

Planning for Instruction and Assessment

A. Focus for Learning: Standards and Objectives /Targets

Objectives are measurable and observable. Students will be pronouncing new vocab words and using them in a sentence. Objectives are directly aligned to the standards (3 included).

B. Materials and Resources

Technology used to display vocab word and picture.

All vocab words and sentence stems are written on sentence strips and larger enough for all students to read.

Pictures used to help describe the definition of the word

C. Assessment of P-12 Learning

Students will be informally assessed by listening to pronunciation and correct usage in the sentence frames they are given. Each student will be observed and listened to throughout the lesson.

D. Differentiated Methods

Individual accommodations are made on the lesson plan (reading aloud, reading the sentence, visual displays of the sentence frames).

Instructional Delivery

E. Learning Target and Directions

Review of vocab starts the lesson. “my turn” “your turn” to repeat word and sentence.

Directions clear for how students will participate.

F. Critical Thinking

Students create their own sentence to demonstrate understanding of the vocab word and how to put it into a sentence.

Connects vocab word in a sentence to a vocab words covered months ago.

Third sentence pushes students to think of two words to add to the sentence stem.

Completers Impact Study
CPAST Alignment

Connection across content areas by asking students to think about how their payment option would look in real life (pennies to pay)

Students connect vocab words to personal experiences (ie walking reluctantly)

Helps students to think about real-life examples of how to define the vocab words

Students get to use body movements to demonstrate understanding of vocab words

G. Checking for understanding and adjusting instruction through formative assessment

Asking students to re-read sentences to increase participation

Using multiple words in the sentence to help students grasp additional words to understand the sentence.

Adjustments made to student's understandings of how to define a word

H. Digital tools and resources

Technology used to display

Materials prepared and ready to go for lesson.

I. Safe and respectful learning environment

Teacher call for attention "Can I get a"... "whoop whoop" student response.

Timing students to put materials away and return to seats for vocab. Table groups praised for completing task according to directions/expectations given.

Students use hand gesture to show they are ready to learn.

Praise given to students for reading.

Student gently reminded to re-join the group.

Connects to students' interest/personal lives by sharing self-created sentences

Building off students' interests (Ohio)

Spicy double clap to praise student for participation

Assessment

J. Data-guided instruction

Listening to student's ideas to adjust instruction as needed

Completers Impact Study
CPAST Alignment

Helps probe students to clear up misconceptions they might have about how to define the word.

K. Feedback to learners

Gives students direct feedback after they share an answer to her questions. Praise/support for how the student responded to the question.

Circulates during sharing of their own sentences to listen to student sentences and provides feedback to students.

Descriptive words used to give feedback to learners “great word choice, specific, fancy”

Using student ideas/sentences to reinforce vocab sentence stems

L. Assessment techniques

Circulation during lesson; observation of each student’s participation

Feedback given to students to help clear up any misconceptions

Additional Notes

Student engagement high in class- multiple students want to participate throughout lesson and do so by raising hand and sharing in small groups.

Students are responsive to call and response strategies throughout lesson

Much work has obviously gone into creating a smooth, efficient classroom. Students quickly follow classroom rules/expectations. In addition, students are supportive of each other (both in praise for participation and for staying on task/focused when other’s might be not focusing).

Students able to use calming corner and do so independently and then return to learning when ready.

Brain break given after vocab lesson and in preparation for next lesson. Reminder of voice level for brain break and in prep for lunch voice level.