

Lesson Plan Template

Date: 2/12/18

Melissa Mehlhoff

Grade: 3 rd Grade	Subject: Language Arts
Materials: <i>Somebody Loves You, Mr. Hatch</i> , Anchor Chart, Students' Vocabulary Folders, Pencils, Marker, Tape and Pictures Representing Vocabulary Words	Technology Needed: N/A
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) 3.L.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 strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Differentiation <p>Below Proficiency: The student will be able to identify the meaning of three of the vocabulary words using their knowledge of context and pictures clues.</p> <p>Above Proficiency: The student will be given a more challenging set of words to identify the meaning of using their knowledge of context and pictures clues.</p> <p>Approaching/Emerging Proficiency: The student will be able to identify the meaning of all vocabulary words using their knowledge of context and pictures clues.</p> <p>Modalities/Learning Preferences: The students will share with one another when someone else was kind to them. Students will use their fingers to show their answer to the teacher. Students will snap their fingers when they hear one of the vocabulary words while the teacher is reading. The students will share what they think is the book clue with a partner. The students will write down their own definition in their notebook. The students will have the actions and visuals to remember the vocabulary words.</p>
Objective(s) By the end of the lesson, the students will be able to apply their knowledge of context and pictures clues to construct the meaning of the week's vocabulary words.	
Bloom's Taxonomy Cognitive Level: III. Apply	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be respectful to the teacher and one another. Students will travel around the room calmly and without talking. Students will raise their hand when they want to speak during large group.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will listen while their partner shares with them. Students will participate throughout the various parts of the lesson. Students will raise their fingers appropriately when they answer the part of speech. Students will write down their own definition of the vocabulary word and not wait for the teacher to give the answer. Students will conduct the movements for the vocabulary words appropriately.
Minutes	Procedures
	Set-up/Prep: The teacher will write down the vocabulary words on sticky notes to use a reference. Students will have their vocabulary folder ready along with a pencil. The teacher will have the visuals and movement ideas for the lesson prepared ahead of time.
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students will gather at the back of the room near the anchor chart with a pencil and their vocabulary folder. “Today, we are going to read a wonderful book called <i>Somebody Loves You, Mr. Hatch</i> . But before we get started, I want each of you to turn to someone next to you and share one time when someone else was kind to you.” Students will turn and talk to their partners. “I will ask three of you to share how someone else was kind to you.” “Thank you so much for sharing, this story is how one mysterious gift changed Mr. Hatch.”
5	Explain: (concepts, procedures, vocabulary, etc.) “Our mentor story of the week is <i>Somebody Loves You Mr. Hatch</i> . I want you to snap your fingers when you hear one of our vocabulary words. Our vocabulary words this week are sharp, fluttered, recovered, supervisor, occurred, and mend.”

