

Singular and Plural Nouns Lesson Plan

Date: 10/8/2018

Grade: 3rd	Subject: Language Arts
Materials: <ul style="list-style-type: none"> ● Worksheet ● Matching noun cards (singular/plural) 	Technology Needed: Smartboard
Instructional Strategies: <ul style="list-style-type: none"> € Direct instruction € Guided practice € Socratic Seminar € Learning Centers € Lecture € Technology integration € Other (list) 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> € Large group activity € Independent activity € Pairing/collaboration € Simulations/Scenarios € Other (list) <p>Explain:</p>
Standard(s) 3.L.1q- q. Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement).	Differentiation Below Proficiency: Students will not be able to identify the difference between singular versus plural nouns Above Proficiency: Students will be able to identify the differences between singular and plural nouns and make very few mistakes doing so Approaching/Emerging Proficiency: Students will be able to tell difference between plural and singular nouns with a few mistakes
Objective(s) <ul style="list-style-type: none"> ● Students will be able to tell the difference between singular and plural nouns ● Students will be able to form plural nouns by adding “-s” ● Students will be able to read a sentence and identify singular versus plural nouns <p>Bloom’s Taxonomy Cognitive Level: Apply</p>	Modalities/Learning Preferences: <ul style="list-style-type: none"> ● Visual, auditory, and active
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> ● The CM for the smartboard activity will be that they will come sit up in front of the smartboard and participate in the activity ● For the matching activity the noise level will be quietly talking and when they find their matching card they will come to me to check it and i’ll move them on to the worksheet ● Worksheet time will be held at their desks and voice levels will be at a zero ● After everything is done they will be able to talk with each while they are doing their tasks, hand writing books, or quiet while they read their books 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> ● Behavior expectations will be that the students will need to be respectful during the lessons both to their fellow students and me as their teacher ● they will need to have voice levels that are appropriate to activity, smartboard: talking, matching: talking, worksheet: no talking
Minutes	Procedures
5	Set-up/Prep: <ul style="list-style-type: none"> ● Set up smart board slides ● Get matching nouns cards ready to go ● Copy/print out worksheets
8	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> ● Talk about what a noun is for a quick review <ul style="list-style-type: none"> ○ Something you can see, touch, and hold in your hand ○ Ask one student to give a sentence with a noun in it so we can identify what it could be in a sentence ● Startup smartboard to go over what a plural noun is compared to a singular one <ul style="list-style-type: none"> ○ Talk about most nouns you can add an “-s” too and which ones those would be and what it means to be a plural noun
10-15	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> ● We are adding an “-s” to our nouns to make them plural, this is a introduction activity to plural nouns ● That most nouns can have an “-s” added to them to make them plural ● Adding an “-s” to the noun will make it so that there is more than one of those nouns

Singular and Plural Nouns Lesson Plan

Date: 10/8/2018

	<ul style="list-style-type: none"> ○ Tree -- Trees ● Smartboard activity <ul style="list-style-type: none"> ○ There is two columns one side is singular nouns the other is plural, underneath will be a word bank with both nouns that are singular and plural ○ I will demonstrate doing the activity by moving one of the words with the hand on a stick to whichever column it belongs to after that i will pull sticks to see which student will come up and move a word ○ they will have to explain why they picked that side and the class will decide if they were right
	<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"> ● They will each get a card that has a noun on it either plural or singular then they will have to find their matching pair that will be the opposite <ul style="list-style-type: none"> ○ If a student gets a singular word like “apple” they will need to find their match, it will say “apples” ○ After they have all found their partners they will start on their worksheet ● Their worksheet is 14 questions the first half is to determine if they underlined noun is singular or plural and will write an “S” or a “P” after the sentence ● The second half is reading the sentence and to identify the singular noun and change it to a plural noun
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● After they finish their worksheet and turn it in they will be given the options of doing their tasks, to work in their handwriting books, or to read the book they have at their desk until everyone is done. ● After everyone is finished we will go on to the next subject
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> ● Progress monitoring throughout lesson (how can you document your student’s learning?) <ul style="list-style-type: none"> ● Interactive smartboard activity 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> ● Singular and plural nouns worksheet will hand in at end of lesson
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Overall the lesson went really well, the students were engaged with both the large group activities. They had fun using the smartboard to split up the singular and plural nouns into their separate boxes. I used name sticks to decide who got to come up and use the smartboard. When they picked their words, I had them pick whatever word they wanted but they had to explain why they put it where they did. They quite enjoyed doing this because they love working with the smartboard. I used examples of explaining how to see if it is singular or plural, so they could see the differences.</p> <p>They picked up pretty quickly that adding an -s to most nouns makes them plural. I feel like they learned that when a noun has it -s on the end that it is a plural noun and it is more than one. They loved the matching game, I was only going to play it once through, but they wanted to play again so they convinced me to do it again. The second time they had to give a sentence with their singular and plural nouns to show that they know how to use them, they did it quickly and with little mistakes. They had some previous knowledge of the content which helped more the lesson along.</p> <p>What I change is picking some different matching cards because some of them weren’t what I wanted but the students did okay with them and we went over how they were different, I had thought I had gotten all the weird ones out but I missed some. Me and Mrs. Miller explained the ones that were different and said that we would go over them in more detail later. Another thing I would still use but explain better if I did this lesson again is that I would better explain the instructions to the worksheet. I gave a short explanation, but I could have done a better job in terms of going over each section carefully and help them along by doing a couple questions together.</p> <p>I felt a little nervous at first and leading up to the lesson, but the kids knew that I was teaching the lesson and were excited for me to teach, they were asking all day. Which made me feel happy that they were excited but also made me even more nervous because I didn’t want to disappoint them and Mrs. Miller. We got everything set up while the kids were at music class and I got to go over the lesson another time before the came in, both reading through it and going over the PowerPoint information. Which the more I do lessons and talking to the students it’ll be easier for me to start up and not be so worried about it. I have done “teaching” before but in the classroom the environment is much more intimidating, so the more I work through everything it will get easier over time.</p> <p>Mrs. Miller explained that I did well for my first lesson and more time will make a difference, but I seem to have the presence down for the classroom environment. She was a huge help in everything she gives great advice that really help me calm down and to just take it all one step at a time.</p>	

Singular and Plural Nouns Lesson Plan

Date: __10/8/2018__

--