

Candidate's Name: Eleanor Bennett Course Prefix/Number/Section: SPE 739

Date: 10/31/19 Subject: Itinerant Grade Level: 7th Duration: 45 mins

Lesson Topic: Idioms

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:
 - Using <https://bingobaker.com/> instead of paper format.
 - Computer / iPad

6. Instructional Procedures

- Review (5 mins)
 - 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
 - Tell JG the plans for the session: Play a BINGO game.
- Developmental Activities (35 mins)
 - 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.
 - JG and teacher will then play a BINGO game
 - Teacher and JG will take turns reading an idiom.
 - Teacher 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)
 - 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)
 - JG is a hard of hearing student who prefers to use listening and spoken language.
 - JG will work one-on-one with a hearing support teacher in a quiet room.
 - JG and the hearing support teacher will sit close to one another, preferably sitting across from one another.
 - Teacher will wear JG's FM system during the instruction period.
 - Teacher will explain / teach explicitly whatever JG doesn't understand in the reading segment.
- **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.
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- Language adjustments made for specific ELP levels (include ELP level and PA ELP Standard/s)
 - N/A
 - Challenges for advanced learners
 - 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
 - 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
 - JG was able to describe 5 randomly chosen idioms with 60% accuracy.
 - Re-Teaching Ideas
 - 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



