



## Lesson Plan 1

Teacher Candidate:	Roberta Porter	Reference:	M7U2A1
Grade Level:	6	Mentor:	Natalie Spengler
Course:	English Language Arts	Unit Title:	Literature
Lesson Number:	---	Lesson Title:	Dictation and Vocabulary
Reference Code(s) for Standard(s):	CCSS.ELA-Literacy.CCRA.W.3.d, L.1, L.2, L.4	Time Segment of Lesson:	45 minutes (one class period)
Text of Standard(s) to be Addressed in Lesson:	<p><i>W.3.d: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</i></p> <p><i>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p><i>L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</i></p>		
Notes:	<p>1. <i>This lesson is designed for students in an educational language immersion setting. Thus, it is not accurate to characterize them as typical English Second Language pupils, although, neither do they have the same command of English as expected of Native English Speakers in a monolingual linguistic majority environment.</i></p> <p>2. <i>'Teacher candidate' and 'teacher' both refer to the teacher candidate.</i></p>		

### Big Ideas to be Addressed in the Lesson

1. Increase your vocabulary.
2. Understand different meanings of a word in various contexts.
3. Use correct spelling, punctuation and capitalization.

### Objectives and Assessments

Measurable Objectives to be Addressed	Formative and Summative Assessments
1. Write a dictated sentence using correct punctuation and capitalization.	<p><u>Formative:</u> Self-correction of dictation sentence.</p> <p><u>Summative:</u> Homework essay (later on).</p>
2. Learn five new vocabulary words.	<p><u>Formative:</u> Fill-in-the-blanks <b>guessing game</b> oral exercise.</p> <p><u>Summative:</u> Writing sentences with the new vocabulary words.</p>
3. Write ten sentences with proper grammar, spelling and punctuation.	<p><u>Formative:</u> Writing sentences with the new vocabulary words.</p> <p><u>Summative:</u> End of unit test.</p>

### Teaching Strategies and Related Student Activities

**Teaching Strategies and Activities:** What are the teaching strategies and activities that you plan to use to help students meet the lesson's objectives? What are the steps that you will take to deliver this lesson (e.g., introduce the author, read the poem, ask students to...)? (Include Web 2.0 activities as appropriate.)

- The teacher will provide immediate oral positive and negative **feedback** to pupils on the correctness of their answer and on the grammaticality of their sentences. E.g. "No, that is incorrect, but good try / nice effort." "Good point / observation." "Yes, that is an excellent example." Note that I will purposely avoid saying pupils' names because not all pupils were given permission to participate in videos and some parents even went so far as to request that I do not mention a student's name even if they are not in the video. I have been volunteering with these students for almost two months now, and as a result of this I know all their names quite well and have established a tentative relationship with them. I will also employ the '**Right is Right**' strategy, i.e. I will not say "okay" or "yes", unless the pupil has provided a completely correct answer.
  - Use **attention grabbing litanies** such as: "One, two, three; eyes on me.", "Notebooks closed, pens down, eyes on me please.", etc. to ensure students do not start before I tell them to. E.g. Students tend to start writing down what is on the board even though that will not be the first exercise they are to do.
  - Vary students chosen to answer questions in class, so that everyone gets a chance to answer.
  - **Highlight** to students words that have some **special characteristic or unusual spelling**. E.g. 'inseparable' is spelled with an 'a' after the 'p'; 'veil' is spelled 'ei'. When writing the words on the board, the teacher can ask students if there is anything special about this word, or if they can assist her in spelling the word.
  - Students may use the pronoun "I" in only one of their written vocabulary sentences. They do not have to use the pronoun "I" in any of their sentences if they do not wish to. I am giving this constraint because I have noticed in their essay and sentence writing that almost all their sentences start with "I" or use "I". I wish to curb this tendency and force them to be more imaginative in their sentence construction.
- 1) **Revision** of the last dictation and vocabulary exercise including the meanings, spellings and example of use of these words. As the vocabulary words from last week are mentioned by students, the teacher writes them on the board under the title. After this quick revision, a student could also be asked to read last week's dictation sentence (which includes these vocabulary words), and or to read one of their sentences using the vocabulary words. Last Week's Five Vocabulary Words: to permit [v], inseparable [adj], to drench [v], dull [adj], radiant [adj]. This activity will last 3 – 5 minutes.
  - 2) **Dictation** sentence selected from the novel the class is currently reading, "The Dark Child" by Camara Laye. The dictation will be read by the teacher once at normal pace, twice slowly, and finally once more at normal pace. The sentence for this lesson is taken from page 58 (chapter 4): "As the morning drew on, it became hotter. The air seemed to shimmer in a thick haze which was composed of a fine veil of dust from the trampled sod and the stubble." This activity will last 8 – 10 minutes.
  - 3) **Fill-in-the-blanks guessing game** of vocabulary words. This exercise is fairly simple since the vocabulary words are taken from the dictation I will have just read to the students. Students are given the definition of a word and an example of its use in a sentence, without being given the word itself. They are also told what part of speech it is (verb, noun, adjective or adverb). Students are asked to read the sentence on the board and suggest what word could be filled into the blank to complete the definition and the example sentence. This activity will be completed orally, with the teacher writing in the underlined word on the board. The guessing game is turned into a mini-lesson with the teacher elaborating on the examples provided. Students are asked to provide two oral examples of each vocabulary word in a sentence. This activity will last 12 – 15 minutes.

