

Practicum Student (Lead Teacher): Jenna Ferguson
Classroom (Support Teacher): Mrs. Lamb
Subject/Topic: Vocabulary Unit 17
Practicum Student Email address: jlferguson@bsu.edu

*Approved By Teacher _____
*Date Planning Session w/Teacher: _____
* Date Prepared: _____
*Date Taught: _____
Teacher Email: _____

***Co-teaching Strategy decided upon by
Student/Classroom Teacher Collaboration:***

One Teach, One Assist

***Practicum Student provides Explanation of Why the strategy was used to Support
Learning Outcomes:***

The setting in the Delta High School Resource Room is one where any adult in the room can and will help a student. This is why we have chosen the One teach and One assist co-teaching model. This strategy will be slightly modified for this lesson, as we are only teaching to one student. One teacher will be in charge of giving the direct lesson while the other will help with the online portion.

Roles/Responsibilities:

Practicum Student (Lead Teacher):

The primary responsibilities of the practicum student are to introduce the vocabulary and direct the lesson. In addition the practicum student will go over the words and roots with the student and answer any questions. They will also evaluate the student's learning and behavioral status. The practicum student and classroom teacher will collaborate to prepare this lesson.

Classroom (Support Teacher):

The classroom teacher will help give the Quizlet test activity. In addition, the classroom teacher will answer any questions that the student may have. The classroom teacher will also assist the practicum student in the culminating activity. The classroom teacher will also help get the iPad working and make sure it is charged for the lesson

IN Standards and/or National Standards for the Aims of this lesson

1. RV.2: VOCABULARY BUILDING

Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships

Academic Indicator:

9-10.RV.2.3: Vocabulary

Analyze nuances in the meaning of words with similar denotations.

2. Technology Indicator/Standard:

Technology incorporated into this standard is not stated in the Indiana Technology standards. The use of technology in this lesson includes a website approved by Delta High School, called quizlet.com and the school provided iPad.

Lesson Objectives:

Academic: - When presented with the list of vocabulary words, the student can successfully define 7 out of 12 words

- When asked, the student can identify all of the four Latin roots from this lesson

Behavioral: When doing the lesson, the student, will only get off track twice throughout the duration of the lesson

Special Preparation Necessary Materials and Technology Used to Support Student

Learning Outcomes:

Accommodations: for Special Needs/ Adaptive Devices:

1. Tools/ Materials/ Resources: Reading the paragraphs aloud for the student to understand the reading, using the iPad to provide a visual representation of the words
2. Software: iPad capabilities- Quizlet gone over with Classroom teacher ahead of time
3. Website: <http://quizlet.com/74420789/english-10-greeklatin-unit-17-flash-cards/>

Procedure for Guided Practice:

Transition: When the student arrives for 5th period, she will get her vocabulary book out in preparation for today's lesson

Introduction: The teacher will introduce the lesson by using a few of the vocabulary words in a long, drawn out sentence. Then introduce the actual lesson and ask the student if they know any of the words already.

Motivational Activity:

Discuss Spring Break and how getting an A on this vocabulary test coming up would be the perfect way to begin a much needed break from school.

Activity Development to include a Technology Based Activity:

After the Motivational Activity, the teacher will go over the Latin roots of the vocabulary words. The student and teacher will each say the words and go over their definitions from the vocabulary book. The teacher will come up with synonyms for each word that are easier to remember. Then both the student and teacher will come up with sentences that will demonstrate the meaning of the word. Then the student will play games on Quizlet that use the words and the meanings. Then once the student feels comfortable with the words, they will take the quiz on Quizlet. The score will be recorded and used to evaluate. Instruction will turn to the vocabulary book where the student will read the paragraph of the vocabulary words and determine the missing words. Then the student will complete pages of the vocabulary book as independent practice.

Activity:	Purpose:
1. The student will arrive to class for 5 th period and take out their vocabulary book.	To get the student prepared for the lesson
2. The teacher will use the sentence “ I just want to let you know that I had a rather awful dispute with a rather disreputable and irrational person on the denotation of the word cat, which I have conscientiously looked up many times!”	To show the importance of vocabulary and to make the student laugh before beginning the lesson.
3. The teacher will introduce Vocabulary Unit 17 and read all the words from the list and the roots. “This week’s Vocabulary lesson is Unit 17, with the Latin Roots of Put, Nota, Ratio, and Sci.”	To introduce the lesson and state the words.
4. The teacher will do an overview of the planned activities. “I have some activities planned for you today. First we will go over the meanings of the Latin Roots, then we will do the definitions of the words and come up with funny/ memorable sentences. After that we will do the first page in your workbook. Then we will have a Quizlet game of your choosing and the test at the end. At the end, we will go back to the roots and draw or look up pictures to emphasize the importance of the words.”	This is to give the student an overview of what the plan is for the lesson.
5. “As motivation for this awesome lesson plan, I figured we should talk about what is foremost on your mind, Spring Break. What are your plans and are you excited? Getting an A on this test will be the perfect start!”	This is to motivate the student to try hard on the lesson and to get their spirits up.
6. “The behavioral goal for today is to stay on task. We should try not to get distracted more than two times today so you can start your Spring Break with an A!”	Remind student of behavioral goal and give motivation
7. “Let’s start with the Latin Root of Put which means to think, then we have Nota which is to note, next is Ratio which is to reason, and lastly we have Sci which is to know. If you can remember what these	This is to give the student the meaning of the roots and emphasize their importance.

