

Lesson Information and Activities					Principles of EL Instruction																
<p>Basic Information and Students</p> <p>Title: Vocabulary Assessment and Instruction</p> <p>Content Area: Language Arts/ESL Grade Level(s): 2/3</p> <p>Unit Description: This lesson takes place as part of language and literacy instruction for ELs. The text used is <i>A Great Idea</i> (Fountas and Pinnell level H) from <i>On Our Way to English</i>.</p> <hr/> <p>Length of lesson: 40 minutes</p> <p>Classroom setting (content, ESL, push-in/pull-out, dual language, etc.): ESL pull-out</p> <p>English learners Number of ELs: 5</p> <table border="1"> <thead> <tr> <th>Proficiency Levels</th> <th>3.4</th> <th>3.6</th> <th>3.9</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>ELs (numbers and/or names)</td> <td>████</td> <td>████ ████</td> <td>████ ████</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Other relevant student information: These students can demonstrate fluency reading at higher levels, but they lack comprehension. *All student names are pseudonyms</p>							Proficiency Levels	3.4	3.6	3.9				ELs (numbers and/or names)	████	████ ████	████ ████				
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Assessment

Describe how each objective will be assessed.

1. Student understanding of vocabulary will be assessed using a vocabulary graphic organizer and student oral output during lesson.
2. Student use of questioning to clarify information will be assessed by observation of student oral output during lesson.

Apply

Incorporating all four language domains

Identify the language demands of the tasks related to each language domain.

	Written	Oral
Receptive	<p>Reading</p> <p>Students will read a direct explanation of a tier 2 vocabulary word</p> <p>Students will read a vocabulary graphic organizer</p>	<p>Listening</p> <p>Listen to a presentation by the teacher.</p>
Productive	<p>Writing</p> <p>Students will complete a vocabulary graphic organizer</p>	<p>Speaking</p> <p>Students will provide feedback to a partner regarding the definition created by the student</p>

Modify

Key language (words, phrases, verb tenses, etc.)

General academic language	Domain-specific language
<p>Necessary, vocabulary</p> <p>It is necessary for me to ____.</p> <p>It is necessary for me to have ____.</p>	

Cultivate

How the lesson will use bilingualism/students' native languages as resources

Spanish cognate - <http://spanishcognates.org> - necesario

Materials and Texts

Name	Type (e.g., narrative)	Level	Connection to Students (What will this mean to them? How can you make it even more meaningful?)
Vocabulary graphic organizer			Modified so students can note a cognate if they know it
Visuals connecting to vocabulary word			Make definition, examples, and non-examples more concrete
Marzano's 6 Step Process for Vocabulary Teaching			<p>STEP 1. Teacher provides a description, explanation, or example of the new term.</p> <p>STEP 2. Ask students to restate the description or explanation in their own words and/or ask for personal examples that exemplify the word</p> <p>STEP 3. Students create a non-linguistic representation of the term (picture or symbol)</p> <p>STEP 4. Students are engaged periodically in activities to add to their knowledge of the terms in their vocabulary notebooks</p> <p>STEP 5. Students are periodically asked to discuss the terms with one another</p> <p>STEP 6. Students are periodically given opportunities to play with the terms – this is your choice and can include other words that you have been working on. Be specific in your lesson plan as to the name of the game and how it is to be implemented</p>
<p><u>Supplementary Materials</u></p> <p>Haiku Deck app for iPad- http://www.haikudeck.com/</p> <p>Longman Dictionary of Contemporary English online- http://www.ldoceonline.com/</p>			
<p><u>Advance preparation</u></p> <ol style="list-style-type: none"> 1. Copy vocabulary organizer. 2. Prepare Marzano's 6 steps for vocabulary instruction using Haiku Deck. http://www.haikudeck.com 3. Copies of vocabulary knowledge scale to connect to prior learning. 4. Copy of leveled text <i>A Great Idea</i> (H) 			
<p>Lesson Information and Activities</p>			

