1. **Overview:** The purpose of the Reading with the Principal Lesson Plan is to drive students to have knowledge of unfamiliar words. So many students read and do not know unfamiliar words and I want to improve their ability to find resources on identifying vocabulary. I will assist students in identifying unfamiliar words and show them how they can access the Library of Congress Primary Sources websites to understand unfamiliar words. Student driven activities using an Inquiry Based Model will enable students to model unfamiliar words in different contexts. The Principal will model procedures and examples of unfamiliar words and direct his/her students in mastering the English Language.

2. **Goal:** For students to familiarize themselves with the meaning of new words and demonstrate how they mastered them, using the Inquiry Based Model.

3. **Objectives:**
   a. Students will be able to conduct primary source research to grasp the meaning of unfamiliar words
   b. Through primary sources and the inquiry based model, students will be able to demonstrate the usage of new words

4. **Investigation question:** How can students familiarize themselves with the meaning of new words and demonstrate that they have mastered them, using the Inquiry Based Model?

5. **Time Required:** Principal addresses students and welcomes them to this reading activity. The entire middle school faculty, students, and staff read for 45 minutes.

6. **Recommended Grade Range:** Two students from 6th, 7th, and 8th grade homerooms volunteer to come to the cafeteria to read with the Principal.

7. Twenty-four students volunteered to read with the Principal.

8. **Subject/Sub-Subject:** Language Arts, comprehension of reading.

9. **Standards:**
   - **Learning to Read Independently 1.1:** Purpose for Reading, Word Recognition Skills, Vocabulary Development, Comprehension and Interpretation, Fluency.
   - **Reading Critically in All Content Areas 1.2:** Detail, Inferences, Fact from Opinion, Comparison, Analysis and Evaluation
   - **Reading, Analyzing, and Interpreting Literature 1.3:** Narrative, Informational, Persuasive; Characteristics and Function of the English Language, Word Origins, Variations, Application, Research, Selection, Location of Information, Organization.
   - **Learning to Read Independently Grade 8 1.1.8:**
a) Locate appropriate texts (literature, information, documents) for assigned purpose before reading.
b) Identify and use common organizational structures and graphic features to comprehend information
c) Use knowledge of root words as well as context areas during reading. Use these words accurately in speaking and writing.
d) Identify basic facts and ideas in text using specific strategies (e.g. recall genre characteristics, set a purpose for reading generate essential questions as aids to comprehension and clarify understanding through re-reading and discussion.)
e) Expand a reading vocabulary by indentifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.
f) Understand the meaning of and apply key vocabulary across the various subject areas.
g) Demonstrate after reading understanding and interpretation of both fiction and non-fiction text, including public documents.
   • Make, and support with evidence, assertions, about texts
   • Compare and contrast texts using themes, settings, characters and ideas
   • Make extensions to relate ideas, topics, or information
   • Describe the context of a document
   • Analyze the position, arguments, and evidence, in public documents
   • Demonstrate fluency and comprehension in reading
   • Read familiar materials aloud with accuracy
   • Self correct mistakes
   • Use appropriate rhythm, flow, meter, and pronunciation
   • Read a variety of genres and types of text
   • Demonstrate comprehension
   • Recommend read 25 books a year

- **Standards: Learning to Read Independently 1.1:** Purpose for Reading, Word Recognition Skills, Vocabulary Development, Comprehension and Interpretation, Fluency.
- **Reading Critically in All Content Areas 1.2:** Detail, Inferences, Fact from Opinion, Comparison, Analysis and Evaluation
- **Reading, Analyzing, and Interpreting Literature 1.3:** Narrative, Informational, Persuasive; Characteristics and Function of the English Language, Word Origins, Variations, Application, Research, Selection, Location of Information, Organization.
• **Reading Critically in All Content Areas Grade 8 1.2**
  a) Read and understand essential content of informational text and documents in all academic areas:
      - Differentiate fact from opinion utilizing resources that go beyond traditional text. (e.g. newspapers, magazines, and periodicals) to electronic media.
      - Distinguish between essential and nonessential information across texts and going beyond texts to a variety of media, identify bias and propaganda where present
      - Draw inferences based on a variety of information sources
      - Evaluate text organization and content to determine the author’s purpose and effectiveness according to the author’s theses, accuracy, thoroughness
  b) Use and understand a variety of media and evaluate the quality of material produced
      - Analyze the techniques of particular media, offer a unique perspective on the information presented
      - Analyze the techniques of particular media messages and their effort on a targeted audience
      - Use, design, and develop a media project that expands understanding (e.g. authors and works from a particular historical period)
  c) Produce work in at least one literary genre that follows the convention of the genre. (I will use the word “genre” for the Creating, Reflecting, and Researching section of the inquiry-based model).

