

Name: Danielle Cook

Date of Lesson:

Content Area: English

Grade/Age: 12th Grade

Cooperating Teacher: Prof. Risner

- I. Topic of Lesson: Vocabulary Acquisition
- II. Goal/Objective/Purpose of Lesson: Students will be able to **determine** the **meaning** and proper **placement** of unknown *vocabulary* words using *context clues* in the **OPIN** worksheet.
- III. Prerequisite Knowledge:
Students must have some *prior* experience in using *context clues* to *determine* word meanings since this lesson is designed to hone those skills not teach them.
Vocabulary: *Context clues*, throng, edifice, utopia, allot, seasonable, sepulchres, ponderous, congenial, inauspicious, and portal.
- IV. Ohio Academic Content Standards:

Standard	Benchmark
<i>Language</i> <i>L.9-10. 4</i>	<i>4.Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content.</i> <i>a. use context as a clue to the meaning of a word or phrase.</i>

- V. SPA Standards: (NAEYC, NSTA, NCSS, NASET, etc.)

Standard	Benchmark
<i>Standard 1: Promoting Child Development and Learning</i>	<i>Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.</i>

- VI. Materials/Technology:
1. Pencil to **write** their answers with.
 2. OPIN worksheet to **evaluate** students' abilities to use *context clues* to determine *word meaning*.
 3. **Vocabulary** list for the week to be given to students after they complete the exercise.
 4. Tradebooks:
 - *Nathaniel Hawthorne Tales and Sketches College Edition*
By: Nathaniel Hawthorne; Edited by: Roy Pearce; ISBN: 1883011337

Lexile Level: 1340L

- *Haunting Tales*

By: Nathaniel Hawthorne; ISBN: 0590763733

Lexile Level: 1270L

- *House of Seven Gables*

By: Nathaniel Hawthorne; ISBN: 0486408825

Lexile Level: 1290L

- *Tanglewood Tales*

By: Nathaniel Hawthorne; ISBN: 0812565150

Lexile Level: 1260L

- *Pilgrims and Puritans*

By: Christopher Collier and James Lincoln Collier; ISBN: 0761404384

Lexile Level: 1110L

VII. Activities/Procedures:

1. I will break the students up into small groups **consisting** of three to four members. (2 mins)

2. I will pass out the OPIN worksheet over their vocabulary words for Chapter 1 of *The Scarlet Letter* to the students and go over the **instructions** of the worksheet. (2 mins)

3. I will instruct the students to start working on the worksheet. I will **inform** them that they have 10 minutes to work on it **independently**. (10 mins)

4. I will call time and tell students to start **discussing** their **answers** amongst their group. They can **discuss** and politely **argue** to determine the best answer for the group. I will request that they take a group vote if there is not a general **agreement** amongst them. (10 mins)

5. I will call time and lead the students in a **discussion** of their answers. I will call on one member from a group to give their group answer for number one. (each question I will start with a different group and each time a different group member will be required to **justify** their answer). The student will stand up and give his answer, the justification for it, and what the group thought the **definition** for the word was. I will then open the floor for other groups or members to chime in with **rebuttals** or **agreements**.

6. I will continue in this same **manor** through all the questions. (20 mins)

7. I will pass out their **vocabulary list** for chapter 1 of the *Scarlet Letter* with the exact **definitions** and go over them with the students. (2 mins)

8. We will then **discuss** any **misconceptions** they may have had about the words and why. Students will also be free to look through the dictionary to find synonyms and antonyms for the words. (as time allows)

VIII. Accommodations/Differentiated Instruction:

Students will receive accommodations as necessary. Instruction will be given with visual and auditory cues. Struggling students will also be sorted into groups with high-level learners who will also benefit by helping these students learn the material.

IX. Assessment/Evaluation:

The worksheet will be used as a formative assessment that will not be collected for points. The main purpose of this exercise is to get them to use context clues to discover the meaning of words. Since the students will be polishing these skills I will be looking for both the support they give for their answers as well as the correct answer to determine their level of skill for using context clues. When

students give their oral explanation of what they believe the word means and why I will be looking for the following things:

-Did they refer back to the sentence citing specific words that led them to their definition?

-Did they cite prior knowledge about a suffix or prefix of the word that led to prior knowledge of the word?

-Did they give a detailed definition or did they list possible synonyms for the words and explain why they believed that they were related?

-Did they list possible antonyms for the words and explain why they believed that they were related?

X. Reflection: