

# Lesson Plan

<b>Teacher Candidate Name:</b> Jocelyn Frierson 3rd Grade
<b>Date of Lesson:</b> April 8th - 10:00am-10:50am
<b>Lesson Topic:</b> Vocabulary Acquisition and Use ( <i>horizon, stammer, survey</i> )
<b>CA Common Core State Standards - English Language Arts/Literacy:</b> → L: Language Standards <ul style="list-style-type: none"> <li>◆ <u>Domain:</u> Vocabulary Acquisition and Use             <ul style="list-style-type: none"> <li>● <i>Standard L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal (e.g., After dinner that night we went looking for them).</i></li> </ul> </li> </ul>
<b>Lesson Objectives:</b> → Students will be able to <ul style="list-style-type: none"> <li>◆ <i>define</i> the given vocabulary words</li> <li>◆ <i>identify</i> the parts of speech of given vocabulary words</li> <li>◆ <i>construct</i> sentences using the given vocabulary words</li> <li>◆ <i>create</i> a representation of the given vocabulary words through pictures, dialogue, and symbols</li> </ul>
<b>Co-teaching approach(es):</b> The teacher candidate will be taking on a lead role, while the cooperating teacher will take on a supportive role. Within the supportive role the cooperating teacher will provide support through redirecting off task students, assisting in progress monitoring, and passing out any needed materials.

Phases of the lesson	How you plan to deliver instruction, teach the students, using each phase of the lesson.
<b>Anticipatory Set</b> How are you going to focus students? Motivate? Give Students Rationale for your lesson.	Whole Class - On Carpet - Students with textbooks (20 mins) <ul style="list-style-type: none"> <li>→ <u>Rationale for Lesson</u> <ul style="list-style-type: none"> <li>◆ The teacher will remind students that learning new vocabulary words helps students gain new words to use in conversation or when writing, and provides student with a better understanding when reading.</li> </ul> </li> <li>→ <u>Activate Prior Knowledge - Book Survey</u> <ul style="list-style-type: none"> <li>◆ The teacher will activate the prior knowledge of the students by introducing the book and author to the students. The teacher will remind students of the other books read aloud by the same author. The teacher will allow students time to look through the book to create an idea of what the book may be about. After students have had time to think and share with a partner, the teacher will call on students to share with the whole class.</li> </ul> </li> <li>→ <u>Set Purpose for Reading</u> <ul style="list-style-type: none"> <li>◆ Before the teacher begins reading, the teacher will set a purpose for listening to help the students focus and become more engaged. The purpose for listening will be to enjoy the story and follow along in the textbook.</li> </ul> </li> </ul>

	<p>→ <u>Vocabulary Introduction - Read Aloud</u></p> <ul style="list-style-type: none"> <li>◆ The teacher will begin reading the text aloud as students follow along in their matching textbook. The teacher will stop periodically to explain various words, including the vocabulary words, that may cause confusion or be challenging. The teacher will briefly define the word and explain the word in the context of the text.</li> </ul>
<p><b>**Transition: Students will be asked to move back to their desks**</b></p>	
<p><b>Teach to Objective</b>  How are you going to teach to the objective?  Model the skills?  Provide Examples?  Student Involvement?</p>	<p>Whole Class - Desks - Powerpoint (4 mins x3)</p> <p>→ <u>Introduction of Word</u></p> <ul style="list-style-type: none"> <li>◆ On a powerpoint, the teacher will display the vocabulary word one letter at a time. As each new letter appears, the teacher will ask students to guess what they believe the word will be. Once the word has been identified students will record the word on their vocabulary notecards.</li> <li>◆ The teacher will return to the story and revisit the word in context to the story. The teacher will help students create a text-to-self connection to help students relate to the context of the vocabulary word.</li> </ul> <p>→ <u>Explanation of Word</u></p> <ul style="list-style-type: none"> <li>◆ The teacher will begin to explain the word to the students as they record information on their vocabulary index cards.</li> <li>◆ On a powerpoint, the teacher will identify, with student input, the part of speech (reminding students the definition of each part of speech and how to determine a word's part of speech), provide a grade-level appropriate definition, and provide a sentence.</li> </ul>
<p><b>Guided Practice</b>  What is it going to be?  How are you going to check for understanding?</p>	<p>Whole Class - Desks - Powerpoint (2 mins x3)</p> <p>→ <u>Formative Assessment - Progress Monitoring</u></p> <ul style="list-style-type: none"> <li>◆ The teacher will check for understanding by asking students if a variety of items or situations would be related to the vocabulary word (e.g. something you might see on a <i>horizon</i>, something that might cause someone to <i>stammer</i>, and something you might <i>survey</i>). Students will answer with a thumbs up (yes) or thumbs down (no) in order to show their agreement or disagreement.</li> </ul>
<p><b>Independent Practice</b>  How will this occur?</p>	<p>Whole Class - Desks - Individual Work (4 mins x3)</p> <p>→ <u>Summative Assessment - Word Use</u></p> <ul style="list-style-type: none"> <li>◆ The teacher will ask students to take time to think about how they would visually represent the vocabulary word using an drawing, symbol, and/or dialogue to help them remember the definition.</li> </ul>

	Students, when ready, will add the visual representation to their vocabulary note card.
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**\*\*Teaching to Objective, Guided Practice, and Independent Practice will be repeated 3 times. Each mini lesson will focus on a different vocabulary word.\*\***

<p><b>Closure</b> How are you and the students going to summarize the learning? It should relate back to the objective.</p>	<p>Whole Class - Desks (1 mins)</p> <ul style="list-style-type: none"> <li>→ <u>Revisiting Learning Objectives</u> <ul style="list-style-type: none"> <li>◆ The teacher will ask students to share with a neighbor the word and definition they learned. The teacher will regain the attention of the students reminding students of the 3 vocabulary words they learned (<i>horizon, stammer, survey</i>) and challenge them to use those words in their writing and when speaking.</li> </ul> </li> </ul>
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<p><b>Assessment</b> What criteria will you use to judge student success?</p>	<p>Evaluation Criteria</p> <ul style="list-style-type: none"> <li>→ <u>Summative Assessment - Word Use</u> <ul style="list-style-type: none"> <li>◆ The teacher will use the drawing created by students to assess students' ability to express the definition of the word.</li> </ul> </li> </ul>						
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;">Score</td> <td style="width: 40%; background-color: #c8e6c9;">Meeting</td> <td style="width: 40%; background-color: #ffcdd2;">Developing</td> </tr> <tr> <td>Grading Criteria</td> <td>Students are able to create a visual representation that accurately portrays the definition of the word.</td> <td>Students are unable to create a visual representation that accurately portrays the definition of the word.</td> </tr> </table>	Score	Meeting	Developing	Grading Criteria	Students are able to create a visual representation that accurately portrays the definition of the word.	Students are unable to create a visual representation that accurately portrays the definition of the word.
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