<p>Warm-up</p> <p>Estimated Time: 5 min</p> <table border="1"> <tr> <td>Focus Objective (#): 1</td> </tr> <tr> <td>Focus Language Modality/ies: <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking</td> </tr> <tr> <td>Grouping: <input type="checkbox"/> Independent Work <input type="checkbox"/> Pair <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Whole class</td> </tr> <tr> <td>Reason for grouping: <input type="checkbox"/> First language <input checked="" type="checkbox"/> English proficiency <input type="checkbox"/> Reading level <input type="checkbox"/> Content understanding <input type="checkbox"/> Interest <input type="checkbox"/> Other:</td> </tr> </table> <p>Building from Prior Learning</p> <p>Show students the VKS from our last lesson. Share the pattern in responses with them.</p> <p>Activity Steps</p> <p>Review the I Can Statements with the students (Haiku Deck). Explain that sometimes you need to focus on learning vocabulary words that will help you learn lots of other things in school. Today we will be doing some work to help us understand a word that everyone in the group needed help learning.</p> <p>Show students the leveled text <i>A Great Idea</i>. Learning the vocabulary word today will help them with this book. There are also many other times the word is used in school.</p> <p>It will also be important for the students to ask questions if they don't understand something the teacher says, their partner says, or that they read. Practice, "Can you say that a different way?" and "Can you explain that to me?"</p> <p>Scaffolds (including L1 support), differentiation, modifications</p> <p>Providing students with the VKS sheets they completed previously will give them a concrete reminder of what words they rated their understanding of. Sharing the book will help them understand the purpose of the lesson.</p> <p>Formative Assessment</p> <p>Do students understand the connection between the VKS and what they will do today?</p>	Focus Objective (#): 1	Focus Language Modality/ies: <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking	Grouping: <input type="checkbox"/> Independent Work <input type="checkbox"/> Pair <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Whole class	Reason for grouping: <input type="checkbox"/> First language <input checked="" type="checkbox"/> English proficiency <input type="checkbox"/> Reading level <input type="checkbox"/> Content understanding <input type="checkbox"/> Interest <input type="checkbox"/> Other:	<p>Define</p> <p>Define</p> <p>Modify</p>
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<p>Presentation</p> <p>Estimated Time: 15 min</p>					

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Building from Prior Learning (Haiku Deck) What does <i>vocabulary</i> mean? Why is it important?	
Activity Steps (Haiku Deck) State the word <i>necessary</i> . Have students repeat it. Determine if the students know the Spanish cognate <i>necesario</i> and what it means. If they know it, they can record on their organizer later. Provide a simple explanation of what the word <i>necessary</i> means. The definition is from the Longman Dictionary of Contemporary English online. This dictionary is created especially to meet the needs of English learners. (Marzano Step 1) Provide examples of what the word means using visuals from Haiku Deck. Students turn and talk to discuss each example and whether it exemplifies the definition of <i>necessary</i> . (Marzano Step 1) Students tell a partner in their own words what the word <i>necessary</i> means. They share what their partner told them with the group. (Marzano Steps 2, 5) Introduce the vocabulary organizer. Students can write the word <i>necessary</i> and add the cognate if they knew it. Now they can write the definition of <i>necessary</i> in their own words. (Marzano Steps 2, 4) Students add a non-linguistic representation of the word to their organizer. They must be able to explain to the group why the visual was chosen. (Marzano Step 3) Students talk to a partner about something it is necessary for them to have and something it is necessary for them to do. They then choose one of these to form a sentence using the word <i>necessary</i> . (Marzano Steps 4, 5)	<div data-bbox="1344 884 1474 940" style="border: 1px solid black; background-color: #d9ead3; padding: 2px; text-align: center;">Apply</div> <div data-bbox="1344 993 1474 1050" style="border: 1px solid black; background-color: #d9ead3; padding: 2px; text-align: center;">Define</div> <div data-bbox="1344 1125 1474 1182" style="border: 1px solid black; background-color: #d9ead3; padding: 2px; text-align: center;">Modify</div> <div data-bbox="1344 1272 1474 1329" style="border: 1px solid black; background-color: #d9ead3; padding: 2px; text-align: center;">Apply</div>