<p>mean then it will be easier to remember the meanings of the words they are in. Now can you say them back to me.”</p>	
<p>8. “Very good, Now we will move on to the words, First we have the Put words, the first word is dispute. This means to disagree with or as a noun it is a disagreement. You and I can dispute whether the sky is blue or not. Then we have disreputable which means not respectable; having a bad reputation. Criminals are normally disreputable. Then we have the Nota words. First is connotation, which means an image or idea, associated with a word. When I say school, your connotation is Delta High School, right? Next is denotation, which is the dictionary definition of a word. When you look up awesome in the dictionary, the denotation is a picture of you. The last nota word is annotate which means to explain or discuss through notes. Sometimes in school we have to send notes that annotate the drama we have been facing. “</p>	<p>This explains the first two sets of definition of the words.</p>
<p>9. “We have the Ratio words next. The first one is irrational which means not based on reason or logic. Sometimes I think my mom is being irrational when she wants me to clean my room. The next word is rationale which means a reason for doing something; explanation. I always have to give a rationale when explaining why I eat plain noodles. Next is to rationalize which means justify or give reason for. I always rationalize my eating a whole bag of chips by saying that I am protecting my six-pack with a layer of fat. The last Latin root is Sci. The first word is conscientious which is defined as, diligent and careful. I am</p>	<p>This is the definition for the last part of the vocabulary words.</p>

<p>conscientious when playing video games because I want to win. The next word is unconscionable. This means not obeying moral laws. People who are unconscionable might be considered rude. The very last word on the list prescient. That means showing knowledge of events before they happen. I am being prescient when I say I told you so to my sister.</p>	
<p>10. "Take out your vocabulary book and prepare to do the first page."</p>	<p>Transition to next activity.</p>
<p>11. The teacher will help the student complete the first page in the booklet. "Okay we are going to do the first page of this booklet."</p>	<p>This is to get ahead in the vocabulary lesson.</p>
<p>12. After that the classroom teacher will have Quizlet prepared and we will begin that. Now that we have done that we are going to do an activity on Quizlet.</p>	<p>Transition to Quizlet.</p>
<p>13. The student will then choose a practice game to practice their vocabulary. "We will be playing a vocabulary game of your choice"</p>	<p>Quizlet makes the words more fun to learn and helps with comprehension.</p>
<p>14. Next the teacher will show the student the test at the end of Quizlet. This will be used to assess the student's learning. "Now you will take the test at the end to see how much you know these words."</p>	<p>This will be part of the assessment of the student's learning.</p>
<p>15. The teacher will then prepare for the culminating activity.</p>	<p>Transition to culminating activity</p>
<p>16. The teacher will start the culminating activity. "Now to sum all the lesson up, we will be focusing in on those roots we learned in the beginning. If you know these roots it will help you tremendously on the meanings of the words. We are going to either draw or look up pictures to go with</p>	<p>Introduce the activity and help the student use more than one sense to soak up the information</p>

these roots. This will help you form a connotation or an image with your mind when you hear them. ”	
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Culminating Activity:

1. Drawing Pictures to visualize the roots

The student will be given a piece of paper with the roots spread out on the page. Then they will need to draw or write something that can help them remember the word. It is possible to look some things up on the iPad if they need inspiration. The aim of this is get images of the roots in the student’s head and to stress their importance.

Materials – Drawing Worksheet

Scoring Guide for Evaluation of Performance Standards

	<i>Excellent</i>	<i>Satisfactory</i>	<i>Progressing</i>	<i>Points Earned:</i>
<i>Possible Points:</i>	<i>5 points</i>	<i>3 points</i>	<i>1 point</i>	
Ability to define the four Latin roots.	Correctly identifies the four roots	Correctly identifies two of the four roots	Correctly identifies one of the four roots	
Ability to define the twelve vocabulary words from memory on Quizlet test.	Can define ten to twelve of the words	Can define seven of the twelve words	Can define 6 or less of the twelve words	
Target Behavior: Keeping on task	Is on task the entire duration	Gets distracted only once during the lesson	Gets distracted more the once	
<i>Total:</i>				

Follow-up Homework Activity:

1. The student will be given a word search with the definitions similar to a Quizlet game to complete. It will have the student match the word to the definition and find the word in the search.

Closure to the Lesson:

“ Vocabulary is a very important tool to use as you get further in your education. Today we went over the Latin roots of Put, Nota, Ratio and Sci. If you can identify these in

words you can figure out the meaning. Think of other words that have these roots over spring break! Also try to use a few of your vocabulary words in conversation! Have a great break and good luck on your test!