

Student Teacher Candidate: Peyton Allen
 Lesson Subject(s)/Title: Vocabulary
 Lesson Date(s): 8 December 2016
 Course & Grade(s): Reading 3rd Grade

INSTRUCTIONAL MATERIALS:

The cubes for each group: total of 6
 Predicting ABC Chart

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

Essential Question: How do we give words power?

PURPOSE:

Big Idea: Words Have Power

Enduring Understanding: We can give words meanings in multiple ways.

Purpose: To allow the students to understand what each word means.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

The students will **fill out** a predicting ABC chart, as best as they can, [at the beginning of the lesson] to see what vocabulary words they may know.

[After given the definitions of each vocabulary word], the students will **participate in a vocabulary strategy with cubes to have a better understanding of each vocabulary word.**

[After the cube strategy], the students will **complete** a ticket out the door to show the teacher their understanding of the vocabulary words.

ANTICIPATORY SET:

Students will be given a **Predicting ABC Chart** to access their prior knowledge. The students will be given vocabulary words that they will place in the correct box in the ABC chart and try to define the ones they know.

INPUT/ ACQUIRE NEW KNOWLEDGE:

The teacher will show a PowerPoint. The PowerPoint will explain each vocabulary word from the story Frindle. The students will read off some of the slides. The students will be able to fill out the vocabulary words they did not get in the anticipatory set on their predicting ABC chart.

APPLY/ DEEPEN NEW KNOWLEDGE:

The teacher will have the students interact in a vocabulary game. In groups, the students will receive two cubes. Each student will roll both cubes at the same time and then participate as what follows on the cube. On each face of first cube will be a vocabulary word. These words include:

1. Beaming
2. Reputation
3. Sidetrack
4. Absorbed
5. Aisle
6. Oath

On each face of the second cube there will be certain activities the students will have to do with the vocabulary word. These activities include:

1. The definition
2. Essential characteristics
3. Count out the syllables
4. Use it in the sentence
5. Roll again
6. Skip to the next person

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

Once the student has both cubes rolled, he or she shall participate in what the cube says. Then, the next person will go until everyone in the group has rolled. The teacher will facilitate this by walking around and correcting answers when needed.

CLOSURE/ASSESSMENT:

The students will do a ticket out the door. The students will receive a flashcard with a definition on one side and a word to another definition on the other. The first student will start with a definition and whoever has the word to the definition will read the word and then their definition that is on their card and so on.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none">1. The teacher will have the students fill out vocabulary words they can on a predicting ABC chart.2. The teacher will have the students interact in a PowerPoint presentation.3. The teacher will have the students complete their predicting ABC chart.4. The teacher will have the students interact in a vocabulary game.5. The teacher will have the students do a ticket out the door.	<p>The students will:</p> <ol style="list-style-type: none">1. The students will fill out, as best they can, a predicting ABC chart.2. The students will interact in a PowerPoint.3. The students will engage in a vocabulary game.4. The students will do a ticket out the door.
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