**University of Mary Division of Education**

**Grade Level: 5th**

**Subject(s) Area: Language Arts: Vocabulary**

**Materials Needed:** North Dakota Ghosts PowerPoint; computer; projector; *Ghost Towns* by Sarah Parvis book; Sheets with vocabulary words on them for the *Swat-A-Word* Vocabulary Game; *Swat-A-Word* Vocabulary Game directions sheet; tape; whiteboard; fly swatters (1 per team); and vocabulary sheets with definitions for each word for the teacher and the students (1 for the teacher and 1 per student).

**Standards:**

5.RI.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

**Objectives:**

The learner will **apply** their understanding of the meanings of the vocabulary words through discussions about the meanings of those words using the photographs in my North Dakota Ghosts PowerPoint.

The learner will **apply** and **demonstrate** their understanding of the meanings of the vocabulary words through playing “Ghost Towns of the American West” *Swat-A-Word* Vocabulary Game.

**Learning Activities:**

**(40 minutes)**

1. To begin this class, I will read students the section about Bodie, California and Bannack, Montana from the *Ghost Towns* book.

2. Next, I will show my North Dakota Ghosts PowerPoint about Merricourt, North Dakota and the Forbes, North Dakota public school. I will introduce this PowerPoint by asking students if they think that there are any ghost towns in North Dakota.

* As I present the PowerPoint, I will tell students what each of the places is in Merricourt and the different parts or sections of the Forbes school. For some of the pictures of Merricourt and of the Forbes school, I will ask students to use some of the vocabulary words that they learned the day before to describe the places in Merricourt and in the Forbes school. Students will refer to the vocabulary words taped to the board as a reference to help them remember the different vocabulary, if needed. This PowerPoint will be a review of the meanings of the vocabulary words.

3. After I have finished the PowerPoint, students will play a “Ghost Towns of the American West” *Swat-A-Word* Vocabulary Game to reinforce their knowledge of the meanings of the vocabulary words. Students will not be allowed to use their vocabulary sheets during this game.

* Students will move their desks to the back of the room to help avoid injuries while playing the game.
* I will divide the students into two teams using their class numbers (1-11, 12-24) or by numbering them off.
* Students will go to their assigned teams. Then, I will give the directions and rules for the game. Students will be told that if the game gets too boisterous, they will move their desks back into rows and will write three facts about what they learned about ghost towns in “Ghost Towns of the American West”, my North Dakota Ghosts PowerPoint, or the *Ghost Towns* book.
* During the game I will read the definitions of each vocabulary word to the students. After I am finished reading each of the vocabulary word definitions, two students will race to the board to swat the correct vocabulary word with their fly swatter. After these students have completed their turn they will give their fly swatters to the next student in line and go to the back of the line. Whichever student slaps the correct vocabulary word first, gets one point. Whichever team at the end has the most points, wins the game.
* If neither student slaps the correct word, they will go to the end of the line. The next two team members will be given the same definition. If the next two students do not swat the correct word, then I would ask both teams by a show of hands if they know what the word means. Neither team will get points if I have to tell them the definition or if they tell me definition by a show of hands. I will put that word at the bottom of the pile again to see if they remember the definition of that word later in the game.

**Assessment:**

 I will assess students’ understanding of the different vocabulary words through discussions we will have about the vocabulary words while we are viewing my North Dakota Ghosts PowerPoint. I will also assess students’ understanding of the meanings of the different vocabulary words through the students playing “Ghost Towns of the American West” *Swat-A-Word* Vocabulary Game.

**Reflection:**

 I thought this lesson went well. Unfortunately I was unable to do the “Ghost Towns of the American West” *Swat-A-Word* Vocabulary Game because there was not enough time to explain it and play it due to the social studies lesson going fifteen minutes longer than I thought. I introduced my North Dakota Ghosts PowerPoint by asking the students if they thought there were ghost towns in North Dakota. Then, I showed my North Dakota Ghost PowerPoint. The students had never heard of Merricourt, North Dakota, which did not surprise me, but they seemed fascinated with learning more about it and where it was located. Their enthusiasm and fascination with learning about it surprised me. As I went through the different pictures of the old and abandoned buildings in Merricourt, the students eagerly applied the meanings of the vocabulary words they learned yesterday with the help of their vocabulary sheets. The picture that the students were the most fascinated with was the picture of the inside of the old Merricourt bank. I heard comments such as “Whoaaa!” when they saw how broken down the inside of the building was. Many of the students were able to use many vocabulary words to describe the inside of this building and wanted to know other facts about this building. When I got to the Forbes school and explained to them that it was school where my mother went, they became really interested in the school and the town. They were so curious about what the inside of the school looked like that they asked if they would be able to see the inside of the school. When I told them they would, they became excited. As I took them on a “tour” of the inside of the school, the students were able to apply many vocabulary words to the pictures and some used vocabulary words that I would not have even thought of to use to describe the building. This told me that the students had enough of an understanding of the vocabulary words to be able to apply them to the different pictures. After I showed them my PowerPoint, I read to the students the section about Bannack, Montana in the *Ghost Towns* book, which they really enjoyed and were interested in learning about. They were especially fascinated with the sheriff who had been a criminal. A modification I could make to this lesson is to give the students just a list of the vocabulary words without the definitions behind them to see how well they know the different meanings of the vocabulary words.

***Swat-A-Word* Vocabulary Game Directions**

All vocabulary words are printed on paper and taped to a wall or board. The students will be divided into two teams by using their assigned class numbers. Each team lines up facing the board with a fly swatter. The teacher will give the definitions of the vocabulary words and the two students at the front of their lines race to swat the answer the fastest. Then the student that was just at the board will give the fly swatter to the next person in line and go to the back of the line. Whichever student slaps the vocabulary word first, gets one point. Whichever team at the end has the most points, wins the game.

If neither student slaps the correct word, they will go to the end of the line. The next two team members will be given the same definition. If the next two students do not swat the correct word, then I would ask both teams by a show of hands if they know what the word means. Neither team will get points if I have to tell them the definition or if they tell me definition by a show of hands. I will put that word at the bottom of the pile again to see if they remember the definition of that word later in the game.

If the game gets too boisterous, they will move their desks back into rows and will write three facts about what they learned about ghost towns in “Ghost Towns of the American West”, my North Dakota Ghosts PowerPoint, or the *Ghost Towns* book.

**“Ghost Towns of the American West” Vocabulary Sheet**

**1. economic –** of or about the management of the income, supplies, and expenses of a household, government, etc.

**2. independence –** freedom from the control, influence, support, or help of others.

**3. overrun –** to spread over.

**4. scrawled –** written or drawn poorly or carelessly.

**5. vacant –** not occupied.

**6. mercantile –** of merchants or trade; commercial.

**7. prosperity –** prosperous condition; good fortune; success.

**8. tumbledown –** ready to fall down; not in good condition; dilapidated.

**9. relic -** a surviving memorial of something from the past.

**10. abandoned –** deserted.

**11. haunting –** not able to quickly forget.

**12. rubbish –** worthless items; debris.

**13. bypassed –** to avoid.

**14. remote –** an out-of-the-way place; secluded.

**15. ventured –** did something risky, often used in terms of travel.