

Simmons College
Programs in Special Education
(Moderate, Severe)

Practicum Student: Kaleigh R. Mangiarelli

Date: October 3, 2017

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

Number of Learners: 5

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 this lesson is for students to learn and identify the four different types of nouns: common, proper, collective, and abstract.
- b. The current unit in place is *Resilience*, and the current topic is *Catching Kayla*, an ESPN E:60 video. Last week, students used this video to learn about the meaning of resilience, with the example being Kayla Montgomery, a high school track star with MS. This week, we will refer back to this video as we learn about nouns.

2. Pre-requisite skills/knowledge

- a. Ability to define a “noun” as a person, place, thing, or idea.
- b. Students learned the four different types of nouns yesterday in class (common, proper, collective, and abstract), and worked on identifying, categorizing, and using them. Students are also given the option of using Google Classroom to type, or to hand-write on a hard copy of the worksheet.

3. Schedule and Pacing

- a. **5 min:** Warm-Up: Display/Project the lyrics to a verse from *Thinking Out Loud* by Ed Sheeran on the board. Play the song in the background. Ask students to circle the nouns in the verse. Then, ask students to label which *type* of noun: Common, Proper, Collective, and Abstract (Review from yesterday)
- b. **15 min:** Complete Pages 3+4 in the [Nouns Packet](#), which applies to the content from last week: *Catching Kayla* and the unit topic, *Resilience*.
- c. **10 min:** Card sort: Hand out a stack of cards with words on each. Do not give students any further instruction, just let them figure out how to sort the cards on their own. The cards can be placed into pairs of matching nouns/adjectives, such as happiness/happy.
- d. **10 min:** Using the cards from the card sort, students can play *Go Fish*, trying to get pairs.
- e. **10 min:** Time to view and begin the homework assignment on Google Classroom.
- f. Exit Ticket: Name one of each type of noun!

4. Materials

- a. Computer/Projector
- b. White board/ markers
- c. Nouns packet (see link above)
- d. Card sort of nouns/adjectives

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

- a. With increasing independence during structured sentence writing and composition activities, **Lydia** will correctly use compound sentences with conjunctions with 85-90% accuracy on 4 out of 5 occasions.

- b. Given an editing checklist, **Elizabeth** will use the checklist to edit her writing to ensure it includes complete sentences that follow the basic rules for grammar, capitalization, punctuation, and spelling.
- c. These IEP benchmarks help me determine the homework prompt on Google Classroom, as well as the creation of the Proofreading Checklist (available to them on Classroom).

6. Specially – Designed Instruction

- a. This lesson is designed to help all five students in the class engage with the material by applying to multiple modalities: Reading/writing (hard copy *or* online for Nouns packet), active engagement (writing on the board, card sort), visual/auditory through the use of video (Thinking Out Loud in the warm-up), and use of technology (Google Classroom for homework assignment).
- 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 students to reverbitalize instructions after giving them.
 - iii. Give students time to see/try the homework at the end of class in order to see ahead of time if they have questions.

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.

8. Possible Problems and Solutions

- a. Abstract Nouns are difficult and could use some more explicit instruction. Students might have difficulty writing sentences including abstract nouns, because sometimes they use adjectives instead (such as sad instead of sadness).
- 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. After going through the homework for the last ten minutes of class, students "exit ticket" to leave class is to name one of each type of noun.

10. Assessment

- a. The Nouns 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 four types of nouns in sentences: Common, proper, collective, abstract.
- c. When I correct their Nouns packets I will see where there are gaps in understanding.

11. Extension of the Lesson

- a. This lesson will be extended in their homework assignment.

SAMPLE STUDENT WORK:

Who in your life is gritty?



For the past couple of weeks, we have talked about **resilience** and **grit**. To be “gritty” means to have *passion* and *perseverance*, and to be able to *stick with* something, no matter the challenge. Someone who is **gritty** is someone who fights the fight, tackles the problem, and comes out on top in the end, no matter how hard it was to get there.

