

Simmons College  
Programs in Special Education  
(Moderate, Severe)

**Practicum Student:** Kaleigh R. Mangiarelli

**Date:** October 16, 2017

**Subject/Skills:** Language Arts    **Grade Level:** 9-10

**Number of Learners:** 4

**Time of Lesson (Period):** 11:00am - 12:00pm

**Length of Lesson:** 1 hour

**Curriculum Frameworks**

**Grade Level:** 9-10

**Subject:** College and Career Readiness Anchor Standards

**Strand:** Language Standards

**Standard:** Conventions of Standard English

**Page Number:** 88

**Publication Date:** March 2017

**1. Purpose/Objective/Function**

- a. The purpose of the lesson is for students to be able to learn, identify, and use “The Hard-3” adjectives, as well as reviewing and practicing the use of “The Easy-4,” and “The Senses,” using multiple modalities to access the information.
- b. Previously, students learned about the four different types of nouns, how to identify them and how to use them in sentences. Now, students will build off of this knowledge and learn the different types of adjectives so they can *describe* the nouns in their written composition.

**2. Pre-requisite skills/knowledge**

- a. Ability to define a nouns, and identify the four different types. Ability to identify the “Easy-4” and “Senses” adjectives.
- b. Students learned several different types of adjectives yesterday in class (size, shape, color, number, taste/smell, texture, sounds-like, and inner feelings), and worked on identifying, categorizing, and using them in sentences. Students are also given the option of using Google Classroom to type into a packet, or to hand-write on a hard copy of the worksheets. Additionally, this time the *reference sheet* is projected onto the board as students work, so as to avoid the flipping-back-and-forth that occurred in our last lesson that involved a packet.

**3. Schedule and Pacing**

- a. **10 min:** Warm-Up: Display/Project the lyrics to a verse from *Blue* by Halsey on the board. Play the song in the background. Ask students to circle the nouns in the verse and underline the adjectives. Then, students will be asked to tell which type of nouns they circled, and identify which nouns are being described by each adjective. (Review from yesterday)
- b. **15 min:** Complete Pages 5+6 in the [Adjectives Packet](#), which was started in class yesterday. The class will go over “the Hard-3” together, and then will complete the “practice” page independently. Once everyone has finished, students will be asked to volunteer their sentences as examples for the class.
- c. **15 min:** Students will play *Go Fish 2*, which is a second set of nouns/adjective pairs. They are asked to use this dialogue: “I have the abstract noun happiness, does anyone

have the inner-feeling adjective happy?" This is different from *Go Fish 1* because students did not previously have to identify both the noun *and* the adjective.

- d. **5 min:** Write down homework and **Exit Ticket:** Name one of each type of adjective on the board!

#### 4. Materials

- a. Computer/Projector
- b. White board/ markers
- c. Adjectives packet (see link above)
- d. *Go Fish (Set 2)* nouns/adjectives pairs

#### 5. IEP Goals/Objectives/Benchmarks - (minimum 2 per lesson plan)

- a. Caitlin will use curricular related vocabulary words in a grammatically correct, self-generated sentence with 80% accuracy on 4/5 occasions.
- b. Elizabeth will employ editing strategies with and without teacher prompting such as reading [answers] aloud.
- c. Whenever we do a worksheet or a packet, I try to include areas for them to self-generate sentences that incorporate the skill we are learning. This way, I can see if they can apply the skill, and they can practice their editing.

#### 6. Specially – Designed Instruction

- a. This lesson is designed to help all four students in the class engage with the material by applying to multiple modalities: Reading/writing (hard copy *or* online for Adjective packet, depending on if they want to handwrite or type), active engagement (writing on the board, *Go Fish*), visual/auditory through the use of video (*Blue* by Halsey (music) in the warm-up), and use of technology (Google Classroom).
- b. Caitlin uses an FM system to better hear what is being said during class. Additionally, students have the choice of whether to use a hard copy for a packet and write by hand, or to locate the online copy on Google Classroom and type answers.
- c. Strategies to Help All Students Learn:
  - i. To account for differences in processing speed: Wait 5 seconds after asking questions
  - ii. Ask individual students to reverbilize instructions after giving them.
  - iii. Work 1:1 with each student at least once throughout the class

#### 7. Accommodations/Adaptations

- a. Caitlin uses an FM system to better hear what is being said during class. Additionally, students have the choice of whether to use a hard copy for a packet and write by hand, or to locate the online copy on Google Classroom and type answers.

