

VIDEO LESSON PLAN ANALYSIS 2

EDUC 540-902: STUDENT TEACHING SEMINAR

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Upon viewing the video of the singular and plural nouns lesson, I feel as though I did a good job meeting the requirements of the Danielson's four domains, but I could have made several improvements. In reflecting upon this experience, I feel as though my instruction seemed rushed and I was somewhat anxious and I am hoping that this anxiety was not conveyed to my students. The lesson I taught was the concept of singular and plural nouns (regular and irregular). Viewing the video enabled me to identify strengths and weaknesses (weaknesses being time limitations and my desire to make the lesson entertaining because the students do not like grammar lesson) in the lesson plan and my implementation of this lesson as aligned with the four domains of Danielson's Framework.

Since we have been focusing on nouns over the past month, I feel as though I was prepared to teach this lesson and planned it out thoughtfully prior to convening the class. Using essential questions such as, "What is a noun?", "What is a singular noun?", and "What is a plural noun?" enabled me to demonstrate this preparedness and careful planning (domain 1) while engaging the students. While meeting with the cooperating teacher, she explained how difficult it is to engage students during grammar lesson because they find it "boring" and shutdown. We brainstormed reasons why this is the case and we thought that one reason was because the same content was taught at the same time in the same way every year. The cooperating teacher and I also discussed the importance of grammar in writing and language and also review the Common Core State Standards (CCSS) for fourth grade to determine specific learning outcomes (objectives and goals). After meeting with the cooperating teacher, I compiled the necessary materials such as textbook pages, workbook pages the electronic

device to time the “Minute It to Win It”, and ensured that the students has access to white boards and markers. The learning objectives set forth for the students in this videotaped lesson were as follows: 1) explain the difference between singular and plural nouns, 2) identify singular nouns and plural nouns by inserting the correct noun form in a sentence, 3) sort singular and plural noun, 4) form plural nouns by adding –s or –es and form irregular plurals correctly, and 5) collaborate within small groups. Anticipating student responses to the essential questions and recognizing words that would be troublesome (ox and oxen, radius and radii) also helped we to meet the components of domain 1.

I enjoyed setting a positive and fun tone that engaged the students. Through this positivity, I was able to create a respectful and dynamic classroom environment (domain 2). For instance, one student was overly concerned with a permanent mark on his whiteboard. Instead of becoming upset with the student’s distracting behavior, I planned the lesson so that there would be one student “writer” in every group, so we did not have to use that student’s whiteboard. Another strategy I continued to employ during this student-teaching experience was the use of hand gestures (a blinking light bulb) to enable the students to indicate understanding. We reviewed how we use the gesture and the students eagerly complied. The use of this hand gesture is a good way to survey the students without stopping to answer several questions. I also organized the students into small groups simply by counting students by threes and fours since they were already placed into tables.

I learned how important it is to use essential questions and informal, survey questions to assess student knowledge and understanding. I also listed singular nouns and modeled how to create the plural forms of each (regular and irregular) with student input. All of this

modeling was performed using a Smart board. After encouraging several student volunteer's to submit input into this modeling process, I had the students model this process in small groups (domain 3). I believe I demonstrated flexibility and responsiveness by meeting with each small group and addressing individual student questions and concerns. The students responded positively by actively participating in all aspects of instruction even though we are not working on one of their favorite subjects, which is spelling and of course physical education.

In meeting the components of domain 4 of Danielson's Framework, I was respectful of the cooperating teacher's desires for learning outcomes and consulted her on all aspects of the lesson prior to creating and implementing the plan. In analyzing my instructional strategies and methods in implementing this lesson, I would have made several changes. First, I would not be overwhelmed by the fact that the students do not like to learn grammar. Secondly, I would do a better job of managing the time needed to implement effectively the lesson. Lastly, I would spend more time providing clearer explanation of how I wanted the students to complete the assignment in the workbook since many of the students were unclear of what items I wanted them to complete (not the entire workbook page).

References

C. Danielson. (2013). The Framework for Teaching Evaluation Instrument. Retrieved on November 22, 2014 from www.danielsongroup.org.

Pennsylvania Department of Education. (2014). Standards Aligned System. Retrieved on November 22, 2014 from <http://www.pdesas.org/>.

Cooperating Teacher: Miss Lindsay Avitalle

Grade Level: 3-4

Student Teacher: Lisa Barbi

**Creating Plural Nouns
30-Minute Lesson Plan**

Content and Standards:

The teacher will guide students in recognizing, identifying, and applying the rules of pluralization to regular and irregular nouns.

CCSS.ELA-LITERACY.L.1.1

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.1.1.A

- **E03.D.1.1.2:** Form and use regular and irregular plural nouns.

CCSS.ELA-LITERACY.L.1.1.C

- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- **E04.D.1.1.8:** Ensure subject-verb and pronoun-antecedent agreement.

CCSS.ELA-LANGUAGE.4.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.

- Form regular plurals with -s, -es, and -ies (Fourth grade - E.1)
- Use regular plurals with -s, -es, and -ies (Fourth grade - E.2)
- Form regular plurals with -s, -es, -ies, and -ves (Fourth grade - E.3)
- Use regular plurals with -s, -es, -ies, and -ves (Fourth grade - E.4)

Prerequisites:

- 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.

Objectives:

- 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 form plural nouns by adding –s or –es and form irregular plurals correctly.
- Students will be able to collaborate within small groups.

Instructional Procedure:

- The teacher will introduce the topic of singular and plural nouns asking for student volunteers to define each concept.
- The teacher will break the students into small groups.
- 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.
- 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 discussing irregular plural nouns.
- 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 instruct each student to open workbooks to page 19 and have s student volunteer read the heading and the information in the orange box at the top of the page.
- The teacher will have the students highlight the definitions of singular and plural nouns in the orange box.
- The students will work in pairs to complete the workbook page.
- The teacher will circulate the classroom to assist students who required differentiated instruction.
- 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
- Paper and pencils
- Student and teacher *Exercises in English* grammar workbook page 19.
- Smart 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 peer-pair work for understanding.

Artifact 1: Example of Reference Materials Teacher's Edition Textbook

2.3 Singular Nouns and Plural Nouns

OBJECTIVES

- To distinguish between single and plural nouns
- To form plural nouns by adding *-s* or *-es*

Use the Focus on Grammar on page 50 to determine which students should complete this lesson.

TEACH

Write the following sentences on the board. Invite students to read them aloud.

Flowers are colorful plants.

Some flowers grow on bushes.

Lilies have long petals.

Ask a volunteer to come to the board and to underline all the nouns in each sentence. Guide students to recognize that all the underlined words are plural. Talk with students about the letters added to each singular noun to make it plural:

flowers, plants, petals: *-s*

bushes, lilies: *-es*

Lead students to see the difference when adding *-es* to *bush* and to *lily*. Point out that because *lily* ends in *y* preceded by a consonant, the *y* must be changed to *i* before the *-es* is added.

Have volunteers read aloud the text about singular nouns and plural nouns. Return to the sentences on the board. Invite students to say and write the singular form of each underlined word (*flower, plant, bush, lily, petal*).

PRACTICE

Exercise 1

Challenge students to read each sentence and identify the nouns. Urge them to tell whether each noun is plural or singular. When reviewing answers with the class, have students explain how the plural was made—by adding *-s* or *-es*—and whether any final letter had to be changed before the plural ending was added.

Exercise 2

Remind students that they will need to add *-s* to some words and *-es* to others. Have students recall the

rules governing the addition of these endings. Suggest that students complete the exercise independently. Assign words individually to students and have them write their plural nouns on the board. Challenge students to sort the words in a two-column chart according to the plural endings.

<i>-s</i>	<i>-es</i>
cup	inches
plays	countries
mittens	glasses

SECTION 2.3

Singular Nouns and Plural Nouns

A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing.

The plural of most nouns is formed by adding *-s* to the singular.

Singular	Plural
map	maps
house	houses

The plural of a noun ending in *s*, *x*, *z*, *ch*, or *sh* is formed by adding *-es* to the singular.

