

Manchester College
Education Department

Lesson Plan by: Meganmarie Pinkerton

**Adapted From: Strategies for Teaching Students
with Learning and Behavior Problems.**

Lesson: Which One Doesn't Belong? Length: 30-50 min

Age or Grade Intended: 3rd grade

Academic Standard: 3.1.2 Read words with several syllables.

3.1.5. Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues.

Performance Objectives: Given four vocabulary words, the student will orally identify which of the three words are related to each other eight out of ten times.

Given four vocabulary words, the student will orally identify specific relationships between the three related words with 85% accuracy.

Advanced Preparation by the Teacher: The teacher needs to use vocabulary words from recent weeks for the lesson as the foundation for the lists of four words. The words need to be placed in groups of four with three of the words being related according to specific themes. Example: boat, car, train, house, the first three are modes of transportation where house is not. You can supplement other related words that the students already know, into the activity, to provide more relationships with the target vocabulary words. Make the number of groups of words according to how long the lesson is intended to be.

~Sample lists from different content areas:

- fantasy, non-fiction, historical fiction, *Ramona*.
- solid, liquid, gas, water.
- opaque, transparent, translucent, sound.
- executive, legislative, judicial, constitution.
- dictionary, glossary, thesaurus, novel.

Procedure:

Introduction/Motivation: Tell students that you are going to play a game to help them use their vocabulary words. You will tell them a list of four words and they need to decide which three words are related and why. Then they need to explain why the fourth word does not fit. They will need to listen carefully to the words you give them to determine "which one doesn't belong".

Step-by-Step Plan:

1. Give an example round providing four words: boat, car, train, and house. Explain that the first three fit together because they are forms of

transportation and the fourth is not a mode of transportation so it does not belong with the other three words.

2. Tell the students the first list of four words. (Gardner's linguistic intelligence: students have to listen and orally explain their ideas throughout the lesson)

3. Ask one student to pick out the three words that are related and write them on the board. (Gardner's bodily-kinesthetic and visual intelligence: moving to the board and writing the words)

-Which three words are related? (Bloom's Knowledge)

4. Ask the student to explain the actual relationship between the words. Provide clues if needed.

-What is the relationship between the three words? (Bloom's Analysis)

5. Ask the students to explain to the class why the fourth word does not fit.

-How can you prove that the fourth word does not fit with the other three? (Bloom's Evaluation)

6. Next ask the whole class to come up with other words that would fit into that same category and write them on the board next to the original three.

-What are some other examples of words from this category? (Bloom's Application)

7. Repeat the first five steps with as many different lists as desired.

8. Break students up into small groups of two or three and instruct them to come up with their own lists of four words, with one word that does not belong. Encourage them to use past vocabulary words. (Gardner's interpersonal intelligence: working with classmates in small groups to come up with new lists)

Closure: Tell students that you will be using their new lists to play the game again tomorrow. Tell them to put the lists in their vocabulary folder and if they think of any new lists they can add them later. Then have the students move back to their seats to move on to the next lesson.

Adaptations/Enrichment: Students with MiMD, learning disabilities, or other difficulties, could be allowed to work in pairs from the beginning so that they have someone to confirm their answers and ideas with before explaining them to the class. The teacher could also write the words on the board in their groups so that the students can visualize the words. Pictures or actual examples of the objects could be used to enhance the meaning of the words, making it easier to categorize. The teacher could also allow more time before the answers, letting the students write down all their ideas before the responses are given out loud. If students are having trouble determining the relationship between the words the teacher could provide more words that fit into that category. As an enrichment students could use higher level vocabulary lists or draw pictures of their own to go along with the vocabulary.

Self-Reflection: How will I know if the lesson was successful?

- If the students are able to determine and explain the relationships between the words
- If the students are able to come up with their own lists.
- If the students seemed to enjoy the activity.

How will I assess this lesson?

- I will see how correctly the students can determine the related words and explain their relationships.
- I will look at the new lists that they compile to see if they understood the concept.

"Which One Doesn't Belong?"

Meganmarie Pinkerton

Oral Language Lesson Plan

Education 315

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