

SOLAR LESSON VOCAB MEMORY

Age Level: Grade 3

Subject(s) Area: Language Arts

Materials Needed:

- Memory Vocabulary Game (I'll provide this)
- Power point
- Active board
- Blank, lined paper (one per student)
- Pencils

Standards:

W.5.3: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

RI.4.3: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Objectives:

- The students will be able to create sentences using the provided vocabulary words with correct meaning at a 90% accuracy.
- The students will be able to collaborate with each other to develop proper sentences and also to follow directions while working with each other. This should be done 100% of the time.

Learning Activities:

Technology: Brief PowerPoint presentation going over the definitions of the vocab words.

Required Vocabulary: The vocabulary is provided in the presentation/activity.

Opening Element: Review the vocabulary words and relate it back to their story, all the while mentioning that with their proper behavior, we'll be playing a game.

Reflective Questions: Other than giving a definition, how else would you depict the meaning of a word to someone?

What did you like about the game? Was it fun and engaging or was it boring and too easy? Did you learn from it?

Instructional Methods:

- The lesson will start out by briefly reviewing the vocabulary words that are presented in a power point. The instructor will ask students to give the definition, if they don't know it they will go over it in class with the presentation. For some of the words, the instructor will ask the student to give a synonym/antonym as well.

- While going over the words, the instructor will relate them to the story that has been read as a class prior to this lesson. (5 min)
- Next, instructor will explain the game they will be playing.
 - Students will be playing a “memory” game with the vocabulary words.
 - Students will be split up into groups of two or three based on proximity when sitting in the front of the room. (If there is an issue with groups, instructor will revise the groups).
 - Each group will be given a set of cards. Each card will have either a vocabulary word or the corresponding definition on it. The students in each group are to lay the cards out, face down, and then proceed to take turns to match/memory the correct vocabulary word to the definition. (10 min, if students finish with a bunch of remaining time, they are to play the game again.)
- After students are done playing the game, once all matches have been found, they are to work together in a group to write out sentences using the vocabulary words with the help of their partners and the instructors. (5 min, or until out of time)
- **Classroom management/movement:** I’ll call the students to attention at the start of the lesson by doing a countdown. To incorporate movement, I’ll have the students do an “elbow talk” with their partner to share some of the definitions. Movement will also be done by having the students get up with their memory partner and find a place in the room to play the game.
- **Differentiation:** If students are struggling with the definitions, instead of playing memory, they simply can have the cards face-up and just do a match up.

Wrap-Up: I’ll have the students write the vocabulary words and work together. I’ll wrap up the lesson by explaining these vocabulary words will continuously be coming back to them throughout the week, so they should work on knowing these terms.

Assessment:

Formative: Instructor will walk around the room and determine how well they work with other students and how well they know the terms/definitions.

Summative: I would have the students hand-in their papers that they wrote sentences on.

Reflection:

I thought this lesson went fairly well! The students enjoyed the activity at the end of the instruction. It definitely helped that I put photos in the PowerPoint for the students to have a “clue” to determine the definition of the word. After the instructional lesson was done, the students went to the game and had a lot of fun (or so they told me after the lesson). Some groups finished the game earlier than others, so I had them play again. Once the groups finished two times through (or with time allowing) I had them play again, but this time they had to use the word in a sentence. This offered an entirely new challenge toward the game. I wouldn’t change much about this lesson at all. If I were to change up the activity the smallest bit, I would maybe have them play the matching game with a mixture of their past vocabulary words. Otherwise, the lesson was a big “win”.