Vocabulary Words

1. To shimmer [v]: To shine with a faint, flickering or quivering light.  
E.g. The jewels are shimmering in the evening light.
  2. Haze [n]: A thin mist of moisture, dust or smoke in the air.  
E.g. A haze of smoke from the fire slowly filled the room.
  3. To compose [v]: To form or arrange in a structured manner.  
E.g. His eloquent speech was composed after having done extensive research.
  4. Veil [n]: A piece of thin material usually worn to cover the face or head.  
E.g. The bride wore a cathedral-length veil on her wedding day.
  5. To trample [v]: To tread (step or walk) heavily on something. To crush something by treading on it.  
E.g. The horses trampled the grass to nothing.
- 4) Students are tasked with looking up the dictation sentence in the novel and rewriting it correctly in their notebooks under the title “Correction of Spelling Sentence”. This **self-correction exercise** must be done even if they wrote the entire sentence correctly. They are reminded to pay special attention to spelling, punctuation and capitalization. (If time is not short, I can ask two student volunteers to read aloud the dictation sentence from the novel.) **This activity will last 10 – 12 minutes.**
- 5) Students may now copy the vocabulary words, definitions and examples from the board into their notebooks. They must then write ten sentences using each vocabulary word twice, i.e. two sentences per vocabulary word. The pronoun “I” may only be used in one of the ten sentences. The instructions for this exercise should already be up on the board. A student is asked to read these instructions for all to hear. **This activity will last 13 – 15 minutes.**

**Teacher and Student Input:** Write a note on what you expect the teacher and students to do as a part of this activity. Include a note on whether this is an “I do it”, “We do it” or “You do it” type of activity.

- The teacher will be expected to **manage class time efficiently** and to **ask both closed and open-ended questions**.
- Some parts of this lesson will be accomplished using the “I Do – We Do” method of teaching. I will have given an example of the use of each vocabulary word in a sentence [“I Do”]. Then, I ask the class to give me two examples of each vocabulary word used in a sentence and I give them feedback on whether or not they are using the word correctly in their sentences [“We Do It Together”]. Finally, the students are asked to write two of their own sentences using each vocabulary word [“You Do”].
- I have twice **modeled** for students the correct reading of the dictation sentence (in terms of pronunciation, prosody and pace).
- Students will be expected to participate fully in all activities, pay close attention to their peers’ answers and statements, and copy the sentences and examples from the board using the school’s writing conventions.

**Review:** Write down ideas on how you will review the topic, including notes on types of formative assessments that you will use during the lesson.

- The topic (vocabulary) will be reviewed briefly prior to the next similar lesson on dictation and vocabulary. The revision will consist in an oral exercise where the teacher asks students if they remember the five vocabulary words from the last dictation and vocabulary lesson. Students are asked to volunteer to remind us of one of the words. Another student will be asked to give their definition of that word, and yet another

student will be asked to provide an example of the word as it would be used in a sentence.

- The teacher could also ask one or two students to read their corrected dictation sentence to the whole class.

### Discussion Topics

Write out topics that you would like students to discuss in class, before class or after class because they are interesting, difficult to grasp or for any other reason that would make for a lively and engaging discussion. If discussions must happen outside class, what tool will you use to facilitate the discussion (e.g. Twitter)?

- Dictation sentence (called “spelling sentence”) at this school. This lesson will have minimal discussion because it is a guided lesson. Discussion will mostly consist in the teacher asking questions and students answering those questions.

### Student Accommodations

Student Diversity	Differentiation of Instruction
1. For gender	None necessary.
2. For ethnicity and culture	We always cover a variety of cultural and civil themes from all over the world. The European School’s curriculum focuses on a particular continent grouping at each grade level as their theme. Usually all content materials are sourced from authors originating in that region and or whose subject matter covers that region from a native’s perspective. Since grade six’s theme is Africa, the vocabulary words have been sourced from the African novel we are reading as a class. Reading this novel increases students’ <b>global awareness</b> – a twenty-first century skill. The text analysis exercises we will do will increase their cultural sensitivity and help them recognize the common humanity of all human beings; students’ learning will then be connected to the whole world.
3. For high-achieving students	To differentiate instruction <u>if pupils finish activities early</u> , they can move onto the next stage of the lesson or write more example sentences for each vocabulary word.
4. For low-achieving students	For low-achieving students, the teacher should go around and <b>personally check each student’s understanding</b> of the vocabulary words (via oral questioning). We have one student in the class who was diagnosed with ADHD, but has recently been taken off medication (no reason supplied to me). This child works very slowly, is <u>not</u> hyperactive, does not seem interested in schoolwork and is low-achieving, i.e. at risk of failing this grade (Alejandro V.). Another pupil is also low-achieving, struggles to grasp academic concepts and has poor English, which as a result affects her acquisition of content and skills in all subjects (Emma). To avoid these pupils falling behind, I would walk to their desks and recommend they: (i) skip rewriting the corrected dictation (and do this as homework instead on a spare piece of paper), and (ii) write only one sentence for each vocabulary word, rather than the two stated in the instructions. If they finish early, then they can start writing the second sentence for each vocabulary word.
5. For audiovisual learners	I could search the internet for visual representations of the vocabulary words and show them to the students on a laptop or using a projector. This could also be done during the review activity for last week’s vocabulary words.

6. For tactile-kinesthetic learners	Assign a homework activity (later on in the unit) where pupils must find and bring in for <b>show-and-tell</b> small objects that demonstrate or represent the vocabulary words. Students could be divided into four groups of five and assigned five vocabulary words. Each group must present their object, giving the definition and an example of the vocabulary word. This could be included in next lesson's revision exercise or incorporated into a more comprehensive revision exercise at the end of the unit.
7. For English language learners	A few accommodation ideas for ELLs could be to <b>scaffold</b> the activities by: (i) providing these students with <b>match the correct definition</b> and <b>choose the correct word for the sentence (fill-in-the blanks)</b> activities, rather than having them come up with the two examples for each vocabulary word. <i>E.g. A worksheet with the vocabulary words provided to choose from for each definition. Students then write each vocabulary word in the blank for each example sentence.</i> (ii) Another option could be for challenged ELLs to <b>work in pairs</b> , provided their partner has a similar ELL or achievement level (to avoid one student doing the entire assignment without significant input from their partner). (iii) Furthermore, many ELLs may shy away from asking public questions. To this end, all students could be provided with <b>electronic mini whiteboards</b> (connected to the teacher's electronic tablet) so that the student can either take temporary notes, or, more importantly ask questions to the teacher in a discreet manner. The mini whiteboards will serve the multiple purposes of (a) enabling the teacher to answer the question for the whole class' benefit (b) without singling out a student and (c) it will empower the ELLs to question the material and (d) help them practice formulating and writing questions in class. If whiteboards are not available, a thrice folded piece of paper can be used. (iv) Yet another option for scaffolding and <b>forcing participation</b> is employing the strategy of <b>'No Opt Out'</b> to thwart students who do not wish to participate. (i.e. I will allow another student to answer and then come back to them asking what the answer is or at least having them repeat the other student's answer.)
8. Students with minor learning disabilities	There is a student who appears to be very smart and competent, but is a perfectionist and as a result rarely finishes class assignments on time (Adriana). It is possible that she may have an undiagnosed learning disability. As far as we are aware, there are no students with confirmed learning disabilities in the class. To avoid this pupil falling behind, I would walk to her desk and recommend she: (i) skip rewriting the corrected dictation (and do this as homework instead on a spare piece of paper), and (ii) write only one sentence for each vocabulary word, rather than the two stated in the instructions. If she finishes early, then she can start writing the second sentence for each vocabulary word. An accommodation we could have for <u>pupils with ADHD, dyslexia or dyscalculia</u> could be to use a <b>carrel desk</b> to block out extraneous noise and distractions and help them concentrate on completing assignments.
9. For students with physical disabilities	There are no such students in this class; but in any case, it is unlikely this lesson would need to be modified in any significant way for such students. Some minor adaptations <u>for students with visual issues</u> could be to: (i) provide them with a handout in <b>large print</b> of the material written on the board, and (ii) print a second handout in <b>large print</b> of the <b>vocabulary words</b> alone (so they can see the spelling). <u>Students with hearing deficiencies</u> would probably already have electronic devices to increase their auditory abilities, but the teacher could also <b>use a microphone</b> , if necessary.

