

Lesson Plan Template
Iditarod Graphic Organizer

Erin Delger

Date: March 14-15, 2018

<p>Grade: 5</p> <p>Materials:</p> <ul style="list-style-type: none"> • Graphic organizers (32 copies) • Art stands • Students need to bring: <ul style="list-style-type: none"> ○ Chromebooks ○ Pencil ○ Themselves 	<p>Subject: Language Arts</p> <p>Technology Needed:</p> <ul style="list-style-type: none"> • Projector • Computer • Chrome books • Online thesaurus 																								
<p>Instructional Strategies:</p> <table border="0"> <tr> <td><input type="checkbox"/> Direct instruction</td> <td><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</td> </tr> <tr> <td><input type="checkbox"/> Guided practice</td> <td><input type="checkbox"/> Visuals/Graphic organizers</td> </tr> <tr> <td><input type="checkbox"/> Socratic Seminar</td> <td><input type="checkbox"/> PBL</td> </tr> <tr> <td><input type="checkbox"/> Learning Centers</td> <td><input type="checkbox"/> Discussion/Debate</td> </tr> <tr> <td><input type="checkbox"/> Lecture</td> <td><input type="checkbox"/> Modeling</td> </tr> <tr> <td><input type="checkbox"/> Technology integration</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table>	<input type="checkbox"/> Direct instruction	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning	<input type="checkbox"/> Guided practice	<input type="checkbox"/> Visuals/Graphic organizers	<input type="checkbox"/> Socratic Seminar	<input type="checkbox"/> PBL	<input type="checkbox"/> Learning Centers	<input type="checkbox"/> Discussion/Debate	<input type="checkbox"/> Lecture	<input type="checkbox"/> Modeling	<input type="checkbox"/> Technology integration		<input type="checkbox"/> Other (list)		<p>Guided Practices and Concrete Application:</p> <table border="0"> <tr> <td><input type="checkbox"/> Large group activity</td> <td><input type="checkbox"/> Hands-on</td> </tr> <tr> <td><input type="checkbox"/> Independent activity</td> <td><input type="checkbox"/> Technology integration</td> </tr> <tr> <td><input type="checkbox"/> Pairing/collaboration</td> <td><input type="checkbox"/> Imitation/Repeat/Mimic</td> </tr> <tr> <td><input type="checkbox"/> Simulations/Scenarios</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table> <p>Explain:</p>	<input type="checkbox"/> Large group activity	<input type="checkbox"/> Hands-on	<input type="checkbox"/> Independent activity	<input type="checkbox"/> Technology integration	<input type="checkbox"/> Pairing/collaboration	<input type="checkbox"/> Imitation/Repeat/Mimic	<input type="checkbox"/> Simulations/Scenarios		<input type="checkbox"/> Other (list)	
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<p>Standard(s)</p> <p>5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>Differentiation</p> <p>Below Proficiency: If a student is struggling to come up with silver dollar words, I will go and re-explain the content to them. I could also have them partner up with a student that is above proficiency. This student will act as a peer teacher. Instead of giving the answers, the peer teacher will guide the other student towards the answers with hints or examples.</p> <p>Above Proficiency: To challenge this student, I may have them think of 10 descriptive words instead of six. I could also have them write two paragraphs to describe their collage instead of one.</p>																								
<p>Objective(s)</p> <p>By the end of the lesson, the students will be able to choose descriptive words for their collage by using a graphic organizer and an online thesaurus.</p> <p>Bloom's Taxonomy Cognitive Level: Applying</p>	<p>Approaching/Emerging Proficiency: As the student is working, I will check in with them and observe which words they are coming up with. I may inquire why they chose those particular words, or I may ask why descriptive words are important. If the student needs help, I will assist them, or have them ask a peer for input.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Spatial Intelligence: The graphic organizer, and the online thesaurus provide this type of learner with a variety of visuals. Organizers and pictures are beneficial for this type of learner. • Intrapersonal Intelligence: The students will be working independently on their graphic organizers. This will be a beneficial activity for those learners who prefer to work alone. • Interpersonal Intelligence: The group activity and brainstorming session will allow the students an opportunity to collaborate with one another. • Linguistic Intelligence: The graphic organizer and writing activity will allow students who enjoy writing to demonstrate their skills. This activity will be beneficial for this type of learning and will help make the information more concrete. 																								
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Group Discussion: <ul style="list-style-type: none"> ○ Raise your hand. ○ Provide on topic answers. ○ Be respectful of others' opinions or ideas. • Computer Work: 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • Group Work: <ul style="list-style-type: none"> ○ Students are expected to stay on task and on topic. ○ Students are expected to be good listeners. 																								

