

Name: Samantha Armie and Myia Girton

BSU Instructor: Mrs. Brown

Classroom Teacher: Mrs. Cunnington

Grade Level: 3rd

Unit Theme: Nonfiction/writing

Due Date: December 3, 2016

Umbrella Standard for Unit Theme: English 3.RN.1 Core Standard: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

3.W.3.2: Write informative compositions on a variety of topics that -

- State the topic, develop a main idea for the introductory paragraph, and group related information together.
- Develop the topic with facts and details
- Connect ideas within categories of information using words and phrases
- Use text features when useful to aid comprehension
- Provide a concluding statement or section

Unit Objective: The students will *create* a logical paragraph about what they believe we should do for the victims of Hurricane Katrina and victims of other natural disasters.

Discipline Areas in Unit: Social Studies, Language Arts

Culminating Activity/Assessment: The students will be writing a paragraph about Hurricane Katrina. The students will be answering the prompt, “What can we do to help the victims of Hurricane Katrina and victims of other natural disasters?” They will be using evidence from their text and their own opinion on what they believe we can do to help the victims.

Lesson #1:

Topic: Main Idea

Subject Area(s): Language Arts

Standard(s): **3.RN.2.2** - Determine the main idea of a text; recount the key details and explain how they support their main idea.

Objective: Students will *identify* 3 supporting details of 2 main ideas with less than 2 mistakes.

Materials: construction paper, main idea pumpkins, supporting detail cutouts, glue sticks

Lesson Plan Ideas/Activities: Each student will be given 6 pumpkins with main ideas on them. They will also be given cut outs of supporting details. They have to match the supporting details to the main idea. To demonstrate, I will be doing one for them. The pumpkin says, "I love to go on hayrides in the fall." Out of the supporting details, I will choose the ones that say: "the hay makes my nose itch, but I don't mind." "We passed by many silly scarecrows." "When I was on a hayride, it started to get cold."

O After I have demonstrated the first one, the students will then have to match the rest of the main ideas to their supporting details.

O For the students who need extra help, I will only give them 3 pumpkins and the supporting details to choose from to paste on the construction paper.

O For the students who don't need the extra help, I will give them all 6 pumpkins and the supporting details to choose from to past on the construction paper.

Evaluation of Student Learning: Students will show their understanding of main idea by choosing two of the pumpkins from the activity and their supporting details. I will give the students a piece of orange construction paper and they will glue one of the main ideas and supporting details on side and the other main idea and supporting details on the other side. I will collect their sheets and decide who has mastered main idea and who needs more practice.

Lesson #2:

Topic: Text Features

Subject Area(s): Language Arts

Standard: **3. RN.3.1** - Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).

Objective: Students will ***identify*** text features in a non-fiction text will 80% accuracy.

Materials: PowerPoint, scavenger hunt paper, pencil, nonfiction text, YouTube video

Lesson Plan Idea/Activities: In groups of 2 or 3 the students will participate in a scavenger hunt. The students will be given a non-fiction book and have to look for different text features in the book. The students will help each other find the different text features given and write how they can help them succeed as readers. The purpose of this activity is to ensure that the students have comprehended what has been presented to them. The scavenger hunt includes more text features than I presented to the class. I will

encourage students to find as many as they can in the book even if we did not go over them together as my way of differentiating the activity?

Evaluation of Student Learning: Students will show their understanding by successfully completing the scavenger hunt. I will assess the students learning by seeing how many text features they got correct.

Lesson #3:

Topic: Nouns, Verbs, and Adjectives

Subject Area(s): Language Arts

Standard: **2.W.6.1** - Demonstrate command of English grammar and usage focusing on:

- **2.W.6.1a:** Nouns/pronouns – writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.
- **2.W.6.1b:** Verbs – writing sentences that use the past tense of frequently occurring irregular verbs and understanding the functions of different types of verbs in sentences.
- **2.W.6.1c:** Adjectives/adverbs – writing sentences that use adjectives and adverbs

Objective: Given a list of nouns, adjectives, and verbs, students will *differentiate* between nouns, adjectives, and verbs with less than two mistakes.

