

Elementary Lesson Plan Template

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Date(s) of implementation: 02-21-2023

ORGANIZATION	Key Content Standards and CA ELD Standards (Integrated ELD): List the complete text of only the relevant parts of each content and ELD standard. (TPE 3.1) CC. 3.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	
	Cross-Disciplinary Connection: (TPE 3.1, 3.3, 4.3) Grade 3, ELD, Part 1, A Exchanging informative Ideas with others through oral collaborative discussions on a range of social and academic topics.	Incorporating Visual and Performing Arts: (TPE 1.7, 3.1, 3.3)
	Lesson Objective: What do you want students to know and be able to do? (TPE 3.1, 3.3) Students will be able to identify nouns in a text.	
	Lesson Goals: What have you learned about students' abilities that have informed the direction of your lesson (based on assessments, learning experiences, IEPs)? (TPE 2.5, 3.2, 4.1, 4.2, 5.2, 5.7, 5.8) I learned that this group of students is really open to sharing during discussions and loves to bring input to collaborative projects. Because of that, I choose to bring my students to the rug so that they could be close up and be able to feel like they're together and working on the anchor chart with me.	
ASSESSMENT	Prerequisite Skills: What do students need to know and be able to do in order to engage in the lesson? (TPE 3.2, 4.2, 4.4) Students need to know how to decode words and be able to read fluently to follow along with the activity.	
	Pre-Assessment Strategies: How might you gain insight into students' readiness for the lesson? (TPE 5.2, 5.8) I will gain insight into the student's readiness for the lesson by checking in with the students at the beginning of the lesson. In addition to that I checked in with our guiding teacher on their prior lessons about the parts of speech and learned that it's been a while since they've received direct instruction on nouns.	
ENGAGEMENT	Backward Planning (Summative Assessment): What evidence will the students produce to show they have met the learning objective? (TPE 1.5, 3.3, 3.4, 5.1) Students will receive a printout of the passage and will highlight the nouns in the text independently	
	Checking for Understanding (Formative Assessments): How will you monitor student learning to make modifications during the lesson? (TPE 1.5, 1.8, 3.3, 3.4, 4.7, 5.1) I will monitor student learning continuously during our discussion as we build an anchor chart and work together to identify the nouns in a passage as a whole class.	
ACCESS & SUPPORT	Self-Assessment & Reflection: How will you involve students in assessing their own learning? (TPE 1.5, 5.3) After their independent work students will come in as a whole class to go over the passage and we'll identify the nouns together.	
	Connections Connections to Students' Lives - experiences, interests, development, and social-emotional learning needs (TPE 1.1, 2.1, 4.2): Most students are interested in learning more about animals and so the passage on vertebrates and invertebrates was engaging to them.	Engaging All Learners Range of Communication Strategies & Activity Modes (TPE 3.4, 4.7): Students can engage with the lesson through their independent work, by participating in the pre-lesson check-in, by participating in the construction of the anchor chart, or by helping identify the nouns in the guided reading.

· Connections to Real Life Contexts (TPE 1.3) & Culturally Responsive Practices (TPE 4.1, 4.4):

· Promoting Multiple Perspectives (TPE 1.5, 2.2):

[Accommodations, Modifications, and Other Strategies to Support a Wide Range of Learners \(UDL, MTSS, etc.\)](#): How will you differentiate content, process, and/or product? (TPE 1.4, 3.2, 3.6, 4.4, 5.8):

I will support language learners by providing them with translations of the course materials.

[Technology](#): How will technology be used to facilitate students' equitable access to content? (TPE 3.6, 3.7, 3.8, 4.4, 4.8)

I will use a projector to display images and content for the class.

[Academic Language \(Integrated ELD\)](#): What content-specific vocabulary, skill-specific vocabulary, text structures, and stylistic or grammatical features will be explicitly taught? (TPE 1.6, 3.1, 3.5, 4.1, 5.7)

We will be going through nouns in this lesson and will be using other concepts like parts of speech to support the different types of nouns.

Approaches to Support English Language Learners & Standard English Learners (TPE 1.6, 3.5, 4.4):

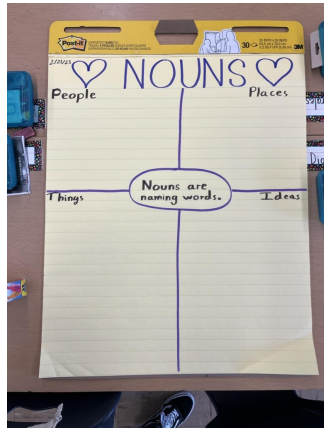
Instruction will be translated to Spanish for English language learners.

Instructional Learning Strategies to Support Student Learning:

How will you 1) engage/motivate students by connecting the lesson to experiential backgrounds, interests, and prior learning, 2) identify learning outcomes 3) present material, guide practice, and build independent learning, 4) monitor student learning during instruction, 5) build metacognitive understanding, and 6) maintain a positive learning environment that is culturally responsive?

List what the teacher will be doing and what the students will be doing.

DAY 1_ of 1

Time	Teacher	Student	Resources / Materials
00:00	Hey everyone we're going into our ELA lesson today. We're going to go over a very important idea called nouns. I heard that you all may have learned about nouns before. What do you remember about nouns?		
00:03	Great! Today I brought a video about nouns for us to watch. I need everyone to leave everything at your desk and come to the rug.	Students respond. (Nouns are naming words)	
	Before I start the video, remember that one of our community agreements is to respect each other. Right now that looks like not talking during the video	Students come to the rug.	
00:10	I saw that Annie and Moby went to a few different places in this video. Why were they going to all those places?	They were labeling things!	Brain Pop Video https://jr.brainpop.com/readingandwriting/word/nouns/
	That's right. Annie and Moby were labeling things with their names. Remember that those naming words are called nouns.		Anchor Chart
	Together I want us to create a resource for our class to use. I made this anchor chart for us to fill with nouns. I remember that Annie said that nouns can be people, places, or things. I want us to think about what nouns we can think of. When you have a noun in mind raise your hand to share out with the group.		
00:20	This is great thank you for sharing and making this chart. Im going to leave it hanging on the board. We also find nouns in the books we read. Let's take a look at	Students share out nouns and T writes them down on the anchor chart.	

this paragraph from our books. We can read it together and find the nouns. We're going to read a sentence together and see what nouns we find.

Read the text and highlight nouns.

At the end of the activity.

Great! Together we found all of the nouns in this passage. Now, I believe you can do it by yourselves. I need everyone to please go back to their desks and take out your textbooks and take out a pencil. I need my paper monitors to help me pass out some papers.

Everyone can you please give me a thumbs up when you have a pencil and your handout.

Thank you. I would like you to read through the passage and circle any nouns you find along the way. Im going to set a timer for 5 minutes and when it rings we're going to come back together to see what we found.

Everyone let's come together to find the nouns. I need someone to read the first sentence and show us where the nouns are. Raise your hand if you'd like to help us with that.

Did anyone find any other sentences in this sentence?

The teacher repeats this for every sentence of the passage.

(Closing) Thank you, everyone. Today we learned about nouns and we were able to find some in the text. I need the paper monitors to collect everyone's sheets and then we can do a brain break.

Students raise their hands to share out the nouns.

Students go back to their seats.

Students signal with a thumbs up.

Students work on their worksheets.

Students can come up to the board to read the sentence and circle the nouns with a marker.

Project image of page 20 of their textbook.

Handouts with excerpts from page 21 of their textbook.

Projection of timer and instructions.

Projection of the worksheet on the whiteboard and dry-erase markers.

Brain break.