

# Vocabulary Lesson Plan

Date: 2/25/20

<p><b>Grade:</b> 3</p> <p><b>Materials:</b> Vocabulary words, white boards, marker, and timer</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>≡ Direct instruction</li> <li>≡ Guided practice</li> <li>≡ Socratic Seminar</li> <li>≡ Learning Centers</li> <li>≡ Lecture</li> <li>≡ Technology integration</li> <li>≡ Other (list)</li> </ul>	<p><b>Subject:</b> Language Arts- Vocabulary</p> <p><b>Technology Needed:</b> N/A</p> <p><b>Guided Practices and Concrete Application:</b></p> <ul style="list-style-type: none"> <li>≡ Large group activity</li> <li>≡ Independent activity</li> <li>≡ Pairing/collaboration</li> <li>≡ Simulations/Scenarios</li> <li>≡ Other (list)</li> </ul> <p>Explain:</p>
<p><b>Standard(s)</b></p> <p>L.5.3 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>Objective(s)</b></p> <p>By the end of the lesson, students will be able to demonstrate their understanding of word relationships in their word meanings by creating Word Clouds for their vocabulary words. This will help students remember the meanings of words and make connections with the words by strengthening schema and familiarity.</p> <p><b>Bloom's Taxonomy Cognitive Level:</b> Apply and Understand</p>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b> Students will work with other students both above proficiency and approaching proficiency. They will be expected to work together and share their knowledge to achieve the same goal.</p> <p><b>Above Proficiency:</b> Students will work with other students both below proficiency and approaching proficiency. They will be expected to work together and share their knowledge to achieve the same goal.</p> <p><b>Approaching/Emerging Proficiency:</b> Students will work with other students both above proficiency and below proficiency. They will be expected to work together and share their knowledge to achieve the same goal.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• Visual learners: The Word Cloud allows visual learners to see the bigger picture.</li> <li>• Kinesthetic learner: There are several times during this lesson where students move things around and get out of their seats.</li> </ul>
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <ul style="list-style-type: none"> <li>• Direct Instruction <ul style="list-style-type: none"> <li>○ Listen to the teacher.</li> <li>○ Voice level 0. <ul style="list-style-type: none"> <li>▪ Can talk when asked a question.</li> </ul> </li> <li>○ Body is still.</li> </ul> </li> <li>• Small Group Work <ul style="list-style-type: none"> <li>○ Stay on task.</li> <li>○ Let everyone participate.</li> <li>○ Be respectful.</li> <li>○ Voice level 1.</li> </ul> </li> <li>• Using the Whiteboard <ul style="list-style-type: none"> <li>○ One person may write on the white board at a time.</li> <li>○ Take turns writing if more than one person would like a turn.</li> <li>○ Voice level 1.</li> </ul> </li> <li>• Moving Desks Around <ul style="list-style-type: none"> <li>○ Move desks slowly and carefully.</li> <li>○ Move desks quietly.</li> </ul> </li> </ul>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <ul style="list-style-type: none"> <li>• Small Group During Review <ul style="list-style-type: none"> <li>○ Everyone must participate.</li> <li>○ Everyone must stay on task.</li> <li>○ Voice level 1.</li> <li>○ Put the marker down when the time runs out.</li> </ul> </li> <li>• Follow Directions throughout Lesson <ul style="list-style-type: none"> <li>○ If students do not follow directions, their team will lose the ability to win the prize.</li> <li>○ Listen to the teacher.</li> </ul> </li> </ul>
<p><b>Minutes</b></p>	<p><b>Procedures</b></p>
<p><b>1-2</b></p>	<p><b>Set-up/Prep:</b></p> <ol style="list-style-type: none"> <li>1. Have vocabulary words ready for reading to the students.</li> </ol>
<p><b>2-3</b></p>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ol style="list-style-type: none"> <li>1. I will use an attention-getter and wait until students are seated with their eyes on the front of the classroom.</li> <li>2. “I would like one volunteer to give me a school-appropriate word. It can be funny or serious but if it is not school-</li> </ol>

