

Grade: 9		Subject: AVID	
Materials: Computer/Projector/Large Pieces of Paper		Technology Needed: Computer/Projector/Laptops	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.		Differentiation Below Proficiency: These students will read the paragraph their group has created to ensure participation in the groups; also, reading the paragraph out loud will promote understanding of the words. Above Proficiency: These students will be encouraged to try to figure out words they do not know by tapping into their prior knowledge and context rather than googling the definition. Approaching/Emerging Proficiency: These students will also be encouraged to use prior knowledge and context clues to figure out the definitions of unfamiliar words rather than just looking them up. Modalities/Learning Preferences: This will be an excellent lesson for intrapersonal learners because they will get a chance to share their thoughts and ideas with their peers and work together to complete the assignment.	
Objective(s) Students will be able to: <ul style="list-style-type: none"> - collaborate with their classmates to create a paragraph or story -draw on prior knowledge they have about college admission vocab -understand the definitions of college vocab words -put a group of related words together to make a flowing, cohesive paragraph/story Bloom’s Taxonomy Cognitive Level: Knowledge, Application, Analysis			
Classroom Management- (grouping(s), movement/transitions, etc.) The students will be split into 4 or 5 groups around the room. I will be walking around the room checking on groups to ensure they are on task and answering any questions they may have.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students will be expected to adhere to everyday class expectations and guidelines regarding preparedness, participation, respect, etc. Since this is a group activity, the students will be expected to pay particular attention to the expectations of respecting their group members and participation in their small group.	
Minutes	Procedures		
5	Set-up/Prep: Before class, I will have the computer and projector ready to project the college admission words on the board, and I will also have 4 or 5 note cards with a list of related words to give to each group.		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Opening question: “How many of you have applied to college?” Assuming everyone will say no, I will then point out that though they probably have not done so yet, the application process will sneak up on them sooner than		

	<p>they think. Therefore, we will be introducing some important college admission vocab that you will need to understand when you do apply for colleges.</p>
<p>5-10</p>	<p>Explain: (concepts, procedures, vocabulary, etc.) I will explain the lesson to the students: they will be split into groups of 4-5 people and will be given a notecard with related college-admission vocab words. Their task is to construct a paragraph or short story using every word on their note card. If they do not know a word, they can ask me first, and then I may let them look it up on their laptops. Here are the words we are looking at: Admission Scholarship Financial Aid Loan Need-Based Work Study Resident/Residency Undergraduate Program Graduate Program Doctoral Program Associate’s Degree Bachelor’s Degree Master’s Degree Student-to-Faculty Ratio Program/Major/Minor Tuition Dorm/Housing Meal Plan Room/Board “Reach” School “Safety” School I will project these words on the board as well as giving each group a note card with 4-5 related words that they are to use in their paragraphs. I will then number the students off and send them to their group station and let them begin.</p>
<p>20-25</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) This is where the students will be creating their paragraphs or stories within their groups. I will be walking around the class talking to each group to make sure they are on the right track and to answer any questions they may have. After each group is finished, I will have us gather as a whole class and have each group read their work to the class. After each group has read their paragraphs, I will have the students open up the college admission document they have on their laptops (this was done previously), and tell them to highlight any words on the list that they are still confused about or don’t feel confident with. We will do a lesson with these highlighted words in the coming days to ensure they understand all of the words.</p>
<p>5</p>	<p>Review (wrap up and transition to next activity): I will tell them that they will be interacting more with college admission vocab in the next coming weeks, and it is important that they understand the definitions. I will also let them know that we will be researching colleges next class.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Students will be assessed and graded based on participation in the lesson.</p>

I will be walking around the room checking in on groups throughout the activity. I will ask questions like, "Have you seen this word before? Can this word relate to another word you have here? Where can you find the definition of this word that you don't know?"

Consideration for Back-up Plan: Our back-up plan is to have the students read a pre-written paragraph using the words in the lesson, and have the students guess the definitions of the college-vocab words by using context clues within the paragraph.

If applicable- overall unit, chapter, concept, etc.:
College admission vocab

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I think that the students did benefit from the activity insofar as they learned new words about college and took note of what words they already knew. Several of them were very proud of their paragraphs and knowing that they were correct with their definitions of several words. Next time, I will make sure to explain the directions more clearly and ask for a student to repeat my directions so they know exactly what they are supposed to be doing. I think that the students were a little confused with my initial directions; I had to repeat them because they were all a little lost.