

LESSON PLAN BY STEPHANIE MOSES

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| Lesson Topic: Language – Exploring vocabulary from ‘The Lion, The witch and The Wardrobe’. | Grade 2 and 3 |
| | Duration – 45 minutes |
| Standards: COMMON CORE CODE/ONTARIO EXPECTATIONS and description <p>This lesson aligns with the below mentioned Ontario Curriculum Expectations for Grade 2 & 3:</p> <ol style="list-style-type: none">Section 2.3 of Using Knowledge of Form and Style in Writing: Word choice<p>Students are expected to use familiar words and phrases to convey a clear meaning.</p>Section 1.3 of Listening to Understand: Comprehension strategies<p>Students are expected to visualize and sketch to clarify understanding of an oral text.</p>Section 2.4 of Speaking to communicate: Appropriate language<p>Students are expected to choose a variety of appropriate words including descriptive words and technical vocabulary to communicate their meaning accurately.</p>Section 1.6 of Reading for Meaning: Extending understanding<p>Students are expected to extend understanding of texts and topics by making connections to their own knowledge and experience, to other familiar texts and to the world around them.</p> | |
| Objectives <p>Students will be able to:</p> <ul style="list-style-type: none">Rephrase definitions of new words using their own words.visualize and sketch pictures to express understanding of word meanings.Extend their understanding by independently identifying synonyms, antonyms, forming sentences and making connections to ‘The Lion, The witch and The Wardrobe’.Actively engage in class discussions related to new vocabulary. | |

Lesson Sequence (including activities)

Opening/Anticipatory Set (engage, background knowledge, build community, entice effort)

I will introduce the lesson to students by making a connection to one of their favourite texts; a text that they have been reading as a class for the past several weeks. I will announce that we are going to explore five unfamiliar words from 'The Lion, The Witch and The Wardrobe' and engage in activities that will help them understand and remember the meanings. This will create a sense of excitement in them about the lesson and increase their focus and motivation.

Mini-lesson (direct instruction, model, demonstration, Graphic Organizer, Multiple Intelligences)

I will handout the worksheets I prepared for the lesson to students and ask them to wait for my instructions before they start working on it.

I will introduce the words and definitions through a power point presentation to the class. I will give students an opportunity to guess the meaning of each word. I will display the definition of the word after I hear a few of their responses and ask students to copy the definition on their worksheets. I will use each word in a sentence and explain the meaning of the terms in detail in order to enhance their understanding of the vocabulary.

Work Period (guided practice, application, exploration, Active Learning, Grouping)

Following the class discussion about all the new words, I will ask students to define each term in their own words and express the meaning through a symbol or picture in their worksheets. I will give examples of how a definition can be simplified and rephrased in their own words and of how it can be visualized. After explaining the task, I will walk the room to ensure all students know what is expected of them and help students who require more assistance to complete the task.

At the completion of this task, I will move to a spinning wheel activity which is related to finding synonyms, antonyms, making connections to 'The Lion, The Witch and The Wardrobe' and making sentences using each word. The wheel will have 5 segments: Synonym, Antonym, making a sentence, making a connection to Narnia, and identifying if it's a noun, verb or adjective. I will use a digital spinning wheel for this activity and display it on the screen. I will spin the wheel at least three times for each word and students will write down the answer to the question that is picked at each turn. I will discuss students' answers at the end of each round to assess their understanding of the words, and to provide opportunities to exchange their thought processes. The spinning wheel is embedded into the activity to increase engagement and participation.

Closing (debrief, summary, reflection)

I will end the lesson with a game of charades. Five students will be randomly picked (using a digital name picker app) and assigned a word to act out. While one person acts the word out, the rest of the class will raise their hands and guess the word. This will be an effective activity to help students remember the meaning of the words and maintain students' engagement as I wind down the lesson. I will praise students for their good work and collect all worksheets at the end of the lesson.

Modifications/Accommodations

There is a student who has challenges with printing. He prints very slowly and easily loses motivation to complete tasks due to this reason.

- While other students need to copy the definition of each word from the screen to their worksheets, I will include the definitions for him in his worksheet. This will prevent him from exhausting himself at the beginning of the lesson and help him stay motivated for the rest of the activities.
- I will ensure he is seated close to me and provide him with extra guidance and assistance throughout the lesson.

Assessment/Graphic Organizer/Rubric

I will use the completed worksheets to assess their individual understanding of the lesson and make instructional decisions based on their answers.

I will use students' contribution to classroom discussions and whole-class activities as informal assessment.