Materials: smart board, PowerPoint, paper bags, parts of speech cutouts, and worksheet for evaluation

Lesson Plan Idea/Activities: I have come up with four different sentences, which I will display on the board. Using the smartboard, I will take volunteers to come up to the board to underline the verbs, circle the nouns, and put a box around the adjectives. The four sentences are: The little girl picked a giant pumpkin, Dad carved a huge jack-o-lantern, the black cat ran away, and the little witch flew on a broomstick. For the second activity, I will split the class into two teams. Each team will get a bag with different nouns, verbs, and adjectives listed on them. Team one will pull out the word and the team will have to identify if the word is a noun, verb, or adjective. If they identify the word correctly, the team will get a point. If they do not identify the word correctly, the word goes back into the bag and team two will go. The game will go on until all of the words are out of the team's bag and the team with the most points wins.

Evaluation of Student Learning: To evaluate students learning, I will compile a list of nouns, adjectives, and verbs from the nonfiction text we will read later and have the students separate the nouns, adjectives, and verbs into columns on a sheet of paper. For the students who do not need as much help, there will be 8 verbs, 8 nouns, and 8 adjectives they must identify. For the students who need more help, there will only be 5 verbs, 5 nouns, and 5 adjectives.

Lesson #4:

Topic: Contractions

Subject Area(s): Language arts

Standard: **2. RF.4.6** - Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.

Objective: Students will ***identify*** contractions independently with 80% accuracy.

Materials: Powerpoint, macaroni, letters, worksheet, scissors, glue, dry erase board and marker, epic books video

Lesson Plan Idea/Activities: In groups of two I will give the student's a dry erase board and couple of pieces of macaroni. I will read off two words that can form a contraction and the student will write the contraction on the dry erase board using a piece of macaroni as the apostrophe. The students will also complete a cut and paste worksheet independently for me to evaluate.

Evaluation of Student Learning: Students will show their understanding of contractions by successfully completing a cut and paste activity worksheet independently.

Lesson #5:

Topic: Simple and compound sentences

Subject Area(s): Language arts

Standard: **2.W.6.1e:** Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.

Objective: Given 7 sentences, students will *differentiate* between simple and compound sentences with less than 1 mistake.

Materials: Prezi, YouTube, paper for assessment, online game, Smart Board
http://www.harcourtschool.com/activity/sentence_power/index.html

Lesson Plan Idea/Activities: The activity for this lesson will be done as a whole group. I have found an online game where the students will determine if the sentence is a compound, simple, or not a sentence. There are 10 questions and we will determine what type of sentence is together as a group. If we get a question wrong, the game allows us to go back and answer the question again. This is a good way to determine if my students are able to identify simple and compound sentences.

Evaluation of Student Learning: Students will show their understanding of simple and compound sentences by completing a short assessment. There are 10 questions. The first 7 questions ask the students to determine if the sentence is compound or simple. The last 3 questions have the students making a compound sentence from two simple sentences. For the students who need more help, I will not be evaluating the last 3 questions. I still want them to attempt to complete the tasks, but they will not be graded on them.

Lesson #6:

Topic: Capitalization and punctuation

Subject Area(s): Language arts

Standard: **2.W.6.2:** Demonstrate command of capitalization and punctuation, focusing on:

- 2.W.6.2a: Capitalization - Capitalizing greetings, months, and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.
- 2.W.6.2b: Punctuation -
 - Correctly using a period, question mark, or exclamation mark at the end of a sentence.
 - Using an apostrophe to form contractions and singular possessive nouns.
 - Using commas in greetings and closings of letters, dates, and to separate items in a series.

Objective: The students will *identify* capitalization and punctuation errors in a given text with 80% accuracy.