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	<p>appropriate then I will not use the word.”</p> <ol style="list-style-type: none"> <li>a. I will allow students time to think and then I will call on one student. Potential answers may include: laugh, Harry Potter, cat.</li> <li>3. I will write the word on the board and draw a cloud-like shape around it.</li> <li>4. I will ask for another volunteer.             <ol style="list-style-type: none"> <li>a. “Can someone please tell me an adjective that describes this word?” Potential answers for the word “laugh” may include: funny, smile, joke.</li> </ol> </li> <li>5. If students do not understand what I am looking for, I will use the word “joke” as an example.             <ol style="list-style-type: none"> <li>a. “The word ‘joke’ is not the definition of laugh, but it is an example of why someone might laugh. What is another one?”</li> <li>b. I will allow students time to answer.</li> </ol> </li> <li>6. Once I have the word, I will create a word cloud by adding the adjective around the original word.</li> <li>7. I will use the same process as #4 a few more times to have a fair number of adjectives around the original word.</li> <li>8. “Does anyone know what we created?”             <ol style="list-style-type: none"> <li>a. I will allow students time to answer.</li> </ol> </li> <li>9. “We created something called a Word Cloud. The point of a Word Cloud is help us remember the meanings of words and make connections with the words. Each of the words we chose is related to the original word “laugh.” It is important that the words are related to one another because they are in the same web.”</li> </ol>
<b>4</b>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ol style="list-style-type: none"> <li>1. “We are going to use your vocabulary words from Weeks 7 and 8 and we are going to create Word Clouds like the one we just created together. This is a time to review for your test, which will be after this lesson.”             <ol style="list-style-type: none"> <li>a. Students may let out frustrated or anxious tones at this, but it is important for the students to know their test is coming soon. I will reassure them by saying, “That is why we are practicing together. I know you know the words; this is just to let the words and definitions be fresh in your brains.”</li> </ol> </li> <li>2. “We are going to split up into groups of three.”             <ol style="list-style-type: none"> <li>a. Students already have their 3 groups assigned to them by Mrs. Renner.</li> </ol> </li> <li>3. “Each group will have one white board and they will create their own Word Cloud by writing on the white board.”             <ol style="list-style-type: none"> <li>a. I will choose three students, one from each group, that are sitting quietly, and I will ask them to use their white boards.</li> </ol> </li> <li>4. “I will call one vocabulary word at a time and write it on the board. As soon as I say the vocabulary word, you may start writing. You will have 30 seconds to neatly create your Word Cloud.</li> <li>5. “The group with the most adjectives or definitions will receive a point. In order to receive the point, students must have the vocabulary word in the middle of the Word Cloud, and the adjectives/definitions must correctly relate to the vocabulary word. The group with the most points at the end will receive a prize.”</li> <li>6. “We will move into our groups in a moment, but does anyone have any questions?”             <ol style="list-style-type: none"> <li>a. I will allow time for students to ask any questions they might have.</li> </ol> </li> <li>7. <b>Transition:</b> “Please wait until I finish with my instructions before you begin. We are going to divide into your three groups. I would like groups 1, 2, and 3 to put their desks together so you can work together. When you are ready, I expect everyone in your group to be silent and seated, giving me a thumb’s up. If all the members of your group are not seated and silent, you are not ready. You may begin.”             <ol style="list-style-type: none"> <li>a. Allow students time to follow instructions.</li> </ol> </li> </ol>
<b>10</b>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ol style="list-style-type: none"> <li>1. Once the students have their desks together and are seated, I will begin.</li> <li>2. “Every group needs one person to be the official writer. Please take a moment and quietly decide who that person will be.”             <ol style="list-style-type: none"> <li>a. Students will discuss and then I will bring them back with an attention getter.</li> </ol> </li> <li>3. “Ready set?” Students: You bet. “Please remember that your classmates will be able to hear you. You will want to speak quietly when discussing your words so that your classmates will not be able to hear you.”</li> <li>4. “Is everyone ready?”             <ol style="list-style-type: none"> <li>a. I will allow time for my students to answer and show that they are ready. Then I will continue.</li> </ol> </li> <li>5. “Please remember that you have 30 seconds to write down your word and the describing words. I will let you know when you have ten seconds left. When I say time, I expect all markers to be on the desk. If I see anyone still writing at this time, they will lose the team’s chance to get a point during that round.”</li> <li>6. “The first word is infinite.”             <ol style="list-style-type: none"> <li>a. I will begin the timer for 30 seconds and let the students know when they have 10 seconds left.</li> <li>b. Once the time is up, I will say time and markers down.</li> <li>c. I will ask a student in each group to say their definitions/examples of the word. The student with the most words gets a point for the round.</li> <li>d. I will mark the points for each team on the board.</li> <li>e. Once I have declared a winner for the round, we will go on to the next word.</li> </ol> </li> </ol>

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	<p>7. The same process for #6 will be continued with the entire vocabulary list of 8 words:</p> <ol style="list-style-type: none"> <li>Infinite <ol style="list-style-type: none"> <li>Time, forever, continuous, not measurable, endless, boundless</li> </ol> </li> <li>Faint <ol style="list-style-type: none"> <li>Quiet, far away, not loud, vague, unclear, obscure</li> </ol> </li> <li>Urgent <ol style="list-style-type: none"> <li><i>Needing immediate attention</i>, right now, dire, pressing</li> </ol> </li> <li>Fret <ol style="list-style-type: none"> <li>Worry, discouraged, unnerve</li> </ol> </li> <li>Disperse <ol style="list-style-type: none"> <li><i>To spread out</i>, scatter, all around, everywhere</li> </ol> </li> <li>Partial <ol style="list-style-type: none"> <li><i>Incomplete</i>, half circle, bite of an apple</li> </ol> </li> <li>Elaborate <ol style="list-style-type: none"> <li><i>Detailed</i>, on and on, complex</li> </ol> </li> <li>Conceal <ol style="list-style-type: none"> <li>Cover, hide, gloss over, slaves in the Civil War period</li> </ol> </li> <li>Blunt <ol style="list-style-type: none"> <li>Dull, not sharp, blunt knife</li> </ol> </li> <li>Quarrel <ol style="list-style-type: none"> <li>Disagree, not get along, to find fault</li> </ol> </li> </ol> <p>8. Once all these words have been completed, I will determine the group with the most points. This group will receive a prize.</p>
3	<p><b>Review (wrap up and transition to next activity):</b></p> <ol style="list-style-type: none"> <li>"Thank you everyone for that fun review! I hope it helped refresh your brain on the words and what they mean."</li> <li>"We are going to put our desks back where we found them and get ready for the test. Once your desk is back, please pull out a pencil and wait patiently in your seat."</li> <li>Students will put their desks where they were originally and take out a pencil for their test.</li> </ol>

