

Lesson Plan – EDEL 350

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Due Date: February 19, 2014

Practicum Teacher: Mrs. Thacker

Lesson Topic: Unknown words in a text

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EDEL 350 Section: 11

Teach Date: February 26, 2014

Grade Level: 2 – “low group”

Subject: Success - English/Language Arts

Small Group: 8 students (low level Success students)

INTASC Principle(s):

Principle #1: The professional educator understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

IN State Standard(s):

Reading Standards: Foundational Skills

Fluency - 2.RF.4: Read with sufficient accuracy and fluency to support comprehension.

Language Standards

Vocabulary Acquisition and Use - 2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

IN State Indicator(s):

Fluency (2.RF.4)

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Vocabulary Acquisition and Use (2.L.4)

a. Use sentence-level context as a clue to the meaning of a word or phrase.

Lesson Objective: While reading a sentence containing an unknown word, students will examine the entire context of the sentence to develop a meaning, or synonym, for the word that fits appropriately in the sentence.

Materials/Media: Smartboard, reading passages (2) for each student with words missing, pencils, word bank

Motivation: I will begin the lesson by writing a sentence on the board from a text book I read containing a word that I did not know the first time I saw it. The sentence is “*The ambiance of the classroom should be calm and relaxed in order for students to learn.*” I will explain that I did not know the meaning of the word *ambiance* at first, but by reading the whole sentence, I was able to conclude that *ambiance* was a word describing classroom, and calm and relaxed were describing the word *ambiance*, so I was able to predict that *ambiance* most likely meant the same as environment. I then reread the sentence replacing the word *ambiance* with environment and the sentence still made sense. The students should use the same strategy when they do not know or “draw a blank” when they come across a word in a text they do not know.

Goal for Learner: Today we are going to learn how to detect the meaning of an unknown word by using other words in the sentence as clues to the mystery word.

Procedure:

- **New Information:** (*This lesson technically not new information for the students because it was a Success lesson, so students have learned the concept before.)
 - I will write the sentence, “*The forlorn puppy slept all alone outside in the cold pouring rain, dreaming about a happier future.*”
 - One student will read the sentence out loud to the rest of the class.

- I will then ask if anyone knows what the word forlorn means (**Generating and Testing Hypotheses**), and if they do know what it means, ask them how they know what it means, or what they could do to figure out the meaning is (**Cues, Questions, and Advance Organizers**).
- **Modeling**
 - If no one answers, I will model again, like I did in the motivation, how to determine what the word forlorn means.
- **New Information:**
 - I will write a sentence on the board with a word completely missing from the sentence.
 - “Jack _____ (whispered) a secret in Jill’s ear, so that no one else would be able to hear what he said.”
 - Invite students to answer what word they think goes in the blank and explain why they think that (**Generating and Testing Hypotheses; Cues, Questions, and Advance Organizers**).
- **Guided Practice**
 - The students will each be given a paper with a short reading passage (sample at end of lesson) on it. Within the passage words will be missing. I will first read the passage one time through to the students pausing for a second at each blank in the paragraph.
 - Students will take turns reading a sentence and using the word bank, that was also handed out to them with the passage, will work to fill in the missing blanks (**Generating and Testing Hypotheses**).
 - The students will explain their thinking of how they decided on what word to choose (**Cues, Questions, and Advance Organizers**).
 - As a class, we will reread the entire sentence, filling in the blank with the word the one student chose for that sentence, to determine if the sentence makes sense with that word (**Cooperative Learning**).
- **Check for Understanding**
 - The students will explain their thinking of how they decided on what word to choose.
 - If they are unable to select a word, or unable to explain why they chose the word that they did, I will help guide them in their thinking.
 - As a class, we will reread the entire sentence, filling in the blank with the word the one student chose for that sentence, to determine if the sentence makes sense with that word.
- **Guided Practice**
 - We will keep reading sentences, one at a time, until we have successfully completed all the missing parts of the passage.
- **Check for Understanding**
 - The students will choral read the entire passage with the filled in blanks.
 - I will ask the students if they have any questions, comments, or anything they are unsure or need more information about before trying a different passage without my help.
- **Practice/Application**
 - The students will be given another passage of missing words (sample at end of lesson.) to fill in along with a word bank.
 - I will read the passage to them first before they begin working on it and make sure there are no other words, besides the missing words, in the passage that the students do not know. (The passage is grade level appropriate, so this should not be an issue, but if it is then we will use the same technique of using context clues to determine the meaning.)
- **Accommodations/Modifications**
 - During the guided practice, students who can easily fill in the missing word in the passage using the word bank, I will encourage those students to try the passage without using the word bank first, and checking their answers after by using the word bank. For students who seem to be struggling during the guided practice, I will help them more during the independent practice by re-teaching the strategy when they are stumped, but also still letting them make a strong attempt

to work it out independently. If they are really struggling, then I will supply the first letter of a few of the answers, but still have them explain to me why that is the answer.

