

Module 7 Vocabulary (Where is it?)

Lesson by Cameo Lakey (created 11/08/17 with the CalStateTEACH Lesson Plan Assistant)

ATTACHED FILES AND VIDEOS

[Module 7 Whereisit Assessment.docx](#)

[Lakey_Module7_SocialStudies_VocabularyLesson_enc.mp4](#)

GENERAL COMMENTS

I. ESTABLISHING GOALS AND STANDARDS

Subject Area(s)

Social Science

Central Focus

Identify real-life connections between words and their use, add drawings to descriptions as desired to provide additional detail, participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups, and understand and follow one- and two-step oral directions.

Standards

California Academic Content Standards

History-Social Science, Grade K

Learning and Working Now and Long Ago | K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

- Standard K.4.1: Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.

Common Core Standards

English-Language Arts, Grade K

Speaking and Listening Standards | Comprehension and Collaboration

- Standard 1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b) Continue a conversation through multiple exchanges.

Speaking and Listening Standards | Comprehension and Collaboration

- Standard 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. a) Understand and follow one- and two-step oral directions.

Language Standards | Vocabulary Acquisition and Use

- Standard 5: With guidance and support from adults, explore word relationships and nuances in word meanings. a) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c) Identify real-life connections between words and their use (e.g., note places at school that are colorful). d) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Speaking and Listening Standards | Presentation of Knowledge and Ideas

- Standard 5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

California English Language Development Standards

Listening and Speaking, Grades K-2

Strategies and Applications | Beginning ELD level | Comprehension

- Standard : Answer simple questions with one- to two-word responses.

Strategies and Applications | Beginning ELD level | Comprehension

- Standard : Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

Grade/Level

Pre-K, Kindergarten

Content Objective

At the conclusion of this social studies lesson, Kindergarten and Transitional Kindergarten students will be able to determine if an object is near or far, above or below, and here or there by coloring the correct object on a sheet of paper with a crayon after listening to a verbal direction. 70% of students will meet the objective.

Academic Language Demands

Students will understand the social studies vocabulary being taught (near, far, above, below, here, there) through teaching methods that include saying the words together as a class, viewing a powerpoint presentation with visuals showing each term, hearing each term used in a sentence, watching me model each term to them, acting out the terms together as a class, drawing images of each term in a stapless book, sharing their stapless book drawings in small groups by using the vocabulary, saying a sentence to the class using one of the vocabulary terms, coloring objects on an image after being given verbal directions for each term, and me asking them questions that they need to answer by using the vocabulary terms.

II. LEARNING ABOUT STUDENTS

Class Information

- Total Number of students: 26 (8 TK, 18 K)
 - Number of boys: 12 (3 TK, 9 K)
 - Number of girls: 14 (5 TK, 9 K)
 - African American: 3 (1 boy, 2 girls)
 - Asian American: 1 (1 boy, 0 girls)
 - Caucasian: 16 (6 boys, 10 girls)
 - Hispanic/Latino Americans: 6 (4 boys, 2 girls)
 - English Language Learners: none identified
 - Special Needs: Speech - 3 (1 boy, 2 girls)
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III. MAKING ADAPTATIONS

Adaptations

Wait Time, Grouping, Preferred Seating, Technology

Adaptation Details

Students who did not turn in permission slips to be videotaped will still be taught this lesson; however, they will be seated at the back of the ABC rug and at the back of the room in order to not be shown in the video. English Learners (ELs) will be provided with visuals including images to show the vocabulary (near, far, above, below, here, there), watching me model the vocabulary to them, them physically acting out each vocabulary word, and showing the vocabulary words through creating a drawing. Additionally, allowing ELs to answer using one word sentences and/or pointing to a visual, providing them with one-on-one assistance when needed, and placing them in groups with English fluent students for scaffolding. For speech students, I will stand in close proximity to them while they are speaking and will place them in groups with students without a speech impediment for scaffolding. Checking the work first of students who lose focus easily or become frustrated quickly when meeting a performance obstacle and repeating directions to these students directly to ensure they understand what they need to do.

IV. ANALYSIS OF STUDENT LEARNING

Assessment

Formative

Description of Assessment

Written Assessment: At the end of the lesson, students will be given a worksheet (see attached example: Module 7_Whereisit_Assessment) in which they will be given verbal directions using the vocabulary words to complete the worksheet (for example: color the bird above the deer red, color the bird below the deer blue). These worksheets will be collected.

V. PROCEDURE

Prerequisite Background Knowledge/Skills

Students must be able to know how to draw images to where the drawing is visually understandable as a representation of a certain object, how to write their name, and how to color in an object with a crayon.

Materials

Technological Materials:

- Computer
- ELMO Projector
- SMART Board
- Prezi

Other Materials:

- Stuffed Animal (Lizzy the Location Lizard)
 - Name cards (if needed)
 - Folders
 - Stapless Books
 - Pencils
 - Crayons
 - Assessment Worksheet
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INSTRUCTIONAL STRATEGIES

Open

STATE THE OBJECTIVE:

1. I will read the objective to the class, which will be written on a sheet of paper on the board, students will listen first, then we will read it together as a class. "Students will determine if an object is near or far, above or below, and here or there after listening to a verbal direction. Students will color the object on a sheet of paper."

WHAT THEY WILL BE LEARNING:

2. I say: "Today we are going to learn how to say where something is by using the words near, far, above, below, here, and there."

