

WRITING PIECE: DOMAIN 3 REFLECTION

EDUC 540-902: STUDENT TEACHING SEMINAR

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Teacher: Lisa M. Barbi	Grade Level: 3-4
Creating Plural Nouns 45-Minute Lesson Plan	
<u>Content and Standards:</u>	
The teacher will guide students in recognizing, identifying, and applying the rules of pluralization to regular and irregular nouns.	
<u>CCSS.ELA-LITERACY.L.1.1</u>	
<ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 	
<u>CCSS.ELA-LITERACY.L.1.1.A</u>	
<ul style="list-style-type: none"> E03.D.1.1.2: Form and use regular and irregular plural nouns. 	
<u>CCSS.ELA-LITERACY.L.1.1.C</u>	
<ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). 	
<u>Prerequisites:</u>	
<ul style="list-style-type: none"> Students must know how to recognize that a noun is a person, place, or thing. Students must know that nouns can be singular (only one) or plural (more than one) in nature. Students must know how to differentiate between singular and plural nouns. Students must know how to construct a simple sentence while matching singular and plural nouns with appropriate verb. 	
<u>Objectives:</u>	
<ul style="list-style-type: none"> Students will be able to explain the difference between singular and plural nouns. Students will be able to identify singular nouns and plural nouns by inserting the correct noun form in a sentence. Students will be able to sort singular and plural noun. Students will be able to insert the appropriate ending to regular and irregular nouns making each plural. Students will be able to collaborate within small groups. 	
<u>Instructional Procedure:</u>	
<ul style="list-style-type: none"> The teacher will introduce the topic of singular and plural nouns using essential questions such as, "How can we change words to make them mean more than one?" asking for student volunteers to define each concept and answer essential questions. The teacher will break the students into small groups giving each group a white board and marker. The teacher will instruct the students to nominate a "writer" and create two columns, one for singular nouns and one for plural nouns and explain that the students will play "Minute to Win It". The teacher will explain that to play the game, the students will have to come up with as many singular and plural nouns as they can within one minute. The group with the most of each, in correct form, will win. The teacher will set a timer and say go and circulate the classroom to assist groups as needed. 	

Comment [L1]: 3a Communicating with Students

Comment [L2]: 3c Engaging Students in Learning

Comment [L3]: 3b Using Questioning and Discussion Techniques

Comment [L4]: 3e Demonstrating Flexibility and Responsiveness

Comment [L5]: 3c Engaging Students in Learning

Comment [L6]: 3e Demonstrating Flexibility and Responsiveness

- The teacher will announce when the minute is up and ask a representative from each group to share the list, also within a minute.
- The teacher will then ask if there are any questions, if not they will move on to a **matching game**.
- The teacher will list several singular and plural nouns on the board and ask the groups to sort each in singular and plural columns on the white boards.
- The teacher will **circulate** the classroom and provide assistance as needed.
- The teacher will **check** the work as a whole class and **provide clarification** if needed.
- The teacher will ask the students to write four sentences, two using singular nouns with matching verbs, and two with plural nouns and matching verbs.
- The teacher will also have the students **create a simple illustration** for each sentence on the white board.
- The teacher will **model** an example of each type of sentence on the board.
- The teacher will **circulate** the room to ensure understanding and provide clarification.
- The teacher will **ask the whole class if there are any questions or concerns**.

Materials & Equipment:

- White boards and markers
- White board
- iPhone as a timer

Assessment:

- The teacher will administer an **informal survey** to assess student understanding of the concepts of singular and plural nouns and proper usage.
- The teacher will **check student group work and individual student work for understanding**.

Comment [L7]: 3d Using Assessment in Instruction

Comment [L8]: 3a Communicating with Students

Comment [L9]: 3a Communicating with Students

Comment [L10]: 3e Demonstrating Flexibility and Responsiveness

Comment [L11]: 3d Using Assessment in Instruction

Comment [L12]: 3d Using Assessment in Instruction

Comment [L13]: 3b Using Questioning and Discussion Techniques

The implementation of this lesson plan was a great deal of fun for me and the students because I was able to use the process of gamification (using game rules and procedures in formal instruction). This lesson enabled me to meet fully all five components of domain 3 of Danielson's Framework. Kinesthetic learning and active engagement were obvious components of this lesson, especially when we played "Minute to Win It" listing singular and plural nouns and verbs. All of the students worked well together and enjoyed the concept of adapting a television game show to curricular areas such as language mechanics. While the students collaborated in small groups to play the game and complete the writing and illustrating assignments, I was able to respond to each student's needs and apply flexibility in directing the students to use creative means to express the concepts of singular and plural nouns.

Using a matching game strategy in which I provided the students with singular nouns and plural nouns that needed to be matched physically was also beneficial to facilitating engagement among the students. I cut out several singular nouns and plural nouns and the students had to work in groups to match the correct singular noun with its appropriate plural form. The paper cutouts were randomly arranged in four stations. The students kinesthetically arranged the manipulatives and collaborate to sort and match the noun forms accurately. Creating stations also enabled me to easily circulate the room and communicate with the students as small groups as well as individually. Doing so also assisted me in addressing student questions and modeling the correct process through questioning.

As the final component of the lesson, I directed each student to access a white board and markers to create original sentences and illustrations using singular and plural nouns. This process was a great form of assessment in that the students could demonstrate higher order

thinking by applying the knowledge acquired from the lesson and using creative means to express this knowledge through illustration. Although I was unable to acquire artifacts because all the of the work was done on white boards or through the use of manipulatives, I obtained a great deal of awareness in how effective complete student engagement is to synthesizing instructional content.

References

C. Danielson. (2013). The Framework for Teaching Evaluation Instrument. Retrieved on October 5, 2014 from www.danielsongroup.org.

Pennsylvania Department of Education. (2014). Standards Aligned System. Retrieved on October 12, 2014 from <http://www.pdesas.org/>.