

Student Teacher Candidate: Olivia Stone
 Lesson Subject(s)/Title: Vocabulary
 Lesson Date(s): February 2020
 Course & Grade(s): Reading- 3rd Grade

INSTRUCTIONAL MATERIALS: hardback readers, vocabulary cards, jigsaw worksheets, anchor chart paper

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

- What does _____ mean?

PURPOSE: The purpose of this lesson is for students to be introduced to the vocabulary for *A Tree Is Growing*.

SPECIFIC LEARNING OBJECTIVES: The students will be able to correctly define the vocabulary words.

STANDARDS:

- PDESAS
 - CC.1.3: Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between text with focus on textual evidence.

DIFFERENTIATION STRATEGIES:

- Enrichment
 - These students will write a paragraph correctly using their given vocabulary word.
- Support
 - These students will draw pictures to complete their individual and group jigsaws.

ANTICIPATORY SET: The students will be introduced to the vocabulary through playing the recordings. The teacher will work through the vocabulary cards with the students so that they are pushed to think deeply about each vocabulary word.

INPUT/ ACQUIRE NEW KNOWLEDGE: Each student will be given one vocabulary word to complete a jigsaw with.

APPLY/ DEEPEN NEW KNOWLEDGE: The students will be separated into two groups and will complete a group jigsaw of the story's vocabulary.

CLOSURE/ASSESSMENT: Each group will share their jigsaw of the vocabulary words.

HOMEWORK: (Purpose- Preparation, Practice, Expansion): There will be no homework for this lesson.

EVALUATION/ASSESSMENT OF STUDENTS: The students will be evaluated on their group jigsaws as well as their individual jigsaws.

INSTRUCTIONAL PROCEDURES:

Time:

| The teacher will: | The students will: |
|-------------------------------------|------------------------------------|
| 1. Introduced to the vocabulary | 1. Be introduced to the vocabulary |
| 2. Facilitate individual work | 2. Work individually |
| 3. Facilitate group work | 3. Work in groups |
| 4. Facilitate sharing of group work | 4. Share group jigsaws |

| Sensory Register | STM | LTM |
|----------------------------------|--|----------------------------------|
| Attention Recognition Perception | Focus Organization Rehearsal Visualization | Connections Elaborations Meaning |

Facets of Understanding

1. Explanation
2. Interpretation
3. Application
4. Perspective
5. Empathy
6. Self-Knowledge

Multiple Intelligences

1. Linguistic [words]
2. Visual [pictures]
3. Mathematical [numbers & reasoning]
4. Kinesthetic [hands-on]
5. Musical [music]
6. Interpersonal [social]
7. Intrapersonal [self]
8. Naturalist [nature]

Multiple Exposures [4 x 2]

1. Dramatization
2. Visualization
3. Verbal

Complex Interactions

1. Discussion
2. Argumentation

Bloom's Taxonomy

1. Knowledge [Verbatim]
2. Comprehension [Own Words]
3. Application [Problem-Solving]
4. Analysis [Identify components]
5. Synthesis [Combine information]
6. Evaluation [Decisions]

Aspects of the Topic

1. Facts
2. Compare
3. Cause/Effect
4. Characteristics
5. Examples
6. Relationships

9 Effective Strategies

1. Similarities and Differences
2. Summarization and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Questions, Cues, and Advanced Organizers