Materials: large sticky note pad, markers, video, smartboard, worksheet

Lesson Plan Idea/Activities: For the guided practice activity, we found an online game to complete together as a class. For each question, the game asks which word should be capitalized and what type of punctuation is needed at the end of the sentence. There are 10 questions in the game altogether.

The second activity we will have 5 sentences written on the board. Together as a class, we will add correct punctuation and correct capitalization errors. We will have students come up and make the corrections with a marker.

Evaluation of Student Learning: For the evaluation portion, we will give each student a paragraph. They have to go through and add punctuation to each sentence and fix capitalization errors. For the students who need more help, we will read the paragraph together.

Lesson #7:

Topic: Nonfiction text

Subject Area(s): language arts, social studies

Standard: **3.RN.2.1** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Objective: The student will be able to *identify* details about a text to answer questions at 80% accuracy.

Materials: *Rebuilding New Orleans* by Claire Daniel, worksheet, powerpoint, YouTube video

Lesson Plan Idea/Activities: After reviewing text features and discussing Hurricane Katrina, the students will begin reading the book, *Rebuilding New Orleans*, in groups of 2 or 3. We have separated the students into three different groups based on their reading levels. We will walk around to monitor reading groups and be able to sit in on groups that are struggling. The students in the class are on different reading levels so we will have to work with other groups more than others. The books are already leveled in the students reading levels so this makes helping them a lot easier.

Evaluation of Student Learning: After the students are done reading, they will

return to their desk and answer 4 questions about the text, *Rebuilding New Orleans*, independently.

Lesson #8:

Topic: Nonfiction text

Subject Area(s): language arts, social studies

Standard: **3.RN.2.1** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Objective: The student will be able to **identify** details about a text to answer questions at 80% accuracy.

Materials: *Rebuilding New Orleans* by Claire Daniel, worksheet, powerpoint, YouTube video

Lesson Plan Idea/Activities: We have planned for this lesson to take two days. After reviewing text features and discussing Hurricane Katrina, the students will begin reading the book, *Rebuilding New Orleans*, in groups of 2 or 3. We have separated the students into three different groups based on their reading levels. We will walk around to monitor reading groups and be able to sit in on groups that are struggling. The students in the class are on different reading levels so we will have to work with other groups more than others. The books are already leveled in the students reading levels so this makes helping them a lot easier.

Evaluation of Student Learning: After the students are done reading, they will return to their desk and answer 4 questions about the text, *Rebuilding New Orleans*, independently.

Lesson #9:

Topic: Problem and solution

Subject Area(s): Language arts, social studies

Standard: **3.RN.3.2** - Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.

Objective: Students will **identify** problems and solutions in a nonfiction text with 80% accuracy.

Materials: Pre-made chart paper, non-fiction texts, paper for activity, worksheet for evaluation

Lesson Plan Idea/Activities: Each student will be giving a problem or a solution. The student must then walk around and find the problem or solution that matches their paper. When the students are finished they will share with the class.

Evaluation of Student Learning: The students will be given problem and solution puzzle pieces. They will then go into their non-fiction text that we read last class and find a problem and it's solution.

Lesson #10:

Topic: Writing

Subject Area(s): language arts, social studies

Standard: 2.W.3.2 - write a paragraph or paragraphs on a topic that introduces a topic, provides facts and details about the topic, and provide a concluding sentence.

Objective: The students will **create** a logical paragraph about what they believe we should do for the victims of Hurricane Katrina and victims of other natural disasters with 80% accuracy.

Materials: *Rebuilding New Orleans*, paper, pencil

Lesson Plan Idea/Activities: Our first 9 lessons have been building up to this activity. For the learning activity, the students will be writing a paragraph about Hurricane Katrina. The students will be answering the prompt, "What can we do to help the victims of Hurricane Katrina and victims of other natural disasters?" They will be using evidence from their text and their own opinion on what they believe we can do to help the victims.