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<ul style="list-style-type: none"> ○ On task. ○ Using appropriate sites. ● Independent Work: <ul style="list-style-type: none"> ○ On task. ○ Voice level 0. ● Walking Around the Room: <ul style="list-style-type: none"> ○ Voice level 0. ○ Hands to self. ○ Walking feet. ● Handing out Materials: <ul style="list-style-type: none"> ○ Place items nicely at the tables. <ul style="list-style-type: none"> ▪ No throwing, tossing, slamming, etc. ○ Give an item to each student. ○ Voice level 0. 	<ul style="list-style-type: none"> ○ Students are required to be respectful to other people’s opinions and ideas. ○ Students are required to raise their hand. ○ Students are required to not speak out of turn. <ul style="list-style-type: none"> ● If a student does not follow along with these expectations, they will be given a warning. If it continues, they will be asked to start on their independent work while the rest of us continue the discussion. ● Computer Work: <ul style="list-style-type: none"> ○ Students are expected to stay on task. ○ Students are required to use appropriate sites. ○ Students are required to handle the computers with care. <ul style="list-style-type: none"> ● If the students cannot adhere to these expectations, they will be asked to put their computer away. ● Independent Work: <ul style="list-style-type: none"> ○ Students are required to have a voice level 0. ○ Students are expected to ask questions if they need help. ○ Students are required to work on their own unless I have stated otherwise. ● Walking Around the Room: <ul style="list-style-type: none"> ○ Students are expected to walk. ○ Students are expected to have a voice level 0. <ul style="list-style-type: none"> ● If they cannot follow these expectations, they will be asked to practice again.
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Minutes	Procedures
20	<p>Set-up/Prep:</p> <ol style="list-style-type: none"> 1. Write objective on the board. 2. Tape “I’m done, now what?” sign to the board. 3. Write ‘Collins Thesaurus’ on the board. 4. Write down the steps of using the graphic organizer. I will have a graphic organizer taped to the board and I will write these steps next to the correlating areas. <ol style="list-style-type: none"> a. Collage element. b. 5 silver dollar words. c. Paragraph about collage that includes silver dollar words. 5. Make copies of the graphic organizer (32 copies).
3	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ol style="list-style-type: none"> 1. Allow 10 extra minutes for the students time to settle in and finish up their collages. 2. “I placed cotton balls at the center of all of your tables. Everybody grab on.” <ol style="list-style-type: none"> a. Allow time for the students to grab a cotton ball. 3. “Describe the texture of your cotton ball.” <ol style="list-style-type: none"> a. Allow time for the students to respond. 4. “Now, take your collage and rub your hand across it. Describe the texture of your collage to me.” <ol style="list-style-type: none"> a. Allow time for the students to respond. 5. “You guys just explained parts of your collage and the cotton ball using descriptive words. Do you think we use words like soft and hard all of the time?” <ol style="list-style-type: none"> a. Allow time for the students to respond. 6. “Yes, we do use those words a lot. Do you think they are interesting words or boring words?” <ol style="list-style-type: none"> a. Allow time for the students to respond. 7. They are kind of boring because we use them so much. Today, we are going to practice using descriptive words that are not used as frequently as others. Can someone read the objective for today?” <ol style="list-style-type: none"> a. Allow time for a student to volunteer.

