

Instructional Learning Assessment Plan

Title: Silly Adjectives and Nouns

Contextual Factors

Instructions for Contextual Factors:

- School Factors
 - i. Rural School in Erie County, middle class economic range; predominate race-Caucasian.
 - ii. Self-contained learning support classroom, grades fifth through eight.
- Classroom Factors
 - i. The room is a regular size classroom with computers, a whiteboard, bookshelves a counter and a sink. There are individual desks and two large tables, a refrigerator and a bathroom in the room.
- Student Characteristics
 - i. Grade level K-6 (some may have lower functional/instructional level), male and female students. All students are diagnosed with MR, and have average vision and hearing. Limited verbal ability, some mixed non-readers with readers, and some have fine motor difficulty and some have gross motor difficulty. There are learning disabilities in reading and math, some auditory delays, and oppositional defiance disorder.
- Instructional Implications
 - i. Since the students are both mixed non-readers and readers, we will use the vocabulary worksheet with examples of adjectives and nouns by using pictures and words. Since the students have average vision and hearing, the print on the worksheet will be large enough to see it in front of them, and we will speak loud and clear while discussing the lesson. Some considerations for the students would be if some of them can't hold the pencil/markers and keep their paper down on the table, we can tape the paper to the table to keep it from moving around. We can also use hand-over-hand if they need help gripping the pencil/marker to color their phrase.

Rationale:

This lesson is designed to help build the student's knowledge and vocabulary on adjectives and nouns. The objectives also teach creative thinking, art skills, and social skills. This lesson will allow the students to use their imaginations and be as creative as they want to draw their adjective, adjective, noun phrase. At the end of the lesson, they will be able to communicate with one another and visually pick out adjectives and identify nouns with pictures.

Learning Objectives

Instructions for the Learning Objectives and PA standards:

Provide and justify the learning objectives for the instructional plan.

- Students will participate in group discussion about their words. They should be able to speak to their peers and discuss what they learned about adjectives and nouns
- Students will show understanding of taking care of art materials and putting them away in the appropriate places
- Students will draw and add color to their projects about adjectives and nouns
- 1.6.8.E: Participate in small and large group discussions and presentations.

- Initiate everyday conversation
- Select a topic and present an oral reading
- 9.1.8.H: Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.
 - Analyze the use of materials.
 - Demonstrate the selection of safe props/stage equipment.
 - Demonstrate methods for storing materials in the arts.
- 9.1.8.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
 - Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media
- The domains of learning we will focus on will be cognitive and affective. The students will show their interest in the topic by drawing their adjective, adjective, noun phrase on the strips of paper. Students will show understanding of the vocabulary words (noun and adjective) and be able to state what their noun and adjectives were.
- These learning objectives are important to development and knowledge because students need to know what an adjective and a noun are to be able to communicate with their peers, and understand everyday words. These are two very important concepts in the English language, and they will use them every day. It is important for them to use their imagination, be creative and have fun while learning. They also will be developing social skills by speaking to their peers.

Assessment

Instructions for Assessment:

- Pre Assessment:
 - Have a worksheet that defines an adjective and a noun, give examples (pictures and words)
 - Requirements:
 - Students will pick two adjectives and one noun from the strips of paper
 - Students will form a phrase with the three words
 - Students will use their imagination to draw what the phrase means to them
 - Students will discuss their phrase and picture with the group at the end

Post Assessment: Check for grading at the end of the lesson

| | Yes | No |
|--|-----|----|
| Did the student pick two adjectives and one noun? | | |
| Did the student form a phrase with the three words (adjective, adjective, noun)? | | |
| Did the student use their imagination to draw the phrase? | | |
| Did the student participate in group discussion? | | |

- The plan for formative assessment will be to sit next to the students as they are drawing their phrase and ask them questions about why they chose to draw what they did. Give them positive feedback for the effort they are making.

Materials, Resources, Technology

Instructions for Materials

- Pencils
- Markers/crayons
- Tape

Vocabulary

Adjective—Modifies a noun by describing or identifying the word; usually comes before the noun that it describes

Noun—A word that names a person, place or thing

Instructions for Vocabulary:

- Students will receive a handout with noun and adjective defined, with pictures of the words and a example sentence of each. The students can keep these for their personal use.

Scope of the Instructional Plan

Lesson Body:

Anticipatory Set (10 minutes)

There will be three different pictures of objects for the students to view. One at a time, the pictures will be placed on the large round table covered with three panels of paper that will cover $\frac{3}{4}$ of the picture. The students will use adjectives to describe the picture they see. Once they use an adjective to describe the picture, a piece of paper will come off the picture, and will continue until the whole picture is viewable. Once all the paper is removed they will reveal what the noun is. There will be adjectives spread out on the table for the students to look at and pick which ones describes the picture being viewed.

Procedures (40 minutes)

- We will review what a noun and adjective are by looking at our vocabulary worksheets.
- Each student will pick two pieces of paper from the adjective bag, and one piece of paper from the noun bag.
- The student will put their three pieces of paper together to form a phrase and say it to the group (adjective, adjective, noun).
- Using their three words, the students will draw a picture to show what they think that phrase would look like using their imagination.
- Students will write their name on the back of their paper.
- (If there is extra time) have the students finish decorating their boxes.

Clean-up (5 minutes)

The students will put all of their art materials away that they used, and will clean up around their work space.

Closure (5 minutes)

The students will discuss to the group what picture they drew, and say which words were adjectives and what word was a noun. The students will roll up their piece of paper and put it in their painted box.

Safety Considerations

Students will be told not to put any of the objects in their mouth, and to wash their hands after the activity is over.

Reflection and Self Evaluation

Instructions for Reflection and Self-Evaluation: To do after lesson is taught

References:

www.brighthub.com

www.kinderart.com

www.teachersfirst.com