Evaluation of Student Learning: To evaluate student's learning, I will be grading their paragraphs about Hurricane Katrina. I will be checking to make sure they have complete sentences, using capitalization and punctuation. I will require the students to have at least

5 complete sentences in their paragraph. I will also be grading the students on their correct spelling.

Resources:

Dalton, M. n.d. Fall Pumpkins Main Idea and Supporting Details. n.d. Retrieved October 2, 2016 from <https://www.teacherspayteachers.com/Product/Fall-Pumpkins-Main-Idea-and-Supporting-Details-346626>

Daniel, C. (2007). *Rebuilding New Orleans*. New York, NY: MacMillan/McGraw-Hill.

Flocabulary Songs: Main Idea. n.d. Retrieved October 15, 2016 from <https://www.youtube.com/watch?v=3KTQYoPhsKg>

Heller, R. (1998). *Many luscious lollipops: A book about adjectives*. New York, NY: The Putman and Grosset Group.

Non-fiction text features posters. From teachers' pay teachers. Retrieved October 17, 2016

Scott, J. n.d. Main Idea & Supporting Details Activity. Retrieved October 10, 2016 from <https://www.teacherspayteachers.com/Product/Main-Idea-Supporting-Details-Activity-1012792>

Terban, M. (1993). *Checking your grammar*. New York, NY: Scholastic Reference, Scholastic Inc.

Text features slide show (2011, January 12). Retrieved October 17, 2016

Text Features video (2014, October 14). Retrieved October 17, 2016

<http://youtu.be/XTT2VOR4SAA>

The reading mama. Retrieved on October 17, 2016

Name: Samantha Armie
Due Date: October 19, 2016
Practicum Teacher: Mrs. Brown
Lesson Topic: Main Idea
Email: slarmie@bsu.edu
Phone: (317) 409-1028

EDEL 350 Section 15
Teach Date: October 20, 2016
Grade Level: 3rd
Subject: Language Arts
Whole Group: 50 Minutes

IN State Standard(s) and State Indicator(s):

3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

Lesson Objective: Students will *identify* 3 supporting details of 2 main ideas with less than 2 mistakes.

Materials/Media: construction paper, main idea pumpkins, supporting detail cutouts, glue sticks, paper bags, tape, computer, projector, PowerPoint
<https://www.youtube.com/watch?v=3KTQYoPhsKg>

Motivation: To get my students motivated, I will show them a 3-minute video about main idea. The video contains a clever song to help the students remember what the main idea is and how find it.

Rationale for the lesson: “Today we are going to learn about what the main idea and the supporting details are and how to find it in our readings. We learn about the main idea because it better helps us understand our readings.”

Teach: This class is not up to 3rd grade standards, so I will have to review and check for understanding quite a bit. To introduce main idea, I will use a PowerPoint with the definition of main idea and supporting details. The main idea is the point the author is trying to make. The supporting details are the details that support the main idea. The power point will also include how the main idea and supporting details are like a math problem. The supporting details all add up to the main idea. After the PowerPoint is finished, I will bring out 5 paper bags that contain different supporting details, which are pictures of different items. Bag one will contain science related items. Bag two will contain school related items. Bag three will contain beach related items. Bag four will contain items related to baking cookies. Bag five will contain birthday related items. As we go through each bag, I will tape the items to the board so everyone can see them. As a class, we will determine what the main idea is. After we are done determining what each main idea is, we will review what the main idea is and how it is the point the author is trying to make and the supporting details support the main idea.

Check for Understanding: What is the definition of a main idea? What does it mean to have supporting details? Why is going to school the main idea of this bag?

Activities:

- Because the class is so behind and needs so much extra help, I included one of my activities as a whole group during teaching part of my lesson.