#### Additional Accommodations:

In order for Caitlin to have full access to instruction in the classroom, the environment needs to be modified to reduce background noise, distance and reverberation factors by:

1. Closing the classroom door when giving directions or when there is activity in the hall or adjacent rooms
2. Closing windows when there is noise outside
3. Reducing noise from other environmental sources (heater fans, blowers, overhead

projectors)

Other: A quiet environment may need to be provided when working with a group: Seat Caitlin in a position with the least distractions and the other students on her left "good side".

1. Stand facing the student
2. Preferential seating to reduce background noise
  - b. Seating for optimum hearing

#### **8. Possible Problems and Solutions**

- a. Categorizing the "Design" adjectives and using them in sentences might be more difficult for the students than other adjectives have been, as they might not have much of an extensive vocabulary within this category.
- b. For this, I will be going around and checking sentences with students 1:1 to make sure they understand, or to help them if they don't.

#### **9. Lesson Closure**

- a. I will close this lesson with an Exit Ticket, which will double as a sort of informal assessment. Students have to write an example of each type of adjective on the board under the given categories. If students answer correctly, I'll know that they understand this category. If they struggle with certain categories, I'll know we need to review.

#### **10. Assessment**

- a. The Adjectives Packet students are filling out gets turned into me, so I can assess how much they've understood the lesson.
- b. Qualitative: Students will be able to identify and use each of the three types of adjectives (from this lesson) in sentences: made of, age, and design.
- c. When I correct their Adjectives packets I will see where there are gaps in understanding.

#### **11. Extension of the Lesson**

- a. This lesson will be extended in the next quarter when they have further practice with the different types of adjectives, using them in sentences, and identifying them.

## Model Observation Protocol: Candidate Self-Reflection Form

**Directions:** Following an announced or an unannounced observation, please use the form below to reflect on the lesson. Submit the form to your Supervising Practitioner/Program Supervisor within 24 hours of the observation.

Observation Details							
Date:	October 17, 2017			Time (start/end):	11:00 - 12:00pm		
Content Topic/ Lesson Objective:		Content Topic: Adjectives Lesson Objective: Students will be able to learn, identify, and use "The Hard-3" adjectives, as well as reviewing and practicing the use of "The Easy-4," and "The Senses," using multiple modalities to access the information.					
Type of Observation:				Observed by:			
<input checked="" type="checkbox"/>	Announced	<input type="checkbox"/>	Unannounced	<input checked="" type="checkbox"/>	Supervising Practitioner	<input checked="" type="checkbox"/>	Program Supervisor

**Reflection Prompt:** *What do you think went particularly well? How did this strength impact your students' learning?*

This lesson was very consistent with other lessons for this class. For my students, consistency is key, so when we follow the same structure every day in class, even if the actual activities are different, students know what to expect, and therefore feel comfortable and prepared, and therefore end up actively participating in class. I've realized that my students do very well with collaborative work/discussion as a preliminary process, and then work independently to apply this knowledge. In this class, students learned about the "Hard-3" adjectives together, and practiced using them as a class, and then they completed another sheet on their own.

**Reflection Prompt:** *If you could teach this lesson again, is there anything you would do differently? How would this have impacted your students' learning?*

For the exit-ticket, I would print out slips for students to fill out, rather than writing all of the different types on the board. Or, I could just write the three types we learned about today (adjective types). I realized after they were all writing on the board that, while they enjoy writing on the board, it was too cluttered.

Essential Element	Evidence: Where possible, provide one piece of evidence that you believe demonstrates your performance relative to the Quality, Consistency or Scope of each element.
1.A.4: Well-Structured Lessons	As mentioned above, I think this is a strength in that the structure of my lessons remains very consistent, and within that structure I try to mix in both stationary and standing activities, as well as collaborative and independent activities.
1.B.2: Adjustments to Practice	We will have only a mini-quiz on adjectives tomorrow, just to make sure they can identify them. This will be used as an assessment.
2.A.3: Meeting Diverse Needs	For the Adjectives packet they were working on, students had the choice to either write by hand or type into an online-version of the packet.
2.B.1: Safe Learning Environment	Students feel safe speaking up and asking clarifying questions throughout class because of the rapport we have built within the classroom.
2.D.2: High Expectations	My students know that I expect them to be actively engaged and participating because I call on each one of them for different things throughout class. While I am calling on them, versus waiting for a

	<p>hand to be raised, I try to help them know it's coming by always going around in a circle. Some students need more time than others to formulate a response.</p>
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