ASSIGNMENT: Signature Lesson Plan

Philosophy of Lesson Plan

I believe the philosophy and purpose of this Signature Assignment is to create a lesson plan based on previous data that is concise, useable, and modifiable for future teaching. It will provide an outline and model for me when I become a teacher for future use. Because of this, my goal is to correlate a practical lesson plan that I can implement.

Informational Data for Lesson Plan Implementation

General

Name: Michael Suzuki

Grade Level: 5th Grade

Lesson Title: Determining the meaning of Words through context

Subject: English

Length of Lesson: 1 hour

Standards

CCSS.ELA-Literacy.L.5.4.a
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Class Composite

The class is comprised of 27 students consisting of 14 white students, 5 Hispanic, 5 Asian, and 3 African Americans. Surprisingly, there are no ELL students. The school is located in an affluent area and there are only 3 ELL students in Grade 5 at this school.
Goal

By the end of the lesson, students will have learned cause/effect relationships to see various relationships between words and phrases so that they can determine the meaning of words and phrases.

Objective

1) Students will be able to identify cause/effect relationships to determine the meaning of words.

Materials/Resources

Students will need whiteboards and markers for this assignment.

Developing Meaningful Academic Achievement

Meaningful academic achievement can be achieved through incorporating a UDL framework that encompasses the senses in three ways:

Visual Learning: Students will be stimulated visually by playing videos relevant to the content they are teaching.

Auditory learning: Students will say the sentence out loud to their peers for understanding.

Kinesthetic learning: Students will write out sentences for their peers to see on the board.

Social-Emotional Thriving

Students will be highly engaged in this activity by teaching others. Each student will play an active role in teaching their peers on the white board and discussing the material together.
Equitable and Inclusive Community of Learners

Every student will be required to participate in the lesson. I have a belief that one learns the most while teaching others. In addition, students need to develop patterns of engagement and speaking to their peers so that they are successful in the workplace later on.

6 Elements Incorporated

TK12 Learners

This class doesn’t have any ELL or special education students. However, it’s important to be aware that students learn in different ways. Incorporating most of the senses (Visual, Auditory, Touch) in the lesson along with active engagement will help students learn.

Teacher

My beliefs as a teacher is to have a limited direct teaching approach. Although the start of the lesson will include teaching the material, a lot of time will be spent on engaging, critically thinking, and applying the material to the students’ lives.

Target

The target for this lesson is CCSS.ELA-Literacy.L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Assessment

Students will be assessed through informal assessments. Informally, I will walk around and make sure students are proactive engaged and doing what they are supposed to do. Lastly, I’ll provide an exit ticket that has 2 questions to assess student knowledge. Students will have the opportunity to be at proficient or mastery level after each section taught.
Instruction

Instruction will start out as teacher directed for about 20 minutes. After the initial instruction, the class will shift toward a student-centered approach. Students will use white boards and teach others the material learned in small groups.

Management

Classroom management is an on-going process that requires modification as the class progresses throughout the year. The primary goal is to have students behave because it’s part of their character; not necessarily because of a punishment or reward. In order to teach students character well, I will start out each day by making character a priority. Without behaving students, teaching will be less effective. In addition, I believe that the end purpose of school is actually not to get a degree. The primary purpose is to take classes to form one into the person they want to become. Without character, one cannot succeed in the workplace. I will explain character attributes, the motivation behind character, modeling character at home and in the workplace. In addition, I’ll ask students how they have demonstrated the character trait throughout the week and I’ll reward students for good character. This process should only take about 10 minutes per day. However, it’s inevitable that some students will misbehave. In this case, I’ll use either class dojo or direction cards with encouraging quotes. I don’t think the primary purpose of discipline is to punish. The purpose is to direct students toward the right path and believing that they can progress in their character. Modeling character, caring for students, establishing good relationships with students, and guiding them toward the right course of action are essential ideas for effective teaching. Punishment is a short-term solution for a long-term
problem that doesn’t stop. Developing character is a long-term solution for a short-term problem that will stop.