- Each student will be given 6 pumpkins with main ideas on them. They will also be given cut outs of supporting details. They have to match the supporting details to the main idea. To demonstrate, I will be doing one for them. The pumpkin says, "I love to go on hayrides in the fall." Out of the supporting details, I will choose the ones that say: "the hay makes my nose itch, but I don't mind." "We passed by many silly scarecrows." "When I was on a hayride, it started to get cold."
 - After I have demonstrated the first one, the students will then have to match the rest of the main ideas to their supporting details.
 - For the students who need extra help, I will only give them 3 pumpkins and the supporting details to choose from to paste on the construction paper.
 - For the students who don't need the extra help, I will give them all 6 pumpkins and the supporting details to choose from to past on the construction paper.

Evaluation of Student Learning: Students will show their understanding of main idea by choosing two of the pumpkins from the activity and their supporting details. I will give the students a piece of orange construction paper and they will glue one of the main ideas and supporting details on side and the other main idea and supporting details on the other side. I will collect their sheets and decide who has mastered main idea and who needs more practice.

	Needs Help	Satisfactory	Mastery
Students will identify 3 supporting details of 2 main ideas.	0-1 supporting details correctly identified	2 supporting details correctly identified	3 supporting details correctly identified

Review:

Why do we need to know the main idea? What other subjects can we use main idea and the supporting details? Why are supporting details important?

Annotated Bibliography:

Informational

Flocabulary Songs: Main Idea. n.d. Retrieved October 15, 2016 from <https://www.youtube.com/watch?v=3KTQYoPhsKg>

This video is great informational video about main idea that will get the students motivated for my lesson.

Instructional

Scott, J. n.d. Main Idea & Supporting Details Activity. Retrieved October 10, 2016 from <https://www.teacherspayteachers.com/Product/Main-Idea-Supporting-Details-Activity-1012792>

This is originally a small group activity, but it works great for my purpose for whole group. I can show the class the supporting details and we can figure out the main idea as a class.

Other Resources:

Dalton, M. n.d. Fall Pumpkins Main Idea and Supporting Details. n.d. Retrieved October 2, 2016 from

<https://www.teacherspayteachers.com/Product/Fall-Pumpkins-Main-Idea-and-Supporting-Details-346626>

Name: Myia Girton
Due Date: October 24, 2016
Practicum Teacher: Ms. Cunningham
Lesson Topic: Text Features
Email: magirton@bsu.edu
Phone: 317-840-8960

EDEL 350 Section 15
Teach Date: October 25, 2016
Grade level: 3rd
Subject: Language Arts
Whole Group: 25- 30 mins

IN Standard: 3. RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).

Lesson Objective: Students will identify text features in a non-fiction text will 80% accuracy.

Materials: PowerPoint, scavenger hunt paper, pencil, non-fiction text, YouTube video

Motivation: I will show the students a video about text features to get let them know what we are talking about. We will have a brief discussion afterwards about what they saw in the video.

<http://youtu.be/XTT2VOR4SAA>

Rationale for lesson: Today we are going to learn about text features and how they help us understand text better.

Teach: I will show the students a PowerPoint explaining and showing what text features are. Since I know that this class is behind, I will be sure to explain each text feature in detail and ask questions multiple time to check for understanding. I will use the PowerPoint as an aid while having conversation with the class. I've noticed that these students enjoying talking so having a structured conversation with the students so that they feel comfortable asking questions. We will discuss different text features in detail but we move on to the

Check for Understanding: What are text features? What can they help you do?

Guided Practice: I wanted to do an activity with the students all together to ensure that they understand what text features are. This activity will just be pictures on a PowerPoint of different text features so that they can see the text features on the board. I will call on different students to answer what text feature is being presented.

Activities: In groups of 2 or 3 the students will participate in a scavenger hunt. The students will be given a non-fiction book and have to look for different text features in the book. The students will help each other find the different text features given and write how they can help them succeed as readers. The purpose of this activity is to ensure that the students have comprehended what has been presented to them. The scavenger hunt includes more text features than I presented to the class. I will encourage students to find as many as they can in the book even if we did not go over them together as my way of differentiating the activity?

