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| Name: \_\_\_\_\_Melinda Traylor\_\_\_\_\_\_\_\_\_ | Date: \_\_\_\_\_10/9/17\_\_\_\_\_ |
| Lesson Focus: \_\_\_Vocabulary and Predicting\_\_\_\_  Book: \_Fancy Nancy, Bonjour Butterfly\_\_\_\_\_\_\_\_\_\_\_ | Grade Level: \_\_\_\_\_1st\_\_\_\_\_  Target Words: \_”exquisite”, “extraordinary”, and “furious”\_\_ |
| **Curriculum Standards (SOL):**  **Oral Language:**  1.2 The student will expand understanding and use of word meanings.  a) Increase listening and speaking vocabularies.  **Reading:**  1.8 The student will expand vocabulary.  a) Discuss meanings of words in context.  b) Develop vocabulary by listening to and reading a variety of texts.  1.9 The student will read and demonstrate comprehension of a variety of fictional texts.  d) Make and confirm predictions. | |
| **Lesson Objectives:**   * The students will be able to recognize target words when read in the text by raising their hands each time the words are read. * Students will be able to make at least two predictions during the book walk. * Students will be able to identify if the target words are used correctly in a sentence 8 out of 10 times correctly. | |
| **Assessment of Objectives:**  Students will raise their hands each time they heard the words exquisite, extraordinary, and furious read in the text.  Students will have an exit ticket, where they are asked questions about the target words, or hear the target words used in a sentence. Students give a thumbs up if the target word was used correctly/agrees with the question asked, or a thumbs down if the target word was used incorrectly/don’t agree with the question asked. The teacher will make note of student responses to see who seems to understand the target words when used in context.  Students will talk with a shoulder buddy and make predictions about the book and share with the class. The teacher will observe student conversations to make sure students are making/sharing at least two predictions with their shoulder partner throughout the book walk. | |
| **BEFORE (Content, Viewing or Listening):** *Focusing attention, laying the groundwork, creating interest, sparking curiosity, setting a purpose, explicit explanation of expectations, modeling**strategies, introducing vocabulary, accessing or building prior knowledge, thinking about thinking “metacognition”*  “Good morning friends! Today we are going to read a story called “Fancy Nancy, Bonjour Butterfly.” and learn some new words and make predictions But before we begin, let’s remember to sit criss cross apple sauce and make sure we are listening and at a level zero. If we can do that, give me a thumbs up. (students give thumbs up.) “We are going to learn some new ‘pop words’, that we will hear throughout the book. Pop words are words that we want to pop out to us as we read our story. So today our pop words are going to be “exquisite”, “extraordinary”, and “furious”. When we hear each word in the story, I want for you to give me a bulldog paw. Can we do that? (students respond). “Great!”  So exquisite is our first word that we are going to look at today. Can everyone say exquisite? (students respond in unison “exquisite”) “Awesome job. Exquisite is another word for fancy or beautiful. Lets all repeat that.” (students repeat the definition) “For example, “Last night I went to this fancy restaurant and had the most amazing meal, it was exquisite!”. So who would like to remind us of what the pop word exquisite means?” (have a student answer) “Very nice. Can someone tell me of something that might be extraordinary to them?” (students give examples) “Those where great examples!”  Now, our next word is extraordinary. Can everyone say the word extraordinary? (students respond in unison “extraordinary”). “Great job, extraordinary means amazing, awesome or fantastic. Let’s say that definition together.” (students repeat the definition) “For example you might think what you had for dinner last night was extraordinary. Can someone think of something that is extraordinary?" (students give examples) “So if we hear the sentence ‘He thought the tiger exhibit at the zoo was extraordinary.’ while reading our book, what should we de?” (students hold up a ‘bulldog paw’) “Good, everyone remembered to hold up their bull dog paw! Can someone remind us of what the word extraordinary means?” (student answers with definition) “Awesome job!  Lastly, we have the word ‘furious’. I was furious this morning when I got stuck in traffic. This made me very mad because I didn’t want to be late. Can everyone say furious together?” (students respond in unison ‘furious’) “Furious means that someone is really angry or mad. Lets repeat that definition.” (students repeat the definition) “For example, your mom might get furious when you don’t clean your room. Can anyone think of a time when they were furious?” (students give examples)  Lets go over our words one more time before we take a look at our book. Lets say them all together. Ready? (point to exquisite and everyone responds: ‘exquisite’) “Awesome job for remembering! And what is our student friendly definition for exquisite?” (students respond with fancy or beautiful) “Great! Get ready for the next one!” (point to extraordinary and everyone responds ‘extraordinary’) “Nicely done! And what is our student friendly definition for extraordinary?” (students respond with amazing, awesome, or fantastic) “Right! Last one.” (point to furious and everyone responds ‘furious’). And what is our student friendly definition for furious?” (students respond with really angry or mad) “Wonderful job, everyone remembered our pop words. Lets make sure we remember those words for when we read our story!” | |
