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| **Date(s): Time:** |
| **Standard:** |
| **Lesson objective: (for specific activities see below)** |
| **Teacher/Paraprofessional:** |
| **Student(s):** |
| **Materials:** |
| **Notes:** |

**Instructional Plan**

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| **Activity 1-** |
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| **Activity 2-** |
|  |
| **Activity 3** |
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| **What’s Next?** |

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| **Standard:**  RI.4.4: Determine the meaning of general academic and domain-  specific words or phrases in a text. EE: Determine meanings of words in text. |
| **Lesson objective: (for specific activities see below)**  Explicit vocabulary instruction (eager, attractive, peer) |
| **Teacher/Paraprofessional:**  Mary Pat/Lisa |
| **Student(s):**  Emily, Avery, Alex |
| **Materials:**  1) dry erase board(s) & graphic organizers  2) vocab list  3) writing tools  4) tablet/images/clipart  Emily- communication core board  Alex- visual supports (raise hand, wait my turn) |
| **Notes:**  Sally was absent.  Review vocabulary with Johnny during homeroom.  **Can we review the steps for teaching explicit vocabulary? I have an idea for Emily’s reinforcement** |

**Instructional Plan**

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| **Activity 1-** Warm-up Name 10 Things |
| What do you know about Spring flowers?  A colorful flower garden  Description automatically generated |
| **Activity 2-** Review vocabulary words: peer, attractive  Introduce new vocabulary word: eager |
| **eager**   1. See the word. Say the word.      1. Define **eager.** 2. Illustrate **eager.** |
| **Activity 3** |
| What did the **peers** like to do in the story, Our School Garden?  What place in their school did the **peers** find **attractive**?  Why were the peers **eager** to explore together? |
| **What’s Next?**  Put materials away.  Line up for P.E. |



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