Evaluation of Student Learning: Students will show their understanding by successfully completing the scavenger hunt. I will assess the students learning by seeing how many text features they got correct.

;	Needs help	Emerging	Mastery
Students will identify text features in a non-fiction text	0-2 items identified correctly	3-5 items identified correctly	6-8 items identified correctly

Review: Where are text features usually found? How can they help you as a reader?

Annotated Bibliography:

Text Features video (2014, October 14). Retrieved October 17, 2016

<http://youtu.be/XTT2VOR4SAA>

This video gave me information on text features and was a great way to get the students interested in the topic of text features.

Text features slide show (2011, January 12). Retrieved October 17, 2016

This helped me plan out my PowerPoint and gave me information about text features.

The reading mama. Retrieved on October 17, 2016

I used this website to gain definitions of different text features and how they help a reader when starting a new book.

Non-fiction text features posters. From teachers' pay teachers. Retrieved October 17, 2016

This presentation gave kid friendly posters to help the students see what each text features looks like and how they can help students as readers.

Name: Samantha Armie
Due Date: October 31, 2016
Practicum Teacher: Mrs. Brown
Lesson Topic: Nouns, Adjectives, Verbs
Email: slarmie@bsu.edu
Phone: (317) 409-1028

EDEL 350 Section 15
Teach Date: November 1, 2016
Grade Level: 3rd
Subject: Language Arts
Whole Group: 50 minutes

IN State Standard(s) and State Indicators(s):

2.W.6.1 Demonstrate command of English grammar and usage focusing on:

- 2.W.6.1a: Nouns/pronouns – writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.
- 2.W.6.1b: Verbs – writing sentences that use the past tense of frequently occurring irregular verbs and understanding the functions of different types of verbs in sentences.
- 2.W.6.1c: Adjectives/adverbs – writing sentences that use adjectives and adverbs

Lesson Objective: Given a list of nouns, adjectives, and verbs, students will *differentiate* between nouns, adjectives, and verbs with less than two mistakes.

Materials/Media: *Many Luscious Lollipops* by Ruth Heller, smart board, PowerPoint, paper bags, parts of speech cutouts, worksheet for evaluation

Motivation: For my lesson, I will be discussing nouns, adjectives, and verbs, but the students are especially struggling with the concept of adjectives. For the motivation part of my lesson, I will be reading them a book titled *Many Luscious Lollipops* by Ruth Heller. On the first page, the book describes what an adjective is. While I read the book, I will stop at each page and have them tell me what some of the adjectives are on the page.

Rationale for the lesson: “Today we are going to talk about the three basic parts of speech: nouns, verbs, and adjectives. At the end of the lesson, we will be doing activities to help us with nouns, verbs, and adjectives.”

Teach: In order to introduce the nonfiction text, Myia and I will be reviewing different grammar topics so the students are more prepared to read the book independently. I will introduce nouns, verbs, and adjectives by using a PowerPoint with the definitions of a noun, verb, and adjective. A noun is a word that names a person, animal, place, thing or idea. A verb is a word that shows action or being. An adjective is a word that describes a noun. There are usually three questions we can ask ourselves to find out if the word is an adjective: What kind of? How many? And which one? After I have taught what a verb, noun, and adjective is, I will ask the class to tell me what each of the parts of speech means in their own words to check for understanding. Once I have done that, we will do a noun, verb, and adjective activity together as a class. The activity requires the students to think of a noun, verb, and adjective to describe different things: such as

their school, the playground, the beach, and a baseball game. I will have each of these items listed on the PowerPoint and we will come up with a noun, verb, and adjective that correlate with them.

Check for Understanding:

What is a noun? What is an adjective? What is a verb? What is needed to have a complete sentence? What is an example of an adjective? What is an example of a noun? What is an example of a verb?