Singular	Plural
guess	guesses
fox	foxes
buzz	buzzes
beach	beaches
dish	dishes

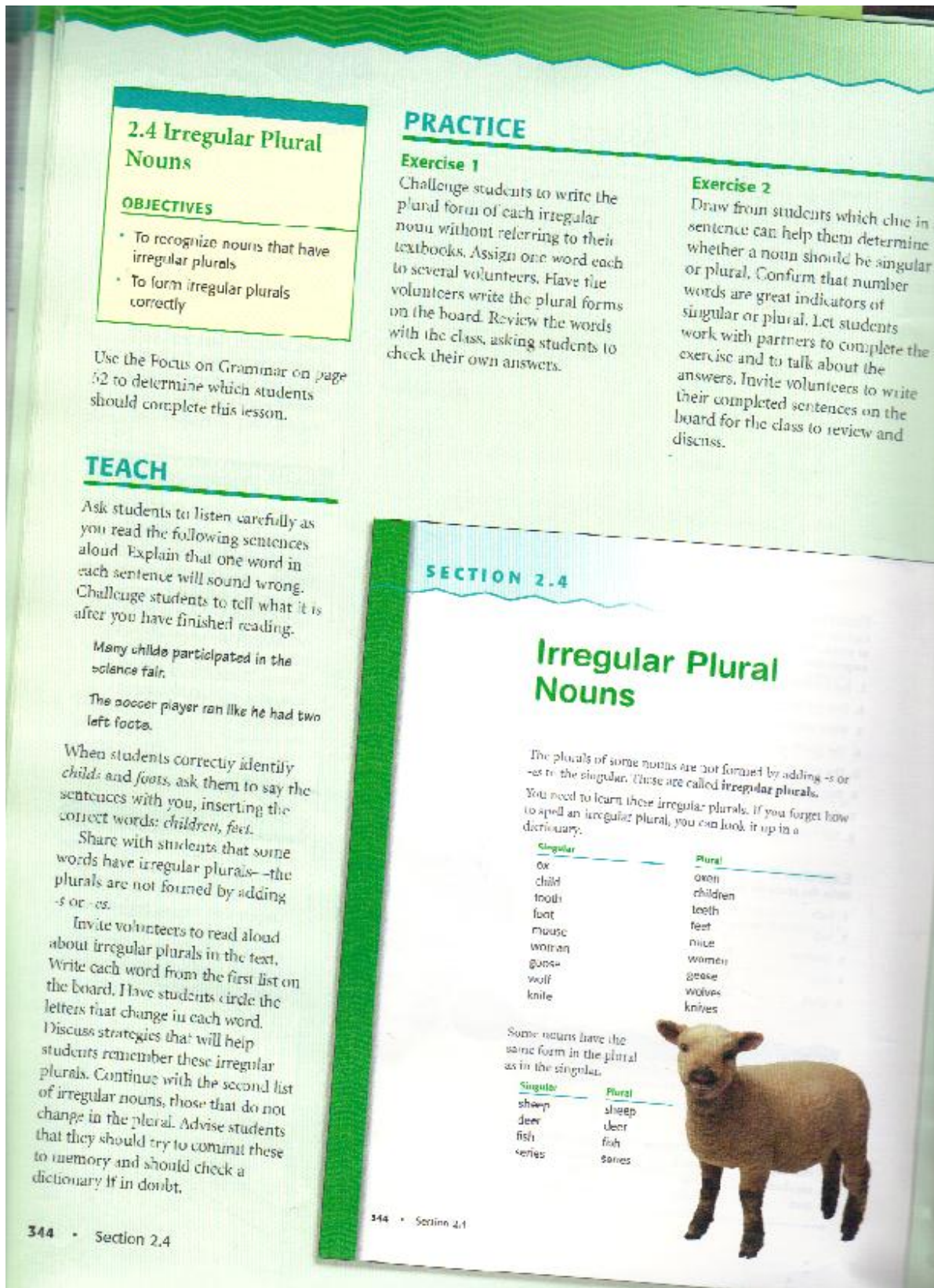
The plural of a noun ending in *y* after a consonant is formed by changing the *y* to *i* and adding *-es*.

Singular	Plural
city	cities
baby	babies

If a noun ends in *y* after a vowel, simply add *-s*.

Singular	Plural
day	days

Artifact 2: Example of Reference Materials Teacher's Edition Textbook



Artifact 3: Reference Materials Teacher's Edition Workbook

Name..... Date.....

18 Singular Nouns and Plural Nouns

A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing. The plural of most nouns is formed by adding **-s** to the singular. The plural of nouns ending in **s, x, z, ch,** or **sh** is formed by adding **-es** to the singular.

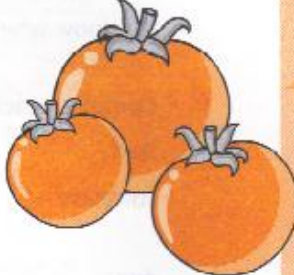
SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
bag	bags	box	boxes	guess	guesses

The plural of a noun ending in **y** after a consonant is formed by changing the **y** to **i** and adding **-es**. The plural of a noun ending in **y** after a vowel is formed by adding **-s**.

SINGULAR	PLURAL	SINGULAR	PLURAL
baby	babies	boy	boys

A Write **S** if the noun is singular or **P** if it is plural.

1. peaches	<u>[P]</u>	6. onion	<u>[S]</u>
2. grape	<u>[S]</u>	7. peppers	<u>[P]</u>
3. berries	<u>[P]</u>	8. tomatoes	<u>[P]</u>
4. plums	<u>[P]</u>	9. carrot	<u>[S]</u>
5. banana	<u>[S]</u>	10. beans	<u>[P]</u>



B Write the plural for each singular noun.

