







Technology-Connected Lesson Plan

Title:	Common/Proper Nouns
Grade Levels:	5-8
Curriculum Areas:	🖥️ Language Arts
Measurable Objectives:	<p>🖥️ Lesson Objectives:</p> <ul style="list-style-type: none"> 🖥️ TSW utilize available technology to create, produce, and publish a variety of works. 🖥️ TSW write sentences using common and proper nouns. 🖥️ TSW use a bubble map to brainstorm common and proper nouns. 🖥️ TSW create a "Noun Chart" that list common and proper nouns with sentences and illustrations for each.
LA Content Standards:	<ul style="list-style-type: none"> 🖥️ Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting. 🖥️ Students demonstrate competence in speaking and listening as tools for learning and communicating. 🖥️ Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge. 🖥️ Students will demonstrate an understanding of parts of speech to make choices for writing.
Grade Level Expectations (GLE)	<ul style="list-style-type: none"> • Use standard English punctuation, including: <ul style="list-style-type: none"> parentheses and commas in direct quotations commas to set off appositives and introductory phrases use quotation marks around dialogue • Capitalize the first and other important words in titles and proper nouns <ul style="list-style-type: none"> Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> using same verb tense throughout when appropriate • selecting and using specific nouns, pronouns, and verbs for clarity • Spell high-frequency, commonly confused, frequently

	<p>misspelled words correctly</p> <ul style="list-style-type: none"> • Incorporate accurate spelling and use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings • Use complete sentences and standard English grammar, diction, syntax, and pronunciation when speaking • Evaluate media for various purposes, including: effectiveness of organization and presentation usefulness and relevance of information • Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions and reports
<p>K12 Educational Technology Standards:</p>	<ul style="list-style-type: none">  Technology Guidelines: <ul style="list-style-type: none"> • Technology Communication Tools • Technology Productivity Tools • Technology Research Tools • Basic Operations and Concepts  Technology Performance Indicators <ul style="list-style-type: none"> • Identify, explain, and effectively use input, output and storage devices of computers and other technologies (e.g., keyboard, mouse, scanner, adaptive devices, monitor, printer floppy disk, hard drive). • Use accurate and developmentally appropriate terminology (e.g., cursor, software, hardware, pull down menu, window, disk drive, hard drive, CD-ROM, laser disc) when referring to technology. • Use a variety of developmentally appropriate resources and productivity tools (e.g., logical thinking programs, writing and graphic tools, digital cameras, graphing software) for communication, presentation, and illustration of thoughts, ideas, and stories (e.g., signs, posters, banners, charts, journals, newsletters, and multimedia presentation.)  Use technology tools (e.g., publishing, multimedia tools, and word processing software) for individual and for simple collaborative writing, communication, and publishing activities

	for a variety of audiences. (1,3)
Technology Connection:	 Microsoft Word, printer, scan converter, TV
Procedures:	<p>Introduction:</p> <ol style="list-style-type: none"> 1. TTW introduce the lesson by having several index cards with common and proper nouns written on them all over the board. She will make 2 large circle maps and place one of the cards in one of the circles. She will then ask the students to take turns placing the cards in the correct circles. (None of the circle maps will have the inside circle labeled, the students will have to figure out which each circle map stands for - one is common one is proper.) As the students place the cards in the circle maps, if they are wrong tell them so but otherwise say nothing. After several cards are placed correctly ask students if they know what we could put as a label in each circle map. Place common in the middle of one circle map and proper in the middle of the other. <p>Procedures:</p> <ol style="list-style-type: none"> 2. TSW review over common and proper nouns. TSW discuss the similarities and differences between the two. 3. TTW draw two bubble maps on board. In the inside of one she will write common nouns. In the other she will write proper nouns. TSW take turn filling in the bubbles around each with common and proper nouns. TSW also have their own bubble maps in front of them to work on independently. TTW explain to students that they will use these bubble maps to complete a "Noun Chart". 4. TTW model how to create a table in Word. She will model how to label each column with common or proper. TTW model how to insert clipart into a cell. TTW display what she is modeling on the television using her scan converter. TSW be expected to come up with 5 common nouns and 5 proper nouns. They will also have to insert a clipart of each along with a sentence using the nouns correctly. (All proper nouns should be capitalized.) 5. As the students complete their bubble maps, TSW rotate through the computers completing their "Noun Charts". As each chart is completed it should be saved on disk and printed.

	Closure: 5. TSW share their Noun Charts with the class.
Materials:	🖨️ paper, pencil, bubble maps, computer, printer, students' disks
Assessment:	🖨️ completed "Noun Charts", teacher observation
Teacher's Name:	🖨️ Melissa M. Ryan
School:	🖨️ Loranger Middle, West Side Middle