| “Before we actually read “Fancy Nancy, Bonjour Butterfly”, we are going to look at the pictures in the book and make predictions of what we think might happen. Does anyone know what a prediction might be?” (students answer) “That’s right. A prediction is a guess of what we think might happen. So I might predict that it will rain because it is cloudy outside. Or I might predict that Fancy Nancy likes butterflies. Its important to make predictions because it helps us anticipate what might come next. It also helps us use clues from the book to make sure we understand what is happening. It is also ok if the predictions that we make are wrong. Since it’s just a guess, it might not always be right. So we are going to go through the pictures in the book and predict as to what we think might be going on.” “Is everyone ready to make predictions?” (students respond with ‘yes!’) “Great let’s begin.”  Pg 1/2 prediction: two girls are playing with butterflies  Pg 5/6 prediction: someone might have a butterfly birthday party  Pg 10 prediction: the one girl seems sad  Pg 11/12 prediction: the girl is upset/furious  Pg. 27/28 prediction: the girl gets to go to a garden full of butterflies.  “Those were some awesome predictions everyone! Now that we think we know what might happen in the story, we are going to find out if our predictions are correct.But first lets review our pop words one more time. When I point to a word, I want everyone to say what it is and raise your hand if you know what it means.” (Point to the word extraordinary, students say the word in unison.) “Awesome job!” (Point to the word furious, students respond in unison.) “Great!” (Point to the word exquisite, students respond in unison.). “Wonderful job remembering our pop words everyone. Now let’s see if they will ‘pop’ out to us while reading our book.” | |
| **DURING (Content, Viewing or Listening):** *Using strategies for active engagement with new content, modeling strategies, discussing and organizing new ideas, developing vocabulary*  *“*To make sure we hear our pop words when we get to them, let’s make sure we all turn on our listening ears while we read.”  Pg 1/2: (read passage, Emphasize the word exquisite on line 1, students should raise their hand) “Great job you remembered one of our pop words! “Let’s use our definition in place of exquisite on the first line. (read line and replace exquisite with beautiful) And we know our definition is right because in the book it tells us that exquisite is an even fancier word than beautiful.  Pg 3/4: (read passage)  Pg 5/6: (read passage.) “We made a prediction that someone is going to have a butterfly themed birthday party. Let's keep reading and see if that happens.  Pg 7/8: (read passage) “Uh oh, what do we predict might happen now?” (students make prediction)  Pg 9/10: (read passage.Emphasize extraordinary on page 9, line 2, students raise their hands) “Great, y'all remembered our pop word, extraordinary. Lets use our definition in the sentence.” (reread the lines using students friendly definition) “Does the story make sense with our definition of extraordinary?” (students respond yes) “Wonderful, lets keep reading.” (after reading page 10:) “Was our prediction about the one girl being sad correct?” (students respond yes) “It was! Let’s see what happens.”  Pg 11/12: (read passage) “Was our prediction that the girl was upset correct?” (Students respond yes) “Why is she upset?” (students answer) “The little girl said ‘Mad is way too plain for how I feel.’ Didn’t we learn a word that means really mad?” (students respond yes, furious) “Do we think she might be furious?” (students respond yes) “Alright, let’s see if she is furious.”  Pg 13/14: (read passage, emphasize ‘furious’) “When we made our predictions, we thought the girl might be furious. Were we right?” (students respond with: “yes.”). “How did we know our prediction was right?” (students respond ‘because the book told us’) “Thats right! Sometimes the book tells us exactly what we predicted might happen, and in this case is tell us that she was furious.  