

Lesson Plan Model¹

Lesson Title/#: Word List

Grade Level: 2

Learning Central Focus

<p>Central Focus What is the central focus for the content in the learning segment?</p>	<p>This lesson is meant to enhance student's comprehension skills. It will do this by having them create a word list from a book I give them. This list will include vocabulary words and have students describe them in multiple ways. This will help enhance a student's vocabulary by learning new words.</p>
<p>Content Standard What standard(s) are most relevant to the learning goals?</p>	<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.</p>
<p>Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	<p>The learning goals for this lesson are:</p> <ul style="list-style-type: none"> • Comprehension: Students will have to take what they read and put the definition down in the context it what used in the book. This will show me that they comprehended what they read. • Application: Students will then have to take that definition and write their own sentence using that word. So, now they are applying what they have learned and writing something in their own words. This shows them taking what they have learned and applying it somewhere else. • Analysis: Then the third part has students analyze the word and put it into their own words This lesson will help students with thinking skills and trying to get them to think out of the box.
<p>Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do these students have that are necessary</p>	<p>In order to be successful in this lesson students will need to know a few different things. They will need to be able to read and identify unknown words. They will also need to be able to form short sentences and understand what a word means in the context it is used and then use the word correctly.</p>

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p>to support the learning of the skills and concepts for this lesson?</p>	<p>Students might not be able to put a definition in their own words, so it is fine for them to put a definition exactly like the textbook definition. After students have completed their word list I will collect them and see where we are and go over the different words that we struggled with.</p>
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch _5-7___ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>To start this lesson, we will talk about how important reading and understanding what your reading is. I will have students tell me their favorite book to read. Then I will call on a few students and we will talk for a second on why they like that book. This will take around 5 minutes, so students do not get bored and stay engaged in the activity</p>
<p>Instruction ___7-8___ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts)</p>	<p>I will then explain the assignment to them and have them pick a book. There will be three books to choose from and students can pick which book they want to use while doing this assignment. Students will get into groups of two (will already be sitting in their groups) and go over the book and decide which words they want to use in their word list. They will be books that students have already read.</p> <p>To make sure students are developing an understanding of the lesson objectives, I will go around the classroom to each group and see how the forming of their word lists are going. I might help them on a word or two and help them make definitions in their own words. If I see a group acting out and not focusing I might separate them or stay with them to help them stay on task.</p>

to students' prior academic learning and their personal/cultural and community assets?

What will you say and do? What questions will you ask?

How will you engage students to help them understand the concepts?

What will students do?

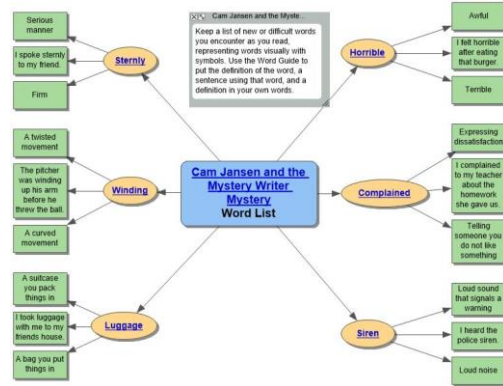
How will you determine if students are meeting the intended learning objectives?

Students should know how to read and sound out simple words. I can take this knowledge and have them focus on words that they cannot sound out as easily or have never heard before. Then they will fill out part of the chart using this word instead of a word they already know. Students will be in groups, so they are bound to have different cultural assets and with different points of views. So, some students might struggle on some words that others do not. This gives the other students to explain that words and the different definitions.

I will ask different questions to get students on track and thinking. These questions include: What do you think that word means? What do you think the word means in terms of how it is used in the book? Can you tell me more? Why do you think they used this word? These are just a few questions I might ask.

I will engage students by making it fun. They will get to pick the book they want to use for this assignment. This allows them to have a say in what they do. By working with peers, other students might be able to explain something they do not understand and help them.

Students will fill out a graphic organizer and then report their findings.



To determine if students are meeting the intended learning objective we will have a follow up assignment. Students will take the words they used and write a story using the words. This will show me of the student actually understood the meaning of the words or not.

Structured Practice and Application
15-20 Minutes

How will you give students the

Students will practice by filling out the graphic organizer to the best of their ability. They will put their vocabulary words down and discuss this with their partners. At the end of the activity I will collect the papers and see if students found the

<p>opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>same words and if they struggled with certain words. I will then go over those words and see if students have and specific questions.</p> <p>They can apply this to when they read other stories and find words they do not understand. They can think of this graphic organizer and write down the meaning of the word and use it in a sentence then discover if it has another meaning. This is a strategy they can help them as they learn new words.</p> <p>Students will have a follow up assignment where they show me their understanding of the new words. I can then look at this assignment and see who this activity helped and who needs more practice or a different way of learning.</p>
<p>Closure __10-15__ Minutes</p> <p>How will you end the lesson?</p>	<p>I will end the lesson by going over words that students did not find another meaning to or words that got picked a lot. This way I can make sure students are really getting a good grasp on these words.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>

<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>In this activity students will work in partners when they are coming up with their word list. This will help students bounce ideas off of each other and help their understanding. Students will be put in groups based on their skill level. I will put students into groups like this because I feel it will help students learn better. Students with lower skills can learn from the others and the students with higher skills can learn from telling their fellow peers. It is a good way for students to learn together.</p>
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<ul style="list-style-type: none"> • What if students become distracted and not do the assignment • What if students do not fully understand the assignment • What if they are not as engaged as I want them to be • What if I make a mistake and do not have the required materials <p>I can have a back-up plan ready just in case. I can pretend like nothing happened and have students make their own chart. I can try different ways to engage students.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p>	<p>Teacher needs</p> <ul style="list-style-type: none"> • Correct number of graphic organizers printed off • Correct number of books available • Groups assigned

What materials do the students need for this lesson ?	<p>For this lesson students need</p> <ul style="list-style-type: none"> • A pencil • Be ready to learn and participate.
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Academic Language Demand(s):

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson?	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has been taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>

Justification Why will these changes improve student learning? What research/theory supports these changes?	
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Resources:

Attach each assessment and associated evaluation criteria/rubric.

Rubric

Points Possible: 6	2	1	0
Participation/ Behavior	Students participate well with others in the group and stay on their best behavior	Students act up a few times causing the teacher to have to reprimand them multiple times	Students do not try and participate and completely disregard everything the teacher says
Completion	Students complete the assignment to the best of their ability even if it means they are wrong	Students leave spots blank even when they know how to fill them out	Students leave every blank empty
Grammar	Students use a capital letter and the correct punctuation	Students use a capital letter or the correct punctuation	Students use neither a capital letter or the correct punctuation