

Rewordify.com

Lesson Plan 1

Topic:

Learn about a technology-based tool that can improve reading comprehension and vocabulary development.

Common Core Standards:

CCSS.ELA-Literacy.CCRA.L.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.

CCSS.ELA-Literacy.CCRA.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CCSS.ELA-Literacy.RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

What will students learn?

Students will learn how to use a free website called Rewordify.com that can help them improve their vocabulary.

What is the purpose for learning?

Vocabulary development is a crucial component of reading comprehension. Expanding one's knowledge of tools and strategies that assist with learning new words will ultimately improve comprehension. In other words, learning about Rewordify.com can make students be better readers.

Enduring Understandings:

- Learning new words is an important part of becoming a better reader
- Web sites can help people learn new words and become a better reader

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| What will students know? | What will students understand? | What will students be able to do? |
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| <ul style="list-style-type: none">• How to access Rewordify.com on a computer• How to enter an English sentence on the site• Where to read the simplified result• How to get the definition of the hard words in the sentence | <ul style="list-style-type: none">• Becoming a better reader requires learning new words• Other resources besides dictionaries can help learn new words• Rewordify.com is a resource, available on the web, that can help learn new words | <ul style="list-style-type: none">• Independently access Rewordify.com• Enter a difficult English sentence into the site• Read and analyze the simplified result• Record the list of hard words and their definitions |

Assessment

The handout is also the assessment. A student has achieved mastery of this lesson if he or she:

- Underlined the words *halcyon* and *aggrieved* in Step 1 of the handout.
- Wrote the word *aggrieved* and the phrase *angry because of mistreatment* in step 6 of the handout.
- Wrote the words *monumentally* and *hugely* in Step 9 of the handout.
- Wrote two reasonable sentences (specific answers will vary) from the prompts on Part 4 of Step 9 of the handout. These sentences reflect the Enduring Understandings on page 2.

Turned in the note card and handout.

Formative: All activities prior to Step 9 of the handout.

Summative: Independent, correct completion of Step 9.

Scoring (if used)

For each student, give one point for each of the five checkboxes, above.

A (100%): 5 boxes checked
B (85%): 4 boxes checked
C (75%): 3 boxes checked
D (65%): 2 boxes checked
F (0%): 0 or 1 boxes checked

Ideas for differentiation by readiness, accommodations, and modifications:

- Below level student:
 - Pair student with more technically skilled partner who can assist
 - Have another teacher give one-on-one assistance, quietly repeating instructions if necessary
 - Cut handout with scissors across page after each step, separating handout into separate sheets, so student only sees one step at a time
 - Allow student to complete assessment at a later time
 - Give student copy of teacher lesson plan for reference
 - Allow student to give oral responses in lieu of written ones
 - Replace this sentence for Step 1 of the handout, and skip Step 6:

I am giddy.
 - Skip the 4th task in the Assessment (Step 9 of the handout).
- Highly proficient student:
 - Allow student to act as an assistant for a less proficient student

- Allow student to replace sentence in Step 1 of the handout with a more difficult sentence. Challenge the student to come up with as difficult and lengthy a sentence as possible. Do the same for the first sentence under the Assessment in Step 9 of the handout.
- Ask student to write a short paragraph where he or she writes a suggestion for how to improve Rewordify.com. Tell student that if you approve what's written, you'll submit the suggestion on the Contact page and communicate to the student the response from the web site's staff.

Required materials:

- One copy of this entire lesson plan for each teacher, assistant, or paraeducator
- One blank note card for each student
- One stapled copy of Handout #1 for each student (4 pages each)
- Each student must have computer access
- Computer/tablet must:
 - be connected to the Internet
 - have a web browser (Safari, Chrome, Firefox, Internet Explorer)
 - Note: no software needs to be installed. Rewordify.com works via the browser only.
- It's useful to have a stapler or paper clips to attach the students' note cards with the handouts at the end of the lesson

Time needed:

45-50 minutes.

NOTE: Lesson requires logging in to a computer, accessing a web site, following oral and written directions, and writing. The above time assumes a typical medium-sized class with a few computer-related delays (can't log in, on the wrong screen, etc.)

