**Lesson Plan Template - Presentation Model**

***Brigham Young University-Hawaii School of Education***

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| **Teacher:**   * Debora Wijaya | **Grade Level & Content Area:**  6th Grade – English Language Arts |
| **Lesson Title:** Words Have Feelings Too! | |
| **Questions to ask yourself - BEFORE & DURING**   * What do I want my students to learn? (OUTCOMES) * How will I use DIFFERENTIATION and FORMATIVE ASSESSMENTS? | |
| **Materials:**   * Whiteboard * Access to dictionary/thesaurus (physical or digital) * Projector/video player * Small poster paper (11x18) * Sticky notes/Post-it notes | |
| **Common Core State Standards and/or Content Standards:**  [CCSS.ELA-LITERACY.L.6.5.C](http://www.corestandards.org/ELA-Literacy/L/6/5/c/) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). | |
| **Lesson Outcomes: (1-2 outcomes. NOT more than 3 outcomes Use exact ‘thinking/doing’ verbs)**   * Students can distinguish between positive and negative connotations by drawing a picture that shows one positive and negative connotation of a word. | |
| **Background**: **(3 separate and complete paragraphs)**   * **Learners:** These learners are a class of 6th graders from different parts of the world. Each student comes from a different educational background but at this point, they all have basic comprehension skills in the English language. Some students are more fluent in and understand English better than others, but all students are willing to help each other and work together. These students work best in small groups and learn the most from one another. There are a few students that are more shy and do not practice speaking out loud in class, so for these students I will likely pair or group them with students that will help them get more engaged and allow them to share their thoughts. This is the first lesson on connotation and denotation. * **Lesson Justification:** I will be teaching these students the difference between the connotation and denotation of words. They will learn to determine the connotation of words in certain contexts and be able to determine the denotation of those words as well. Connotation is a meaning that we associate with a word, where the denotation is the actual definition of the word. These students are beginning to really improve their skills in the English language, but the connotations versus the denotations of certain words in certain contexts may confuse them, so it is important that they learn how to distinguish between them, especially between different connotations. This is a foundational lesson that these students will continue to build upon as they continue to improve in their social and academic English language skills. * **Methods Justification:** For this lesson, I will be using a Presentation Model. The information I will be giving the students is new, so a presentation will be the best model to use to effectively teach this lesson. This way I will be able to show the class many examples of when the meaning of a word may confuse them if they do not understand the connotation of it or if they take the denotation too literal. It will be easy to show the students how to break down texts in order to fully understand what is being said. Using a presentation, the students will be able to follow along and take notes easily, which will help them grasp a better idea of how connotation and denotation of a word can impact the meaning of an entire context. | |
| **HOTS (Higher Order Thinking Skills – Variety of question types, i.e., What, Where, When, Why, How, avoid ‘yes / no,’ explain, analyze, etc.):**   1. What is connotation? 2. What is denotation? 3. How does context affect connotation? 4. Why do you think it is important for you to understand different connotations? 5. What are positive and negative connotations? | |
| 1. **Anticipatory Set (pg. 288): Less than 5 minutes, creative, engaging, participative, access prior knowledge**  * How will you get learners interested and engaged with the lesson? * How will you activate and/or assess learners’ prior knowledge? * How will you introduce the concept/skill/topic? * What overarching framework/advance organizer will you use to organize the lesson? * You do not have to directly answer each of these questions; instead, you should develop an anticipatory set that addresses them.   **Say:** Aloha class! Today I am going to teach you a lesson. How does that sound? Really, how does that sound? When I greet you with a smile and tell you, “I am going to teach you a lesson,” how to you feel? What are you thinking the lesson could be about? What if you walked into class, sat down, and saw that I was mad and said, “I am going to teach you a lesson,” now how would you feel? What could the lesson be about? Does the word ‘lesson’ suddenly mean something bad?  **Say**: I know you all must have noticed at some point, that in the English language, we use the same word for different meanings. For example, the word ‘run’. What does ‘run’ mean? You could ‘run’ to the store, go for a ‘run’ in the park, or ‘run’ and new video game on your computer. Different words have different meanings depending on the context it is used in. I am going to play a short video for you guys. Take out a piece of paper and something to write with. As you watch this video, write down some of the words that show up and what different meanings they could have. The directions will be next to the video if you forget what you should be writing. Ready? Here we go.  **Do:** Have students take our piece of paper and writing utensil and start the video. Keep an eye out and make sure all students write down something during the video.  **Say**: Okay, if you need to, quickly finish writing down your last thoughts. Now, what were some of the word you guys saw?  **Do**: Call on students to share what words they saw and write them on the whiteboard.  **Say**: Good! So, what were some of the different meanings of these words that you guys saw? Go ahead and tell your neighbor some of them. When you are gone sharing, show me a thumbs up.  **Do**: Students will start sharing what they recall from the video. After about one minute check for the students’ thumbs up and gather their attention.  **Say**: So, what were some different meanings for some of these words? How about for the word ‘blow’?  **Do**: Call on students to share different meanings for the word ‘blow’ from the video.  **Say**: Right! These are all different meanings of the same word. There are also different words with the same definitions but have different meanings. I know it sounds confusing, but this is important for you guys to know. Knowing the difference and being able to understand what meaning is supposed to be used in different contexts will improve your language skills and help you as you continue to learn more complex lessons in your future English classes.  **Differentiation**: (Explain WHAT, HOW, and WHY you are using differentiation in your Anticipatory Set. Explain the differentiation in terms of the three key UDL principles, and the Content, Process, Product, Environment information we have studied).  The differentiation that I used in my Anticipatory set was **multiple means of engagement.** The video that I played served as a visual effect for the students. For students who are visual learners, they were able to watch the video and see the different meanings for the same words. For the verbal learners, writing as they watched and listened to the video helped them understand the differences between the words and each of their many meanings. I also used **multiple means of action and expression** by having students first start by working by themselves as they watched the video, then working together. By having them share and recall the different words and meanings from the video, they each learned a little from each other. There may have been parts of the video that students missed, but by talking with each other, and sharing with the class, everyone is able to be on the same page before moving on and beginning the lesson. **Multiple means of representation** were also incorporated into the anticipatory set through the Prezi that I had up and was showing the students. The Prezi allowed me to organize my thoughts and structure the transition into the lesson. This makes it easy for the students to follow along and grasp the concepts of the lesson better.  Assessment: (Explain WHAT, HOW, and WHY you are using Formative Assessment)  At the front of the classroom, on the whiteboard, write the word ‘game’. Students will write down two or three different meanings of the word ‘game’ on a sticky note and tick it on the board under the word. This will show me that the students are already thinking of how one word could have many different meanings. Now I know that the class is ready to continue.   1. **State your objectives/outcomes. You will tell your students the objectives/outcomes.**   **Say**: As you can tell, today we are going to talk about the meanings of different words and how they are used in different contexts and situations and how they can make you feel, this is called the connotation of a word.  **Say**: The objective today is that you will be able to distinguish between positive and negative connotations by drawing a picture that shows one positive and negative connotation of a word.  **Do**: Write the objectives on the board or have them written on a poster and hang the poster or write them on the Graphic Organizer. | |
| **BEGIN INSTRUCTIONAL SEQUENCE** | |
| 1. **Advance Organizer (pg. 281, 290)**  * “… the hooks, the anchors, the ‘intellectual scaffolding’ for subsequent learning.”   **Say**: I want to give you an idea that will help you understand what connotations and denotations are.  **Say**: The idea is that, like our lesson title for today, words have feelings too! Words don’t actually feel happy or sad, but they can make you feel happy or sad. The feeling or idea you get just from reading or hearing a word is the connotation. The actual, literal, definition of a word is the denotation.  **Do**: Give two examples, like how the word ‘bad’ and ‘down’ both can be defined as relating to feeling sad (denotation), but the way you feel when you first hear or read them is different (connotation).   1. **Presentation of the Content (pg. 290-296)**  * These three guidelines are important to keep in mind when presenting the content: 1) Explaining links/examples, 2) Rule-Example-Rule technique, 3) Signposts/Transitions. * You may not have time for three topics. You decide how many topics you have time to present.   ***Topic 1 - Denotation*** (The 1st idea you are presenting. Don’t forget Links/examples Rule-Example-rule Signposts)  **Say**: Let’s start with what denotation is first. As I said before, the denotation of a word is the literal definition of the word that can be found in a dictionary. For example, the word ‘smelly’, without looking it up, what does ‘smelly’ mean?  **Do**: Have students think for a moment then ask what they think.  **Anticipated Response**: ‘Smelly’ means something smells bad or not good.  **Say**: That’s right! What about the word ‘stinky’, what does it mean?  **Do**: Have students think for a moment then ask what they think.  **Anticipated Response**: ‘Stinky’ means something smells really bad or has a strong bad smell.  **Say**: Hmm, it sounds like they both almost have similar definitions. Let’s look up the definition for the word ‘smelly’ and the word ‘stinky’ in the dictionary. Let’s look for ‘smelly’ first.  **Do**: Have students open a dictionary or thesaurus and find the definition for the word ‘smelly’. Ask a student to read the definition they found out loud. Write the definition on the board or key words from the definition.  **Say**: Thank you! Okay, now let’s look up the word ‘stinky’.  **Do**: Have students look up the definition for the word ‘stinky’. Ask a student to read the definition out loud. Write the definition or key words from the definition on the board.  **Say**: Thank you! So, both these words have the same denotations. They describe something with a strong or unpleasant smell. But when I first asked you, it sounded like ‘stinky’ had a stronger meaning than ‘smelly’. That’s because of each words’ connotation.  ***Topic 2 - Connotation*** (The 2nd idea you are presenting. Don’t forget Links/examples Rule-Example-rule Signposts)  **Say**: Connotation is a *feeling* or idea that a word has in addition to its literal definition. For example, how would you feel if I said at the end of the day, we are going to have a test? What if I said we are going to have a quiz instead? Talk with your neighbor about the differences between the two and give me a thumbs up when you’re done sharing.  **Do**: Have students discuss the difference between how they feel about a test versus a quiz. Walk around and listen to some of their discussions for a minute or two and then gather their attention again with their thumbs up.  **Say**: Okay, I heard some good things as I was walking around. Let’s have two or three people share what they talked about with their partner.  **Do**: Call on two or three students to share their thoughts.  **Anticipated Response**: A test sounds like it will be hard and worth a lot of points. A test sounds like we need to study for it. A quiz sounds like it will not be that hard and not so many points. A quiz sounds like there will only be a few questions.  **Say**: Thanks for sharing guys. So, based on what you said, it sounds like a quiz would be better than a test. But they both are pretty much the same thing. Both a quiz and test check your knowledge by asking you questions, and you have to answer as best you can. The difference are their connotations. ‘Quiz’ has a positive connotation compared to ‘test’, which has a negative one. But what’s the difference between a positive and negative connotation?  ***Topic 3 – Positive and Negative Connotations*** (The 3rd idea you are presenting. Don’t forget Links/examples Rule-Example-rule Signposts)  **Say**: We know what positive means, and now we know what connotation means, so what do you think ‘positive connotation’ means?  **Do**: Have students think for a moment and then ask for someone to share their thoughts.  **Anticipated Response**: Positive connotation is for words that make you feel good or happy.  **Say**: That’s right! So what does ‘negative connotation’ mean?  **Do**: Have students think for a moment then ask for someone to share their thoughts.  **Anticipated Response**: Negative connotation is for a word that makes you feel bad, or sad, or not happy. It’s the opposite of positive connotation.  **Say**: Very good! Let’s see if you all are understanding the difference between positive and negative connotations. Show me a thumbs up if the connotation is positive and show me thumbs down if it’s negative. If you are not sure then show thumbs in the middle.  **Do**: Say a few different words with positive and negative connotations and check if the students are responding correctly. When there is a mix of thumbs up and down for a word, explain that connotations can be different for different people.  **Say**: Good job everyone! Now, sometimes some words can have different connotations for different people. Like the word ‘clown’. Show me thumbs up or thumbs down for the word ‘clown’.  **Do**: Have students respond with thumbs up or down, or in the middle.  **Say**: For people who like clowns and think they are fun, the connotation is positive. But some people, like me, don’t really like clowns and think they are a little scary, so the connotation is negative. Make sure to remember that!  **Say**: Now I am going to split everyone into pairs and give you a sheet of small poster paper. When you and your partner get you paper, fold it in half “hamburger-style” or “short-ways”. On the screen I will show you three different words. As I pass out the poster paper, I will give you a number. The number I give you is the word that you will use for this activity. The directions for this activity are on the screen. I will give you all 5 – 7 minutes to complete this assignment. When you hear the timer ring, stop what you’re doing and give me a thumbs up.  **Do**: Set a timer for the students. Walk around the class and help students who do not understand the assignment or look like they need a little extra help.  **Say**: Okay everyone, let me see your thumbs up! Awesome! Let’s have each pair stand up and quickly share what your word was and what you drew to show 2 different connotations.  **Do**: Choose a pair to start or ask for a volunteer to begin.  **Differentiation**: (Explain WHAT, HOW, and WHY you are using differentiation in the Presentation Instructional Sequence. Explain the differentiation in terms of the three key UDL principles, and the Content, Process, Product, Environment information we have studied).  I used **multiple means of representation** through of this Prezi. I used different visual aids to help guide the students’ thinking. Using pictures throughout the presentation helped students get a better idea of how one word can have many meanings based on its connotation. I provided the opportunity for **multiple means of engagement** by having students discuss their thoughts with one another and with the class. I also had students pair up and work together to complete a small poster drawing that demonstrated their understanding of positive and negative connotations. Students were able to work together and ask one another questions and learn from each other as they worked together. Working in pairs to create their poster drawings allowed for **multiple means of action and expression.** Each student was given the opportunity to demonstrate their new knowledge and apply it right away. They were able to show AND tell me what they learned by creating and then sharing their drawings.  **Assessment**: (Explain WHAT, HOW, and WHY you are using Formative Assessment)  By using simple words that the students already know as examples of connotations and denotation, I can tell if the students are beginning to understand the idea that “words have feelings too”. Having them participate in quick partner discussions allows me to walk around and hear for myself what is being understood and what is not. Having them give me physical responses like thumbs up and thumbs down also helps me see which students are really grasping the lesson and which ones need a little extra help, and if the whole class is ready to move on in the presentation.   1. **Checking for Understanding / Extending Student Thinking** Extend student thinking by asking thoughtful questions and allowing time for students to discuss their answers. You could also extend student thinking in other creative ways).   Ask a question that will help students extend their thinking).  **Say**: Okay class, to review what you have learned today, I want you to turn to your partner and discuss the difference between positive and negative connotations. Then come up with an example for each.  **Do**: Students talk to their partners and share their answers. Walk around the class and listen to different students’ conversations and discussions. For students who seem to be struggling a little bit, stop and help them, or join the conversation to clarify any misunderstandings. | |
| **END INSTRUCTIONAL SEQUENCE** | |
| 1. **Closure: (Your closure can also Extend Student thinking)**  * Wrap up the lesson by deepening, extending, or clarifying the focus of the lesson. * This is short (less than 5 minutes), participative, and powerful. * Students do the intellectual work. * Creative and engaging.   **Say**: Awesome job on all your drawings, class! I can tell that you’re understanding the difference in connotations. Hopefully now, you can determine the connotation of any word that you read or hear in different situations.  **Say**: Now on a 3x5 note card, I want you to write a word that can have different connotations at the top and then swap cards with your partner. Under the word that your partner wrote, write down its denotation. Then draw a face that shows the connotation of the word ( 😊 or ☹) and write why you think the face you drew represents the positive or negative connotation of the word.  **Do**: Give class time to write their answers. Then have students pair up and discuss their answers. Have students check with one another if their connotations were correct. Then ask for two or three students to share the word their partner wrote, the denotation and the connotation.  **Differentiation**: (Explain WHAT, HOW, and WHY you are using differentiation in your Closure. Explain the differentiation in terms of the three key UDL principles, and the Content, Process, Product, Environment information we have studied).  