Body

1. Using the Prezi presentation I created (<https://prezi.com/view/Z6bhwQAuaUEhr3mLbjJZ/>) and using the SMART Board, I tell the students each word, we say it together as a class, I tell them what it means (near means it is close, far means it is not close, etc.), and I give them two example sentences for each word verbally while showing an accompanying image.

MODELING:

2. Using a stuffed animal lizard puppet (Lizzy the Location Lizard) I model each vocabulary term to the students and have them answer as a class which term I am using (for example, I put Lizzy above a chair, students should answer "above"). I then use the term in a complete sentence and the students repeat after me ("Lizzy is above the chair").

GUIDED PRACTICE:

3. I then have the students act out each term together as a class (Let me see you near the chair, let me see you far from the chair, let me see you above the ABC rug, let me see you below your table, let me see you here at the ABC rug, let me see you there, away from the ABC rug.

4. I then direct students to go to their seats where there will be a stapless book with one of the vocabulary terms on each page.

MODELING:

5. I will draw an example to show each term using the ELMO Projector. I will encourage students to think of their own drawings to create, but it is fine if they want to copy my drawing.

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6. Students will finish up their drawings while I walk the room to assess their work and provide any clarification and one-on-one assistance or modeling where needed.

7. As students finish, they will be directed to share their books by using the vocabulary words to talk about their drawings, one at a time, to those sitting at their table group.

INDEPENDENT PRACTICE:

8. Students will be called on, one at a time, using equity sticks to say a sentence using one of the vocabulary words. Students will be directed to say which term they are going to use first, then will say their sentence. They will be told that they can use the book they just created, they can talk about something in the classroom, they can talk about something at school, or they can use their imagination.

Close

ASSESSMENT:

1. I project the assessment worksheet onto the whiteboard and give the students directions on how they will complete the worksheet. The students will be directed to get a red and blue crayon out and to write their name on their paper as soon as they get their worksheet. They will be told that I will be collecting these when they are finished.
2. After the worksheets have been passed out and everyone has written their name, I will give the verbal directions the students need in order to complete the worksheet (Color the rabbit near the deer red, color the rabbit far from the deer blue, color the bird above the deer red, color the bird below the deer blue, color the squirrel here with the deer red, color the squirrel there, away from the deer, blue).
3. When the students are finished, I will direct them to return to the ABC rug.

~students sit at the ABC rug~

WHAT THEY HAVE LEARNED:

4. Using Lizzy the Location Lizard, students will tell me, together as a group, the vocabulary word (near, far, above, below, here, there) depending on where I put Lizzy.

~END OF LESSON~

VI. ANALYSIS AND REFLECTION

Analysis and Reflection

The parts of the lesson that I felt were effective included using the prezzi presentation to provide visual example sentences to the students for each word. I thought the strategy of having students listen to my first sentence and then verbally filling in the blank for the second sentence during the presentation was effective in giving the students the opportunity to practice verbally saying the word immediately after observing me modeling an example use of the word to them. I also felt that using the puppet lizard (Lizzy) to model real world examples of the vocabulary terms was effective because many of the students liked the stuffed animal, which increased their engagement. I also enjoyed the strategy of having the students draw an image to show each vocabulary term in the stapless book and found it to be very effective. The students were excited to perform this activity and many of them wanted to share their drawings to me as I was walking the room. Additionally, having the students share their books in small groups and say a sentence to the class for their independent practice was effective because of the excitement the students had to talk about their drawings.

The changes I would make to my instruction to better support student learning include mixing up the order of the words at the very end of the lesson when the students showed me what they have learned by answering my questions. Students might of memorized the order of the vocabulary terms (near, far, above, below, here, there) so it would of been a better strategy to mix up this order (such as near, above, there, below, here, far) in order to better assess if the students remember the terms.

My objective goal was for 70% of the students, or about 18 out of 26 students, to correctly complete their assessment worksheet which involved coloring objects a specific color to show if they are near or far, above or below, and here or there according to my verbal directions. The actual assessment results consisted of 76% of the class, or 16 out of 21 students, (5 were absent) successfully meeting the objective (see application/next steps below for what I would do with this information).

Application/Next Steps

From looking at the assessments, all of the five students who did not color in the objects on their worksheets correctly did use the colors red and blue. This shows that 100% of the class, or 21 out of 21 students understood that they were to only use the colors red and blue. 4 out of 5 of these students correctly colored the rabbit that was near the deer red and the rabbit that was far from the deer blue (which shows that 95% of the class, or 21 out of 25 students, understand the vocabulary terms near and far). The student who did not complete this step correctly colored both of the rabbits blue; however, it looked like they put an X over the rabbit that was near the deer (the one that needed to be red). It would be a good strategy for me to ask this student to explain their thinking in order to understand if they meant to cross out the near rabbit. 3 out of 5 of these students correctly colored the bird that was above the deer red and the bird below the deer blue (showing that 90% of the class, or 19 out of 21 students understand the meaning of above and below). One student colored both of the birds red and the other only colored one of the birds (below), which was correct. It would also be a good strategy for me to talk to these students and have them explain their thinking to me. 1 out of 5 students correctly colored the squirrel here red and the squirrel there blue. This shows that students mainly need additional practice with the terms here and there.

Additionally, from what I assessed throughout the lesson, the students seemed to struggle the most with remembering the terms here and there. I believe it would be a good practice to revisit these specific terms in another activity with the entire class in order to provide the students with extra practice.