Activity:

| Time: | Procedure: |
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| Begin: 0:00 Time: 5 mins. | <ul style="list-style-type: none">• HAND OUT a blank note card to each student.• SAY: <u>“Today we’re going to be learning how to use a new tool to improve your reading. This new tool helps you improve your reading by helping you learn what words mean.”</u> <u>“First, write your name at the top of your note card. Now take one minute to think about this question: ‘Why is it important to learn new words if you want to be a better reader?’ After you think, write your answer on your note card.”</u>• WAIT one minute for students to think and write their responses, clarifying and repeating the question as needed.• ASK some students to share their responses. |
| Time since beginning: 0:05 This section takes: 5 mins. | <ul style="list-style-type: none">• SAY: <u>“Now we’re going to talk for a moment about good ways to learn new words. Let’s say that you’re reading something and you don’t know what a word means. What are some things you could do to find out what that word means?”</u>• ACCEPT all student responses (if not volunteered, prompt about asking someone, using a dictionary, analyzing the word parts, using context clues, etc.)• SAY: <u>“You have a lot of good ideas about how to learn new words. I like how you came up with different strategies, because no one strategy works all the time.”</u> <u>“For example, you might come across a word you don’t know and try to look it up in the dictionary. But, the dictionary might give you a meaning that’s hard to understand.”</u>• ASK: <u>“Have any of you ever looked up a word in the dictionary and found that the definition in the dictionary was hard to understand?”</u>• WAIT for student responses.• SAY: <u>“I’m going to show you a web site that can help you learn what an unknown word means. It might be able to help you understand a</u> |

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| | <p><u>sentence better. This is good for you for three reasons: 1) it might save you time as you learn new words, 2) It might help you understand what a word means when a dictionary doesn't help, and 3) it can help you understand more of what you read and get better grades."</u></p> <ul style="list-style-type: none"> • ASK: "<u>Would you like to save time when you read, understand more of what you read, and get better grades?"</u> • WAIT for student responses. |
| <p>Time since beginning: 0:10</p> <p>This section takes: 10 mins.</p> | <ul style="list-style-type: none"> • PASS OUT HANDOUT 1-1: (1 to each student) • SAY: "<u>First, write your name at the top of the first page. The handout is going to show you how to use a website called Rewordify.com to help you learn new words. We're going to go through the handout, step by step.</u>" • SAY: "<u>First, I want everyone to make sure they're logged in to the computer and I want you to bring up the web browser on your computer. Don't go to any web sites, just bring up [insert browser name: Internet Explorer, Chrome, Safari, etc.]. When you're done, raise your hand.</u>" • ENSURE that all students are in the computer system and can access the Internet. This may result in some students getting in successfully and some students having trouble. <p><u>SAY: "If you get into the computer quickly and I'm helping someone else, please read the handout and get familiar with it."</u></p> <p>If a student can't get in because he or she has forgotten his or her password, etc. after a few minutes, have the student share the computer with the person next to them.</p> <p>Sharing a computer for this lesson is acceptable because no personal information will be entered on the screen and no work will be saved on the computer system; students are merely looking up information.</p> |
| <p>Time since beginning: 0:20</p> <p>This section</p> | <ul style="list-style-type: none"> • SAY: "<u>We're now going to look at Step 1 of the handout. Take 30 seconds to read that sentence and underline what you think are the hard words.</u>" • WAIT 30 seconds. • ASK: "<u>Who can tell me what the two hard words are in the sentence?"</u> |

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| <p>takes: 2 mins.</p> | <ul style="list-style-type: none"> • WAIT for student responses. They should identify the words <i>halcyon</i> and <i>aggrieved</i>. • ASK: <u>“What do you think those two words mean?”</u> • WAIT for student responses. • SAY: <u>“Now I’m going to show you how to use a web site called Rewordify.com to help you learn what those words mean.”</u> |
| <p>Time since beginning: 0:22</p> <p>This section takes: 2 mins.</p> | <ul style="list-style-type: none"> • SAY: <u>“We’re now going to look at Step 2 of the handout. On the computer, bring up Rewordify.com. The screen should look like the picture next to Step 2 of the handout. Please don’t click any buttons on the web site for now; just wait until everyone has the web site on their screen.”</u> • ENSURE all students have the Rewordify.com home page up on their screen. • SAY: <u>“Great! Now we’re going to move on to step 3.”</u> |
| <p>Time since beginning: 0:24</p> <p>This section takes: 2 mins.</p> | <ul style="list-style-type: none"> • SAY: <u>“Follow the instructions in step 3. Type the hard sentence about the halcyon sunset in the top yellow box and click the button that says “Rewordify text.” Once you click the button, please wait until we move on to the next step. Please don’t click on any other buttons on the site, so we all can work together.”</u> • WAIT for students to enter the hard sentence and click the button. |
| <p>Time since beginning: 0:26</p> <p>This section takes: 2 mins.</p> | <ul style="list-style-type: none"> • SAY: <u>“After you enter the sentence and click the button, move on to step 4 on the handout. Please turn the page to step 4 of the handout.”</u> • WAIT for students to get to step 4 on the handout. • ENSURE that all students have the screen that’s pictured in step 4 of the handout. If a student doesn’t, go to his or her computer, click the big “R” at the top left of the Rewordify.com screen, enter the difficult sentence about the halcyon sunset, and click “Rewordify text.” • SAY: <u>“Follow along as I read what it says in Step 4 of the handout.”</u> • READ the text under Step 4 of the handout. |

