

Lesson Plan
Date: December 7, 2020

Grade: Third		Subject: Language Arts – Vocabulary	
Materials: pencil, computer, vocabulary sheet, names of class to pick for groups		Technology Needed: Computers and teacher used smartboard for vocabulary words	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) 3 L. 4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies. D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		Differentiation Below Proficiency: Students who are below proficiency will be grouped with the above proficiency students to help assist them with the lesson. I will also give guidance when needed. For the vocabulary words, I will have the students look them up in their Language Arts books but will also put them on the board for the below proficiency students. Above Proficiency: Students who are above proficiency will be assisting the below proficiency students. Approaching/Emerging Proficiency: Students who understand lesson, can help others to understand it. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: The vocabulary words will be displayed on the board for the entire lesson, so the students can refer to them. • Auditory: Students will listen to each other explain the vocabulary words. I will also be explaining what the lesson is about and the students will listen then too. • Kinesthetic: Students will look up words on their own using their Language Arts text book. • Tactile: Students will be writing down the vocabulary words and sentences and then share with the class what they learned. 	
Objective(s) By the end of lesson, students will know multiple words along there meaning by looking up synonyms, writing sentences, finding the meaning of words in glossaries. Bloom’s Taxonomy Cognitive Level: <ul style="list-style-type: none"> • Applying – they are determining what the vocabulary words meaning. • Analyzing – they will explain the vocabulary words to each other. 			
Classroom Management- (grouping(s), movement/transitions, etc.) Large Group Instruction <ul style="list-style-type: none"> • When others are talking, voice off and listening to the speaker. Group Work <ul style="list-style-type: none"> • Students are to have voice level of 1 or 2, should share work equally. Students should be focused on the assignment. Transitions <ul style="list-style-type: none"> • I will have a visual timer for ending the activity and reminders for cleanup. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • When others are talking, students are expected to NOT be talking. • When others are talking, students are expected to give full attention and listen. • Students will be working in groups of three and should be respectful of everyone and when speaking in groups should have a lower speaking voice so it does not disrupt other groups. • Students will use computer during lesson and should only be using it for the vocabulary look up of the synonyms. 	
Minutes	Procedures		
15	Set-up/Prep: <ul style="list-style-type: none"> • Print out small vocabulary sheets, cut them apart • Put small vocabulary sheets up front • Put vocabulary flash cards on board, have them covered • Have name sticks in cup up front 		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • I will read pages in the Language Arts book, the students will follow along. • The students will have a piece of paper and write all the words on it, and find the definition in their Language Arts book. 		

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	<ul style="list-style-type: none"> I will have them write their words on the small vocabulary sheet and the definition of the word. Then they will get into their groups, after I pick the names from the cup, and they will get one computer and look up synonyms (words with the same meaning) and make up a sentence with the vocabulary word. 	
5	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> I will pick names from the cup, the students will be in groups of 3, each group will have 3 vocabulary words to find synonyms and write sentences for. The students will have the small vocabulary sheet with their words written on it along with the definition. The students will each have one computer in their group, they will take turns looking up a word to find the synonymous for it and then make up a sentence for each vocabulary word. When each groups are done with their words, they will take turns telling the class what they found out about their word. I will be walking around asking questions and making sure they know how to find the synonyms on the computer. 	
15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> Students will take turns in their groups with the computer to look up their vocabulary words. When students are all finished, they will go back to their own desks, and everyone will get a chance to share what they wrote for their sentence and synonyms they found for their vocabulary word. 	
5	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> Students are sharing their sentences and synonyms. Tell the students these are the vocabulary words for the week and on Friday you will have a test on them. <p>Note: These are the vocabulary words that they would be getting normally for the week. They are: temporary, leader, bravery, amazement, refused disappear, donated, and nervous.</p>	
<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?) <ul style="list-style-type: none"> Ask questions when the students are doing the activity. Ask if they hear of this word or if they know what it meant before they found the meaning in the book. 		<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> Students will use Language Arts book to look up the vocabulary words and meaning. Students will the computer to search for synonyms for the word and make up their own sentence that has the vocabulary word in the sentence.
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>For this lesson, I felt really good with it. I had used most of the lesson that the teacher usually does with the vocabulary words but added this sheet to focus on one word. The students learned their vocabulary words through this lesson. I feel like they like this added activity was fun because they got to use their computers to look of the words that had the same meaning of their vocabulary word. I used the smartboard and had the students come up for the vocabulary game, so they interacted with the smartboard as well.</p>		

Approved by: *Emily Brunskill*

<p>Word: _____</p> <p>My word means: _____</p> <p>_____</p> <p>My sentence: _____</p> <p>_____</p> <p>Other words that have the same meaning: _____</p> <p>_____</p>
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Vocabulary Flash cards Unit 3 Week 2

temporary	Something that lasts for only a short time
Leader	A person who guides or leads others
Bravery	Courage when facing danger
Amazement	Surprised
Refused	To not want to do something
Disappear	To not be able to be seen anymore
Donated	To give something to help
Nervous	Upset or worried about something