1. seal	<u>[seals]</u>	6. bench	<u>[benches]</u>
2. daisy	<u>[daisies]</u>	7. jury	<u>[juries]</u>
3. ferry	<u>[ferries]</u>	8. paint	<u>[paints]</u>
4. fox	<u>[foxes]</u>	9. play	<u>[plays]</u>
5. kite	<u>[kites]</u>	10. dish	<u>[dishes]</u>

19

Artifact 3: Example of Student Work 1

Name _____ Date _____

18 Singular Nouns and Plural Nouns

A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing. The plural of most nouns is formed by adding **-s** to the singular. The plural of nouns ending in **s, x, z, ch,** or **sh** is formed by adding **-es** to the singular.

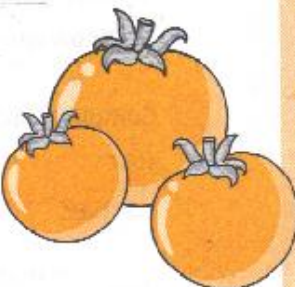
SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
bag	bags	box	boxes	guess	guesses

The plural of a noun ending in **y** after a consonant is formed by changing the **y** to **i** and adding **-es**. The plural of a noun ending in **y** after a vowel is formed by adding **-s**.

SINGULAR	PLURAL	SINGULAR	PLURAL
baby	babies	boy	boys

A Write **S** if the noun is singular or **P** if it is plural.

1. peaches	<u>P</u>	6. onion	<u>S</u>
2. grape	<u>S</u>	7. peppers	<u>P</u>
3. berries	<u>P</u>	8. tomatoes	<u>P</u>
4. plums	<u>P</u>	9. carrot	<u>S</u>
5. banana	<u>S</u>	10. beans	<u>P</u>



B Write the plural for each singular noun.

1. seal	<u>seals</u>	6. bench	<u>benches</u>
2. daisy	<u>daisies</u>	7. jury	<u>juries</u>
3. ferry	<u>ferries</u>	8. paint	<u>paints</u>
4. fox	<u>foxes</u>	9. play	<u>plays</u>
5. kite	<u>kites</u>	10. dish	<u>dishes</u>

19

Artifact 4: Example of Student Work 2

Name _____ Date _____

19 More Singular Nouns and Plural Nouns

A Circle each singular noun. Underline each plural noun.

1. Never ~~play~~ with matches.
2. Do not ~~lean~~ out an open window.
3. Lock up all medicines in a safe place.
4. Turn out all lights before leaving the house.
5. Do not put metal in the microwave.
6. Do not leave a room where water is running.
7. Lock the cabinet or closet where detergents are kept.
8. Do not open the door to strangers.
9. Keep perishable foods in the refrigerator.
10. Know where to find a flashlight.

B Complete each sentence with the plural of the noun at the left.

stair	1. Walk, do not run, on the <u>stairs</u> .
compass	2. Be careful with sharp objects such as <u>compasses</u> and scissors.
door	3. Close classroom <u>doors</u> quietly and slowly.
instruction	4. When there is a fire drill, follow your teacher's <u>instructions</u> .
classmate	5. Be polite and respectful to your <u>classmates</u> .
tool	6. Keep <u>tools</u> in good order and in their proper places.
sport	7. When you play <u>sports</u> , follow the rules.
stranger	8. Report any <u>strangers</u> in the hallways to a teacher.
problem	9. Solve <u>problems</u> with a classmate rather than argue.
class	10. Get to your <u>classes</u> on time.

20

Artifact 5: Example of Student Work 3

Name _____ Date _____

18 Singular Nouns and Plural Nouns

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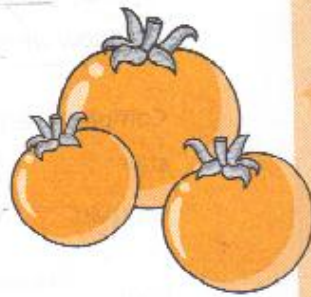
SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
bag	bags	box	boxes	guess	guesses

The plural of a noun ending in **y** after a consonant is formed by changing the **y** to **i** and adding **-es**. The plural of a noun ending in **y** after a vowel is formed by adding **-s**.

SINGULAR	PLURAL	SINGULAR	PLURAL
baby	babies	boy	boys

A Write **S** if the noun is singular or **P** if it is plural.

1. peaches	<u>P</u>	6. onion	<u>S</u>
2. grape	<u>S</u>	7. peppers	<u>P</u>
3. berries	<u>P</u>	8. tomatoes	<u>P</u>
4. plums	<u>P</u>	9. carrot	<u>S</u>
5. banana	<u>S</u>	10. beans	<u>P</u>



B Write the plural for each singular noun.

1. seal	<u>seals</u>	6. bench	<u>benches</u>
2. daisy	<u>daisies</u>	7. jury	<u>juries</u>
3. ferry	<u>ferries</u>	8. paint	<u>paints</u>
4. fox	<u>foxes</u>	9. play	<u>plays</u>
5. kite	<u>kites</u>	10. dish	<u>dishes</u>

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19