

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none">Students will be able to use a variety of sources to help build their understanding and to come up with ideasStudents will be able to exchange their ideas and perspectives with their group membersStudents will be able to compare and contrast their ideas with their peers to collaborate and come up with a new answer and to build a shared understandingStudents will be able to be creative with their language and come up with new ideas.	<ul style="list-style-type: none">Students will complete an exit ticket and hand it in<ul style="list-style-type: none">They will have to circle the verbs in the paragraph to show their understanding of verbsThey will also have to write their new words for their verb on their exit ticket

Prerequisite Concepts and Skills:

- Students have to know the 5,4,3,2,1 expectation
- Students will have to understand when the teacher asks them how much more time they need that they have to either put up 3 fingers for 3 more minutes, 2 fingers for 2 more minutes, 1 finger for 1 more minute or a fist for they are finished.
- Students must know how to listen quietly and respectfully to the speaker
- Students must know how to collaborate with their other and respectfully engage in the conversation
- Students must know how to write a few sentences
- Students have a basic understanding of verbs from previous years

Indigenous Connections/ First Peoples Principles of Learning:

- Learning involves patience and time

Collaboration requires that all people in a group contribute according to their specific skill sets or “gifts”. Through collaboration group members also learn from each other. Collaboration requires skilled negotiation, a process that requires patience and time, and encourages people to listen to and to understand differing perspectives.

Universal Design for Learning (UDL):

This lesson is designed to engage auditory learners as the teacher reads out what is written on the slides to the students. It is also designed to engage visual learners by having it visually represented on the board. This lesson is also designed to engage the kinesthetic learners by allowing collaboration with other students and movement around the classroom to find a different partner. The students will have ample time to read the slides, come up with an idea with classmates and write their answers.

Differentiate Instruction (DI):

- * Testing in a variety of ways. Through the worksheet, orally as a group, and the ability to scribe for individuals that need help writing down their ideas.
- * Whole class review before the individual work
- * Extra time available if needed

Materials and Resources

- Teacher:
- Class set of sticky notes
 - Individual verbs
 - Exit tickets

Students:

- Pencil
- Eraser
- Thesaurus

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <p>Teacher will show the class this video on Verbs https://www.youtube.com/watch?v=ineCCpqpZrM</p> <p>Teacher will ask the students “What is a verb?” and can anyone give me an example of a verb that wasn’t mentioned in the video?”</p>	<ul style="list-style-type: none"> • Students will watch the video and do the action words that are on the screen like “jump” “clap” “shake” • Students raise their hand if they have any verbs that weren’t mentioned in the video 	6 mins
<p>Body:</p> <ul style="list-style-type: none"> • Teacher will model the charades “Can you guess what verb I have?” • Teacher will reveal the verb and explain how they got the 3 new words • Teacher will hand out all the verbs and group the class in groups of 3’s • Teacher gives the students their verb and 1 sticky note • Teacher will walk around observing the groups and posing questions. • Teacher will remind the class to use a thesaurus to find 3 new words for their verb • Teacher will regroup the class • Teacher will explain that 2 other people have the same verb and that everybody has to go around the class acting out their verb to find their groups of the same verb • Teacher tells the class that they will find their group members and compare their 3 words they found and come up with a list of the best 3 words • Teacher reminds the class that they must do it maturely and without talking • Teacher walks around and observes 	<ul style="list-style-type: none"> • Students guess the verb that the teacher is acting out • Students listen to the teacher explain the plan • Students get into their groups of 3 • Students act out their verbs as a charade and guess their group mates’ verbs as well • Student look through thesauruses to find 3 other words for their verbs • Students write their 3 new words on their sticky notes • Students regroup • Students go around the class acting out their verbs looking for their 2 other group members • Students discuss in their group and compare their new words • Students come up with an updated list of words (the best 3) • Students write on their sticky note the best 3 words 	20 min
<p>Closure:</p> <ul style="list-style-type: none"> • Teacher regroups the class and instructs everybody to sit at their own seats with a pencil • Teacher explains the exit ticket 	<p>Closure:</p> <ul style="list-style-type: none"> • Students sit at their own seats with a pencil listening to the teacher • Students fill out their exit tickets and hand the completed ones in 	5 min

<ul style="list-style-type: none"> • Teacher remind the class to write their names, numbers, and dates on their exit ticket • Teacher hands out the exit tickets to the class • Teacher collects the completed exit tickets 		
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Organizational Strategies:

<ul style="list-style-type: none"> • Instructions will be given before the students start moving to avoid distractions • Students will have lots of time to move around and discuss with different groups of people which allows for mini brain breaks • Students will all stay in the same classroom (no reading room or hallways)

Proactive, Positive Classroom Learning Environment Strategies:

<ul style="list-style-type: none"> • Teacher will move around the room to help encourage further discussion and answer any questions • Teacher will use 5,4,3,2,1 to get the students attentions • Teacher will put their hands in the and say “freeze” to get the students to freeze and listen if needed • Teacher will encourage collaboration • Teacher will say “I’m going to ask you how much time you need and if you need 3 more minutes you are going to hold up 3 fingers, 2 more minutes you hold up 2 fingers, 1 more minute I want you to hold up 1 finger and if you are done I want you to hold up a fist.” To see how much more time the class may need. • Teacher will remind the class to be mature

Extensions:

<ul style="list-style-type: none"> • To be filled out after the lesson
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Reflections (if necessary, continue on separate sheet):

<ul style="list-style-type: none"> • To be filled out after the lesson
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