Nouns and Verbs in Cloudy With a Chance of Meatballs

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Organization/School Name: South Dakota State Library - Braille & Talking Book Program
Location: South Dakota

Grade Level: 3
Type of Lesson: Lesson in a unit
Type of Schedule: Combination
Collaboration Continuum: Limited
Content Area: Language Arts
Content Topic: Parts of Speech - Nouns and Verbs

Standards for the 21st-Century Learner

Skills Indicator(s):
1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
2.1.4 Use technology and other information tools to analyze and organize information.
4.1.8 Use creative and artistic formats to express personal learning.

Dispositions Indicator(s):
2.2.4 Demonstrate personal productivity by completing products to express learning.

Self-Assessment Strategies Indicator(s):
1.4.4 Seek appropriate help when it is needed.

Scenario: The librarian and the teacher plan together to co-teach a review lesson on nouns and verbs. After the librarian reads aloud Cloudy With a Chance of Meatballs, students will work in small groups to identify and clarify the meaning of nouns and verbs found in the story with guided instruction from the librarian and teacher.

Overview: Following a class discussion of nouns and verbs in the story, students will go to a computer to locate and print photos to illustrate one noun and one verb of their choice. Essential questions: What is the function of a noun? What is the function of a verb? How can pictures be found with a computer?

Final Product: Each group will locate and print one picture illustrating a noun and one illustrating a verb.

Library Lesson: Students will review and identify nouns and verbs while they also learn to search for pictures within pre-selected online resources.

Estimated Lesson Time: 45 minutes

Assessment
Product: Student groups share their noun, verb and printed pictures with the class, the teacher and librarian will assess student understanding.

Process: The librarian and teacher will use observation and one-to-one assistance as the students conduct online searches for pictures to illustrate their selected noun and verb.

Student self-questioning: Students will ask: What is a noun? What is a verb? What's the best way to find pictures online? Can I explain my choice of word and picture?

Instructional Plan

Resources students will use:
Dataset (ie. lists, tables, databases)
Text (books, letters, poems, newspapers, etc.)

Resources instructor will use:
Laptop
Smart board

Instruction/Activities

Direct instruction: The teacher will review the definition of nouns and verbs. The librarian will read aloud the book Cloudy With a Chance of Meatballs written by Judi Barrett. The librarian will then point out a few key nouns and verbs on the first page of the book.

Modeling and guided practice: The teacher will ask students as a class to pick 1 noun and 1 verb they found in the story and to explain why they are a noun and a verb. Librarian will describe how nouns and verbs can be viewed with pictures using words and pictures from the book. The librarian will then guide students in how to access and search pre-selected online resources to search for and print out pictures.

Independent practice: Working in small groups the students will use online resources to locate and print photos to illustrate nouns and verbs from Cloudy With a Chance of Meatballs.

Sharing and reflecting: Students will discuss what they know about nouns and verbs before the story is read and again at the completion of the lesson. They will share which online resource they found their pictures in and which search terms they used.

Have you taught this lesson before: Yes

Strategies for differentiation: Limit the number of pre-selected online resources for students to use.

AASL/Common Core State Standards Crosswalk

English Language Arts:

CC.3.R.L.1 » English Language Arts » Key Ideas and Details » 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3)

CC.3.R.I.7 » English Language Arts » Integration of Knowledge and Ideas » 7. Use information gained
from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (3)

**CC.3.R.I.9** » English Language Arts » Integration of Knowledge and Ideas » 9. Compare and contrast the most important points and key details presented in two texts on the same topic. (3)

**CC.3.R.L.2** » English Language Arts » Key Ideas and Details » 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (3)

**CC.3.SL.2** » English Language Arts » Comprehension and Collaboration » 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (3)

**CC.3.SL.3** » English Language Arts » Comprehension and Collaboration » 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3)

**CC.3.W.6** » English Language Arts » Production and Distribution of Writing » 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (3)

**CC.3.W.7** » English Language Arts » Research to Build and Present Knowledge » 7. Conduct short research projects that build knowledge about a topic. (3)

**CC.3.W.8** » English Language Arts » Research to Build and Present Knowledge » 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3)

**CC.3.W.1.b** » English Language Arts » Text Types and Purposes » b. Provide reasons that support the opinion. (3)