
Performance Objectives: After discussion of the terms from chapters 1 and 2 of John Steinbeck’s *The Pearl* the students will complete a worksheet to enhance reading vocabulary while getting 8 out of 10 correctly identified words.

Assessment: Students will be asked to complete a vocabulary worksheet defining ten words from the first two chapters of *The Pearl*. The student will also have to put each word in a sentence to develop a better understanding of how to use the word in context (Gardner-Linguistic). After the student puts the words in sentence form they will have to fill in the blanks of sentences I have already created to force the students to do some critical thinking.

Advance Preparation: The teacher should identify the ten words they will be covering over chapters 1 and 2 of *The Pearl*. It will be important for the teacher to understand each word completely in order to teach a fully educational lesson. The worksheet should be created in 3 sections; matching the word to definition, writing a sentence applying each one of the words, and filling in the blank of a sentence with the proper word.

Procedure:

**Introduction/Motivation:** The teacher will first explain to the students the importance of the knowing the vocabulary words for the book in which they are about to start reading. If the students are able to identify these words successfully it will help promote their growth not only as a reader, but in reading vocabulary. The teacher will ask the students if they are able to identify any of the ten vocabulary words that they would be discussing in class. Next the teacher would see if any of the students could apply any of these terms in their everyday life.

**Step-by-Step Directions:**

1. The teacher will ask the students if they can identify any of the ten words you just wrote up on the board from the book they were about to start, *The Pearl*. Can you identify any of these terms? (Bloom: Knowledge)

2. Next the teacher will identify each of the ten vocabulary words on the board, allowing a student to come up each time and write the definitions on the board. (Each student should write down each of the words and their definition).
3. After this the teacher will force the students to think outside the box and try to apply these concepts in sentence form. (Gardner- Logical)

4. The teacher should write an example sentence for each of the words to help the students understand the proper way to apply these concepts into sentence form.

5. Then the teacher will then explain to the students that some of these words that they are learning can be applied to your everyday life. The teacher will give examples of where they have used or experienced these words in their life.

6. Then the students will be paired up randomly by the teacher so no student is left out of the discussion. (Gardner- Interpersonal)

7. In these small groups the students will have to identify a time in their life when they have used or can apply these concepts to. Can you apply this term to a specific time in your life? (Bloom: Application)

8. After every group has finished with the ten words the teacher will call the students back together and get a few examples of how these concepts have been applied in their life.

9. The teacher will then give the students the vocabulary worksheet that they will have to complete based on the knowledge they have just received in identifying the ten new terms from The Pearl.

10. While the students are completing the worksheets the teacher should walk around and help any student that may have any questions about the assignment.

11. When every student is done with the worksheet the teacher should collect it and grade the paper based off the accuracy of the students’ work.

**Closure:** The teacher will applaud each of the students for the hard work and concentration they put forth in today’s lesson. Then the teacher will ask the students if they remember the importance of identifying key terms in a book before you begin to read it. Lastly, the teacher will distribute the book they will begin reading The Pearl and tell the children to read the first two chapters because they have identified the challenging vocabulary terms. Then tell the class they will be discussing vocabulary from chapters 3 and 4 the next time they meet.

**Adaptations/Enrichment:**

Student with a Learning Disability in Reading Comprehension:

This will be a lesson very important to improving this student’s skill in vocabulary and reading comprehension. Since The Pearl is a difficult read for some students especially one with a LD in reading comprehension I must help them understand the key terms. If the child is able to understand these important vocabulary words the student may see some progress in reading comprehension. I would adapt the worksheet of students like this to make the assignment more beneficial. Instead of writing sentences for the key terms I will have these students identify each of the terms in several different way. Such as matching or writing out each word and its definition several times.

Student with ADHD and Emotional Disabilities:

It will be very important to keep these types of LD student engaged throughout the entire lesson. One way to keep them engaged is to have them write the definitions or sentences for the
key terms on the board during my lecture. Once the students begin to work on the worksheet it is important to help these students stay on track and to help them anytime they get stuck.

Student with Gifts/Talents in Math and Reading:

This assignment that may be difficult to many may seem very easy to students in the classroom with gifts in reading. I will have this student do much more critical thinking work with the vocabulary rather than just giving them the same worksheet as the rest of the class. These students will have to be creative with the words by putting them in a poem or writing a short story that includes every vocabulary word in it.

Self-Reflection:

1. My lesson engages the students because throughout the entire lesson I am constantly including each of my students. There is a mixture of lecture, class discussions, and group work, keeping each of my students alert and engaged throughout the entire lesson.

2. I am allowing my students to use higher learning thinking skills by having them write out their own made up sentence applying the new concepts. Also, when they have to fill in the blanks for the sentences I have already created, the students will be forced to use critical thinking by applying the first two sections.

3. I would want to know with the types of reading comprehension she/he struggles with the most. Is their problem understanding all of the key concepts from a story, or is it processing what they have read. By knowing all of this information I would be able to formulate an even more productive lesson plan to address the needs of this student on the ISTEP.