Name__Jennifer Webb_____

Lesson Plan

Learning Segment Focus_Using Resources to Determine the Accurate Meaning of the Word_
Lesson _____5_____of_____6_____

Course & topic addressed _____ELA -Vocabulary_____Date__3/9/2020_____ Grade_____5___

Student Outcomes

Specific learning **objectives** for this lesson.	Students should be able to research and define key vocabulary terms that they recognized early in the week.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students study vocabulary for every unit. They have created word walls and vocabulary charts.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Students from ELL background are learning correct and complete English definitions of words.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	L.5.2.D Spell grade-appropriate words correctly, consulting references as needed. L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of effective strategies. L.5.4.C Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.5.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	abolish accommodate accustom aggressive anxious assume bondage character cultivate obedient nostalgia loathe jostle

	intercept
	intense
	indignant
	hostile
	hoist
	grim
	exasperate
	pardon
	petrify
	primitive
	provoke
	reluctant
	restrict
	saunter
	somber
	taunt
	transform

Academic Language Support

What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?**	Students will identify definitions, evaluate the accuracy of definitions, write definitions, and present definitions to the class. They will do this with the help of words walls, modeling of vocabulary, and group discussion.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	SmartBoard/Project/Apple Airplay Ipad Total Recall App Whiteboard
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Personal laptops Total Recall App Handout of group assigned vocabulary words

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
	Introduction:	

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 minutes	Review of the short story we have been covering the last few lessons and the importance of vocabulary	Students will talk briefly about what they learned from the book and the importance of understanding the vocabulary from the book.
15 minutes	Review of vocabulary list	Review the vocabulary list that we have created and the preliminary definitions we have developed.
1 minute	**Instruction:** Divide the 20 students up into groups of 4 at their tables. Students will receive 5 vocabulary words to look up and define.	Students will get in predetermined groups of 4 and grab their personal iPads to use during the lesson. Each group will be given a list of 5 words from the vocabulary list along with the preliminary definition.
10 minutes	Students will create flashcards on Total Recall for their 5 vocabulary words.	Students will use the app Total Recall to look up definitions of their 5 vocabulary words and create flashcards for those words.
25 minutes	Students will present their 5 flashcards to the class.	Students will use the projector/airplay to present their 5 vocabulary words to the class for understanding.
15 minutes	**Closure:** Teacher will bring the class back together to discuss the definitions they have created.	The teacher will bring the class back together for a whole class discussion. She will clarify any confusing definitions, ask if students understand all definitions. She will also verbally quiz students on various definitions to check for understanding.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	.Students with learning disabilities will be given scaffolding in the form of group members and preliminary definitions of the words.

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?** (All students who are not on specific plans mandated by federal and state law.)	ELL students will receive cognates and other translations of difficult words to help further English understanding.

Assessments: Formative and/or Summative

Describe the **tools/procedures** that will be used in this lesson to monitor students'	■ Formative /□ Summative	Questioning students are they work in groups to check for understanding

learning of the lesson objective(s) (include type of assessment & what is assessed).	■ Formative /☐ Summative	Group Presentation of vocabulary word flash cards at end of class.
	☐ Formative /☐ Summative	

Research/Theory

Explain **connections to theories and/or research** (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	The theories of inductive learning and cooperative learning have been proven to help student retention of material.

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us; http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx;
http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx;https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf; https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf;
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