Lesson Plan Model[1]

Lesson Title/#: Language Arts/#1

Grade Level: 3

Learning Central Focus

Central Focus What is the central focus for the content in the learning segment?	The central focus for the content in the learning segment is for my students to focus on key vocabulary that is appropriate for their grade level. They will learn the definition, synonyms, and also antonyms for the word that is being presented.
Content Standard What standard(s) are most relevant to the learning goals?	The standard that is most relevant to the learning goals is from the *Arkansas English Language Arts Standards* Vocabulary Acquisition and Use L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of effective strategies.
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/strategies[2]** What are the specific learning goal(s) for students in this lesson?	The specific learning goal for students in this lesson is for them to gain a new word to put into their vocabulary arsenal. They will learn the definition, synonyms, antonyms, and also a sentence example of the word being used. The goal is for them to become familiar enough with the word that they will start to use it in their everyday language and also in their academic writing.
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 to support	The knowledge that students must already know to be successful with this lesson is how to read and recognize that they have found a word that they do not know. The skills that students must already know to be successful with this lesson are how to use a dictionary and how to use a thesaurus. The concepts that students must already know to be successful with this lesson are that there will be words that they do not know, and they must know how to go about learning what that new word is. The prior knowledge that these students have that are necessary to support include a strong vocabulary and the ability to read well, so I will provide them with vocabulary words that will not be too easy for them.

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[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.*

the learning of the skills and concepts for this lesson?	
Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings What are common errors or misunderstandings of students related to the central focus of this lesson? How will you address them for **this group** of students?	

Instructional Strategies and Learning Tasks

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

Launch **5** Minutes How will you start the lesson to engage and motivate students in learning?	I will start the lesson by writing five new vocabulary words on the whiteboard and then ask my students whether or not any of them know the definition of any of the five words. This will then engage the students in terms of interest to see if they know them and if they do not, then it will peak their interest as to whether or not any of their classmates know the definition of any of the five words. If none of my students know the definition, then that will motivate my students to then learn the definition and discover new words that they can use in everyday language.
Instruction **30** Minutes What will you do to engage students in developing understanding of the lesson objective(s)?	I will tell students the each of the five words that I have written on the board are words that they can use in a sentence to impress their parents and words they can use in a writing assignment to impress me as well. This will then engage students in developing understanding of the lesson objectives due to the fact that they would then be using the new word in everyday language and academic writing. I will link the new content to students' prior academic learning by using their current vocabulary arsenal and building upon those words rather than using the same ones or even easier ones. I want my students to be challenged and if they already have a strong vocabulary, then I just need to build on it in order for them to keep using it. I will use their personal/cultural and community assets by giving them the connection of being able to use these vocabulary words even outside of school. These words will be useful for my students even after they leave elementary school and they will be something they can use the night they get home from school that day. Giving students a different type of application model

How will you link the new content (skills and concepts) 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?	rather than a homework assignment is something that I think connects better with them because then they understand that it is truly useful information. I will tell them the vocabulary word that we are going to focus on out of the five that I wrote on the board and I will give them a template to use in order for them to learn that new word. The template will have a place for them to write down the definition of the word, synonyms, antonyms, and there will also be a place for them to write a sentence using that new word. I will provide each table with a dictionary and thesaurus and have them work together in order to fill out the template. I will go around and ask each table what types of synonyms and antonyms that they got for the word and I will also ask some of the students what sentence they came up with using that new word. After about ten minutes of allowing them to work together, I will then bring the class back together as a whole. I will ask the class what definition they found for the word in the dictionary and then I will ask them what synonyms they found for the word in the thesaurus. I will do this by calling on students that raise their hand to volunteer to provide the class with the answer they found. I will then call on certain students to tell me an antonym they found based on the prior information of the word and also what sentence they came up with using the new vocabulary word. After this discussion has taken place it will then allow me to determine if students are meeting the intended learning objectives.
Structured Practice and Application 15 Minutes How will you give students the opportunity to practice so you can provide feedback? How will students apply what they have learned? How will you determine if students	I will give the students opportunity to practice so I can provide feedback by giving them their own vocabulary template to fill out. They will get to choose their own word to find information on and it will be from the reading that was assigned earlier in the week. With this stipulation it will ensure that the word they have chosen meets the standards of third grade and that the word is not too easy or too hard. This will also allow students to apply what they have learned in being able to identify a word they do not know the definition of and being able to find synonyms and antonyms of that word as well. I will determine if students are meeting the intended learning objectives by ensuring that they have filled out their own template correctly. Just like in the group activity I will go around to each group and ask what students have found about their word. If a student is on the wrong track I will try and steer them in the right direction. After the template has been completed I will then grade it based upon effort and correctness.

are meeting the intended learning objectives?	
Closure **10** Minutes How will you end the lesson?	I will end the lesson by asking each student what sentence they came up with for their new vocabulary word that they have chosen. This will give all of the students a lot of new words they can use because the hope is not every student chose the same new word to find information on.
Differentiation/ **Planned Support** How will you provide students access to learning based on individual and group needs? How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?	*Whole Class*: *Groups of students with similar needs*: *Individual students*: *Students with IEP's or 504 plans*: *Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings*:
Student Interactions How will you structure	I will structure opportunities for students to work in groups in the first vocabulary template that they fill out with their table of five students.

opportunities for students to work with partners or in groups? What criteria will you use when forming groups?	
What Ifs What might not go as planned and how can you be ready to make adjustment?	One thing that might not go as planned is not every student will choose a different new vocabulary word to find information on. I would be ready to adjust by asking the class to tell me their vocabulary word they have chosen by calling on them one by one. If there are students that have chosen the same word, then I will work with those students in order to help them find a new word in the reading.
Theoretical Principles and/or Research–Based Best Practices Why are the learning tasks for this lesson appropriate for your students?	
Materials What materials does the teacher need for **this lesson?** What materials do the students need for **this lesson?**	The materials that I need for this lesson include a whiteboard, dry erase markers, copies of the vocabulary template, a weekly reading, five dictionaries, and five thesauruses. The materials that the students need for this lesson are two copies of the vocabulary template, a dictionary, a thesaurus, and a pencil.

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 be taught

What worked? What didn't? For whom?	
Adjustments What instructional changes do you need to make as you prepare for the lesson tomorrow?	
Proposed Changes. If you could teach this lesson again to this group of students what changes would you make to your **instruction**?	*Whole class*: *Groups of students*: *Individual students*:
Justification Why will these changes improve student learning? What research/ theory supports these changes?	

Resources:

Attach each assessment and associated evaluation criteria/rubric.