

Vocabulary Strategy Action Plan
Content Area Reading Strategies
Dr. Crum

Lesson Title: Music/Social Studies Vocabulary Strategies

Student/Class: 2nd grade music class

Teacher Name: Mrs. Orf (Libby)

Date Due: July 1st, 2018

Lesson strategies: “Word Treasure Hunt” and “Word in My Life Card”

Vocabulary Tier: Tier 3, Vocabulary word: Patriotic

Learning Objective: 2nd grade students will be able to identify and use the word patriotic through the use of “Word In My Life Card” and other graphic organizers as evidenced by attaining 100% (10/10) on the Word Treasure Hunt assessment activity.

Materials Needed:

- White board with “Patriotic” written
- “A Listen to Patriotic Music” Book
- Graphic Organizers
 - Vocabulary Overview
 - Four-Square Vocabulary
 - Word Family
 - Words in My Life Card (Serravallo, 2015)
- Pencils
- Treasure chest and word cards for assessment

Lesson Plan Layout:

Before (anticipatory set)

T: Good morning boys and girls! Let’s sing our welcome song.

S: Welcome boys and girls

Welcome boys and girls

It’s so nice to have you hear

Welcome boys and girls

T: Great singing! I am looking for someone to raise their hand and tell me what holiday is coming up in November. It is a holiday that we sing at every year and very special people come to watch us sing and present.

S: Veteran’s day

T: You are right! Veteran’s day is coming and we talked a lot about the word Veteran last time and what that means. This year we are going to talk about another word you will hear throughout the year. The word is Patriotic. Has anyone heard that word?

S: (Raise hands if they have heard it)

T: I see (a few/one/none etc) hands in the air.

During (teaching)

T: I have up on the board the word Patriotic. Let’s say the word together

S/T: Patriotic.

T: look at the word it has the word “Patriot”, which is a person who supports their own country. Then the ending of the word is “ic” making Patriotic. The “a” is a long “a” sound, then T-r-i is said like tree, then the word ends with “otic”. Say it with me again, boys and girls.

S: Patriotic (teachers runs finger under the word)

T: We are going to sing patriotic songs about America for veteran's day.

T: patriotic means to be proud or supportive of your own country, The United States of America. One way to be patriotic is to sing songs that are about our country. In the United States of America we have a list of songs that are called "Patriotic songs". We learn a few of those songs each year, and sing them at our Veteran's day program.

T: I am going to read you a book called "A Listen to Patriotic Music" which talks about different kinds of patriotic songs, that sing about our country. The book shows pictures and examples of different songs that you might or might not know yet.

Read "A Listen to Patriotic Music" By Sneed B. Collard III

After Reading:

T: In the story did you see images that looked patriotic?

S: yes/no

T: why do you think it was/was not patriotic?

S: (Answer may vary)

T: If I were to dress Patriotic what do you think I would wear?

S: Red, white and blue

T: why do you think I would wear those colors?

S: Because that is the colors of our flag and we have Patriotic day during homecoming week

T: You are right, what a great connection to the word Patriotic.

T: What we are going to do next is work on something called a "Four-Square Vocabulary" card. This has four boxes that are for different things. The first box says word. What do you think I will put in that box?

S: patriotic

T: great job! Then you are going to give "examples" in the box to the right of the word box. Examples would be things that could be patriotic, it could be ways to be patriotic, or examples of how to be patriotic. Then the box below says "non-examples", what are things that are not patriotic. The last box says "definition", in this box I would like everyone to tell what patriotic means in your own words.

Word	Examples
Definition	Non-Examples

Image from: Vocabulary Review: Strategies for Vocabulary instruction in content areas: Dr. Crum (citation below)

S: (**Independent** work time, teacher floats around room to help students. When teacher feels students are comfortable, she will begin to set up next activity).

T: Wow! I saw so many great examples and definitions of Patriotic. We are going to add the word Patriotic to our "Vocabulary Overview Guide for Veteran's Day". We already have the word Veteran in the first spot. I would like you each to fill in the next one down with Patriotic.

Give the clue that you got from the book, an explanation of the word and use the word in a sentence.

Vocabulary Overview Guide

<p>Clue: _____</p> <p>Explain: _____</p> <p>Use: _____</p>	<p>Clue: _____</p> <p>Explain: _____</p> <p>Use: _____</p>
<p>Clue: _____</p> <p>Explain: _____</p> <p>Use: _____</p>	<p>Clue: _____</p> <p>Explain: _____</p> <p>Use: _____</p>
<p>Clue: _____</p> <p>Explain: _____</p> <p>Use: _____</p>	<p>Clue: _____</p> <p>Explain: _____</p> <p>Use: _____</p>

Note: Adapted from "The Vocabulary Overview Guide: A Metacognitive Strategy to Improve Vocabulary Comprehension and Retention" by G. W. Crum, 1998, *Journal of Reading*, 35(5), p. 358-359. Copyright © 1998 by the International Reading Association.

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Box Examples Below:

Box 1: Veteran

Clue: a military person

Explanation: someone who has or does help protect our country.

Use: Every year we sing for a Veteran who has protected our country.

Box 2: Patriotic

Clue: Patriot/ person who supports their country

Explanation: Something you do/say to support a country.

Use: I wear Patriotic clothes on the 4th of July to show my American support.

T: Now that you have added the new word into our vocabulary overview guide with a partner you are going to work together to fill in the “Word family tree” just like you did last time with the word Veteran. I have laid out a variety of books that help with the word, patriotic. Fill out the graphic organizer with your partner as you read the different books laid out on the back table.

(Teacher walks around room to see if students need any guidance during the work time)
Students will already know how to use the “Word Family Tree” due to their word last week, Veteran.

Word Family Tree

<p>Ancestor (Root Word):</p> <p>Which Means:</p> <p>Words That Are Related:</p>	<p>Pronunciation Key:</p> <p>Memory Clue:</p>	<p>Words That Are Similar:</p>
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<p>Explanation:</p>		
<p>A Sentence Where You Found This Word:</p>		

Who Would Say It? (Pick three kinds of people who might say this word, and write a sentence showing how they might use it.)

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Note: Adapted from "Word Family Tree: Heritage Study Integrates Word Meaning and Use" by G. Barth, 1998, *Word Study of Words*, 3(2), p. 14. Copyright © 1998 by Doug Barth.

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S: (Work time and questions if needed)

T: Great job working on the “Word Family Tree’s”. I saw a lot of great examples and memory clues. Who would like to share a memory clue? Who would like to share their related words? We are going to go around the room next and share one of our “who would say it” sentences.

S: (share around the room trying to pick something someone else hasn't said")

Exploration activity:

T: You have all been working so hard today. We have one last activity to do before you leave. You are going to be working **independently** on a "Word in My Life Card". This is a card that looks like this (show card). One side says "What I learned about the word" and that is where you will write all the things you learned today. You could write something about its family tree, its definition, what it doesn't mean etc. Then on the other side it says "The word in my Life". On this side you will write where you think "patriotic" fits in with your life. I want you to do your best work on this graphic organizer because we are going to share some of our work at the Veteran's day program.

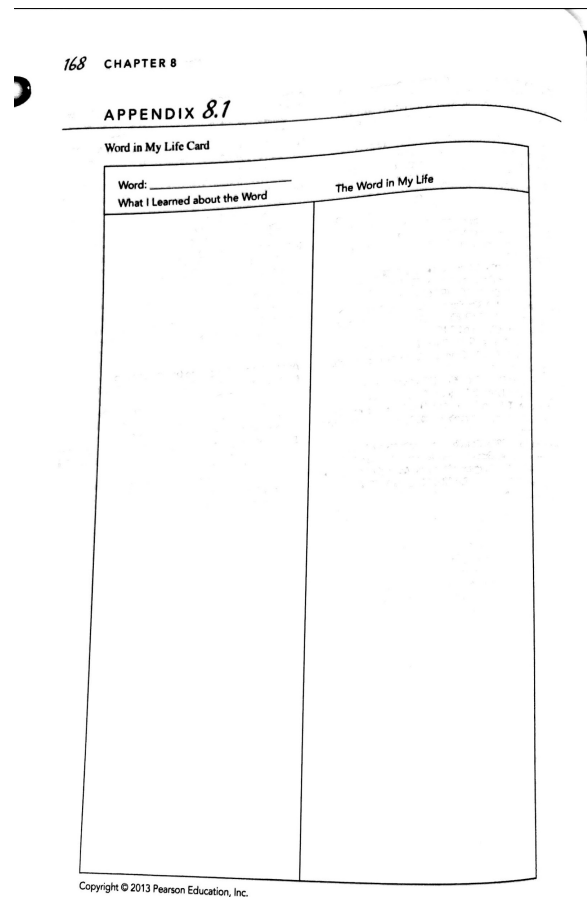
S: (questions and work time)

Assessment:

There will be two assessments for the students and their learning of the word patriotic. The first assessment is their last independent work on their graphic organizer "Word in My Life Card" (Caldwell, 2013). This is a way to see how the students will define the topic (what I learned & where they see it in their life). The next assessment will be "Word Treasure Hunt" (Serravallo, 2015), which has the students identify the word out of a variety of words. The words would have some similar to the original word and some not as similar. This assessment would be done the next time students come in, to check if they are retaining the vocabulary from the previous class. Students will need to identify the word 10 out of 10 times.

The number order and the words that will be in the set. (Word Treasure Hunt, Serravallo 2015).

Set 1:	saw, the, patriotic, put, you, me
Set 2:	keep, patriotic, goat, american, love
Set 3:	the, how, you, patriotic, park, go
Set 4:	veteran, sing, guitar, patriotic, portugal, top
Set 5:	stop, sing, patriotic, puppy, happy, hectic
Set 6:	patriotic, public, tic, sick, flick, creek
Set 7:	home, love, patriotic, partner, them, we
Set 8:	people, song, book, patriotic, port, day



Set 9:	patriotic, flag, veteran, hope, keep, place
Set 10:	patriot, patriotic, puppies, put, plate, port

Image from: Caldwell 2013 pg. 168

Citations of Sources used for lesson:

Caldwell, J. S., & Leslie, L. (2013). *Intervention strategies to follow informal reading inventory assessment: So what do i do now?*(3rd ed.). Upper Saddle River, NJ: Pearson Education.

Crum, M. (2018, June). *Vocabulary review: Strategies for vocabulary instruction in content areas*. Reading presented at Content area reading strategies course 702.

Collard, S. B., III. (2013). *A listen to patriotic music*. Rourke Educational Media.

Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers*. Portsmouth, NH: Heinemann.

Peer Reflection Discussion Summary: I originally had in my lesson students using similar graphic organizers to identify the word and understand the meaning. After talking with a peer, he suggested that I use more variety in my graphic organizers. I felt that using “Word in my life card”(Caldwell, 2013) with the three suggested in the powerpoint presentation (Crum, 2018) that it would add another layer of learning and assessment to the lesson. The students were able to make specific examples to their own lives. He really liked the “word family tree” (Crum, 2018) because it gave students meaning to the word using the roots. He feels that is something often missed and it should be taught because it helps students decode unfamiliar words. I would even layer on in the next lesson other words that have the same root or the similar meaning words. This would help build their vocabulary and decoding skills.