

Solar Lesson Plan Format

Age Level: 1st Grade

Subject(s) Area: Language

Materials Needed: Powerpoint, White boards, markers, erasers

Standards:

Code and description:

- 1.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - b. Use common, proper, and possessive nouns.

Objectives:

- The student will identify nouns in a sentence.
- The student will demonstrate the ability to use a noun in a sentence.

Learning Activities:

Opening Element:

- YouTube Video (https://www.youtube.com/watch?v=qcXy6_Mqe54)
- So who can tell me what a noun is? What are some nouns? You are all very right. A noun is a person, place, thing, or animal.

Technology: YouTube Video

Instructional Methods:

- Today were talking about Nouns and Proper Nouns. Now I know you already have talked about these, so I shouldn't be hard at all.
- A noun is a person, place, thing, or animal.
- A proper noun is a name, place, day, date, etc.
- When I call your table color I want you to go get your white board, white board marker, and your eraser. Call tables as you see them sitting nicely.
- If I had this sentence (**The cat is purring.**) what would be my noun? Write your answer on your white board and when I say show, hold them up so I can see.
- Draw popsicle stick to get answer. Correct, the noun is cat.

Guided Practice Strategies:

- Continue with a few more sentences. How about this sentence? (**These flowers are beautiful.**) What is the noun in that sentence? The noun is flowers.
- **The boy kicked the ball.** The noun is boy and ball. This sentence had two nouns.
- **Sam plays with his friend Ben.** This is a tricky one. There are three nouns. Sam, friend, and Ben. Which of these are common nouns and are there any proper

nouns? Friend is a common noun as where Sam and Ben are proper nouns. Also, point out that it plays and not play. When do we had the s to the end?

- The family lives in North Dakota. The noun is family and North Dakota. Point out the s on lives. It isn't live.
- Now I'm going to give you a noun and I want you to write a sentence for me using that noun. Remember what we need for a sentence. Capital letter, punctuation, subject, predicate, and make sure it makes sense.
- **Monkey, dad, book, Friday, Abraham Lincoln**

Independent Concrete Practice/Application:

- During the instruction, each student will be writing the nouns on the write boards. They will also be writing a few sentences using nouns.

Differentiation: Assistance may be needed by a few individuals. Prompting for sentences or clues as to what the noun is in the sentence.

Wrap-Up:

- We just went through some sentences with nouns in them and you told me what the nouns were. We also wrote a few sentences using nouns that were given. Who can remind me what a noun is? How about a proper noun? What about our example we had with the s on the words? How do we know when to add the s or not? What if we read the sentence? Are we able to kind of listen to what sounds right?
- Here is a worksheet, what is the first thing you need to do, name and date. The directions are to write a noun that best fits in the sentence. Then you have to pick the right word underneath the line that best fits the sentence.
- Give me a fist to 5 to show that you understand.

Assessment:

Formative:

- Fist to 5 (Informal)
- White board answers and show (Informal)

Individual Measurability:

- Worksheet (Formal)

Summative:

- At the end of the unit a worksheet will be administered from the assessments binder to assess learning.

*R*eflection:

This lesson went really well. I was very pleased with the outcome and the interaction that the children had during the lesson. I wasn't exactly sure how it was going to go with the white boards and them being able to write sentences, but they did very well. I was trying to keep an eye out for the children to see when they were getting off track and that is when I know to switch it up. I made sure that I had more than enough sentences and words so if they cruised through them they would have more to do. The biggest thing I would change would be my transitions from topic to topic. I felt like it was kind of choppy and didn't flow very well. I also didn't necessarily like how there was still children finishing the assessment worksheet and others were getting ready for recess. Some got super distracted and rushed through it. Other than that, I don't know if I would change anything with the lesson. The students seemed very well engaged, challenged with some but not completely lost.