Pg 15/16: (read passage)  Pg 17/18: (read passage, emphasis extraordinary on line 2, students raise their hands, reread sentence and insert student friendly definition.) “Does our definition work?” (students respond ‘yes’) “Great job!” (keep reading, emphasize exquisite on line 3, students raise their hands) “Im so proud of y'all for remembering our pop words! What word did we just read?” (students say exquisite)  Pg 19/20: (read passage)  Pg 21/22: (read passage, emphasize furious on line 2, students raise their hands) “Awesome job every, can someone raise their hand and remind me what furious means again?” (call on student to give definition) “Yes, wonderful memory!”  Pg 23/24: (read passage, emphasize extraordinary on line 9, students raise their hands.) “Why is everyone raising their hands?” (students respond ‘because of the word extraordinary’) “Thats rights! Our definition for extraordinary was amazing or awesome, lets use one of those words in the sentence.” (reread line with student friendly definition) “Does our definition make sense?” (students respond with yes) | |
| Pg 25/26: (read passage, tell students that expert means that you know a lot about something)  Pg 27/28: (read passage, emphasize exquisite on line 1, students raise their hands) “Great job everyone.” (continue reading) “The book confirmed our definition of the word exquisite, often author’s of books will tell you the meaning of a word if they think you might not know what that word means.” (continue reading, emphasize extraordinary on line 6, students raise their hands) “All together, what does extraordinary mean?” (students say awesome or amazing) “That’s right! She thinks the butterfly is amazing!”  Pg 27/28: (read passage)  “Who can tell me what happened during the story?” (students retell the story.) “Did we ever find out if the girl had a birthday party?” (students respond with no) “So was our prediction wasn’t right because we never find out, the story never tells us.” | |
| **AFTER (Content, Viewing or Listening):** *How will students apply new knowledge? How will students check their understanding? How will students be prompted to reflect on what they have learned? How will students be prompted to reflect on how they learned it?*  *“*Awesome job remembering the pop words throughout the book everyone! Let’s talk about what we just read. Were our predictions correct about what we thought might happen?” (students respond yes) “That’s right they were, but sometimes we can make predictions and they might be wrong, and thats ok too! Its important to know how to predict because it helps us comprehend, or better understand, the story we are reading. Let’s go over our pop words one more time.” (point to extraordinary) “What word is this?” (class responds ‘extraordinary’) “And who would like to tell me what does extraordinary means?” (pick a student to respond with the student friendly definition) “Thats right! What did the little girl think was extraordinary in the story?” (students respond) Now how about this word?” (point to furious and students respond with ‘furious’) “Wonderful!” (pick a student) “Would you like to tell me what furious means?” (student responds with definition) “Thats perfect! When was the little girl furious in the story?" (students respond) “Now for our last word.” (point to exquisite, students respond) And what was something you thought was exquisite in the story?” (students respond) “Wow y'all are all so smart!! Kiss your brains! Now I am going to use our pop words in some sentences, and thinking about our definitions, I want you to give me a thumbs up if I used it correctly, or a thumbs down if I don’t. So if I say ‘The little girl was never furious in the story.’ would you give me a thumbs up or a thumbs down?” (students should say a thumbs down) “Thats right because she was furious at one point! Ok lets begin.” Questions:  1.The girl thought the butterfly exhibit was exquisite. (thumbs up) “Great!”  2. If something is boring, it is extraordinary. (thumbs down) “Right. What would be say if something is extraordinary?” (students respond with amazing or awesome, not boring)  3. "If I am very happy or excited, I am furious.” (students give thumbs down) Correct? How would I be feeling if I was furious?" (students respond with very mad)  4. "Seeing the elephants do tricks at the circus was extraordinary!” (students give thumbs up) “Right!”  5. “If you think something is plain or NOT fancy, it is exquisite.” (students give thumbs down) “Correct. What would something be if it was exquisite?” (students respond with fancy or beautiful.”  6. “If everyone misbehaves during Daily 5, Mrs. Camire might be furious.” (students give thumbs up) “You all are so smart!”  7. "A genie has extraordinary powers!” (students give thumbs up) “Right!”  8. “If you go to a fancy restaurant, the dinner might be exquisite.” (students give thumbs up)  9. “You're mom or dad won’t be furious, if your room is still dirty after they asked you to clean it.” (students give thumbs down) “Correct. I’m sure everyone's mom or dad would be furious if your room was still dirty after they asked you to clean it.”  10. “Getting a golden bulldog paw is extraordinary!” (students give thumbs up)  “Wow y'all are so smart! You all really know a lot about our pop words. Thank you for being such great listeners today and being on your best behavior!” | |