

Carol Fike

Lesson: Fun with the Dictionary

Length: 45 Minutes

Age or Grade Level Intended: 3rd Grade Reading

Academic Standard(s):

3.1.7 Use a dictionary to learn the meaning and pronunciation of unknown words.

Performance Objective(s):

When completing a worksheet the students will be able to find the meanings of words, using a dictionary, 80% of the time.

That is
the
condition
you want

Assessment:

The worksheet will be graded to see if the students got an 80% or better.

Advance Preparation by Teacher:

A list of ten words that need to be put in alphabetical order

Dictionaries – enough for each pair to have one

A list of spelling words

Worksheet for each person based on their current spelling list

Procedure:

Introduction / Motivation:

How many of you have ever been reading a story and come upon a word that you did not know the meaning of? (**Bloom – Understanding**)

Step by Step Plan:

- 1.) Dictionaries are in alphabetical order so we are going to start by putting words in alphabetical order. (**Gardener – Visual/Spacial**)
- 2.) Give them ten words on the board and have them write down on a piece of notebook paper these words in the correct order.
- 3.) Then have them use their list to look up the words in the dictionary as practice.
- 4.) Have them look these words up in pairs. (**Gardener – Interpersonal**)
- 5.) Then lastly give them their worksheet on their current spelling words. This worksheet has them look up all of their spelling words. (**Gardener – Intrapersonal**)
What kind of things did you look for in the words to classify them? (**Bloom – Analysis**)

- 6.) When the worksheet is complete have them turn in the worksheet.
- 7.) See if the scores on the worksheets were 80% or better
- 8.) If not do some re-teaching if it is then review and make them keep practicing this skill.

Closure:

Have the students look up the meaning of their name in the dictionary.

Would they read
be there

Adaptations and Enrichments:

For a student whose English is their second Language: Make sure the words that are put on the board are not very close alphabetically, have the words more spread out.

Why?

For a student who is ADHD: Have them help out by distributing the dictionaries and allow breaks in between word sets.

For a student who is Gifted: Use this students individualized spelling list with the same activity.

Self-Reflection:

How did the lesson plan go? What changes need to be made? Were the adaptations and enrichments successful? Did the students master this skill? What went well? Did the students understand how to use the dictionaries?

GOOD

Manchester College

Lesson plans- EDUC 235

Name: Carol

Teacher: Dr. Korrine Gust

Date : _____

Title of Work: Lesson 2

	Criteria				Points
	1	2	3	4	
MC Lesson Plan Format with explicitly stated Academic Standards.	Lesson does not follow MC format or state academic standards.	Lesson does not follow MC format but does state academic standards.	Lesson plan follows most of the MC format and explicitly states academic standards.	Lesson plan follows MC format correctly and explicitly states academic standards.	<u>4</u>
Lesson Plan Objectives	Objectives are not included.	Objectives are included, but are not correctly written or do not relate to the stated academic standard(s).	Objectives are included, relate to stated academic standard(s), but are not written correctly.	Objectives are well written, and correlate well to stated academic standard(s).	<u>3</u>
Assessment	No assessment is planned.	Planned assessment does not match learning objectives.	Planned assessment matches learning objectives, but is not a part of the procedures for the lesson.	Planned assessment matches learning objectives and is embedded in the procedures for the lesson.	<u>4</u>
Procedures are thoroughly written, including Gardner's MI and Bloom's Taxonomy questions.	Procedures are unclear and do not include Gardner or Bloom references.	Procedures are mostly clear and attempts to include Gardner and Bloom references.	Procedures are clear and references to Gardner and Bloom are attempted.	Procedures can be easily replicated by others including Bloom's questions and the use of Gardner's MI.	<u>4</u>
Adaptations/Modifications and Enrichment Opportunities	Lesson does not include reasonable adaptations, modifications and/or enrichment opportunity.	Lesson includes one reasonable adaptation and/or modification and an enrichment opportunity.	Lesson includes more than one reasonable adaptation and/or modifications and an enrichment opportunity.	Lesson thoroughly details reasonable adaptations, modifications, and enrichment opportunities that are exemplary.	<u>3</u>
Grammar and Spelling	5 or more errors in grammar and/or spelling are present.	3-4 errors in grammar and/or spelling are present.	1-2 errors in grammar and/or spelling are present.	No errors in grammar and/or spelling are present.	<u>4</u>
				Total---->	<u>20</u>

Teacher Comments: