

Student Teacher Candidate: Lexi Callander
 Lesson Subject(s)/Title: Vocabulary – The Three Little Pigs
 Lesson Date(s): 2/21/2019
 Course & Grade(s): 4th Reading (Speech Emergence Level ELL)

INSTRUCTIONAL MATERIALS:

Sticky Notes
 Frayer Models
 Three Little Pigs Text Set

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

Essential Question:

What are some words that are associated with pigs in the real world?

Subsidiary Question:

What are examples of what the pigs bought to build their houses?

PURPOSE:

We need to know and understand nine different vocab terms from the text set. Our job is to complete different strategies that help us explore the definitions of the vocab terms. Students will be able to point out word that they struggle with and determine what the definition may be.

Vocabulary Words:

Straw
 Chimney
 Slammed
 Despite
 Budge
 Suggestion
 Trough

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

1. [Using sticky notes], students will take their vocabulary list and put the words in order following the sequence of the story to ensure that they understand the meaning of the words and comprehend the story.
2. [Using a frayer model], students will be assigned a certain word and fill out the different sections to develop their very own definition of a vocabulary word found it the text to make sure they can dissect vocabulary terms.

LANGUAGE OBJECTIVES:

1. After grabbing their fluency bags, ESL students will pair pictures on the world wall with the vocabulary terms used in the reader’s theatre “The Fourth Little Pig” to aid in understanding of definitions with the use of pictures and to practice reading terms and definitions aloud.
2. With using their premade illustration flash cards, ESL students will create a sequence of events from “The Fourth Little Pig” so that they show understanding and comprehension of the beginning, middle, and end of the literary work.

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

3. Using a frayer model with the synonym portion half completed, an ESL student will use written expression to fill out the rest of the frayer model with help from a teacher's aide and meet with other students who had the same vocabulary word to check for correctness.
4. After completing their frayer model and checking for correctness, all students will be able to present/read their frayer model to the class. If partner use is needed in order for ESL students to be comfortable, it will be provided.

LINGUISTIC SKILLS: In this lesson, students are required to read and pair definitions with their vocab terms as well as listen when the teacher models how to create frayer models for vocab terms. The students are also required to write through their frayer models. This lesson also presents many different exposures to all of the vocabulary terms.

STANDARDS:

Subject Area: English Language Arts

Eligible Content: CC.1.2.4.F, CC.1.2.4.I, CC.1.2.4.K

DIFFERENTIATION STRATEGIES: Differentiation strategies for Early Production ELL will be listed throughout the lesson for each section.

ANTICIPATORY SET:

Students will go up to the word wall and use their fluency bag activity "Up Against the Wall".

ELL: Up Against the Wall can be tailored to help ELL students understand vocabulary. This can be done through the use of pictures on the word wall. ELL will be practicing vocabulary that they have already been introduced to because the anticipatory set focuses on prior knowledge. This allows the ELL child to either have the choice of participating without pictures or the use of added pictures to the word wall depending on how comfortable they are. This is an opportunity for the student to self-assess as well.

INPUT/ ACQUIRE NEW KNOWLEDGE:

Chunk 1: Students will receive a list of vocabulary words from the teacher. They will already be familiar with the majority of the words. Students will then help the teacher put the words in sequence of the story. They will organize the vocabulary words as if they are telling the story through them. The words will be on sticky notes. After the organization is done, students will help the teacher to summarize the story.

ELL: To help ELLs during this part of the lesson, these students can make use of their personal flash cards for the vocabulary words being used. This is a great strategy for this lesson because the students were reading *The Fourth Little Pig*. This means that the ELL will have an easy way to create flashcards by taking a vocab word and drawing on the back of that same card by using an illustration that came from the book. This will help the student make connections to the book and also the vocabulary, helping them with comprehension.

and/or

APPLY/ DEEPEN NEW KNOWLEDGE:

Chunk 1: The teacher will introduce the frayer model to the students by using the word "trough". This word is more challenging and will give the students an understanding of how to use the frayer model as the teacher guides them through it.

ELL: Frayer model is already a great opportunity for ELL to understand a vocab term because it provides many different references and relationships with the vocab word itself.

Chunk 2: Individually, students will fill out their own frayer model. There will be a variation of three different words that are split among the students. These words are “bundle”, “straw”, and “load”.

ELL: For an ELL, one of the sections of the frayer model could be completed or atleast halfway completed to aid them. Especially with the synonyms section, ELL students might need at least one example term to help them get going.

Chunk 3: Once the students are done with their individual frayer models, they will meet with the other students who had the same words for their activity. They will work together to create the most detailed frayer model.

ELL: Pairing students with each other was mentioned in the reading. This allows for ELL children to feel comfortable if they great relationships with some of their peers. It also goes a long way for students who have English as a second language to share experiences with students their own age while learning vocabulary terms.

CLOSURE/ASSESSMENT:

Students will present their frayer models to the class and the teacher will make corrections as needed.

ELL: This will be an example of the teacher being able to assess whether or not the student has fully grasped the idea of the vocab term and what it means. Hopefully after all of the work done with the frayer model and many different exposures, the English language learning student will be comfortable with what the term means. There are also many different parts of the lesson along the way that the teacher can interfere if the student is struggling and ensure they will be okay during the presentation.

What type of assessment is this?: Verbal, Formative, Objective, Authentic Project/Exhibition or Alternate Assessment [Explaining Ideas and Making Connections Between Vocab and Pictures] (Teacher Observation is used as an assessment throughout the lesson as well, but right now we are focusing on the presentation of the frayer model to the class as the assessment)

Purpose of assessment: Monitoring student progress.

Specific Directions for Assessment for ELL: The level 4 English Language Learner will be able to speak in decipherable and clear English while presenting to the class. If the student is not comfortable, they can partner up with a peer who had the same vocab term and present together. The teacher will obviously know what the student struggles with and what they do not when it comes to the English Language. As a teacher, you have many opportunities during this lesson to ensure the ELL is comfortable with the vocabulary being used during the anticipatory set and the input section of the lesson. It is part your responsibility for the student to be knowledgeable of the content when presenting. The student can also make use of manipulatives during their presentation if this helps them explain their frayer model.

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

N/A

EVALUATION/ASSESSMENT OF STUDENTS:

As the lesson is being taught, the teacher will observe the classroom and ensure that all students are filling out the frayer model correctly. If students are confused during the sticky note summarization activity, the teacher will clarify and assist them with the order of the terms.

Students are also assessed through their closure (Frayer Model Presentations)

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none">1. Introduce "Up Against the Wall"2. Hand out the vocabulary list that goes along with "The Three Little Pigs" text set.3. Introduce the frayer model for the word "trough" and model the strategy for the students.4. Hand out individual frayer models.5. Instruct the students by having them find their classmates who did a frayer model for the same word.6. Have students present frayer model and clarify any confusion or errors.	<p>The students will:</p> <ol style="list-style-type: none">1. Take the "Up Against the Wall" activity from their fluency bags and do the activity to start class.2. Put the vocabulary words on sticky notes and organize them in sequence of the story. They will then help the teacher to summarize the story by using the sequenced sticky notes.3. Help the teacher complete the frayer model for "trough".4. Complete their individual frayer models.5. Find classmates who also had the same word and create the most detailed version of their frayer model.6. The students will present their frayer models as groups to the class as a closure.
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