

Academic Vocabulary: Day 1
2/27/20

Grade: 7		Subject: English	
Materials: Paper, art supplies, definitions, examples, PowerPoint		Technology Needed:	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.		Differentiation I will work with students independently to ensure that they understand the material. I will use auditory and visual instructions. This assignment is primarily geared towards students who are below proficiency in academic vocabulary	
Objective(s) TLW analyze academic vocabulary in order to better understand their definitions and uses. Bloom's Taxonomy Cognitive Level: Analyze and Understand			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be in assigned seating. I will explain all transitions <i>before</i> asking students to move around the classroom.			
Minutes	Procedures		
	Set-up/Prep: Post example pictures, print out words and definitions, ensure there are art supplies and paper available		
2 mins	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Explain where students have encountered Academic Vocabulary—MAP tests and other classes, as well as within their independent reading books.		
5-7 mins	Explain: (concepts, procedures, vocabulary, etc.) Mini-Lesson: Explain Academic Vocabulary activity. These are words that they will see on standardized tests. Their project should include the word, definition (from dictionary.com but reworked in their own words), and a picture that represents the word and sets it apart. We will display the pictures afterwards.		
20-25 mins	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Allow students to pick their word out of a colorful bucket. Students work independently to find their definition and draw visual interpretations of their words. As they work, I will check in with students who are struggling and walk them through finding their own example for a visual representation of a word. I will also allow table-talks as long as students stay on task so that they can discuss ideas with one another and learn from each other.		
5-10 mins	Review (wrap up and transition to next activity): Share: students display their work either on their tables or on the marker boards. Students have a few minutes to explore and look at one another's pictures, while staying within their table group of peers to limit chaos. While they explore, they will copy definitions into their writer's notebooks. Then, I'll choose a few examples (especially examples that are typically confusing) and ask students to explain their thought processes while creating the pictures. These posters will be displayed in the team common area so that students can continue to see their peers' work between classes and encounter the words/definitions more often.		
Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student's learning?) I will monitor progress by walking around and answering questions the students may have. I will also ask students to explain their thinking to me as they work. (This lesson is created based on results from the MAP test assessment where academic vocabulary scored lower than the other categories.)		Summative Assessment (linked back to objectives, END of learning)	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):			

Students' drawings (for the most part) were very good. Between 2 classes, only 2 students seemed like they wrote down an alternative definition that didn't fit as well, but since I worked with students during their process, the other 55 students came up with very solid definitions, reworded according to their own understanding. Students copied all definitions into their notebooks and the drawings will be posted. In my follow-up lesson, I will assess how well these definitions stick.

Academic Vocabulary: Day 2
3/5/20

Grade: 7		Subject: English	
Materials: Matching quiz assessments		Technology Needed: N/A	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.		Differentiation: I will be monitoring the room by walking around and answering questions if students are confused. This quiz will not go in the gradebook so it is mostly to re-expose students to the definitions of the vocabulary words and give them an opportunity to see how much they remember; it will also serve as a platform for how I will approach my next lesson.	
Objective(s) TLW demonstrate understanding of the academic vocabulary words they previously analyzed definitions of by completing a matching-type assessment Bloom's Taxonomy Cognitive Level: Remember and Understand		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to work silently and independently. They should begin reading when they are finished rather than talking to their neighbors.	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be in assigned seating. After completing the quiz and handing it in to me, they will transition into reading their independent reading novel until everyone is finished. Then I will transition back to Mrs. Holtz for her formative assessment.			
Minutes	Procedures		
	Set-up/Prep: Create quizzes and answer key. Quiz definitions will come from the class's definitions of their words; I will try to incorporate parts of definitions/pictures across classes so that students from any of the classes may have connections to the definitions already. I also separated synonyms into different sections of the assessment so that students don't get confused about similar definitions.		
1-2 mins	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Remind students about the pictures they drew to represent their academic vocabulary words last week. Give them supportive feedback—some projects are posted out in the common area because they turned out so well. Remind them of the importance of these words and how they will encounter them throughout their classes, assessments, and everyday lives.		
2 mins	Explain: (concepts, procedures, vocabulary, etc.) Show the quiz and explain how there are three different sections so that they don't need to read all 32 definitions for every word they want to figure out. Remind them to think of their class's pictures and their own word. Tell them to hand their completed assessments in to me and then work on their independent reading until their classmates are finished.		
15-25 mins	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will take their assessments. I will be available to answer any questions they have.		
1 min	Review (wrap up and transition to next activity): Once students are finished, they will read their independent reading novel. After the last student hands in their assessment, I will tell them to put their books away and Mrs. Holtz will head forward into her lesson.		
Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student's learning?) This matching-type assessment will show me how well the understand the academic vocabulary words so that I can narrow down and focus on the terms they struggle with.			
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):			

Some of the students did very well on the assessment while others struggled. The couple students who were absent on the first day of Academic Vocabulary (when students drew representations of words) tended to score significantly lower than the students who were present, so it seemed as if the first exposure activity did help. I wrote the letters of the correct answers on their quizzes and assessed which words students across class periods missed most frequently and why they were confused (Did multiple students write down the same wrong answer? Was the wording of any definitions universally confusing? Etc.).

