

Ten Important Words

Stacey Miller

Common Core Standard:

CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Anticipatory Set:

Students will be instructed to think about Christmas time in their head. While thinking about Christmas, write down ten important words that come to mind when you think about Christmas. Give some time to think and record. After students are done, demonstrate teacher's ten important words about Christmas. Then teacher will construct a summary sentence that uses some of the important words. Ask students to then create their own summary sentence. The summary sentence does not need to include each word.

Example:

Tree, lights, ornaments, snow, presents, reindeer, Santa, family, music, cookies

Sentence: During Christmas time each year, my family cuts down a tree and decorates it with lights and ornaments for presents to go under.

Description of procedures of the strategy:

- Students will first be given ten sticky notes to use while reading the text given.
- Teacher will read text aloud using an elmo projector the text or book.
- Throughout the reading, students are asked to write down one word per sticky note that seems of importance to the text.
- After reading& students finalize their word choices, as a class or in small groups create a bar graph of the words chosen with same words.
- Discuss why certain words were used more than other words.
- After the discussion of the words, students will individually or in small groups write a summary sentence of the text using some of their ten chosen words.
- Read summary sentences together.

Involvement Strategy:

After students create the list of ten words, have them share them as a small group or elbow partner. After class or small groups create their own bar graph, have them create summary sentences as small groups or in think pair share partners. {If time allows, have students make a class bar graph.}

Modeling:

The teacher will provide an example of ten important words on a given topic before students are asked to do so. Teacher will also demonstrate how to create a summary

sentence before students do so. Teacher can also assist students in creating a bar graph if done in small groups.

Assessment:

Informal assessments will take place as students are creating their ten words. Teacher can also use the think pair share or individual summary sentences as an ‘exit card.’ This will show the teacher if students truly grasped the main idea of the text, or if more instruction should be given.

Children’s Text Information:

I chose to use Time for Kids. The article I found was Shed That Sweet Tooth.

References:

- N.p., n.d. Web. 22 Feb. 2015. <<http://misd.net/secondaryliteracy/strategicliteracyinstructionwordstudy/WordChainBarbaraMoan.pdf>>.
- "Ten Important Words – Vocabulary Building Study Strategy About Chinese Dynasties." Hot Chalk Lesson Plans. N.p., n.d. Web. 22 Feb. 2015. <<http://lessonplanspage.com/sslao10importantwordschinesedynastiesandachievements3-htm/>>.

Other strategies to use with text:

Possible Sentences:

This strategy would be beneficial to students as another way to create sentences using words given. This could be done before the ten important words strategy. Students are asked to create a sentence that many show up in the text using the possible sentences strategy and students will use the ten important words as a strategy during and after the text is read.

Word Chain

In this strategy, students use words to create a chain to like words creating relationships among words. Students could use the ten words created from Ten Important Words to create a word chain to other words. This would allow students to find relationships among their words building a bigger vocabulary. Finding how they are related is a higher level of thinking, therefore depending on the ages, teacher’s involvement will vary.