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| | <ul style="list-style-type: none"> • WAIT for all students to raise their hands, indicating they have found the “rewordified” (simplified) sentence. |
| <p>Time since beginning: 0:28</p> <p>This section takes: 3 mins.</p> | <ul style="list-style-type: none"> • SAY: <u>“Now we’re going to move on to Step 5 of the handout.”</u> <p>IF THE STUDENTS HAVE COMPUTER MICE, SAY:</p> <ul style="list-style-type: none"> • <u>“Hover your mouse over the highlighted words <i>peaceful and calm</i>. Do you see the word <i>halcyon</i>? You can also click the highlighted words.”</u> <p>IF THE STUDENTS ARE ON TABLETS OR TOUCHSCREENS, SAY:</p> <ul style="list-style-type: none"> • <u>“Tap the words <i>peaceful and calm</i>. Do you see the word <i>halcyon</i> appear above your finger?”</u> <p>CONTINUE WITH ALL STUDENTS:</p> <ul style="list-style-type: none"> • SAY: <u>“That shows you that the original word “halcyon” means “peaceful and calm.”</u> • ASK: <u>“Does anyone have any questions?”</u> • ANSWER any student questions. • ASK: <u>“Is everybody ready to try the next one yourself?”</u> • WAIT for and answer any questions. • SAY: <u>“Now you’re going to do it yourself!”</u> |
| <p>Time since beginning: 0:31</p> <p>This section takes: 2 mins.</p> | <ul style="list-style-type: none"> • SAY: <u>“Let’s move on to step 6. Turn to step 6 in your handout.”</u> • WAIT for students to all be on step 6. • SAY: <u>“Follow the instructions on Step 6. Fill in the original word and what that original word means. When you get done, move to step 7 and congratulate yourself! Don’t do step 8 yet, we’ll get to that in a minute.”</u> • WAIT for students to finish this task. |
| <p>Time since beginning:</p> | <ul style="list-style-type: none"> • SAY: <u>“Now you’re going to show me that you can use Rewordify.com to figure out what a sentence means all by yourself. Before we continue, do you have any questions?”</u> |

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| <p>0:33</p> <p>This section takes: 10 mins.</p> | <ul style="list-style-type: none"> • WAIT for and answer any student questions. • SAY: <u>“Let’s do step 8. Click the big R at the top left of the window to clear the screen and start new.”</u> • WAIT for all student screens to clear back to how the site looks when you first visit it. • SAY: <u>“Now turn to Step 9. You’re going to show me you can do this on your own by following the directions in the box in Step 9. There are 4 things to do. Complete all 4 steps in the box on Step 9. Get started and I’ll come around to help.”</u> • MONITOR AND ASSIST the students as they work. |
| <p>Time since beginning: 0:43</p> <p>This section takes: 5 mins (or more, with optional discussion)</p> | <ul style="list-style-type: none"> • ASK: <u>“Would anyone like to share what they wrote for the two sentences on their note cards? What did the lesson teach you? Or, how can the web site help you be a better reader?”</u> • ACCEPT student responses and monitor discussion. • OPTIONAL ENRICHMENT DISCUSSION #2: ASK: <u>“What do you see are the advantages and disadvantages of this website over online dictionaries? Which would you be more likely to use, and why?”</u> • OPTIONAL ENRICHMENT DISCUSSION #2: ASK: <u>“What have you done in the past when you read hard words? Are you satisfied with the results you’ve been getting with the strategies you’ve tried? Do you think Rewordify.com would help you, or not? Why or why not?”</u> • COLLECT the handout and the note card from each student. • STAPLE the handout and the note card together for convenience. • OPTIONAL ADDITIONAL ACTIVITY (can be fun): SAY: <u>“Think of a hard sentence with a word or two that’s difficult. Type it into the site and see what it does with it. Did it do a good job of simplifying the sentence?”</u> • THANK all your students for participating in the lesson. |