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	<p>The teacher will read <i>Somebody Loves You, Mr. Hatch</i> to the classroom and emphasize the vocabulary words with his/her voice. The teacher will encourage all students to pay attention to the story and snap their fingers when they hear the vocabulary word.</p> <p>Vocabulary Words: sharp, fluttered, recovered, supervisor, occurred, and mend</p> <p>Lesson Plan Idea from: Ideas by Jivey-<i>Somebody Loves You, Mr. Hatch</i> Mentor Text Unit</p>
<p style="text-align: center;">10</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>“Let’s fill out our anchor chart with our weekly vocabulary words. Although you need to fill out your anchor chart, I want you to actively participate in the lesson. Remember, you only need to fill out the parts of speech and definition section.”</p> <p>The teacher will start with the “Part of the Speech” section of the anchor chart. The teacher will re-read the sentence and ask the students the part of speech of the vocabulary word. “Remember to think why before I call you.” Students will record their answer on their fingers as follow: one finger means noun, two fingers mean adjective, three fingers mean verb, and four fingers mean adverb. The teacher will call on a student to share their answer and why he/she believes the word is a certain part of speech.</p> <p>The teacher will then move onto the “Book Clues” section of the anchor chart. The pages will be marked with the vocabulary word for easy reference. The teacher will read the sentence again and provide prompts to guide students in using text to decipher meaning. “Turn to the person next to you and share what you believe is the book clue.” The teacher will call on students to provide the text clue from the book. “Remember to not give the definition of the word but the book clue.”</p> <p>Finally, the teacher will prompt students to create the class definition of the vocabulary word. The teacher will have students write down their own definition of the vocabulary word. Students will be called upon to share their definition of the vocabulary word. “Is your vocabulary word similar to your classmate’s?”</p> <p>The teacher will go through one word at a time and not fill out all the sections at the same time.</p> <p>Lesson Plan Idea from: Ideas by Jivey-<i>Somebody Loves You, Mr. Hatch</i> Mentor Text Unit</p>
<p style="text-align: center;">2</p>	<p>Review (wrap up and transition to next activity):</p> <p>“Let’s go over the vocabulary words.” The teacher and students will review the vocabulary words.</p> <p>To help students remember the vocabulary words, the teacher will create references for students to remember the words.</p> <ul style="list-style-type: none"> • For verbs, the teacher will create a movement for students to physically act out the vocabulary word. • For nouns and adjectives, the teacher will have a picture as a visual representation on the anchor chart. <p>The teacher will encourage students to use the movement and visual representation when reciting the definition of the vocabulary word.</p> <p>“Remember I was kind enough like Mr. Hatch to give you some clues about the definitions of the vocabulary words, so please use them!”</p>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) <p>The teacher will be able to informally assess students by listening to their conversations with classmates. The teacher will listen to the responses of students who share with the class and assess their knowledge. If a student is incorrect, the teacher will be able to clear the student’s confusion.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>The teacher will review the student’s vocabulary folder to ensure they are following along with the lesson. At the end of the unit, the students will be given a unit exam to test their ability of using context to determine the meaning of a word.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>In my lesson, I believe I had a good engage activity, closing activity, and classroom management. For the engage activity, the students shared when someone had been kind to them to correlate with the mentor book of the week. The students enjoyed getting to answer a question with their peers, and I got some great responses from the students. For the closing activity, I showed the students picture references for the noun and adjective vocabulary words and some actions for the verb vocabulary words. The students seemed to enjoy having some actions for the vocabulary words. Looking back, I should have had them practice the actions with me. The students were responsive when I gave them reminders of behavior expectations during</p>	

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the lesson. For example, the students listened when I asked them to put down their pencils and watch me. I made sure students were following my expectations and would point out when students were not listening. It is important to follow through as a teacher; otherwise, the students will learn they can do what they please because you do not enforce your own rules.

The students practiced using the book clues from the story to identify the meaning of a vocabulary word. The students were able to tell me the part of speech of the vocabulary word by holding their fingers to represent their answer. This allowed all the students to actively participate and give me a response. The students shared what they believed was the book clue for the vocabulary word with the large group. The students also wrote down their own definition of the word. I know the students learned these skills because I was able to see the answers students gave with their fingers and listen to the responses of students who shared the book clue or definition. I am also able to look at the students' vocabulary notebook to determine their responses.

The changes I would make to my lesson include making the explain and explore sections of the lesson more engaging for the students. I feel the students became disengaged and just wrote down the answers I was writing on the anchor chart. Next time I would teach this lesson, I would have the students sit in their desks and fill out the anchor chart using the interactive white board. I would have students come up to write answers on the white board if they answered correctly. The speed of the explore section should be faster, so students do not become bored and wait for the answer. When we would finish learning about one of the vocabulary words, I would show the students the visual or action to the vocabulary word for them to reference also. For my next lesson, I also need to increase my energy level to show my enthusiasm for learning and get students excited about the lesson. I think adding some kind of movement activity to the lesson would have helped students stay engaged during the lesson.