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| **Title**: Vocabulary Cards | **Curriculum Area and Grade**: World History, Grades 9-10 | | | **Date**: To be assigned daily throughout the year |
| **CA Content Standards**: Vary, all of grade 10 standards addressed throughout the course of the year (example given for History and Social Science Standard 10.4 [“Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought”])  **CCSS**: Reading Standards for Literacy in History/Social Studies, Grades 9-10, Craft and Structure – 4. “Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.” | | **CA ELD Standard (Grade 9-10):**  Interpretive: (Emerging – 6. Reading/viewing closely)  “a) Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence – based argument) based on close reading of a variety of grade – appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain – specific words.” | | |
| **Big Idea**: varies (example given for Unit 1, Section 1-2)  Students will understand that the styles of rule practiced by Hebrews, Greeks and Romans all played into the formation of modern democracy and will apply that knowledge to future discussions of the English, American and French revolutions. | | **Essential Questions**: vary (examples given for Unit 1, Section 1-2)  How did the practices and beliefs of the Hebrew people contribute to democracy?  How did Athens and Greece contribute to democracy?  How did the Ancient Greek philosophers Socrates, Plato and Aristotle contribute to democracy?  How did the Roman state contribute to democracy? | | |
| **Objective**: This lesson will be used to teach and reinforce essential vocabulary terms as well as to prepare students for studying  Students will be able to identify the definition of a word by finding the word in the text and putting a given definition into their own words  Students will recognize a link between the word and the outside world by completing an inference  Students will be able to relate the word to an image from the text or from their imagination after they sketch that image on the vocabulary card | | **Assessment**:  Assignment will be worth 10 points per card, points will be delegated as follows:  2 points – the student makes an effort to correctly format the card with the student’s name, the unit, the section and the class period all listed on the front of the card  2 points – a definition of the word is offered in the words of the student  2 points – an estimate of the historical period is given  2 points – the student draws a picture related to the term  2 points – a relevant inference is given  Extra credit:  5 bonus points will occasionally be given to students who participate and shine in the anticipatory guessing game  10 bonus points will be given to the one card of the day in each class  Total: 10-20 points depending on the number of cards | | |
| **Prediction of Likely Difficulties**: Students may have difficulty putting the definition of terms into their own words. To compensate for this problem students will be asked to share their definition with a partner and students will be able to reassess their definition upon hearing that of their partner and the other students around them. Students may also have trouble coming up with the historical period or a picture for the term. To avoid this issue the students will be offered the exact page numbers in the text that the term appears on. If they cannot think of a picture they will be allowed to sketch one from the text. Finally students may struggle with coming up with an inference for their term. To minimize this problem we will go over inferences as a class for each term and students will be allowed to build their inference from the inferences of their classmates if they wish. | | | | |
| **Instructional Strategies**:  **Anticipatory Set (“Into”)**: Teacher will have one to two images displayed on by the projector as students enter the class. The images will correspond with the vocabulary word(s) of the day. Teacher will ask for students to make guesses as to what words the images correspond to. Occasionally extra credit will be offered to the students who participate by making good guesses. To make a guess, students will be instructed to stand up. The first person to stand after the bell rings will be offered the first guess but each student gets only one guess.  **Instruction (“Through”)**: Teacher will instruct students to take out their notes and materials for the new vocabulary terms. Teacher will remind the students of the essential components of the vocabulary card. These components are as follows:   * Each card will have proper format with student name, unit, section, class period and the actual term listed first. * Each card will have an inference drawn from the term written under the term on the front of the card * Each card will have a definition of the term in the words of the student. * Each card will give a rough estimate of the historical period and year the term pertains to in the context of the lesson. * Each card will have a picture drawn by the student that helps them remember the term.   **Guided Practice (“Through”)**: Teacher will provide a sample vocabulary card for one or two words that pertain to the lesson but are of lesser importance. The terms will be presented on the projector. The students will be asked to jot down the word(s) in their notes but will not need to make a separate 3 by 5 card for these terms.  Example:  *Front*  Jay Shafer  Unit 1, Section 2  Period 4  **Oligarchy**  Inference: Some people say the U.S. is run by a few very rich and powerful families  *Back*  Definition: Rule by a few  Period: Ancient Greece (~600BCE)  http://www.philebrity.com/wp-content/uploads/2012/01/monopoly-man.jpgPicture:  **Independent Practice (“Through”)**: Teacher will again go over the essential components of the vocabulary card until it is second nature to the students. These components are as follows:   * Each card will have proper format with student name, unit, section, class period and the actual term listed first. * Each card will have an inference drawn from the term written under the term on the front of the card * Each card will have a definition of the term in the words of the student. * Each card will give a rough estimate of the historical period and year the term pertains to in the context of the lesson. * Each card will have a picture drawn by the student to help them remember the term.   Students will then be asked to begin work on their vocabulary card(s). Teacher will put up the page numbers where each term appears in the text. Teacher will roam about the classroom answering any questions, monitoring progress, giving feedback and pointing any struggling students in the right direction  **Closure (“Beyond”)**:Teacher instructs students to share their card with a partner by reading aloud the definition, the inference, the historical period and showing their partner the picture they drew.  **Transfer (“Beyond”)**: Teacher will discuss the definitions, inferences, historical periods and sketches associated with the terms. Teacher will identify one aspect that links the term to present day. | | | **Student Activities [Time]**:  **Anticipatory Set (“Into”)**: Students will view the images and begin standing at any point after the bell rings to make a guess **[2 minutes]**  Auditory, kinesthetic, visual  **Instruction (“Through”)**: Students will take out notes, note card(s), writing utensils and prepare their cards **[2 minutes]**  Auditory  **Guided Practice (“Through”)**: Students will follow teacher’s example(s) and ask questions if clarification is necessary. They will record the essentials of the term(s) in their notes **[2-4 minutes]**  Auditory, visual  **Independent Practice (“Through”)**: Students will work on their cards writing down a definition, and inference, a historical period and a sketch. **[6-12 minutes]**  Auditory, visual, kinesthetic  **Closure (“Beyond”)**: Students will verbally communicate their definition, inference and historical period for the term(s). Then students will show and compare their sketches with a partner. **[2-4 minutes]**  Auditory, visual, kinesthetic  **Transfer (“Beyond”)**: Students will consider the term one more time and think about the link offered by the teacher **[2-4 minutes]**  Auditory, visual | |
| **Info About ELs:**  *E4s:*  Edgar   * good English skills, * academically proficient, likes math * works well with others * likes soccer, football, movies   Perla   * excellent spoken English skills, could improve on written English, likes math * clever and talkative, likes students she sits near * likes hands on work * likes animals, swimming   Nathan   * seems to struggle to follow along despite decent English skills * writing looks good, likes math * likes to joke around * does better when working with others * likes soccer, video games   *E3s*  Ivonne   * good spoken English but writing could improve * seems to have several friends within the classroom but is mostly quiet * sometimes speaks with Nathan and Alex * favourite subject is math * likes friends, phone and internet   Alex M.   * good English skills * speaks frequently with Nathan, needs to work on writing skills * competent speaker but could improve writing * likes soccer   *E1*  Feliciano   * very quiet, speaks with his partner (Norma) on rare occasion * takes a long time to complete activities but seems to do better with English than his CELDT results would suggest * written English looks satisfactory * likes soccer, video games   As a group: All students with one exception (Feliciano) have presented good spoken English skills. The group needs to improve their writing and presumably their reading skills too. Math is a common favourite subject, the boys all like soccer and these students like to work with their friends and fellow ELs | | | **Info About SNs**:  *SEs:*  Alex P.   * quiet but usually appears focused * history is his favourite subject * satisfactory writing skills * seems to enjoy the disruptions caused by students around him but never disrupts the class on his own * in ROTC with ambition to join Army Rangers, also likes BMX and skateboarding   Breyden   * loud and disruptive * immature sense of humor * has an extremely difficult time staying on task * likes to move about the classroom * seems intellectually competent to complete all work in class it is only focus that he lacks * likes baseball, wakeboarding and hockey   *Gifted:*  Luca   * quiet and humble * focused and rarely off task * does well with memorization and writing * plays soccer, frequently speaks quietly with the students around him * well spoken * looks disorganized but never misses an assignment   Kirra   * speaks frequently with the students around her, often because she is quick to finish her own work * does well with talking to those around her without disrupting students still working * great writing * likes to read   As a group: All SNs students seem to like working with others but have vast differences as far as their ability to stay on task. All students could benefit from differentiated questions demanding more content based knowledge from SEs and more analytical responses from gifted students. | |
| **Differentiation for ELs**  **Content** – The students will learn new vocabulary through verbal instruction, written instructions and one teacher led demonstration that includes images, written definitions and a link to present day. The demonstration of their partner will also communicate information to the students that will include another image, definition and inference. The repetition and different avenues of learning should ensure the vocabulary term becomes familiar to the students.    **Process** – The opportunity to complete several different tasks that focus on the same term should ensure understanding. Hopefully one or more of the methods of learning will appeal to the student and motivate enquiry. Partners will be strategically placed together so that any struggling ELs have a competent EL, RFEP or bilingual partner.  **Product** – Students will benefit from working alone but then within a partner setting that takes their EL status into account. This will allow them to check their learning and if they struggle while working individually they can reach out for their partner’s assistance before the designated share time. The combination of styles and repetition should solidify their familiarity with the historical term(s) considered. | | | **Differentiation for SNs**  **Content** –The visuals and promise of student interaction should appeal to all SN students because they find joy in working with others and sharing their work. They should come away with knowledge of a historical term and why it matters to them.  **Process** –The students will be offered a variety of instruction that will appeal to auditory, visual and kinesthetic learners. The teacher’s example of satisfactory work and the constant interaction with other class members should keep any students from getting stuck and the variety of tasks will give SN students with different interests, different tasks to focus on.  **Product** – The students should benefit from the variety of skills the assignment assesses. Academically gifted students will be recommended a more analytical role, coming up with complex inferences and pictures, while other SN students will take on a role more devoted to understanding the basic content, mainly the definition of the word. Each student will take something different from the activity. Some students may focus on a drawing a picture while others may scour the text to reach a definition but the words assigned will at least be familiar to the students after completion of the lesson. | |
| **Materials**: projector (for instructor), 3 by 5 note cards, pen or pencil, colored pencils or markers and highlighter optional | | | **Reflection**: This lesson took awhile for students to get used to. The first few times we made vocabulary cards they needed a lot of support and direction. By the second week of using the lesson students were formatting and working on the definitions of their assigned word(s) like it was second nature. Still some students struggled to develop inferences and come up with something to draw for the terms. Some words were more of a struggle than others. For example many students were stumped on what to draw for due process, while everyone started drawing right away when the word was absolute ruler. Now, several weeks into using the lesson daily, students get through their cards quickly and frequently turn to them (on my suggestion) during any downtime in class. | |