- **Closure**

- Encourage students by praising their hard work and excellent effort during the lesson.
- Tell them that there will always be opportunities to learn new words while reading no matter how old they are and that even in college I am learning new words every day. Using the strategy we learned today by looking at other words in the sentence to figure out the unknown word will aid them in their learning, and the more they practice it, the better they will become.
- Tell them that dictionaries are also helpful, but it takes a lot longer to look up words in the dictionary, and they cannot use dictionaries while taking tests.
- Inform them that if they ever have any questions about what we learned today, that they can ask me while I'm there during their free time.
- Challenge them to practice this strategy while reading for the rest of the day, and hopefully the rest of forever.

Evaluation of Student Learning:

- I will evaluate the students' learning informally and formally. I will recognize and note after the lesson the students who appeared to not quite understand the concept during the guided practice and needed help during the independent practice. I will also examine the accuracy of their independent practice and try to examine their thinking of why they possibly put a word that was not correct. I will also make a checklist during the guided practice of not only whether or not they can accurately fill in the blank, but also, if they can explain why they chose a word as their answer.

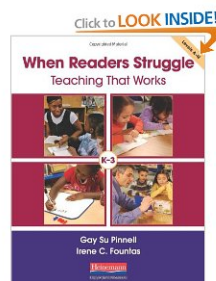
Lesson Extension:

- Students will get out their own reading books and will be given a few minutes to read through some of the pages and identify words they don't know. After identifying these words, they will practice using their new skill to define the word or words.

Annotated Bibliography:

- **Informational:**

- Pinnell, Gay Su., and Irene C. Fountas. *When Readers Struggle: Teaching That Works*. Portsmouth, NH: Heinemann, 2009. Print.
 - This textbook is full of information about literacy for students and is the textbook we use in my EDRD 430 class. It helped me by providing me with a lot of background knowledge of learning vocabulary words within the context of a reading for students, as well as other information about student English/language arts learning.



- Lim, Justin. "Oral and Partner Cloze: Effective Fluency Strategies." Web log post. *Scholastic.com*. Scholastic Inc., 27 Sept. 2009. Web. 10 Feb. 2014.
 - This article provided me with a lot of information about what cloze readings are, and the effectiveness of them in the classroom. This article is what gave me the idea of doing cloze readings to teach a lesson meant to develop students' vocabulary when they are

reading independently. I use scholastic.com frequently to help me plan lessons for my EDRD 430 class because it contains a lot of very useful and valid information and ideas.

- **Instructional:**

- Harvey, Stephanie, and Anne Goudvis. *Strategies That Work: Teaching Comprehension to Enhance Understanding*. York, Me.: Stenhouse, 2000. Print.
 - This is the textbook we used in my EDRD 400 class last semester and it gives a lot of information on how to teach students strategies while reading. This source mostly helped me by providing me multiple examples of modeling strategies and thinking aloud to teach during a lesson.
- *Gallaudet.edu*. Gallaudet University. Web
 - This resource provided me with step-by-step instructions on how to implement a cloze reading to teach students the concept of using context clues to figure out a word. It also provided me with many examples. After reading about cloze reading from the scholastic website, I continued to research the strategy, and found this website pdf.

<https://www.gallaudet.edu/Documents/Academic/CLAST/EnglishWorks/Reading%20Cloze%20Procedure.pdf>

Learning strategies:

- Cooperative Learning
- Generating/Testing Hypotheses
- Questions, Cues, Advance Organizer

Guided Practice Reading Passage & Word Bank

Winter is the _____ season of the year! My friends
and I love to play in the snow. Every time we go outside we
_____ wear our coats, boots and mittens so we
_____ get _____. We make snowmen in the yard.
We _____ our hands to roll a ball of snow
_____ and around. We roll three snowballs: one small,
one medium and one large. Then we stack them _____
each other. We use a carrot for _____ nose and stones for its
eyes and mouth. When we are all done Amanda's mom
_____ us to her house. "Come drink some hot
chocolate so you will get warm!", she tells _____. I
_____ Winter _____ last all year long!

Word Bank

upon

best

always

cold

calls

use

us

its

around

don't

would

wish

Independent Practice Reading Passage & Word Bank

Every night one hour _____ I go to bed I get ready to sleep by doing the same four things. _____ I run up the stairs as _____ I can run. Then I take _____ my clothes and put my pajamas on. My favorite pajamas are the color _____. I love these pajamas _____ my Uncle Joe _____ them to me. After I have my pajamas on I go in the bathroom to _____ my face and brush my teeth. Mom said it is _____ important to brush _____ my top and bottom teeth to keep them healthy. When I am done in the bathroom I get in my bed. I _____ the blankets over my head. Mom and Dad come into my room and say "Oh no! Where is Adam?" I jump out and _____ them "Here I am!". Then my parents _____ to me from one of my favorite books. When they read I get sleepy. "Good night, Adam", they say. "Good night Mom and Dad". I close my eyes and go to _____.

Word Bank

because

first

fast

before

tell

both

gave

green

off

very

sleep

read

wash

pull