Activities:

- This is will be a whole group activity. I have come up with four different sentences, which I will display on the board. Using the smart board, I will take volunteers to come up to the board to underline the verbs, circle the nouns, and put a box around the adjectives. The four sentences are: The little girl picked a giant pumpkin, Dad carved a huge jack-o-lantern, the black cat ran away, and the little witch flew on a broomstick.
- I will split the class into two teams. Each team will get a bag with different nouns, verbs, and adjectives listed on them. Team one will pull out the word and the team will have to identify if the word is a noun, verb, or adjective. If they identify the word correctly, the team will get a point. If they do not identify the word correctly, the word goes back into the bag and team two will go. The game will go on until all of the words are out of the team's bag and the team with the most points wins.

Evaluation of Student Learning: To evaluate students learning, I will compile a list of nouns, adjectives, and verbs from the nonfiction text we will read later and have the students separate the nouns, adjectives, and verbs into columns on a sheet of paper. For the students who do not need as much help, there will be 8 verbs, 8 nouns, and 8 adjectives they must identify. For the students who need more help, there will only be 5 verbs, 5 nouns, and 5 adjectives.

	Needs Help	Emerging	Mastery
Students will <i>differentiate</i> between nouns, adjectives, and verbs with less than two mistakes.	0-3 parts of speech correctly identified	3-5 parts of speech correctly identified	5-8 parts of speech correctly identified

Review:

What is a noun? What is an adjective? What is a verb? What questions can we ask ourselves when trying to find an adjective?

Annotated Bibliography:

Informational

Terban, M. (1993). *Checking your grammar*. New York, NY: Scholastic Reference,

Scholastic Inc.

This book contains clear definitions of an adjective, verb, and noun. I used these definitions on my PowerPoint presentation.

Other Resources:

Heller, R. (1998). *Many luscious lollipops: A book about adjectives*. New York, NY:
The Putman and Grosset Group.

Name: Myia Girton
Due Date: November 7, 2016
Practicum Teacher: Ms. Cunningham
Lesson Topic: Contractions
Email: magirton@bsu.edu
Phone: 317-840-8960

EDEL 350 Section 15
Teach Date: November 8, 2016
Grade level: 3rd
Subject: Language Arts
Whole Group: 25- 30 mins

IN Standard: 2. RF.4.6 Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.

Lesson Objective: Students will identify contractions independently with 80% accuracy.

Materials: PowerPoint, macaroni, letters, worksheet, scissors, glue, pencil, epic books video

Motivation: I will show the students an interactive video about contractions. This video will show two words be broken up to make one. I want the students to see how a contraction works before we talk about it as a class.

Rationale for lesson: Today boys and girls we are going to learn about contractions and how we use them in our everyday life.

Teach: I will teach the students what contractions are using a PowerPoint presentation. I will go through and show examples of contractions and how they are used in sentences with these students so that I can ensure their understanding. I will make the presentation more of a conversation so that the students can feel included and can voice their concerns and questions if they have any.

Check for Understanding: What is a contraction? Can you give an example of a contraction? Can you give two words that form a contraction?

Guided Practice: I wanted to do an activity with the students all together to ensure that they understand what contraction are before I allow the student to do an activity on their own to assess their knowledge. I will have the sentences on the board that we will go over together as a class. These sentences will include contractions that we can pick out together as a class and they will include words for the students to form contractions.

Activity: In groups of two I will give the student's a dry erase board and couple of pieces of macaroni. I will read off two words that can form a contraction and the student will write the contraction on the dry erase board using a piece of macaroni as the apostrophe

Evaluation of Student Learning: Students will show their understanding by successfully completing a cut a paste activity worksheet independently.

	Needs help	Emerging	Mastery
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Students will identify contractions	0-2 items identified correctly	3-5 items identified correctly	6-8 items identified correctly
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Review: How are contractions formed? Can someone give examples of contraction they used today?

Annotated Bibliography:

Contractions Video Retrieved November 5, 2016

This video explained text features in a fun and cute way. It used simple contractions and showed students how to form them.

Contractions presentation.

I found this PowerPoint online and it gave me a way to easily explain contractions to children.