

Penn State University Career Pathways

Lesson Plan

Class Title	ABE Level 4 – 5
Instructor	Chrissie Klinger
Week	This lesson should come after students have learned about synonyms and context clues and before doing lessons that will require the use of many new technology tools and terms. <i>Not all of the words on the digital vocabulary list will be used in this unit. The words that are used more than once are: attach, disable, document, cut, paste, copy, email, and website.</i>
Lesson Topic	Improving Vocabulary Skills Using Technology as the Context
Objective(s)	<p>SWBAT:</p> <ul style="list-style-type: none"> • Demonstrate effective time management skills by completing 100% of assignments by their due dates. • Read directions carefully and locate and use resources to complete assignments as directed with 80% accuracy. • Identify at least 5 unknown words while reading and use context clues, visual clues, and/or a dictionary to determine the meaning of the unknown words. • Use at least 5 technology vocabulary words correctly in written work over the 5 hour Google Classroom unit. • Use copy and paste features in Google Docs and web browser to copy at least one photo on the Internet and paste that photo into a Google document, without deleting other information within the document. • Work within at least one collaborative cloud document without deleting any group members' work. <p>Objectives in student-friendly language</p>
Length	5 hours (see this document)

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Foundation Skills Information		
Basic Workplace Skills	Basic Employability	Basic Workplace Knowledge
<input type="checkbox"/> Uses Technology	<input type="checkbox"/> Demonstrates Interpersonal Skills	<input type="checkbox"/> Applies Health and Safety Concepts
<input checked="" type="checkbox"/> Observes Critically W 6.2 Attends to visual sources of information	<input checked="" type="checkbox"/> Demonstrates Self-Management Strategies E 2.3 Manages time effectively	<input type="checkbox"/> Understands Process and Product or Service
<input type="checkbox"/> Listens with Understanding	<input type="checkbox"/> Works in Teams	<input checked="" type="checkbox"/> Demonstrates Quality Consciousness K 3.1 Shows concern for quality in one's work, and K 3.3 Practices continuous improvement
<input type="checkbox"/> Speaks Clearly and Concisely	<input type="checkbox"/> Solves Problems	<input type="checkbox"/> Understands Finances
<input checked="" type="checkbox"/> Writes Clearly and Concisely W 2.2 Demonstrates knowledge of basic writing concepts	<input type="checkbox"/> Makes Decisions	<input type="checkbox"/> Works within Organizational Structure and Culture
<input type="checkbox"/> Demonstrates Quality Consciousness		
<input type="checkbox"/> Understands Process and Product or Service		
<input checked="" type="checkbox"/> Locates and Uses Resources W 8.4 Uses Resources		

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	Math	Reading	Writing	Language
CCRS (Anchor Standard Resource)		<p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices share meaning or tone.</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.5.4)</p>		<p>CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Determine or clarify meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.6.4)</p>
Depth of Knowledge	<p>_____ DOK 1 Recall/Recognition</p> <p>X DOK 2 Using a Skills or Concept</p> <p>_____ DOK 3 Strategic Thinking</p> <p>_____ DOK 4 Extended thinking</p>			

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Math Instructional Shifts	<p>_____ Dimension 1.1 Major Work of the Level</p> <p>_____ Dimension 1.2 Standards for Math Practice</p> <p>_____ Dimension 2.1 Coherence Across Levels</p> <p>_____ Dimension 2.2 Coherence within Level</p> <p>_____ Dimension 3.1 Conceptual Understanding</p> <p>_____ Dimension 3.2 Procedural Skills and Fluency</p>
ELA Instructional Shifts	<p>_____ Dimension 1.1 Text Complexity</p> <p>X Dimension 1.2 Academic Vocabulary</p> <p>_____ Dimension 2.1 Comprehension/Evidence</p> <p>_____ Dimension 2.2 Argument/Inform Writing</p> <p>_____ Dimension 3.1 Content Rich Text</p> <p>_____ Dimension 3.2 Knowledge About a Topic/Research</p>
Materials	<ul style="list-style-type: none"> • Google classroom link <ul style="list-style-type: none"> ○ Access code mzi36cs • Technology for the 21st Century Classroom • Objectives in student-friendly language

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Anticipatory Set	<ol style="list-style-type: none"> 1. Student will connect to Google classroom unit using the link listed in the materials section of this lesson plan. 2. Student completes review assignment titled “Synonyms and Shades of Meaning”. 3. Student reads “Overview of What You Will Learn”. 4. Student checks email for all assignment due dates and puts due dates in their personal calendar. 5. Student views “Technology for 21st Century” vocabulary list and reviews the words on the list and then uses the list as a resource to help them complete some of the assignments. 6. Student reviews “Unit Assignment Checklist.”
Instructional Procedure	<ol style="list-style-type: none"> 1. Student does the following in the Google Classroom: <ul style="list-style-type: none"> • Optional: Watch the review videos on synonyms and/or video on context clues. • Review: “Exploring Technology Vocabulary” interactive photo. • Complete: “Synonyms Practice” assignment. • Complete: “Parts of Speech” assignment. • Complete: “Locating and Using Resources” assignment. • Complete: “Technology Vocabulary Spelling and Grammar Practice” assignment via email. • Complete: “Practice Using Context Clues and Non-technology Vocabulary” assignment. (Only need to pick 10 sentences.) • Complete: “Cloze Reading Activity” assignment. • Complete: “Technology Problem Solving Scenarios” assignment. (Only need to pick one scenario.) 2. Student is directed out of the Google Classroom to complete the following: <ul style="list-style-type: none"> • Complete: Google’s “Digital Footprint Lesson” assignment. • Complete: “Northstar Digital Literacy Assessment” assignment. 3. Student is given the following optional extension activities: <ul style="list-style-type: none"> • Optional: Explore Wakelet Board on How Technology is used in Different Occupations. • Optional: Create a Quizlet. • Optional: Play Jeopardy game online.
Guided Practice	Students guide their own learning by following the assignment checklist. Students can email teacher or respond to HELP thread in the Google Classroom anytime they need extra support.
Closure	<p>Complete the self-reflection Google Form.</p> <p>Send results of optional activities to teacher or share in Google Classroom.</p> <p>Google Applied Digital Skills digital footprint lesson</p> <p>Northstar Digital Literacy – Your Digital Footprint (could send teacher badge or completion results).</p>

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Technology Connection	<p>Check all that apply:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Laptop <input checked="" type="checkbox"/> iPad <input type="checkbox"/> Calculator <input type="checkbox"/> PowerPoint <input type="checkbox"/> TV/VCR/DVD <input checked="" type="checkbox"/> Chromebook <input type="checkbox"/> SmartBoard <input checked="" type="checkbox"/> Other: smartphone or desktop computer
Evaluation	<ul style="list-style-type: none"> • Play Kahoot! Game. • Complete “End of Unit Self-Reflection.”
Differentiation/ Learning Differences	<ul style="list-style-type: none"> • Some parts of the lesson have recordings and others allow for support through the MS Immersive Reader Tool. • If the students struggle with using context clues, consider using this lesson. • If students need more challenging work related to context clues, consider using this lesson. • If students need more intense intervention with using context clues, refer to the AIR publication, Identify and Define Multiple Meaning Words in Context.