around the classroom during discussions and graphic organizer activities that allow me to regularly check for understanding on an individual level and for the class as a whole. This allows for me to be able to gage the movement and understanding of the class while also being able to measure their understanding based on their discussion content, their graphic organizer answers, and the actions they perform. I have chosen these forms of formative assessment because this lesson is an introductory type of presentation. It allows for the confirmation of the ability to identify as well as opportunities to dive into the topic a little bit more as we build this foundation of knowledge.   1. **Checking for Understanding / Extending Student Thinking** Extend student thinking by asking thoughtful questions and allowing time for students to discuss their answers. You could also extend student thinking in other creative ways).   Say: Before we started, we talked about how we use language and why we need it. With that in mind, I want you to turn to your partner and answer this question: Why do you think we need different parts of speech? What do they help us accomplish?  Do: Students talk to their partners and I walk around the classroom listening to the conversations.  Say: I heard some very interesting points made. Let’s hear what some of you had to say.  Do: Take a volunteer or two, then call on one or two more students who had made some interesting points during the discussion portion. | |
| **END INSTRUCTIONAL SEQUENCE** | |
| 1. **Closure: (Your closure can also Extend Student thinking)**  * Wrap up the lesson by deepening, extending, or clarifying the focus of the lesson. * This is short (less than 5 minutes), participative, and powerful. * Students do the intellectual work. * Creative and engaging.   Say: I hope we can all see how powerful words can be. Not only do they form sentences, but they give meaning, motion, and life to all that happens around us. Without these parts of speech, we would live in a wordless world. As we wrap up, I want you to point to the MadLib at the end of your graphic organizer.  Do: Wait for students to point to MadLib.  Say: The partner with the longest hair is going to ask the partner with the shorter hair for nouns, verbs, and adjectives to fill in the first MadLib. When I say switch, the shorter haired partner is going to ask the longer haired partner for nouns, verbs, and adjectives to fill in the second MadLib. Then, you can read the silliness that you have created. Ready, set, GO!  Do: Walk around the class and give guidance as needed. Listen for what the students come up with.  Say: Okay Class! I heard some pretty funny creations. Let’s see if we can hear one or two from you.  Do: Call on one or two students to share their mini MadLib story.  Differentiation: (Explain WHAT, HOW, and WHY you are using differentiation in your Closure. Explain the differentiation in terms of the three key UDL principles, and the Content, Process, Product, Environment information we have studied).  I am using differentiation in my closure because I am not simply transmitting everything that I taught to them for a second time. After addressing our closing discussion, I give one more activity that requires every student to work and to think about nouns, verbs, and adjectives as well as their applications. I chose this to allow for students to have some freedom in application and creation of sentences with these parts of speech. They use the MadLibs and each other in order to create silly stories using the parts of speech that they learned. I am able to see the papers and hear the answers they give to note how effective my teaching was. Additionally, the minor surprise, humor, and autonomy with the activity encourages some creativity and engagement.  Assessment: (Explain WHAT, HOW, and WHY you are using Formative Assessment)  I am using formative assessment by hearing the answers and stories given and seeing what is written when I walk around the classroom. If there is a lot of hesitation in giving answers, then I know that there are things that need some clarification on my end. If the answers are given easily, then I know that there is a standard of understanding that has been reached. I am able to check individually and collectively on how well students have comprehended the material and its application.   1. **Summative Assessment: (Multiple Means of Action & Engagement. How will you know if your students meet the outcomes – learn what you taught them?)**   I will give the students a worksheet with 8 sentences with spots to identify the nouns, verbs, and adjectives within. There will also be a chart with one column for noun, verb, and adjective and a place for each definition beside it. These two activities align with the objectives and require the students to give two demonstrations of understanding: identification and explanation. If the students do not perform well, then I know that I have not adequately helped them reach the desired outcomes and must readjust from there.  Rubric:   * + - 5: 21-27 correct     - 4: 16-20 correct     - 3: 11-15 correct     - 2: 6-10 correct     - 1: 0-5 correct | |
| **Lesson Adaptations:**   * Every classroom will have students with special needs. For example, students who speak English as a second language, or have ADHD, etc. Based on learners’ special needs, identify specifically what you will do to adjust your lesson / teaching to their special needs. It should look like this:   If I was struggling, I would want the teacher to allow time for individual help that does not attract the attention of other students. As the teacher, I can make sure that when I am doing my formative assessments throughout the lesson to truly individually check on students and give direct guidance when I see struggle. It can be hard for students to ask for direct help, especially in group settings.  I can also maintain movement in the class for those who struggle with attention. While I do not want a chaotic or disorganized lesson, incorporating change of activity as well as variety can help with engagement and attention.  Additionally, I should be sure to cover the basics of these parts of speech. While there are some who may know them well, there are surely others who may struggle with it or have no previous knowledge of it. A foundation is a foundation no matter who may be learning. The basics are important to make sure that further learning and growth can be successful and long-lasting. | |
| **Reflective Questions:** writebullet points of appropriate and meaningful questions you ask yourself Before, During, and After instruction. These questions should be noted in your lesson plan and then referred to in your written reflection.   1. Questions BEFORE your lesson    1. How can I make the objectives understandable?    2. How will I keep the lesson focused on the objectives?    3. What activities will maintain engagement? 2. Think of three or four questions you must consider while you are teaching this particular lesson (Question DURING your lesson).    1. Am I teaching to get the information our or am I teaching for students to understand?    2. Are the connections making sense or do they seem muddled?    3. Is the pace too fast or too slow? 3. Think of three of four questions you must consider AFTER you teach this particular lesson.    1. Was there anyone who seemed to be incredibly disengaged during the lesson and if so, why might that be?    2. Were the examples too easy or not clear enough?    3. Was there a personal application and/or time to encourage students to personalize the material? | |