Think of a person in your life who has shown **resilience** and **grit**. This cannot be someone you have already written about in this class. This should be a person that you either know personally, or someone that you know *of*. Either way, this should be a person whose grittiness inspires you to work a little harder in life. This should be a person **who inspires you to be the best version of yourself**.

As you brainstorm/write this mini-composition, think about the following quote:

“It’s not about where you’ve been, it’s about where you’re going.”

5-Step Writing Process	Response Requirements:
<ul style="list-style-type: none"><input type="checkbox"/> Brainstorm your ideas in a web or list<input type="checkbox"/> Fill in a paragraph template<input type="checkbox"/> Copy & Paste your template into a rough draft.<input type="checkbox"/> Proofread using your <i>individualized proofreading checklist</i><input type="checkbox"/> Pass in your final draft on Classroom.	<ul style="list-style-type: none"><input type="checkbox"/> Length: 1 paragraph<input type="checkbox"/> Use high level vocab!<input type="checkbox"/> Sentence variety<input type="checkbox"/> At least 5 adjectives that you make BOLD.

Brainstorm:

Adjectives That Describe My Person:	Obstacle(s) He/She Overcame
<ul style="list-style-type: none"> • Inspirational • Educational • Cautious • Thank full 	<ul style="list-style-type: none"> • Losing her dad

Template:

Topic Sentence	<p>General sentence about what it means to be gritty/resilient</p> <p>What resilient means is to overcome a challenge and to continue to live on with your life.</p>
Detail 1	<p>Describe the person you look up to/ think is resilient and why</p> <p>The person I look up to is Ms. Brewer she is my academic advice also my yoga teacher. She has given me a better education in yoga and just daily information. The things she has told me has made be more aware of how animals are treated and to appreciate what around me.</p>
Elaboration	<p>Explain how/why/ give an example of how they are resilient</p> <p>Ms. Brewer is resilient because she over came that her dad passing away.</p>
Detail 2	<p>What is the struggle she went through?</p> <p>Temporary greaf</p> <p>Had to be in a weeding three day after father death</p> <p>The struggle she went through was losing her dad.</p>
Elaboration	<p>How has she gotten through it?</p> <p>Ended on a good note with her father</p> <p>Was on a horse by himself when died and did not go through lots of pain.</p> <p>Was happy that he did not have a long painful death</p> <p>Become sad bc she msided his voice (kept his voice malies) listened to them</p>
Detail 3	<p>How can you relate to this / why does this inspire you?</p> <p>I can relate to this because I love my dad so much. He has always been there for me.</p>
Elaboration	<p>Explain how/why/give an example</p> <p>If I were to lose my dad it would be the end for me.</p>
Conclusion	<p>Wrap it all up (say your topic sentence again in a different way)</p> <p>You can overcome challenges.</p>

--	--

Rough Draft:

Resilient means to be able to overcome or recover quickly from a difficult situation. A person that I look up to is Ms. Brewer, who is my academic adviser and my yoga teacher. Ms. Brewer has taught me to be thankful for the things that are around me and especially nature. I also have learned from her to be more cautious about the farming industry. Ms. Brewer overcame losing her dad last year. One sunny afternoon, Mrs. Brewer's dad was riding a horse, but he had a heart attack and fell off and died. Because of his death, she has had some temporary grief. Three days after her dad's death she had to go to a wedding and be a bridesmaid. It was a hard thing to transition from feelings of sadness to joy. Ms. Brewer has gotten through her dad's passing away by staying positive about the joys of her life, and doing things like taking care of her daughter, and listening to his voicemails when she misses him. I can relate to Mrs. Brewer because I love my dad dearly, and if he were to die, I would be devastated. However, I know I would learn how to deal with it, because Mrs. Brewer has taught me how to be open-minded about whatever life throws at me. Mrs. Brewer has taught me that you can overcome any challenges without being sad the whole rest of your life. Mrs. Brewer is a resilient person, and I am proud of her for overcoming this difficult challenge.

Next, proofread!

Do not skip this step, or forever be cursed with bad luck.

Final Draft

This version should be **printed** and turned into Ms. Mangiarelli.