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Primary Reading

November 18, 2009

***Owl Moon* Vocabulary Words:**

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| --- | --- | --- | --- | --- |
| Word | Part of Speech | Page Number | Sentence | Student Friendly Definition |
| Hope | Noun | Page 29 | When you go owlingYou don’t need wordsOr warmOr anything but hope. | The feeling that something will happen the way you want, even though it may not be easily done |
| Silently | Adverb | Page 21 | We watched silentlyWith heat in our mouths,The heat of all those wordsWe had not spoken. | Done without making a sound; quietly; calmly; still; reserved |
| Patient | Adjective | [Thematic] | [Thematic] | Dealing with something that may be difficult without complaining; showing self-control; not hasty or reckless |
| Brave | Adjective | Page 13 | When you go owlingYou have to be brave. | Feeling or displaying no fear; being bold, heroic or gutsy |

**Instructional Session #1:**

 To begin the lesson, I will have the four new vocabulary words written on the SMART board. I will explain to the students that these words played a very important role while the little girl and her dad went owling. I will talk about how they had to go owling silently; and had to be brave; and had to have hope and be patient. My first goal in this vocabulary sequence is to contextualize each of the words for their roles in *Owl Moon.* I will read the sentence where the word appears in *Owl Moon*, then display and briefly go over the part of speech and student friendly definition (similarly to the chart above). This portion of the lesson will be done quickly as students already have some prior understanding and basic knowledge of the words’ definitions. Then, for each new word I will use an activity that combines idea completions and cagey questions to engage the students in thinking about the words in a deeper manner. After I ask the questions we will refer to the book with specific examples and or proof and carry on a give-and-take discussion which forces the student to be immersed in profound meaning of the word, not just the definition.

Activity #1 - Idea Completions/ Cagey Questions:

* Why do the little girl and her dad have to go owling silently?
* She does things silently such as…
* The little girl says she been waiting for a long time to go owling with her father. How does that show she is patient?
* What are some things she does *or* doesn’t do to show she is being patient *while* they are owling?

 - Do you think this was easy or hard?

* You have to be brave when you go owling because…

- Is this something everyone can do?

- Could you be brave and go owling?

* What does the little girl mean when she says all you need is hope when you go owling?
* Did the hope of the little girl pay-off in the end? Why?

 The students should have now begun to construct deeper meaning of the vocabulary words and are able to connect them to the text. The goal of my second activity will be to extend the words *beyond* the text, and to the world, by giving new examples with strong imagery. I will do this for each word first through the “picture this” activity and then with some examples/non-examples. The “picture this” activity will be in impromptu style and I will adjust my explanation of the word based on my observation of whether the students are fully understanding the meaning or not. The example/non-example activity will also be done in an interactive discussion. After I give each example, the students will be required to elaborate on *why* or *how* it is or is not an example of the word. As long as they can appropriately explain themselves, there are no wrong answers!

Activity #2 – “Picture This”& Examples/Non-examples:

**{Silently}**

 One year… when I was a little girl… I remember on Christmas Eve I was all tucked into bed and trying to get to sleep as quickly as possible so it would be Christmas morning! But then I heard some ruckus downstairs. It had to be him! Santa was in my house! I knew I wasn’t supposed to catch Santa but I couldn’t resist. I remember slowly sliding off the covers… gently putting my feet on the ground… and tiptoeing down the hall. I avoided all the creaky stairs and didn’t even make a sound while breathing! I peeked around the corner… and…. there was my silly black lab! Playing with his tennis ball!

 I was trying to be completely quiet and doing everything very calmly and slowly so I could catch Santa in the act! Everything I did was done silently. I will then remind the students that in this case the word is being used as an adverb, meaning it is describing *how* the verb is being done. Next, I will explain to them that I am going to state an example and they have to decide if it is something you do silently or not. If they are things that are done silently, they have to put their finger over their lips and say “sshh.” If they are things you do NOT do silently, they will clap their hands three times. As I said before, students will be expected to elaborate on why they chose the answer they did.

 Examples/Non-Examples of things you do silently:

* Reading a book in a library
* Playing kickball on the playground
* Walking in the hallway to lunch
* Watching a *very* funny movie
* Hiding from your annoying little brother!

**{Patient}**

 When I was ten, my parents told me I would be getting a new little brother or sister! I was ecstatic! I had an older sister, and now I would get to be a big sister! Nine months was a VERY long time to wait for the new baby to get here. But I didn’t complain. I just kept waiting and helping my parents get ready for the babies arrival! The time seemed to go slower as the due date came closer and waiting in the hospital the day my little sister was born seemed impossible! But no matter how hard it seemed, I never whined and kept myself under control! And let me tell you, being patient while waiting for my new baby sister was well worth it!!

 Examples/Non Examples of being patient: (if it does apply to being patient, students will say “be patient!”)

