# Instructional Plan

**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 implemented in small group (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)
Avery- choice cards

**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.
### Activity 1 - Warm-up Name 10 Things

What do you know about Spring flowers?

![Spring flowers](image)

### Activity 2 - Review vocabulary words: peer, attractive

Introduce new vocabulary word: eager

<table>
<thead>
<tr>
<th>1) See the word. Say the word.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) Define <strong>eager</strong>.</td>
</tr>
<tr>
<td>3) Illustrate <strong>eager</strong>.</td>
</tr>
</tbody>
</table>

### 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.
TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education’s Special Education and Title Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawkie, KS 66070, 785-876-2214