

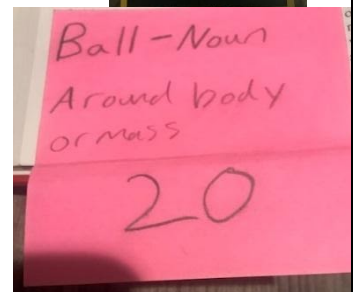
Lesson Plan Template

Grade: 5th		Subject: English	
Materials: Mewtwo Poster, Pokémon cards, dictionaries, post-it notes		Technology Needed: N/A	
Instructional Strategies: € Direct instruction € Peer teaching/collaboration/ € Guided practice perative learning € Socratic Seminar € Visuals/Graphic organizers € Learning Centers € PBL € Lecture € Discussion/Debate € Technology integration € Modeling € Other (list)		Guided Practices and Concrete Application: € Large group activity € Hands-on € Independent activity € Technology integration € Pairing/collaboration € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list) Explain:	
Standard(s) 5.L.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		Differentiation Low Proficiency: These students will be paired with students above proficiency and will receive guided help from me if the need arises High Proficiency: These students will be asked to help other groups if they finish early, otherwise I can give them extra cards to look the attacks up to “deal extra damage” Approaching/Emerging Proficiency: These students will be okay following the lesson as best they can with help and hints as seen necessary	
Objective(s) Students will show an understanding of how to find information in a dictionary and the meaning of what is found by completing an activity in which those skills are required Bloom’s Taxonomy Cognitive Level: Knowledge		Modalities/Learning Preferences:	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be asked to move into groups for the activity and will be asked to come up to the board as they finish finding their information, but when working they will need to stay with their groups.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to talk with their teammates in order to find the definitions, but they will get a warning if it gets too loud and be asked to keep it to a lower level. Students will also need to come calmly and walk up to the board with their post it notes, otherwise I will come get them from the students and they will remain sitting.	
Minutes	Procedures		
	Set-up/Prep: <ul style="list-style-type: none"> • make sure each table group has a dictionary at their table and my materials are at the front of the classroom so I can quickly grab them when they are needed. 		
2 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • “So we have been introduced to dictionary skills, right? Can anyone tell me anything they remember? <ul style="list-style-type: none"> o Allow the students to answer, confirming when right or setting them on the right track when they’re not understanding • “Good job! I have an activity for us to do later, but first I just want to make sure we really understand a few ideas that we will need for that activity” 		
5-10 min	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Using the dictionary used by the students as reference, open to the word balk. <ul style="list-style-type: none"> o “Okay, we are going to look at the word Balk as a reference. When I read this it has the word spelled differently next to it. Can anyone tell me what that is? That’s right, it’s the pronunciation!” 		

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	<ul style="list-style-type: none"> o “How about the abbreviation in italics next to it? For the word Balk it’s a v. correct!” These are the parts of speech. Today were going to be dealing with verbs, nouns, and adjectives. Can anyone tell me what each of those means? n- person place or thing v-action adj-describing word o “Now can anyone tell me the name of this symbol?” (draw a semicolon on the board) “This is a semicolon. In some cases, a word will have more than one meaning in the dictionary. A semicolon will be used to separate these meanings. Or, if one of the other meanings is a different part of speech, it will have the abbreviation for that part of speech before the other definition. <ul style="list-style-type: none"> ● “Does everyone follow so far? Thumbs up if you get it, thumbs to the side if you sorta get it, and thumbs down if you’re completely lost.” ● “Fantastic! For this next activity I’m going to need 6 groups.” (At this point leave tables of 4 as is, and move students around until you have a majority as groups of four and possibly some as groups of 3)
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10-15 min	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ● “How many of you know what Pokémon is? If you don’t its fine, you will still be able to do this activity! Personally, I’m a huge Pokémon nerd, so I thought we could have a little fun with this.” <ul style="list-style-type: none"> o At this point pull out the giant Mewtwo card. ● “This is Mewtwo, drawn by yours truly. Today were going to take him down using our dictionary skills! In order to do this, we need Pokémon with attacks to help us!” <ul style="list-style-type: none"> o At this point pull out the individual Pokémon cards. ● “We will be using these guys to help us take down Mewtwo! See how I have the name of one attack outlined in silver along with a number? Well that is going to be the word you have to look up in the dictionary in order to deal that amount of damage to Mewtwo until he is defeated. ● Explain the rules using Mewtwo and the ball attack as reference <ul style="list-style-type: none"> o 1. Write the name of the attack on the post-it notes o 2. Write the part of speech next to it o 3. Write ONE definition of the word o 4. Write down the amount of damage that attack does o 5. Once you have the post-it notes finished with all the information, run up to the board and slap it on Mewtwo and we will subtract the damage! ● Give the groups dictionaries and tell them to begin!
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1 min	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● “Great job beating Mewtwo guys! Now hand your cards to me as I come around the room and get your supplies for the next part of the day!”
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Formative Assessment: (linked to objectives)
Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

As the students walk up to the board and put their sticky notes on the board I will be able to see what they have put on the notes and assess their understanding, helping them fix any problems as I see it happen throughout the lesson.

Consideration for Back-up Plan: one thing I could see going wrong is this lesson moving too quickly. If this is the case I will give Mewtwo a “power-up”, making it so that the students have to find a few more words for me in order to beat him.

Summative Assessment (linked back to objectives)
End of lesson:

- Students will work in groups to create their own giant pokemon cards that they will be using dictionary skills to beat, just like in this lesson. individually, I will be giving the students a pack of cards in which they will have to find a word on at least 5 cards in order to define, identify the part of speech, say how much ‘damage’ it does, AND create a sentence using that word. I will grade the students on their notes, and on their group poster based on participation.

If applicable- overall unit, chapter, concept, etc.:

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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):