**Multiple Means of Expression**

Students will be given I-pads or laptops to demonstrate the visual component of the cause and effect relationships. In addition, students will be writing on white boards so that the physical component of writing is incorporated. In addition, students will verbally say the sentences they are writing so that other sensory elements are incorporated in the learning.

**Multiple Means of Engagement**

Students will be engaged through cooperative learning, reflections, and impact on their life. Students will be given options of different articles that they can choose from. The articles will contain fun topics that the students will be interested in.

**Multiple Means of Representation**

Providing multiple means of representation in the classroom is important for conveying a comprehensive UDL framework that optimizes the learning potential for everybody. Content will be provided in multiple ways including

1) Video format
2) White Boards
3) Orally through direct instruction
4) Kinesthetically through writing on the white board
5) Magazine articles relevant to student’s lives
Formal and Informal Assessment

Informal- Students will be assessed through their implementation of the course content while teaching others. In addition, students will be given an exit ticket to demonstrate their knowledge.

Lesson Outline and Time Stamps

School Starts: 8:30

First 10 Minutes: 8:30-8:40 Character Development

Say hello to the students and ask how they have demonstrated humility in their lives at home and how they can implement it in the classroom. Talk about how humility is a key trait in CEOs of businesses and that humility provides a firm foundation for success in the classroom and workplace.

Next 5 Minutes: 8:40-8:45 Motivational/Engagement

Ask students if they have ever tried to solve a problem but couldn’t figure it out. Talk about an example of a crossword puzzles and how more information helps us solve the problem. Just like crossword puzzles, we need to be able to find more information in the problems we encounter in life to solve problems whether that be in the classroom, at home, or in the workplace. In today’s lesson, we will be talking about how to look for informational pieces to figure out the meaning of words; specifically cause and effect relationships.

Next 10 Minutes: 8:45-9:00 Direct Teaching

Explain how to find the meaning of words through cause and effect relationships. Clue Words
When you're looking for a specific cause-and-effect relationship within a text, there are certain words that authors often use to give readers clues. Identify specific cause and effect clue words as demonstrated below this paragraph.

<table>
<thead>
<tr>
<th>Cause Clue Words</th>
<th>Effect Clue Words</th>
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</thead>
<tbody>
<tr>
<td>since</td>
<td>so</td>
</tr>
<tr>
<td>because</td>
<td>then</td>
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<tr>
<td>if</td>
<td>therefore</td>
</tr>
<tr>
<td>due to</td>
<td>as a result</td>
</tr>
</tbody>
</table>

Then, demonstrate on the smart board what an unfamiliar word in a sentence is. For example, “She wanted to impress all her dinner guests with the food she served, so she carefully studied the necessary culinary arts.”

Define 4 questions the students should be asking:

1) What is the underlined unfamiliar word? Culinary
2) How is the word used? To describe the necessary arts
3) What are the context clues? So, dinner, served
4) What are the possible meanings? Related to cooking

Next 30 Minutes: 9:00-9:30 Cooperative Learning

After assessing student learning by walking around, direct students to get into groups of 4. Each group will grab articles of their choice that are highlighted with relevant cause and effect relationships that contain unfamiliar words. I will instruct the students to:

1) Select one person from your group to write the highlighted sentence on the white board
2) Have the selected person to ask everyone in the group which words demonstrate context clues and which word is unfamiliar.
3) Have the selected person write down the selected clues and unfamiliar word on the white board.

4) Pronounce these words together as a group.

5) Have the group come to a consensus as to what the word might mean.

6) Have the group play a preloaded video that is relevant to the student’s lives and content.

7) Have the students draw a picture representing the sentence

8) Switch students. Repeat.

**Exit Ticket and Sticky Notes:**

At the end of the lesson, students will take an informal 2 question assessment. If students get one question right, they earn a brown belt. If students get both questions right, they earn a black belt for the day. Rewards are given to students that have many black belts accompanied with character cards.

**Sticky Notes**

At the end of the lesson, students will fill out sticky notes describing briefly what they learned, what they have questions on, and what prohibited them from learning.