

Lesson Plan

Lesson Segment Focus: Vocabulary Word Review

Lesson 4 of 5

Course & topic addressed: Reading- Understanding and comprehending words within the text **Date:** October 9, 2019

Grade: 4

Student Outcomes: By the end of the lesson students will be able to spell vocabulary word correctly and understand its meaning.

Specific learning objectives for this lesson.	Students will be able to spell vocabulary words correctly. Students will be able to use vocabulary words correctly in a simple, compound, and complex sentence. Students will give synonyms and antonyms of vocabulary word without the use of a dictionary or Thesaurus.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have previously studied vocabulary words. They will have seen them and have read them from the literature piece “Shiloh” that is featured in textbook. Students will have previously completed worksheets, worked in groups constructing a poster with all vocabulary words and their meanings.
Knowledge of students background (personal, cultural, or community assets)	Students will have spent 5 days prior to this lesson dealing with the book, “Shiloh.” These vocabulary words are from chapters 1-4.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	L.4.3 Use knowledge of language and its conventions as appropriate for Grade 4 when writing, speaking, reading, or listening. L.4.4.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). L.4.5.C Demonstrate understanding of words by relating them to their opposites, antonyms, and to words with similar but not identical meanings, synonyms.
--	---

Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>In this lesson students will follow along with teacher using iPads. Students will use the applicational software “Explain Everything” with the use of this app students will write their response then read their response aloud to the class when called upon by the teacher.</p> <p>Students will be expected to do their very best and participate.</p>
---	---

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	The vocabulary words used with be as follows: 1.) Detour 2.) Fawn 3.) Slink 4.) Grovel 5.) Whimper 6.) Cringe 7.) Wiggle 8.) Ford 9.) Yelp 10.) Squat 11.) Pneumonia 12.) Stoop 13.) Thump 14.) Veterinarian 15.) Flustered
---	--

Materials

Materials needed by teacher for this lesson.	iPad stool to sit on in front of classroom Notebook to keep up with assessment for each student
Materials needed by students for this lesson.	iPad Listening ears

Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 min	<p><u>Introduction:</u> Teacher will introduce expectations for the activity. Let them know this is a graded activity. Ask all students to get iPads out. Explain how to correctly use the app</p>	<p>Sit at the front of the class with all students facing front. Set the expectation level, let students know that I expect them to do their very best and do not look around the room. I will tell students that this is a graded activity. Make sure all students have iPads and have their listening ears on.</p>
45 min	<p><u>Instruction:</u> The teacher will lay out the rules for the activity. Then begin the activity.</p>	<p>The rules for the activity are as follows: The teacher will call out the vocabulary words meaning one at a time. The students will use the app to write the vocabulary word on the iPad. They must spell the word correctly. Then the teacher will look around the room and record which students spelled it correctly. The teacher will then ask the students to give a synonym of the word and write that word on the iPad and show her. The teacher will then record which students gave a correct synonym. The next thing the teacher will ask is if the students know an antonym of the given vocabulary word and she will ask them to write them on the iPad. She will record their responses and continue on to the next word. This continues on until all 15 words have been given.</p>
5 min	<p><u>Closure:</u> Positive reinforcement</p>	<p>Let students know they did a great job. Remind them there is a test tomorrow on vocabulary words, and they may want to use this app to study at home.</p>

Accommodations/Modifications

How might I modify instruction for:	.(try)
Remediation?	

Intervention? IEP/504? LEP/ESL?	
---------------------------------------	--

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try)
--	-------

Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
--	--

Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
---	---------------------------------------

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>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>