This closure included **multiple means of engagement** by having the students work individually, then share their thoughts in pairs, and then with the class. Quiet students had the opportunity to speak with one other person than with the whole class and students who process things better on their own were given time to organize their thoughts and put it to paper. And for students who were comfortable with speaking in front of the class, they were given the opportunity to share with everyone. This was **multiple means of action and expression.**  By having students write their answers on a note card, I also showed **multiple means of representation.** Instead of just sharing their thoughts out loud with one another, or with me, they can express what they have learned, and I am able to clearly see their thought processes and determine if they really understood the lesson. By writing, students are comfortable in sharing their individual responses.  **Assessment**: (Explain WHAT, HOW, and WHY you are using Formative Assessment)  For the closure, I had students write down the denotation of a word that their partner came up with and then determine its connotation and explain why they think that is the connotation. This allows me to easily assess what the students know about denotation and connotation from today’s lesson. Listening to their discussions also helps to clarify which students are understanding and which students still need more help.   1. **Summative Assessment: (Multiple Means of Action & Engagement. How will you know if your students meet the outcomes – learn what you taught them?)**   For the summative assessment, I will be using the poster drawings that the students worked on in pairs. The drawings do not have to masterpieces, but they must clearly represent the positive and negative connotations of the word. I am checking to see that they properly labeled their drawings. I am also looking for the word they had to use and its denotation. Each student should have drawn one picture and written their name on the back of the paper. Under their name they should have written a sentence that included the word they were given in the connotation that they drew for. (If Student A drew the picture for the negative connotation of the word then their sentence should be used with negative connotation.) | |
| **Lesson Adaptations:**   * Every classroom will have students with special needs. For example, students who speak English as a second language, or have ADHD, etc. Based on learners’ special needs, identify specifically what you will do to adjust your lesson / teaching to their special needs. It should look like this:   Because this is a class of ESL students, I need to speak slowly at times that would be most confusing. I also need to make sure that I speak loudly and clearly so everyone in the class can hear and understand me. I also need to take note of how much time I allow students to discuss and write. For some students, their English skills are better than others so they may not need extra time to get their message across or put their thoughts to paper, but other students might. I need to make sure the pace that I give my lesson is not too fast that those who may be a bit behind do not fall farther behind but not too slow that faster students start to lose interest.   * Student F.B has trouble seeing from far away and his family can not afford to buy glasses until next month. I will move this student to a seat that is closer to the front, and if needed, I can print out instructions with bigger texts so he can participate and follow the same instructions as everyone else clearly. * Student K.C has a physical disability in her legs, so she needs to use a wheelchair. I will have her sit at a desk that is close to the door so she can access the classroom easier. I will also make sure that there is always a clear path for her to my desk if she needs to speak to me as well as to where we keep supplies so she can get what she needs. * Student S.J has difficulty staying focused and paying attention. I will seat her closer to me and around other students that I know will help her stay focused and be a distraction to her learning. This way I can also help her stay focused and remind her to complete her assignments. | |
| **Reflective Questions:** writebullet points of appropriate and meaningful questions you ask yourself Before, During, and After instruction. These questions should be noted in your lesson plan and then referred to in your written reflection.  **Before**:   * Am I prepared to teach this lesson? * Do I have all the materials I will need to teach this lesson? * Is my outcome clear and measurable? * How can I use differentiation in my lesson that is clear and effective? * Have I made adjustments and accommodations for students that may need it?   **During**:   * Is the way I am explaining connotation clear and concise? * Are the examples I am using appropriate for this grade level? * Are the students engaged in this lesson? * Am I adjusting to the students’ needs? * What can I do to best assess which stage my students are at?   **After**:   * Was the outcome met by the end of the lesson? * Were the students able to understand the difference between positive and negative connotations? * Did the students get the accommodations that they needed? * Was the Presentation model the best method for teaching this lesson? | |