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<p>Scaffolds (including L1 support), differentiation, modifications</p> <p>Provide a sentence frames for those who need it: It is necessary for me to _____. It is necessary for me to have _____.</p>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Modify</div>																		
<p>Formative Assessment</p> <p>Student conversations during turn and talk will provide teacher understanding of whether students are gaining knowledge of the word taught. Prompt students to use clarifying questions when needed. (Oral Language Assessment Checklist)</p> <p>The vocabulary organizer provides written documentation of student understanding.</p>																			
<p>Practice/Application</p> <p>Estimated Time: 10 min</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="padding: 5px;">Focus Objective (#): 1, 2</td> </tr> <tr> <td colspan="2" style="padding: 5px;">Focus Language Modality/ies: <input checked="" type="checkbox"/>Reading <input checked="" type="checkbox"/>Writing <input checked="" type="checkbox"/>Listening <input checked="" type="checkbox"/>Speaking</td> </tr> <tr> <td colspan="2" style="padding: 5px;">Grouping:</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Independent Work</td> <td style="padding: 5px;"><input type="checkbox"/> Pair</td> </tr> <tr> <td style="padding: 5px;"><input checked="" type="checkbox"/> Small Group</td> <td style="padding: 5px;"><input type="checkbox"/> Whole class</td> </tr> <tr> <td colspan="2" style="padding: 5px;">Reason for grouping:</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> First language</td> <td style="padding: 5px;"><input checked="" type="checkbox"/> English proficiency</td> </tr> <tr> <td style="padding: 5px;"><input checked="" type="checkbox"/> Reading level</td> <td style="padding: 5px;"><input type="checkbox"/> Content understanding</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Interest</td> <td style="padding: 5px;"><input type="checkbox"/> Other:</td> </tr> </table> <p>Building from Prior Learning</p> <p>Explain to students that vocabulary learning is a process that continues throughout school and their lives. We will revisit the word we learned with a practice activity and see how well students understand it.</p> <p>Activity Steps</p> <p>(Haiku Deck)</p> <p>Present scenarios in which students must choose whether having something or doing something is necessary. For example, <i>A man decides to get his umbrella before he gets in his car to drive to work. Is this necessary? A girl asks her mom if she can have a cat. Is this necessary?</i> Students respond necessary if they think it is. They must explain why to a partner and share with the group. (Marzano Step 6)</p> <p>Scaffolds (including L1 support), differentiation, modifications</p> <p>Visuals are provided. Students can rehearse and ask for clarification with a partner before sharing with the small group.</p>		Focus Objective (#): 1, 2		Focus Language Modality/ies: <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking		Grouping:		<input type="checkbox"/> Independent Work	<input type="checkbox"/> Pair	<input checked="" type="checkbox"/> Small Group	<input type="checkbox"/> Whole class	Reason for grouping:		<input type="checkbox"/> First language	<input checked="" type="checkbox"/> English proficiency	<input checked="" type="checkbox"/> Reading level	<input type="checkbox"/> Content understanding	<input type="checkbox"/> Interest	<input type="checkbox"/> Other:
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<p>Formative Assessment</p> <p>Student oral responses of <i>necessary</i> when they identify an item as necessary. Student explanations of their choices. (Oral Language Assessment Checklist)</p>					
<p><u>Wrap-Up/Evaluation</u></p> <p>Estimated Time: 5 min</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Focus Objective (#): 1, 2</td> </tr> <tr> <td style="padding: 2px;">Focus Language Modality/ies: <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking</td> </tr> <tr> <td style="padding: 2px;"> Grouping: <input type="checkbox"/> Independent Work <input type="checkbox"/> Pair <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Whole class </td> </tr> <tr> <td style="padding: 2px;"> Reason for grouping: <input type="checkbox"/> First language <input checked="" type="checkbox"/> English proficiency <input checked="" type="checkbox"/> Reading level <input type="checkbox"/> Content understanding <input type="checkbox"/> Interest <input type="checkbox"/> Other: </td> </tr> </table> <p>Building from Prior Learning</p> <p>Remind students of what vocabulary is and why it is important. They should review their organizers to make sure it will help them remember what the word <i>necessary</i> means.</p> <p>Activity Steps</p> <p>Students share the sentences they created on their organizers with the group.</p> <p>Ask students if this process helped them learn the word <i>necessary</i>. How did it help?</p> <p>Remind students that they will revisit this word again. The more they use words they learn, the better they will be at using school vocabulary. Remind them that vocabulary helps them understand what they read and explain themselves in writing.</p> <p>Have students share a time when they had to ask for clarification during the lesson. Did this help? Could this be helpful in the regular classroom also?</p> <p>Scaffolds (including L1 support), differentiation, modifications</p> <p>Students have a chance to reflect on their learning in a small group. They will connect instructional accommodations with their learning needs in the regular classroom by thinking about asking clarifying questions.</p>	Focus Objective (#): 1, 2	Focus Language Modality/ies: <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking	Grouping: <input type="checkbox"/> Independent Work <input type="checkbox"/> Pair <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Whole class	Reason for grouping: <input type="checkbox"/> First language <input checked="" type="checkbox"/> English proficiency <input checked="" type="checkbox"/> Reading level <input type="checkbox"/> Content understanding <input type="checkbox"/> Interest <input type="checkbox"/> Other:	<div style="border: 1px solid black; background-color: #e0f0e0; display: inline-block; padding: 5px 10px; margin-bottom: 20px;">Define</div> <div style="border: 1px solid black; background-color: #e0f0e0; display: inline-block; padding: 5px 10px; margin-bottom: 20px;">Apply</div> <div style="border: 1px solid black; background-color: #e0f0e0; display: inline-block; padding: 5px 10px;">Modify</div>
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<p><u>Extension Activities/Assignments</u></p> <p>Degrees of Meaning using the word <i>necessary</i>. (Marzano Step 6)</p> <p>Give the students the following words to put in order from most to least necessary:</p>					

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backpack, computer, pencil, markers, library book, lunch number Students should share their order with another student and explain why it was ordered that way.	
<u>Bonus Points:</u> Plans to engage with Community, Parents and other Educational Stakeholders.	