10. **Description of Procedure:** The following Inquiry Based Model steps will be followed by Principal and students:
    1. **Questioning**
    2. **Reflecting**
    3. **Creating**
    4. **Researching**
    5. **Discussing**

    a. Principal states the purpose of reading lesson activity. Today, you will read your recreational book. I am passing out a Webster student dictionary. **Discussing**
    b. Principal will pass out Webster Thesaurus for the second session.
c. Students will read and when an unfamiliar word is not recognized, the student will raise their hand. **Reflecting, Questioning**

d. Students raise their hands. Principal will walk around cafeteria. The students will look up unfamiliar words in their dictionary or thesaurus and review the understanding. **Reseaching, Discussing**

e. Principal checks for understanding by reviewing unfamiliar word in other context. **Discussing, Reflecting.**

f. Students will read definition of unfamiliar word to Principal. **Reflecting, Discussing**

g. Students will identify unfamiliar words. Comprehend what they mean and use Library of Congress websites to use unfamiliar word in other context. **Reseaching, Questioning.**

h. Principal models by reading and looking up unfamiliar words in his dictionary. **Creating**

i. In closure, students will write down unfamiliar words and go to library to research meaning. **Researching**

j. Students will use online Library of Congress and Primary Sources websites to familiarize themselves with the unfamiliar word. **Researching**

k. **Principal modeling of lesson plan:**
   Principal will take students to school library. He/she will direct their students on how to use Library of Congress and Primary Sources websites. **Reseaching, Creating**

   Principal chooses an unfamiliar word: **Genre - Reflecting**

   a. Principal reads the definition of Genre from Webster Dictionary. Genre – kind, sort, a painting, that depict scenes or events from everyday life use, realistically; also, they style of painting featuring such subject matter. A distinctive type or category of library composition. **Discussing**

   b. Principal picks up a New Age Encyclopedia, turns to page 503. He/she reads **Genre Painting:** Painting whose subject matter consists of realistic, commonplace scenes and objects from everyday life. A French term first used with reference to 18th century painting, the style actually hand culminated a century painting, the style actually had culminated a century earlier in Holland in the works of Vermeer, Hals, Steen, and others. In France, it was exemplified by Chardin. Genre has remained popular with artists down to modern times, for example, in the work of the American realist painters who worked in New York City early in this century. **Discussing**

   c. Principal directs his/her students to the screen displaying Library of Congress website. Principal explains that you can search the context of an unfamiliar word in the Digital Collection databases of: **American Memory, Exhibitions, Thomas, World Digital Library, Veterans History, and MyLoc.gov.** – **Discussing, Questioning**

   d. Let’s search the unfamiliar word genre in American Memory area. Click on Culture and Folk life. We have several sources to look at. Click on **Rocky Mountain Goat,**
Author – Jabbour, Alan; from a performance by Henry Reed. This source reveals to us how genre is used in another context. How was genre used in this context? Questioning, Discussing, Reflecting. The URL is: http://hdl.locgov/loc.afc/afcreed.redc24.

e. In American Memory area, enter unfamiliar word genre. Scan and click on Frederick M. Grant, artist, standing and drawing on canvas in room. Look under Summary. Image of Frederick M Grant, an artist known for landscape, genre, and still life painting, standing and drawing on a canvas in a room in Chicago, Illinois. How was genre used in this context? Questioning, Discussing, Reflecting. The URL is: http://memory.loc.gov/ammem/mdbquerry.html.

f. Let’s continue to use American Memory area. Click on Hog-Eyed Man, Fiddle Tunes of the Old Frontier, The Henry Reed Collection. “Jigs” of the sort were mid-nineteenth century American genre in 2/4 time often associated with the minstrel stage or other popular music. Students can click Hog-Eyed Man tune on MP3 website and hear the frontier fiddle melody. How is genre applied to Hog-Eyed Man? Questioning, Discussing, Reflecting. The URL is: http://hdl.loc.gov/loc.afc/afcreed.13035a32.

