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Day 1- Frontloading Vocabulary

Lesson Objective:

After the teacher introduces the five key vocabulary words (eager, thorny, glaring, peeked, lap) from the story “Tomás and the Library Lady” and models how to complete the “Vocabulary Four-Square” worksheet for the word ‘eager’, the students will complete their own worksheet by defining, drawing, and summarizing the remaining four vocabulary words.

Standard(s) Addressed:

CCSS ELA-Writing Strategies.2.1.2 Create readable documents with legible handwriting
CCSS ELA-Comprehension.2.1.3. Paraphrase information that has been shared orally by others

Anticipatory Set:

“This week we will be reading a story about how a simple trip to the library changed everything for a little boy who is just like you. In order to understand this exciting story, we need to understand all the words that we will be reading.”

Perceived Objective and Rationale:

“Today we will be exploring five key vocabulary words from the story ‘Tomàs and the Library Lady’. These words are eager, thorny, glaring, peeked, and lap. By learning these very important words, you will be able to understand exactly what is taking place in the story.”

Input:

- The teacher will introduce the five key vocabulary words that students will be working with: eager, thorny, glaring, peeked, and lap.
- To introduce these words, the teacher will hold up a card for each word that contains the word as well as a picture that illustrates the vocabulary word
- While holding up the card with the vocabulary word on it, the teacher will:
 - Have students say the word out loud, all together
 - Give the definition of the word
 - Explain how the picture on the front of the card relates to the vocabulary word
 - Have students discuss what that word means with a partner
- The teacher will repeat this process for all five key vocabulary words (eager, thorny, glaring, peeked, and lap)
- After the introduction of vocabulary, the teacher will split up students into two pre-determined groups (based on general reading ability)
- These two groups will be completing 2 different rotations, about 30 minutes each
- Students will switch activities after 30 minutes so that they can complete both Rotation 1 and Rotation 2 (listed below)

Rotation 1: Lesson with Teacher

- Students will be completing their “Vocabulary Four-Square” worksheets
- The “Vocabulary Four-Square” lesson is explained below, starting under the ‘modeling’ section
- This lesson will be done on the carpet with the teacher

Rotation 2: Independent Seat Work & Reading “Tomás and the Library Lady”

- Students will be completing 2 assignments at their seat while the other group works with the teacher: the “Approaching Reproducibles” worksheet, and page 83 in their California Treasures workbook
- When students have completed both of their vocabulary assignments, they will be reading “Tomás and the Library Lady” silently at their seats until the 30 minute rotation is finished

Modeling:

- First the teacher will project the “Vocabulary Four-Square” worksheet on the Promethean board for students to see
- The word that the teacher will be modeling is “Eager”
- First the teacher will model writing down the definition of the word in the first box (definitions of each of the vocabulary words will be displayed in the classroom so that students can locate it easily)
- Then in the second box, the teacher will begin to brainstorm what picture would best represent that word
- As the teacher brainstorms, she will think-aloud and explain her reasoning
ex: “Well I know the definition of the word ‘eager’ is ‘excited about doing something’. I can draw a picture of a little girl who is excited to get dessert! This picture will show what the word ‘eager’ means.”
- When the teacher has come up with what picture she would like to draw, she will draw it in the second box
- In the third box, the teacher will then begin to brainstorm a sentence that the word “eager” can be used in
- The teacher will write the example sentence in the third box: “The little girl was eager to get ice cream after dinner.”
- When writing this example sentence, the teacher will remind students that we need to write complete sentences. This means writing out a complete thought, capitalizing the first word in our sentence as well as any proper nouns, and addition proper punctuation
- Finally, the teacher will model how to write the definition of the word eager in her own words
- The teacher will think-aloud: “the word eager means ‘excited about doing something’. How can I write a definition for this in my own words? Well, another word for ‘excited’ could be ‘thrilled’. I could say that the definition of eager in my own words would be ‘thrilled to get to do something’.”
- The teacher would write the definition she came up with in her own words in the fourth box on the “Vocabulary Four-Square” sheet

Checking for Understanding:

- The teacher will ask students periodically if they have any questions about what she is modeling for them throughout the entire lesson
- When students are able to work on their own, the teacher will also be walking around to monitor the students' progress and understanding

Guided Practice:

- Students will now be doing the same process as seen above in the 'modeling' section
- Students will be following along with the teacher, and all answers will be displayed on the board as they go along
- The teacher will ask students to discuss ideas with their partner in order to come up with a picture, example sentence, and a way to paraphrase the definition for the four other vocabulary words (thorny, glaring, peeked, lap)
- As students brainstorm and give their ideas, the teacher will write them up on the board so that students can follow along and write ideas on their own paper
- When the teacher sees that the students have grasped the concept of the assignment, students will be allowed to work on their own

Independent Practice:

- Students will complete the rest of the "Vocabulary Four-Square" worksheet without being led by the teacher
- The teacher will closely monitor the students as they continue to work

Assessment:

- When it is established that all of the students have finished up with their worksheets, the teacher will bring the group back together for a group discussion about what they wrote
- The teacher will have students share what they drew and the example sentences they came up with
- The teacher will then write some examples that were shared by students on the board so that any student that struggled on the assignment can see possible answers that could help them

Closure:

"Thank you so much for working so hard on this assignment. Now that you know what these words mean, you will be able to understand exactly what is taking place in the story 'Tomás and the Library Lady'."

Differentiation:

-Since the class is being split up into two rotations, the largest group will be 7 children. This means that the teacher will be able to closely monitor students all throughout this lesson. The teacher will be going around and observing the students' work, making sure that any student that is struggling gets the specific attention they need. For those students that do not need as much assistance, they will be able to work on their own while the teacher assists the students that may be struggling.