10. For students with mental challenges	So far as the teacher and school are aware, there are no such students in this class. Nevertheless, it is known that <u>children with autism</u> think very literally and have difficulty understanding figurative language. If I had a pupil with such a disorder I might need to <b>solicit specialized help</b> in teaching them this unit, especially since each autistic child is unique. Such assistance might be obtained from the occupational therapist, psychologist or special education teacher.
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### Materials and Resources for Lesson

Materials and Technology	Required Preparation and Websites
1. Reading novels	Novel and pre-selected passage for dictation from the assigned novel "The Dark Child" by Camara Laye, page 58 (chapter 4).
2. Vocabulary words (chosen from assigned novel)	Simplified written definitions of vocabulary words (modified from an official dictionary) and one example of the word used in context. Indicate the type of word, e.g. verb, adjective, noun, adverb.
3. Dictionary	<a href="http://www.dictionary.com">www.dictionary.com</a> To define and find synonyms for unfamiliar words.
4. Write title, definitions and example sentences on the board prior to the lesson.	The vocabulary definitions and example sentences will be written on the board (with the vocabulary word left out).
5. Projector and computer (for images of vocabulary words)	Reserve projector and laptop, set-up (connect all devices) and check they are working. Slightly darkened room.
6. Images (of this week's vocabulary words)	Open up internet pages prior to class in multiple tabs. <b>Websites:</b> (1) shimmer <a href="https://www.pinterest.com/applepeach00/glitter-bom/">https://www.pinterest.com/applepeach00/glitter-bom/</a> (2) haze <a href="http://www.haze.gov.sg/">http://www.haze.gov.sg/</a> (3) compose <a href="https://www.pinterest.com/explore/casa-de-lego/">https://www.pinterest.com/explore/casa-de-lego/</a> (4) veil <a href="http://thewhiteroom.ie/should-i-wear-a-veil/">http://thewhiteroom.ie/should-i-wear-a-veil/</a> (5) trample <a href="http://www.ottawasun.com/2016/07/11/three-year-old-girl-saved-from-being-trampled-by-runaway-horses">http://www.ottawasun.com/2016/07/11/three-year-old-girl-saved-from-being-trampled-by-runaway-horses</a>
7. Images (of last week's vocabulary words)	Open up internet pages prior to class in multiple tabs. <b>Websites:</b> (1) permit <a href="https://en.wikipedia.org/wiki/Gated_community">https://en.wikipedia.org/wiki/Gated_community</a> (2) inseparable <a href="http://johnbirdsall.photoshelter.com/image/I0000gIM_SYY6v.c">http://johnbirdsall.photoshelter.com/image/I0000gIM_SYY6v.c</a> (3) drench <a href="https://reposti.com/p/c6">https://reposti.com/p/c6</a> (4) dull <a href="http://www.esourcingforum.com/archives/2013/09/27/pennies-procurement-are-your-savings-dull-or-dazzling/">http://www.esourcingforum.com/archives/2013/09/27/pennies-procurement-are-your-savings-dull-or-dazzling/</a> (5) radiant <a href="https://healthandhygiene.wordpress.com/2010/09/25/protect-your-eyes-from-the-sun/">https://healthandhygiene.wordpress.com/2010/09/25/protect-your-eyes-from-the-sun/</a>