

Lesson Plan: Title Punctuation
Date: February 25, 2020
Hannah Krebs

<p>Grade: 5th</p>	<p>Subject: English Language Arts</p>																								
<p>Materials:</p> <ul style="list-style-type: none"> • Pencil • Paper • Book • Magazine • Poem • Movie • Video game • TV series 	<p>Technology Needed:</p> <ul style="list-style-type: none"> • Computer with internet access • YouTube video-Titles Punctuation Song • iPads 																								
<p>Instructional Strategies:</p> <table border="0"> <tr> <td>X Direct instruction</td> <td><input type="checkbox"/> Peer teaching/collaboration/ cooperative learning</td> </tr> <tr> <td><input type="checkbox"/> Guided practice</td> <td><input type="checkbox"/> Visuals/Graphic organizers</td> </tr> <tr> <td><input type="checkbox"/> Socratic Seminar</td> <td><input type="checkbox"/> PBL</td> </tr> <tr> <td><input type="checkbox"/> Learning Centers</td> <td><input type="checkbox"/> Discussion/Debate</td> </tr> <tr> <td><input type="checkbox"/> Lecture</td> <td><input type="checkbox"/> Modeling</td> </tr> <tr> <td><input type="checkbox"/> Technology integration</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table>	X Direct instruction	<input type="checkbox"/> Peer teaching/collaboration/ cooperative learning	<input type="checkbox"/> Guided practice	<input type="checkbox"/> Visuals/Graphic organizers	<input type="checkbox"/> Socratic Seminar	<input type="checkbox"/> PBL	<input type="checkbox"/> Learning Centers	<input type="checkbox"/> Discussion/Debate	<input type="checkbox"/> Lecture	<input type="checkbox"/> Modeling	<input type="checkbox"/> Technology integration		<input type="checkbox"/> Other (list)		<p>Guided Practices and Concrete Application:</p> <table border="0"> <tr> <td>X Large group activity</td> <td><input type="checkbox"/> Hands-on</td> </tr> <tr> <td>X Independent activity</td> <td><input type="checkbox"/> Technology integration</td> </tr> <tr> <td><input type="checkbox"/> Pairing/collaboration</td> <td><input type="checkbox"/> Imitation/Repeat/Mimic</td> </tr> <tr> <td><input type="checkbox"/> Simulations/Scenarios</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table> <p>Explain:</p>	X Large group activity	<input type="checkbox"/> Hands-on	X Independent activity	<input type="checkbox"/> Technology integration	<input type="checkbox"/> Pairing/collaboration	<input type="checkbox"/> Imitation/Repeat/Mimic	<input type="checkbox"/> Simulations/Scenarios		<input type="checkbox"/> Other (list)	
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<p>Standard(s)</p> <p>L.2.5. Within the context of authentic English writing and speaking... g. Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p>Differentiation</p> <p>Below Proficiency: These students will be allowed to look up the titles if they need help identifying what it is. The teachers will also be available to answer their questions if they raise their hand.</p>																								
<p>Objective(s) By the end of the lesson the students will understand the proper punctuation for the titles of large and short pieces of work.</p> <p>Bloom's Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> • Remembering • Applying 	<p>Above Proficiency: These students will be allowed to look up the titles if they need help identifying what it is. They should need no assistance from the teachers.</p> <p>Approaching/Emerging Proficiency: These students will be allowed to look up the titles if they need help identifying what it is. They should need no help from the teachers, but may ask for it if they want.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Students will watch a video about proper title punctuation and see physical examples of large and short works. • Auditory: Students will hear the video and verbal instructions and explanations. • Kinesthetic: Students will get up and turn their assignments in themselves. • Tactile: Students will use their pencils to fill out the assignment. 																								
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • During instruction <ul style="list-style-type: none"> - Voices at level 0 unless asked or are asking a question. - When asked a question, the students may respond using a level 1 voice. - If asking a question, the students must raise their hand to be called on. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • Students are expected to fill out the quiz sheet completely. Failure to do so will result in the students filling it out in their free time. • Students are expected to be respectful of others and not talk if others are still filling out the assignment. 																								

