

Lesson Plan 1

LESSON PLAN CODE: 2-1-1

SUBJECT: Reading

GRADE LEVEL/COURSE: Second grade

TITLE: *Introduction to Vocabulary for a Lesson about Communities*

ALIGNMENTS:

Standards:

Key Words: describe, explain

VOCABULARY (TIER III):

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OBJECTIVES:

Students will acquire vocabulary specific to learning about communities. Students will:

- acquire and apply a robust vocabulary to construct meaning.
- articulate and/or unlock meaning through use of synonyms.
- apply new vocabulary in oral and/or written language to enhance meaning.
- use relevant content-specific vocabulary.

ESSENTIAL QUESTION:

- How do we think while reading in order to understand and respond?

DURATION: 30 – 60 minutes/1 – 2 class periods

MATERIALS:

- definition strips (see 2-1-1 Definition Strips in the Resources folder)
- Vocabulary Word Map handout (see 2-1-1 Vocabulary Word Map in the Resources folder)

Note: Any other books about communities may be substituted for the suggested resources.

- *What is a Community? (from A to Z)* by Bobbie Kalman, Crabtree Publishing, 2000.
- *On the Town: A Community Adventure* by Judith Caseley, Harper Collins, 2002.
- *Where Do I Live?* by Neil Chesanow, Barron's Educational Series, 1995.

INSTRUCTIONAL PROCEDURES:

Focus Question: “How do readers use vocabulary strategies to understand words they don’t know?”

Draw nine blank spaces horizontally on the board (one blank for each of the letters in the word c-o-m-m-u-n-i-t-y). Then prompt students to take turns guessing letters. When a student guesses a correct letter, fill in the blank(s) accordingly. When there are enough letters on the board for students to formulate a guess, allow students to guess what they think the word is. **“That’s right. Today we will learn words that refer to a community and find words that will help us understand what a community is.”**

Read one or two books from the materials list or another similar book that is relevant to the lesson and the ability level of the class. It is also important that the books chosen include the vocabulary words: *neighborhood, community, family, goods, services, needs, wants, and occupation*. **“As I read, listen for words about community. Raise your hand when you hear a word that can be added to our vocabulary list about community.”** Write key words on a board or chart paper for students to refer to later. During the reading, stop intermittently to ask comprehension questions and make sure students are listening and gathering information. Highlight the key words to show them how to use context to clarify words they don’t know. Think aloud to model these vocabulary strategies:

- context
- reading on
- prefix/suffix
- thinking about other words that are similar
- prior knowledge

After the reading, use the vocabulary list to determine student understanding. Point to each word on the list and have students pronounce it. Ask students to define each word. Then ask, **“What is a community?”** Encourage students to use the vocabulary words in their definition. (sample answers: A community is a place where people live. A community is a place where people meet their wants and needs. A community is a place with neighborhoods. A community is a place where people have different occupations.) Record student answers on the board or on chart paper. Ask volunteers to underline the vocabulary words in the sentences.

Hand out the Vocabulary Word Map sheet (see 2-1-1 Vocabulary Word Map in the Resources folder). Guide students to complete the word map by filling in a class copy of the graphic organizer on the board, overhead, or chart paper.

- **“First put your name at the top of the Vocabulary Word Map graphic organizer.”**
- **“Write in the word ‘community’ on the line in the circle in the middle of the graphic organizer.”** Model this on the class Vocabulary Word Map.

- **“The first question says, ‘What is it?’ What can we put in the box that would tell us what a community is?”** Students may choose one of the definitions they developed in the previous activity.
- **“The second box says, ‘What is it like?’ What is a synonym, or word that means almost the same thing as community?”** Have students brainstorm answers. (sample answers: group, settlement, town, village)
- **“The third box on the bottom says ‘Draw a picture.’ From the books we have read, what do you think we should put in our picture of a community?”** (sample answers: houses, streets, hospital, store, school) Have each student complete the word map with a drawing.

Divide students into groups of three or four and give each group a set of sentence strips (see 2-1-1 Definition Strips in the Resources folder) to match word definitions and words in order to construct meaning. Give each student a copy of the text.

“Today you will get some strips of paper. These strips will have words from the story (stories) we just read. Some strips will have words only and some will have definitions. Go back to the text and reread to see if you can figure out the meaning of the words. You need to match each definition to the word it defines. For example, you may get a sentence strip that just says ‘community,’ and you need to find the one that says ‘a place where people live and work with others.’ When you are finished, you and your group members should raise your hands so I can see your work. Leave your strips exactly how you matched them.”

For students who are on and above level: Give each student a text and a list of words. Have them find the meaning of the word based on the text. As an extension, students can write kid-friendly definitions. They can also create a vocabulary cartoon that illustrates the word or use the word in a sentence that also contains a rhyming word.

During the time that students are matching the strips, walk around the class and observe how students are doing. Use a checklist with students’ names to record anecdotal information about their participation in the group and their understanding of the vocabulary words.

The definition strip answers are:

- Neighborhood: a part of a city or town
- Community: a place where people live
- Family: a group of people who are related
- Goods: things people make or grow
- Services: activities people do to help others
- Needs: things people must have to live
- Wants: things people would like to have
- Occupation: what a person does to earn money

Extend

Create content word walls. Have students contribute pictures to go with the words. In small groups or during individual reading, have students choose and read a nonfiction text. Tell students they will be reading to demonstrate their use of vocabulary strategies. Observe students' use of these vocabulary strategies and create a checklist to document your observations:

- context clues
- synonyms
- prefixes/suffixes
- picture clues
- reading on

SUGGESTED INSTRUCTIONAL STRATEGIES:

- W:** This lesson teaches strategies for learning vocabulary from nonfiction text. It also allows students to learn some basic vocabulary.
- H:** Students play a game in which they try to identify a word by guessing letters. The word “community” is the focus of the lesson.
- E:** Students listen to books about communities and identify words for a vocabulary list. They use the words to create a definition of *community*. Additional activities reinforce and expand students' understanding of vocabulary and their ability to construct meaning.
- R:** Use formative assessment techniques to determine which students need additional practice or reteaching. Students who struggle with completing activities can be paired with a partner who reads the definition strips to them as they put the strips in the desired order.
- E:** Observation of students as they participate in activities can be used to assess understanding. The completed Vocabulary Word Map and definition strips can also be used for evaluation.
- T:** Students who struggle may be read to or be assigned parts of activities they are able to complete. Options for on-level and above-level groups are available.
- O:** Students work in a large group, a small group, and individually for maximum competency.

FORMATIVE ASSESSMENT:

This lesson focuses on students' ability to utilize vocabulary strategies. The large-group setting and modeled activities guide students to define words related to community. Application of the new vocabulary in oral and written language enhances meaning. Observe students' participation in large-group and small-group activities. Circulate among groups and ask individuals to use one of the vocabulary words in a sentence or to match a word with its definition.

Use the following checklist to assess students' understanding:

- The student demonstrates the use of vocabulary strategies.
- The student uses the new vocabulary words in oral and/or written language.
- The student can match vocabulary words and their definitions.

Work with individuals or small groups of students who need reteaching or additional practice. Have them work in pairs to use the sentence strips to match words and definitions. Ask students to draw and label pictures of the vocabulary words. Have them identify vocabulary words about communities in a book.

RELATED RESOURCES: