| Candidate's Name:       | Eleanor Bennett    | Course Prefix/I | Number/S | ection: <u>SPE 739</u>   |
|-------------------------|--------------------|-----------------|----------|--------------------------|
|                         |                    |                 |          |                          |
| Date: <u>10/31/19</u> 3 | Subject:Itinerant_ | Grade Level:    | 7th      | Duration: <u>45 mins</u> |
|                         |                    |                 |          |                          |
| Lesson Topic: Idior     | ms                 |                 |          |                          |

- 1. Big Idea(s) and Related Essential Question(s):
  - What key points should we remember when summarizing?
  - How to summarize a short story based off rubric.
  - What is figurative language?
  - What is an idiom?

### 2. Instructional Objectives

- JG will be able to write a summary of a short story at least three paragraphs long.
- JG will be able to correctly describe and match known idioms.
- JG will be able to give examples of how to correctly use known idioms.

### 3. Related Academic Standards: Common Core and/or PA Standards

- IEP Goal: Given a short story read to him, JG will listen to the story and compose a writing sample summarizing the story, obtaining an average score of 80% (16 out of 20 possible points on writing rubric provided) in the area of Organization and Conventions; on 2 out of 3 evaluations.
- IEP Goal: Given 5 cards containing sentences using a variety of figurative language concepts (from a pool of 50) JG will identify the meaning of each with 80% accuracy on 2 out of 3 monthly assessments.
- CC.1.2.7.F: Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
- CC.1.3.7.A Determine a theme or central idea of a text and analyze its
  development over the course of the text; provide an objective summary of the
  text.
- CC.1.4.7.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

### 4. Vocabulary

- Idiom common phrases that mean something different from its literal meaning, these phrases are understood by their popular use.
- Vocabulary words also on idiom cards (Appendix C)

#### 5. Materials/Resources

- Pencil and colored pens
- Pool of Idiom (Appendix A)
- Bingo Cards (attached)
- Idiom Data Sheet (Appendix B)

- Possible technology includes:
  - o Using <a href="https://bingobaker.com/">https://bingobaker.com/</a> instead of paper format.
  - Computer / iPad

#### 6. Instructional Procedures

- Review (5 mins)
  - o Good morning! Ask JG how his night was. Ask if he has been having any trouble in class with FM system, etc.
- Introduction to New Lesson
  - o Tell JG the plans for the session: Play a BINGO game.
- Developmental Activities (35 mins)
  - o Teach and JG will quickly review the idioms he has learned throughout the year.
    - Teacher and JG will flash through the idioms
    - Teacher will not explain the idioms this is just to get JG to remember all of them / get him in the right mindset.
  - o JG and teacher will then play a BINGO game
    - Teacher and JG will take turns reading an idiom.
    - Teach or JG will then need to say it's actual meaning and match it to the BINGO board.
    - First person to make 2 BINGOs win
    - Teacher has created two different BINGO cards for two different sets of idioms
- Assessment, Closing, and Review (5 mins)
  - o JG will explain the idioms that were not pulled from the pile.

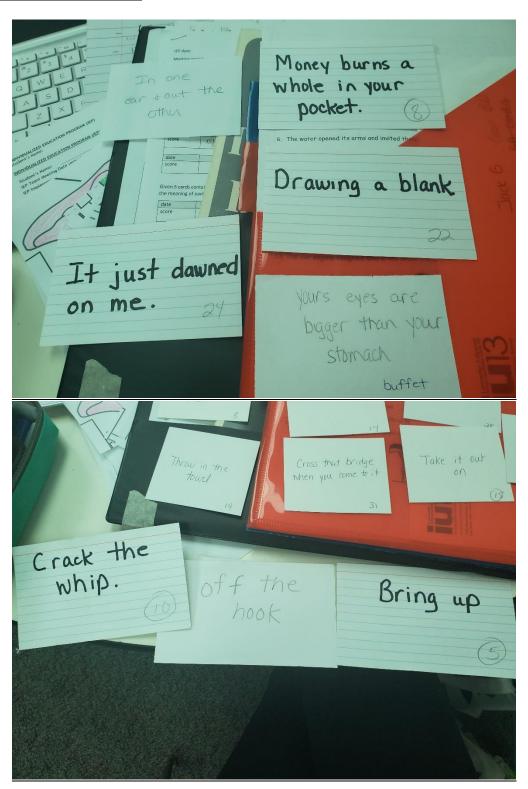
## 7. Addressing Learners' Diverse Needs

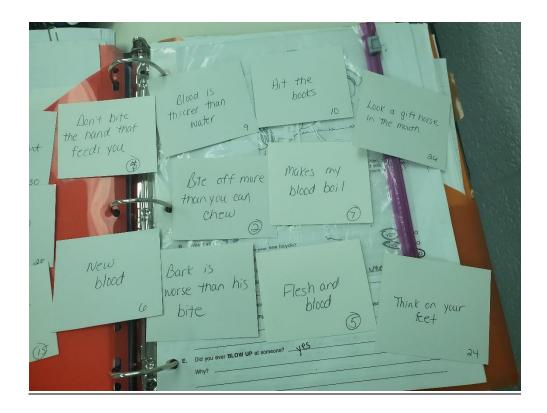
- Accommodations and adaptations (IEPs, 504 Plans, at-risk students)
  - o JG is a hard of hearing student who prefers to use listening and spoken language.
  - o JG will work one-on-one with a hearing support teacher in a quiet room.
  - o JG and the hearing support teacher will sit close to one another, preferably sitting across from one another.
  - o Teacher will wear JG's FM system during the instruction period.
  - o Teacher will explain / teach explicitly whatever JG doesn't understand in the reading segment.
  - o \*\*In a classroom setting, these accommodations should be met:
    - Sit close to the front of the room and teacher
    - Since JG's hearing is bilateral, there is not preference to which side of the room he should sit.
    - JG should not be seated near any noises including: AC units, hallways, doors, windows, etc.
    - Teacher should always wear and use JG's FM system mute when necessary but remember to turn back on.

- JG has difficulty hearing word endings; JG may request for things to be repeated. If this happens, rephrase as much as possible.
- Do not use yes/no questions to check for comprehension.
- Language adjustments made for specific ELP levels (include ELP level and PA ELP Standard/s)
  - o N/A
- Challenges for advanced learners
  - $\circ$  N/A
- 8. Informal / Formal Assessment
  - Informal Assessment: Make note of which words / phrases / idioms JG needs to have direct instruction based on the summary / BINGO game
  - Formal Assessment: Given the first randomly five idioms pulled from the pool, JG will answer / explain the idioms with 80% accuracy.
  - Data Analysis: Teacher will use pre-assessment and post assessment data to determine the effectiveness of the lesson. Additionally, JG's answers for his formal assessments will be recorded for his baseline for monthly assessments.
- 9. Reflection on Planning/Instruction; Data Analysis and Plan for Re-teaching (as applicable)
  - Reflection
    - o JG was very attentive during the session. He plays many sports and enjoys competition. He liked playing against the teacher.
    - JG used the BINGO board to help his recall what specific idioms meant –
       I encouraged this use of the board as it reinforced his understanding and
       memory of the idioms.
  - Data Analysis
    - o JG was able to describe 5 randomly chosen idioms with 60% accuracy.
  - Re-Teaching Ideas
    - o If I were to do this lesson again, I would make the BINGO boards bigger. I did have a second set to use, but I would have preferred JG go through and use more of the more recently learned idioms first. To make up for this, I did make JG explain the idioms that were not pulled from the pile.
    - Another thing I might change about this lesson plan would be to have JG pick five from the pile first without the use of the BINGO board for reference. I would have gotten a better idea if he knew the answer, or was using the board as a support.

# **Appendix**

# Appendix A – Pool of Idioms





# Appendix B – Idiom Data Sheet

Given 5 cards containing sentences using a variety of figurative language concepts (from a pool of 50) JG will identify the meaning of each with 80% accuracy on 2 out of 3 monthly assessments.

| Date: | 10/31                 | +/- |
|-------|-----------------------|-----|
| #:    |                       |     |
|       | Look down on          | -   |
|       | Bite hand feeds you   | -   |
|       | Gift horse in mouth   | +   |
|       | Blood run cold        | +   |
|       | Bark louder than bite | +   |
|       | Score:                | 60% |

| Date: |        | +/- |
|-------|--------|-----|
| #:    |        |     |
|       |        |     |
|       |        |     |
|       |        |     |
|       |        |     |
|       |        |     |
|       | Score: |     |