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	<ul style="list-style-type: none"> • During the assignment <ul style="list-style-type: none"> - Students will look at their own assignment, not their neighbors. - Students will raise their hand if they have a question. - Students will ask their question using a level 1 voice. - Students will not visit with their neighbors if they finish the assignment early. • Handing in the assignment <ul style="list-style-type: none"> - Students will put their name and desk numbers on the top of the antonym worksheet. - Students will put their worksheet in the appropriate bin when time is up. 	<ul style="list-style-type: none"> • Students are expected to answer when they are being asked what sort of punctuation is needed for a title of a large or short work.
Minutes	Procedures	
3	Set-up/Prep: <ul style="list-style-type: none"> • Set up YouTube video • Get a book, a magazine, a video game, a movie, tv series, and a poem. 	
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Opening statement: Today, we’re going to learn about the correct way to write titles. When I say titles, I mean the titles of works like a book, movie, poem, magazine, or art. <ul style="list-style-type: none"> • The class will watch a short video about title punctuation found on YouTube. 	
5	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • I will explain that, in the video, they talked about large and short works. A large work is something like a book that has several chapters or a movie that is a certain length of time. A short work is a piece of a large work so something like a chapter or episode of a tv show. • I will hold up a book and ask if the title should be italicized/underlined or put in quotations. Acceptable answers: The book should be italicized if typing in Word, but underlined if handwriting a report. • I will do the same thing with the movie, video game, poem, a chapter of a book, etc... • Once the students seem to grasp which titles should be underlined/italicized or put in quotations, I will explain the assignment they are going to do. <p style="text-align: center;">The assignment: Title Punctuation Quiz</p> <ul style="list-style-type: none"> • This is an individual activity. • Students will put their names and desk number in the allotted spots on the quiz. • Students will fill out the quiz with the help of their iPads to look up the titles of the works. • The quiz is multiple choice and checking for understanding of punctuation for titles of large or short works. • Students will have 6 minutes to fill out the quiz. 	
6	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> • Students will fill out the quiz. • They may ask for help from a teacher, not a neighbor. • They may use their iPad to look up the work if they are not familiar with it. • Students will be given a 1-minute warning before their time is up. 	

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1	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none">• Once time is up, students will be reminded to put their names on their assignment before turning it into the appropriate bin.• After they turn in their assignment, students will take their seat and wait for the next lesson.
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student's learning?)• During the activity that I hold up different examples for, I will determine if the students understand correct punctuation for titles by the strength of their response. If some students are not replying or making an effort to reply, I will take that as a lack of understanding.	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none">• I will look at the quizzes for understanding of punctuation for large and short works. <p>0/5=no understanding 1/5=very little understanding 2/5=little understanding 3/5=some understanding 4/5=understood 5/5=understood completely</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Overall, this lesson went well. The students enjoyed the video I showed and the opening activity we did as a class. The students learned how to differentiate between different types of punctuation for titles, specifically books, movies, magazines, chapters, articles in a magazine and video games. I was able to determine this from verbal feedback when I held up the examples and asked whether their title should be italicized, in quotations, or underlined if writing them down. The worksheets I made and had the students fill out also helped me determine whether they knew what was going on or not.</p> <p>I would make a few changes to this lesson. One of the students struggled with reading the questions on my worksheet so I was only helping her through the allotted time for the students to fill out the worksheet. This made me unable to help the other students if they needed it. For this student in particular, her reading level was extremely low for 5th grade so I should have made a worksheet that was easier for her to read, but still get the main concept of what I was looking for in understanding of title punctuation. Another thing I would change is having more examples for the students to look at. Repetition is a student's best friend, so I should have shown the students examples on the internet of titles and asked how they should have been punctuated. I would also change the content of my lesson around. I had content, but once I was up in front of the students, I blew through it within a matter of seconds. I should have dug deeper and found something more that pertained to title punctuation and incorporated that into their learning of title punctuation.</p> <p>This was also the lesson that Mrs. DeGree observed me for and she gave me some valuable feedback which I have reflected on. She mentioned that I kept referring to italicizing, putting in quotation marks, or underlining titles of works as title punctuation. While this is the proper term for these things, she also suggested the possibility that students did not even understand what a word like punctuation means. In this way, I could have added a short refresher or lesson on what punctuation is and why it is important before launching right into saying it was title punctuation and run the risk of students being unable to understand what my lesson was about. She also noticed that one student caught on really fast and kept calling out the answer for correct punctuation when I held up the title. I should have reinforced having the students put up their hands before being able to give me an answer so I could give students who were a little more quiet or unsure of themselves a chance to answer.</p> <p>Personally, I would also want a better system in which I can check in on all the students rather than just only being able to answer one student's questions. I know this gets better with familiarity and comfort with teaching, but I need to practice it and make sure to ask for assistance from other teachers in learning how to do it better.</p>	