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Grade: 3rd ESL Topic: Nouns Content: ESL - ELA

**Instructional Objective:**

After reviewing the components of nouns, the students will distinguish the differences between common and proper nouns. Students will categorize proper and common nouns by using graphs/pictures on poster boards with 100% accuracy.

**Standards:**

**Common Core State Standards**

*Reading: Informational Text*

**CCSS.ELA. Literacy.L.3.1 –** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.3.1.a](http://www.corestandards.org/ELA-Literacy/L/3/1/a/) - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences

*Indicator –* This will be determined by establishing connections with the different types of nouns.

**ISTE Standard**

*2. Communication and Collaboration*

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

c. Develop cultural understanding and global awareness by engaging with learners of other cultures

d. Contribute to project teams to produce original works or solve problems

**Key Vocabulary:**

Proper nouns, common nouns

**Motivation:**

Teacher will put students into small groups and will give each group a bag of different objects or models of objects (ex: globe, pencil, figurines, toy school, etc.). The students will have to put the objects into groups of similar characteristics. They will explain how they know each group represents a type of nouns.

**Materials**:

Paper, pencil, crayons and markers, poster paper, *BrainPOP,* graphic organizer, magazines, scholastic news, articles, classroom computer/laptop cart, checklists, rubric.

**Strategies:**

*Group Work*: This will be evident when students work in groups to find different examples of common and proper nouns.

*Individual Work:* This will be evident when students fill out Proper/common nouns T- Chart.

*Turn and Talk:* This will be evident when students have written the different facts and want to share their findings.

*Cooperative Learning:* This will be evident when students work together to figure out what common characteristics are found in proper nouns and common nouns.

*Integrating Technology*: This will be evident when students watch video clips of proper and common nouns. This can also be evident when students use the computer to create a story using both proper and common nouns. They have to underline common nouns and make the proper nouns in bold font.

**Adaptations:**

For the English Language Learner (ELL), teacher can create pre-made graphic organizers and vocabulary words. The teacher may have simple sentences of each vocabulary word and allow the student to use evident context clues to understand the meaning. The student can work with a peer who is familiar with the native language. They may help the ELL identify the different key words and characteristics of common and proper nouns. The student can have checklists that assess his/her progress. The teacher can use seating accommodations, subtitles for visual clips, and enlarged prints of work.

**Differentiated Instruction**

* **Entering Students:** Students will have pictures in a bag and they will have to identify some of the nouns in the bag. They can use those pictures to create the poster. They need three examples for each category.
* **Emerging Students:** Students will have a pre-made vocabulary list. They will have to use the vocabulary list to look for the objects in the magazine. They need three examples for each category.
* **Transitioning Students:** Students will have a vocabulary list that correlates with the magazine given to them. They can use the vocabulary list to help them find the objects. They need four examples for each category.
* **Expanding Students:** Student will look through a magazine/article and find at least four different examples for each category. They will be partnered up with a student with a higher level of understanding.
* **Commanding Students:** Student will look through a magazine/article and find at least five different examples for each category.

**Developmental Procedures**

* Teacher will review ‘common’ and ‘proper’ terms *(What does it mean to be common? What is the definition of ‘proper’?)*
* Teacher will put show different sets of pictures. The first set of picture will be common nouns like a school, a pet, a desk. Teacher will have the students describe each image and go over how these nouns are common and can represent any of them.
* The teacher will then show pictures of actual places and famous people. Teacher will write it down and review how these things are proper nouns.
* Teacher will show the class *BrainPOP* video clip Students will use the T- Chart provided to write down important facts. The teacher will provide a pre-made graphic organizer.

<http://www.brainpop.com/english/grammar/nouns/>

* After watching each clip, teacher will allow student to turn and talk where they have 2 – 3 minutes to write any final information. Students will come together and share aloud the most important traits of common and proper nouns.
* Students will work in their groups to look for different examples of common and proper nouns in a magazine, scholastic news or article. They will create a poster with the pictures and information they have.
* After given sufficient time to complete their task, students will stand up and share their final product with the whole class.

**Assessment:**

* Teacher will collect the proper and common noun worksheet/posters.
* Teacher will observe students’ participation and cooperation in groups.
* Students will share their findings aloud.
* Students will receive a summative assessment, in which they read a short text and identify the different components of nouns.

**Independent Work:**

Once students are done with differentiating the common and proper nouns on their poster, they will create a story of nouns. They can work with a partner. Students will use the computer to write a narrative story using as many common and proper nouns as they can. They will underline common nouns and highlight the proper nouns in bold font. They will use a rubric and a checklist to make sure they met all requirements.

**Follow-Up: Direct Intervention and Academic Enrichment**

Direct Teacher Intervention: Teacher will have small groups to review any material that still remains a challenge or confusion. Teacher will hand out a pre-made study guide or scavenger hunt that outlines the most important information students need to know and will work with the student.

Academic Enrichment: Student can create their own version of mad libs. They have to create sentences with blank spaces that has to be filled in with common and proper nouns. They can use the computer to create the mad libs. They can switch with other students and then share the sentences that were created.