## Formative Assessment: (linked to objectives, during learning)

- Progress monitoring throughout lesson (how can you document your student's learning?)
  - By listening to students throughout the activity and hearing their answers, I will be able to see who understands the vocabulary words and who does not.

## Summative Assessment (linked back to objectives, END of learning)

- The summative assessment will follow the lesson directly.
- The students have an exam on the vocabulary words for Weeks 7 and 8, which were the words on the review.
- I will be able to see which students understand the material and which do not through this exam.
- The assessment will be graded on a 10-point scale:
  - Under 3 points- the student does not understand the material.
  - Between 4 and 7 points- the student begins to understand the material.
  - Between 8 and 10 points- the student understands the material.
- Assessment:

**VOCABULARY Assessment**

Circle the word that is the best answer for each question.

1. Which word is the best opposite for "partial"?  
a. whole  
b. complete  
c. entire  
d. separate

2. Which word is the best synonym for "urgent"?  
a. slow  
b. quick  
c. fast  
d. late

3. Which word is the best synonym for "fret"?  
a. worry  
b. relax  
c. calm  
d. happy

4. Which word is the best synonym for "disperse"?  
a. gather  
b. spread  
c. collect  
d. join

5. Which word is the best synonym for "conceal"?  
a. hide  
b. show  
c. reveal  
d. display

6. Which word is the best synonym for "blunt"?  
a. sharp  
b. dull  
c. pointed  
d. thin

**WORD BANK**

Infinite  
Faint  
Urgent  
Fret  
Disperse  
Partial  
Elaborate  
Conceal  
Blunt  
Quarrel

Use the words from the word bank to fill in the blanks in the sentences below.

1. The test was so hard that I felt like I was in a state of \_\_\_\_\_.

2. The teacher was so \_\_\_\_\_ that I felt like I was in a state of \_\_\_\_\_.

3. The teacher was so \_\_\_\_\_ that I felt like I was in a state of \_\_\_\_\_.

4. The teacher was so \_\_\_\_\_ that I felt like I was in a state of \_\_\_\_\_.

5. The teacher was so \_\_\_\_\_ that I felt like I was in a state of \_\_\_\_\_.

6. The teacher was so \_\_\_\_\_ that I felt like I was in a state of \_\_\_\_\_.

7. The teacher was so \_\_\_\_\_ that I felt like I was in a state of \_\_\_\_\_.

8. The teacher was so \_\_\_\_\_ that I felt like I was in a state of \_\_\_\_\_.

9. The teacher was so \_\_\_\_\_ that I felt like I was in a state of \_\_\_\_\_.

10. The teacher was so \_\_\_\_\_ that I felt like I was in a state of \_\_\_\_\_.

## Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

For this lesson, Mrs. Renner was not present, due to a personal matter, and there was a sub. I felt more confident in this lesson. I believe part of this confidence came from feeling like I had more authority in the classroom. The students went to me when they had

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questions, and I felt confident in my answers. It is nice to have feedback from a teacher, but I often feel as though I cannot fully take control of a classroom because I do not want to cross any boundaries. At the beginning of the lesson, we started an example word web. I enjoyed the students' reactions when I explained how our example word web aligned with our vocabulary review. The students reviewed two weeks' worth of vocabulary words and they wrote down the words' synonyms and definitions. I know they reviewed this material, because the students wrote it on their group's whiteboard, said it aloud, and were tested on it. There are many changes that I would make to this review. First, I believe that I could have been more prepared. The students had trouble knowing which groups they were in. I had made the mistake of assuming it would be clear to them to sit in the groups they had for their seating arrangements, but I misunderstood Mrs. Renner's system. Their seating changes often enough where they did not understand know which group they were in. It ended up being confusing for everyone, and I lost the students for at least three minutes. Had I been more prepared, I would have planned the groups out before the lesson and saved a significant amount of time. The word web itself took longer than I had anticipated, and it went overtime. I ended up only using my review game for only half of the students' vocabulary words. We ended up discussing the rest which felt rushed. I knew that many of the students were not paying attention, but I was behind schedule and the students needed to take their assessment. I believe that I could have planned for this better by asking Mrs. Renner ahead of time what to do if I went over time. There were many elements that I had not thought of including where the groups would sit, how I would score points, if 30 seconds was enough time for the students to write down their vocabulary words and words that went along with them, etc. I realize that I need to ask for help regarding timing lessons because it seems to be a consistent theme that I need to work on. Overall, I think the lesson went pretty well. There were many changes that I would make, but I did my best and I am proud of myself.