

SOLAR LESSON PLAN FORMAT

Age Level: 2nd Grade

Subject(s) Area: English Language Arts (English)

Materials Needed: Brain Pop Jr. video, worksheet, highlighters, pencil

Standards:

- 2.L.1a.: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - A. Use collective nouns

Objectives:

What will the students know or be able to do?: I can rephrase a difficult sentence by using possessive nouns.

Cognitive Level of Lesson (Bloom's Taxonomy): Level 2: Understanding

Learning Activities:

Opening Element: Brain Pop Jr. video about possessive nouns (4:30, will take 5-6 minutes total)

Reflective Questions: "Can anyone tell me how a giraffe can reach all the way up to a tall tree?"

Technology: Smart board will be used to watch the Brain Pop, Jr. lesson

Required Vocabulary: Possessive Noun: A noun that owns something. Apostrophe: A comma in the air that either replaces a letter or shows ownership.

Instructional Methods:

- I will show the brain pop video right away so the students are engaged in the lesson.
- During the video, there are spots where it has a pause option for questions. I will pause it and ask students to discuss the question with a neighbor. I will do this for all of the questions, unless it becomes a problem. I may switch it up and ask a specific student if they are getting off task
- After the video, I will ask a student "can you tell me how a giraffe can reach all the way up to a tall tree?" (It has a long neck or long legs)
 - (If they say it's tall, I will ask what makes it so tall? Does it have any body parts that are taller than ours?)
- I will write on the board 'The giraffe has a tall neck.'
- "That sentence doesn't make much sense, does it?"
 - Then I will write 'The giraffe's neck is tall.'
- I will circle the 's on giraffe's and ask "Does anybody from the blue reading group remember what this 's means?" (If they do, they do. If they don't, I will tell them)

- “The ‘s means that the neck belongs to the giraffe. That neck is not yours, mine, or Mrs. Weninger’s. That neck only belongs to the giraffe. This is called a possessive noun. It owns something.”
- “Let’s do another example. Who’s sweatshirt is this?” (Student’s)
- “You just used a possessive noun without even knowing it! That sweatshirt belongs to that student only. You used an apostrophe s in your words without even realizing it!”
- “I am going to have T read the first sentence. I will have E read the second sentence. L can read the third sentence. Highlight these sentences” (student’s read)
 - “Who’s coat is it?” (the girl’s)
 - “who’s chair is it?” (Grandma’s)
 - “Who’s food is it?” (puppy’s)
- “I want you to highlight the word that says ownership. Possessive nouns mean someone owns something”
- “H read the sentence. Who owns the pen?” (Derek)
- “Z read the next sentence. Who does the bus belong to?” (the Missionary)
- “Let’s get started. Okay there are two ways to say this sentence. G, read this for the class” (reads). “Class, which sentence is using a possessive? Which sentence has an apostrophe s?”
 - (I will write ‘s on the board)
- “R, read the next sentence. Which one has a possessive? Which sentence has an apostrophe s?”
- “Give me a thumb up if you understand it, give me a thumbs down if you are completely confused and need help, give me a sideways thumb if you’re like, I kind of understand.”
 - I will base the next three questions on that. The students who have thumbs up will work through the worksheet on their own. If most of the students have maybe thumbs, I will work through the next couple as a class. If most have thumbs down, we will work through the next three and I will ask again if they understand after 3-5 are done. I will pull students who are still confused aside and work as a small group, teaching to what they are confused about.
- Before students hand it in, I want them to write the sentence at the end. I will write Myranda’s dog is silly. On the board. Then, I will tell them “For this sentence, you cannot write about yourself. You will be writing about a friend or family member. You must use an apostrophe s in the sentence. I wrote ‘Myranda’s dog is silly.’ The dog does not belong to me; it belongs to my friend Myranda.”
- When students finish, they may work on makeup work or read a book.

Guided Practice Strategies: I am scaffolding the lesson by teaching to each student’s actual level, rather than the full class the entire time. The thumb exercise should help with that. I also am using examples, visuals, and a video the students get to watch.

Independent Concrete Practice/Application: Students are applying their skill by writing on their worksheet and answering the questions.

Differentiation: I am differentiating the lesson based on how the students understand it. The students who get it can go on their own. The students who need a little help will go through a couple with me. The students who are completely lost will be taken aside and I will explain it to them in a way they understand.

Wrap-Up: Students will write a sentence using a possessive noun.

Assessment:

Formative: I am using formative assessment by asking questions and having them give me a thumbs up and down if they understand it. I am also having them turn and talk to their neighbor and listening to how well they do. The answers on the worksheet also tell if the students get it or not.

Individual Measurability: Each student is individually measured by their answers on the worksheet.

Summative: The summative assessment will be given at the end of the unit when students take a written test with their teacher.

Reflection:

The first con of this lesson is the school needs a subscription to watch the brain pop junior videos. I was not able to watch the video ahead of time because of this. I also was not able to see what kind of questions the video asked. I did not pause it at all because the questions were not very good questions and I did not know what they asked.

The students loved going on one side of the room if they thought the first question was right and the other side of the room if they thought the second question was right. I definitely agree that the more movement in an exercise, the better. Especially for a Friday. The second time I asked them, I told them to clap when they heard the possessive. They did not really get that part very well.

When we went through those, they did well, but I should have followed the lesson plan and at least did one of them together as a class. They were also extremely confused about the sentences on the second side, which made sense because I did not understand them much either. If I was the teacher, I would have taught that lesson without the worksheet. I would have made it more collaborative and probably very tactile. I would have repeated it a lot so students can have it hammered in their heads. I would give them lined paper to make sure the students could write out possessives they saw. I think they are getting too many worksheets, so I would stray away from worksheets a little bit and try to make the lesson more personal.

I could have given each student a marker board and told them to walk around the room and write something that they own using their name as a possessive. Then I would give the students an example. I would walk around saying out loud "This chair is mine. I am going to write Brooke's chair. The 's shows that it is mine and only mine. Now I am going to this desk. This is Evan's desk, so I am going to write Evan's desk on my marker board." I would have students walking around and practicing. Then I would do it again with objects. "This leg belongs to the table, so I am going to write down table's leg on my marker board."

I think the worksheet went pretty well and the thumbs up and down was a great idea. It helped a lot when I was trying to work with the students who did not understand and let the students who got it work through the worksheet on their own. There were still a couple of students who were almost in

tears because they did not understand and I know I need to find a way to explain and teach better. I had a lot of students who came into my group with their thumbs down, so I should have just worked through the three as a class. It is difficult though because the students' attention kind of disappeared when I was trying to teach all of them at once. I ended up working with one student at a time and many students asking me the same exact question.

If I could do it again, I would have worked through the first three problems together as a class. I would have made the students write it down and maybe even put it on their marker board so it was written down twice. I need to learn how to teach it in a way that makes more sense to the children. All in all, I would not completely do the possessive noun lesson on a worksheet and I would make it a little more personal.