* Working on a long essay test
* Running in a race
* You’re starving and lunch is still two hours away
* Waiting to get your new puppy!
* Singing your favorite song

**{Brave:}**

 When I was eight, I had never been on a plane before. My mom told me that I get to fly to California to stay with my grandparents for a week! I was so excited but at the same time scared to death of planes! I had heard all the scary stories about them and I had to go all by myself! But I didn’t tell my parents that I wouldn’t go – I didn’t even tell them I was frightened! I packed up my suitcase and got in the car with no hesitation! At the airport my mom dropped me off at the gate and I walked right on that plane and took my seat as if I had done it a thousand times! I was being brave. I did something even though it was not easy for me!

 Examples/Non-Examples of being brave: (Students will flex their muscles if it applies to being brave)

* A firefighter rescuing children from a burning house
* Telling the truth when you might get in trouble
* Laughing at someone who makes a mistake
* Helping a little girl who is crying
* Asking to sit out of the game because you are nervous

**{Hope:}**

 Cancer is a very serious disease. People are diagnosed with it every single day. Many people die from it. But researchers and scientist are doing everything they can to find a cure for cancer. They are sure someday, somehow they will discover a way to save all those peoples’ lives! They have huge hopes of discovering the cure!

 Examples/Non Examples of needing hope: (Students will cross their fingers and hold them up if it applies to hope)

* Going to the dentist
* Getting up early for school
* Taking the PSSA’s
* Playing the lottery
* Taking your dog for a walk

**Instructional Session#2:**

Review:

 At the beginning of the second day, we will review the vocabulary. I will have the four words on the SMART board, the definition of each, and a picture of a situation (one we talked about yesterday). I will ask the students to match the word, to the definition and then to the picture. When the student answers, they will be able to elaborate on *how* the picture is showing that vocabulary word and we will recap the meaning of each word.

Activity #3 – Word Continuum:

 The teach understanding about different degrees of these word meanings; my next activity will be a word continuum. Students will be asked to come up to the SMART board and mark the place they believe the phrase should go on the word line. They will each have to explain their placement; and once again, as long as it is fitting, there are no wrong answers. This activity will also provide good motivation as the students love to do anything involving working on the SMART board.

Something you would like to do

Something you would **not** like to do

\_\_\_\_\_\_\_\_\_\_\_\_\_-------------------------------------------------------------------------------------------------------------

a) Silently play games at your birthday party.

b) Getting a lower grade on a test than you had hope for.

c) Hear someone call you brave.

d) Be patient at a Steelers game.

e) Be brave by picking up a spider!

f) Have hope after a severe storm.

g) Walk to art class silently. (They get “clips” for this and should want to do it!)

h) Hear your mom say you will get a treat if you are patient while she runs errands.

Activity #4 – Word Associations:

 For the final instructional activity, I will use a word association activity forcing the students to make more connections with the vocabulary words, this time on a more person level. I will ask students to write the name of a person, place, thing or situation that comes to mind when they think of each of the new vocabulary words. I will provide scaffolding or probing to generate ideas if required. Each student will be given the opportunity to write their association on the SMART board; once again getting them exciting about participating. The format will be as follows:

**Name a person, places, thing or situation you would associate with the word:**

|  |  |  |  |
| --- | --- | --- | --- |
| Brave | Silently | Hope | Patient |
|  |  |  |  |

Recap:

 As long as I feel the students have truly absorbed a deep understanding of each of the words, I will now tell the students we’re going to do a quick recap of their new vocabulary before getting to do the final and most fun part of the lesson (the assessment)! As a group, we will work together to create a chart on the large notebook paper much like the original one I showed the students. They can refer to this when completing their assessment and it can later be hung in the classroom. I will help the students and provide scaffolding if necessary, but by this point they should be able to list all word, parts of speeches and definitions on their own. I will conclude the instruction on the vocabulary sequence by asking if any of the students are confused or have any more questions or examples they would like to share.

**Assessment:**

 The final part of the lesson sequence will be to assess the students’ understanding of the new words. I will tell the students I want to know more about them, and to do so, they are going to create a book for me. It is going to be about taking the *Owl Moon* words and connecting them to personal experiences they have had. On each page of the book will be a partially written sentence containing a vocabulary word and some additional words to guide their ideas. Students will fill in the blanks to complete the sentence about an experience they had with each word. They will also draw a picture to go along with the experience. I will show them my example that I have already created so they can better understand what they are expected to do (examples are attached). I will scaffold the students and help them brainstorm ideas as needed. The “ideal” responses should be similar to mine in that there is a clear connection between their experience, the new vocabulary word, and *why* they associated that personal experience to that word. Each student will share their book, and I will ask them to elaborate on their reasoning for writing what they did if necessary. I think the students will be excited about this assessment because they absolutely relish any opportunity to tell about themselves and put their artistic skills to work!