Later, I will hand back these quizzes and encourage students to go back to their writer's notebook terms to take extra notes about how they will remember the terms they got wrong.

Academic Vocabulary: Day 3
3/9/20

Grade: 7		Subject: English	
Materials: Kahoot game and computer, graded assessments		Technology Needed: Student computers, projector	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.		Differentiation The purpose of these 3 days spent on mini-lessons for Academic Vocabulary is to help students improve on a standard that they scored below proficient on collectively as a class on the MAP test.	
Objective(s) TLW <i>remember</i> definitions for academic vocabulary words and <i>clarify</i> how they remember the definitions TLW <i>apply</i> academic vocabulary words to examples TLW <i>evaluate</i> their assessments and determine how they will finish committing the words to memory Bloom's Taxonomy Cognitive Level: Remember, Understand, Apply, Evaluate		Below Proficiency: Students will get to see the words and definitions again alongside applications of the words in an engaging Kahoot game; they will get to hear their peers explain how they remember the words; after the Kahoot game, they will get to assess what definitions they missed on their quiz and work on finding ways that they can individually remember the words—I will pay special attention to working with them to give them ideas for how to remember the words they missed instead of allowing them to just put the quiz away Above Proficiency: Students who already understand the definitions and examples will have the opportunity to explain their answers to their classmates Approaching/Emerging Proficiency: Students will get to see the words and definitions again alongside applications of the words in an engaging Kahoot game; they will get to hear their peers explain how they remember the words; after the Kahoot game, they will get to assess what definitions they missed on their quiz and work on finding ways that they can individually remember the words Modalities/Learning Preferences: Visual students can read the questions on the board; for auditory learners, I will also read the questions out loud (though they will have to read the answer choices on their own); independent learners will enjoy answering these questions on their own and trying to get in the top 5 spots; social learners will enjoy the competition of engaging with their classmates. After the Kahoot game, students will work independently to decide how they will remember the definitions for the words they missed on their assessments. I will walk around to help students that I notice aren't assessing their own work; I will help get them started on finding key words or examples	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be in assigned seating. After the Kahoot game, they will come get their graded assessments from me and return to their seats.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to participate in the Kahoot game, which should be engaging. Afterwards, they will be expected to look over their assessment and write notes to themselves on what they missed. Once they have finished that, they can work on independent reading until Mrs. Holtz leads the next activity.	
Minutes	Procedures		
	Set-up/Prep: Prepare Kahoot with definitions and examples; have corrected assessments ready to hand back		
2-3 mins	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Remind students once again about their pictures and assessments they took. Then, let students take out computers and prepare to play Kahoot!		

20-30 mins	<p>Explain: (concepts, procedures, vocabulary, etc.) As we play Kahoot, I will ask students if they answered correctly how they chose the right answer. They will explain their thought processes to their peers, or we will come up with an idea as a class if nobody has an idea how to remember it.</p>
5 mins	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) After students finish their Kahoot game, I will hand back their assessments with the instructions that they should look over whatever they missed and think of a way that they will remember it from this point forward. As they think of ways to remember the words AND take notes, I will walk around assisting any students who look stuck or unmotivated. I will help them think of authentic applications of the words.</p>
1-2 mins	<p>Review (wrap up and transition to next activity): After students are finished, I'll let them know they should keep their assessments with their English notes. Then, they can read until everyone finishes. Before we transition into the next activity, I will once again remind them why these words are important to reinforce the relevance of the lessons.</p>
<p>Summative Assessment (linked back to objectives, END of learning) Students will take a Kahoot quiz based on the results of their formative assessment. The quiz will cover the 9 words most often missed by students. Then, students will take one more look at their formative assessments and assess themselves and then make notes on how they will remember words from this point forward. These words will continue to show up on formative assessments and be a regular part of the vocabulary used in class lessons.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Students really enjoyed the Kahoot quiz and most of them did really well explaining to their peers why they chose the right answer. When they reviewed their assessments afterwards, I saw several writing down the explanations their peers said (like <i>IM</i>plicit means <i>IM</i>plied). When below-proficient-scoring students were not writing down notes for how to improve, they (for the most part) responded very well when I helped them get started. I wonder if I should have included more examples in the Kahoot lesson or found a way to help students see the definitions <i>before</i> we went into the Kahoot game. (But if I handed back the quizzes earlier, they might have used them to look up all the answers for the Kahoot game, so I'm not sure how that could've worked.)</p>	