

Lesson Plan Template

Grade: 11	Subject: English
Materials: List of vocabulary words with their definitions, blank sheets of paper, and markers	Technology Needed: Computer to look up list of latest ACT/SAT vocabulary words, printer, paper cutter
Instructional Strategies: <input type="checkbox"/> Direct instruction • Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity • Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) 11-12.L.4.: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. 11-12.L.4.a.: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Differentiation Below Proficiency: Students will be able to, with help from either peers or the teacher, complete the assignment and understand the definition of the word. Above Proficiency: Students will be able to contextualize and define the new word easily and will be able to help others. Approaching/Emerging Proficiency: Students will be able to understand the new word as well as be able to contextualize it and even make their own definition for the word. Modalities/Learning Preferences: Students who are visual learners or hands-on learners may have an easier time with this project.
Objective(s) -Students will be able to contextualize new vocabulary and be able to define it in their own words. Bloom's Taxonomy Cognitive Level: Knowledge, Application, Create.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) If students cannot work while talking to other students, then they will have to work in silence.
Classroom Management- (grouping(s), movement/transitions, etc.) The students will be in their assigned desks. They will work individually, though they can talk to students around them. After the assignment is done, I will direct their attention to me and we will have some volunteers show their vocabulary poster to the class.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) If students cannot work while talking to other students, then they will have to work in silence.
Minutes	Procedures
30	Set-up/Prep: I will find ACT/SAT vocabulary words online and print them off with their definition and cutting them out on slips of paper. Retrieving blank pieces of paper and markers for the whole class.
2	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Talk about how vocabulary is important in becoming better readers and writers.
5	Explain: (concepts, procedures, vocabulary, etc.) I will explain the activity: Each student will be assigned a practice ACT/SAT vocabulary word with its definition. The student will then receive a blank piece of paper and markers. They will write their word and its definition. They will then write a sentence of their own using the vocabulary word. Then they will draw a picture representing the word. At the very bottom of the page, the students will write their own definition of the word. They may talk to other students as they complete this assignment, but it is a fundamentally

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	<p>individual assignment. I will be walking around the room to help students who may have a harder time with new vocabulary, especially English Learners students. After the students complete their vocabulary poster, a few students will share their word poster with the class. We will then hang these around the classroom so that the students can look at the different vocabulary posters and learn the words.</p>
<p style="text-align: center;">15</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will work individually, asking for help when they need it.</p>
<p style="text-align: center;">5</p>	<p>Review (wrap up and transition to next activity): Some students will show their vocabulary posters to the rest of the class, from there I will transition the class into the next activity.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>I will be walking around during the activity to help students who may be struggling.</p> <p>Consideration for Back-up Plan:</p> <p>If the students are not working well while talking, then I will have them work on their posters silently. If the posters are not going over well, then the next time I would do vocabulary with them I may use an online game, something like Kahoot.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: They might be graded maybe 5-10 points for incorporating everything onto their poster.</p> <p>If applicable- overall unit, chapter, concept, etc.: Better grasp of vocabulary.</p>
<p>Reflection: Hopefully this would be both a fun activity and one that teaches them new vocabulary and new ways that they can learn vocabulary in the future.</p>	