g. Let’s click on another Primary Source, Exhibitions. Click on Major Genre: Beauties, Actors, and Landscapes – The Floating World of Ukiyo-e. This source exposes us to genre art in a different context. What is genre painting? Questioning, Discussing, Reflecting. The URL is: http://www.loc.gov/exhibits/ukiyo-e/major.html.

h. Please click onto MyLoc.gov Primary Source. Click on Fine Arts area. Again, we are educated on another way to define genre. Cherubs represent the literary genre of Comedy, Poetry, and Tragedy. The first has a comic mask and the ivy-wreathed wand of Bacchus, to whom the first comedies were dedicated. Poetry has a scroll, and tragedy holds a tragic mask. Students will be able to engage in a Virtual Tour of this area. Describe the meaning of genre as written in this passage. Questioning, Discussing, Reflecting. The URL: http://myloc/ExhibitSpaces/GreatHallNorthSide/FineArts.

i. Students will be able to comprehend and write meaning of unfamiliar word and present an essay to the Principal. Reading with the Principal will encompass four (4) sessions throughout the school year. Creating, Reflecting, and Researching.

m. Essay Prompt Guidelines:
   A well written essay must convey your thoughts, attitudes, personal qualities, imagination, sense of humor, and creativity.
Essay is a three (3) step process:

1) Brainstorm and develop an outline
2) Design essay draft
3) Edit

Make every word count, seek feedback from someone you trust and like (so choose someone to be honest about your writing). Proofread the essay at least three to four times before assuming the essay is finished. Careless spelling or grammatical errors, awkward language, or fuzzy logic will make your essay memorable.

The essay is one of the only parts of an application over which you have complete control. It is important for you to take the time to do your best work. After writing a successful essay, you should feel sure that “no one could have written this but me.” Swarthmore Admissions Department

n. The Reading with the Principal session will occur when the entire middle faculty, students, and staff are reading at the same time for 45 minutes.

o. Ninety-six (96) students will meet with Principal in four (4) reading sessions.

p. After each reading session, students will sign the Principal’s t-shirt, which he will wear around the school. Students will also sign a banner which will hang in the Principal’s office after they turn in their essay. Creating

q. Principal will receive data from PSSA testing in the areas of reading, math, and writing of the ninety-six (96) students who were administered the PSSA tests by their teachers.

Researching.

r. Principal will evaluate ninety-six (96) students and identify who earned Advanced, Proficient, Basic, and Below Basic rating. Researching

s. The 6th and 7th grade students returning to middle school will be tracked on their reading and comprehension ability for the upcoming school year. Researching

t. Pennsylvania Standards:
u) **Resources:**

a. [www.loc.gov/index.html](http://www.loc.gov/index.html) (previously mentioned Library of Congress databases, URLs provided above).
b. [http://www.paacademy.org/pt3/portal/1all](http://www.paacademy.org/pt3/portal/1all)  
d. [http://www.pbs.org/teachersource/](http://www.pbs.org/teachersource/)  
e. [http://www.mcrel.org/lesson](http://www.mcrel.org/lesson)  
g. [http://www.educationalworld.com/a lesson/](http://www.educationalworld.com/a lesson/)  
h. www.pde.state.pa.us  

v) **Materials used:** Principal will pass out Webster dictionaries and thesauruses for students to keep for their research in library. Students will engage in Library of Congress, Primary Sources to enhance their ability to recognize unfamiliar words. Principal will present Primary Sources websites using a LCD projector.

w) **Credits:**

a. J.K. Folmar, Jr., Phd.
After you research your word using Library of Congress primary source, you will be evaluated through the creation of an essay. A well-written essay must convey your thoughts, attitudes, personal qualities, imagination, sense of humor, and creativity. Based on the investigative question that Dr. Folmar asked for your particular word, your essay must show that you can master the meaning and use of this unfamiliar word in your essay. You must reflect on your previous knowledge, show that you have researched the word using primary sources, show that you can create an essay using new words, and offer a brief discussion about your learning.

Essay is a three (3) step process:

1) Brainstorm and develop an outline
2) Design essay draft
3) Edit

Make every word count, seek feedback from someone you trust and like (so choose someone to be honest about your writing). Proofread the essay at least three to four times before assuming the essay is finished. Careless spelling or grammatical errors, awkward language, or fuzzy logic will make your essay unacceptable.

It is important for you to take the time to do your best work. After writing a successful essay, you should feel sure that “no one could have written this but me.”

Modified from the Swarthmore Admission Department