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	<p>8. "By the end of today, you should be able to choose descriptive words to help you explain your collages. To help us out with this task, we are going to use a graphic organizer and a thesaurus. I need three volunteers. One will pass out the graphic organizers, one will pass out the art stands, and one will pass out the collages. If you have your collage with you, take it out now."</p> <p>a. Allow time for the students to volunteer.</p> <p>9. Transition: "For the rest of you, get out your pencils."</p>
10	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none">1. Allow time for the students to pass out the graphic organizers, art stands, and collages.2. "When you were looking at the cotton ball, you came up with some descriptive words. Descriptive words are important for us authors. It helps our stories come to life. We are going to practice coming up with fantastic descriptive words. Let's look at the supplies we received. One of the items you just received is a graphic organizer. It looks like this."<ol style="list-style-type: none">a. Show the students the graphic organizer.3. "This allows us to keep our information in an area that is neat and easy to find. We are going to use this when we start thinking of silver dollar words. The idea of silver dollar words came from a lady named Beth Olshansky. Instead of using words like big, small, tall, short, and other boring descriptive words, we need to use silver dollar words. These are words that help our writings come to life. Let's practice coming up with silver dollar words for the word 'big'. Instead of using the word 'big', we need to think of more detailed words that are not used as often. I will start. The word I choose instead of 'big' would be enormous. Can anyone think of other synonyms for 'big'?"<ol style="list-style-type: none">a. Allow time for the students to respond.4. "These are all great examples of silver dollar words. Now that we kind of understand silver dollar words, we are going to look to our graphic organizer for assistance. If you look at the organizer, you will notice four sections."<ol style="list-style-type: none">a. Point to the four sections.5. "Each section has a small rectangle at the top. This is where you will place one of the elements of your Alaska collage. For example, if you have a mountain on your collage, you would write the word 'mountain' in this section. Maybe you have a wolf as one of your elements. You would then write the word 'wolf' in this small rectangle at the top."<ol style="list-style-type: none">a. Point to this small section of the graphic organizer as you are explaining the step.6. "Right below this small rectangle is a longer or taller rectangle. This is where our descriptive words would go. If wanted to describe a mountain using silver dollar words, what would be some of the words we would come up with?"<ol style="list-style-type: none">a. Allow time for the students to respond.7. "Enormous, rugged, jagged, are some silver dollar words we could use along with your examples. We would then place all of the words you just gave as examples in this taller rectangle."<ol style="list-style-type: none">a. Point to the taller rectangle.8. "We will do one together in class and then I will give you a website to use that will help you find more silver dollar words. Raise your hand if you have an element that is in your collage that we can use as an example."<ol style="list-style-type: none">a. Select a student and come up with silver dollar words to describe this element.9. "River is our element, so we would write the word river in the top rectangle that is shorter."<ol style="list-style-type: none">a. Write 'river' in the designated spot and model to the students where they should write the word.10. "What are some silver dollar words that we could use to talk about a river?"<ol style="list-style-type: none">a. Allow time for the students to respond.11. "You found some great silver dollar words. Remember, these descriptive words should be written in the longer rectangle."<ol style="list-style-type: none">a. Point to the taller rectangle where the descriptive words will go.12. "We will do one more example together. Before we do this, I want to tell you about a resource that will help you come up with synonyms for plain words. Raise your hand if you have ever heard of a thesaurus."<ol style="list-style-type: none">a. Allow time for the students to respond.13. "A thesaurus can be in book form or online. It helps us turn kind of boring or overused words into silver dollar words. A thesaurus helps us find new words that have the same meaning as the old words we use all of the time. It provides us with synonyms which are words that mean that same thing. You will be using an online thesaurus, and I will teach you how to use it quick. First, open up Chrome and type in the search bar 'Collins thesaurus'. I have this on the board so you can spell it correctly."<ol style="list-style-type: none">a. Point to the board where the website is listed.14. "It will be the first website when you search it. It should look something like this."<ol style="list-style-type: none">a. Point to the projection screen.15. "Put your hands on top of your head when you have found the website."<ol style="list-style-type: none">a. Allow time for the students to find the website.16. "At the top of this website, there is a search bar."<ol style="list-style-type: none">a. Point to the search bar.17. "This is where you will type in your plain word like 'big'. "<ol style="list-style-type: none">a. Type 'big' into the search bar.

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	<ol style="list-style-type: none"> 18. "Then you hit 'enter' and a variety of synonyms for 'big' will appear. Remember, synonyms are words that have the same meaning as the word we searched. If we click on one of these blue words, it will give us even more synonyms!" <ol style="list-style-type: none"> a. Point to the blue word that is hyperlinked to a list of more synonyms. 19. "This time when we try to describe an element from our collages, I want you to search for silver dollar words by using your online thesaurus. When we do this, we need to stay on task. Along with searching for synonyms, you will need to write down some of the words that your friends are coming up with. What is another element that we could use from one of your collages?" <ol style="list-style-type: none"> a. Allow time for the students to respond. b. Allow the students time to search adjectives to describe the word that was suggested. As a class, go over the silver dollar words that were presented. Write the words on the board as the students say them. 20. "These are all great silver dollar words! The next activity will be done on your own. You will place your collage on the art stand like so." <ol style="list-style-type: none"> a. Demonstrate placing the art on the stand. 21. "You will then pick four elements from your collage. For this one I would choose mountain, moon, wolf, and snow." <ol style="list-style-type: none"> a. As you say these four elements, point to them. 22. "If these are my four elements, can someone point to the spots on the organizer where I would need to write them?" <ol style="list-style-type: none"> a. Allow time for a student to respond. 23. "Yes, I would place them in these top rectangles. 'Mountain' would go in the first one, moon would go in the second one, 'wolf' would go in the third one, and so on." <ol style="list-style-type: none"> a. As you say each element point to the exact spot on the graphic organizer where the students would need to write these words. 24. "Thumbs up if you understand so far." <ol style="list-style-type: none"> a. Allow time for the students to respond. 25. "Alright, after you have put the four elements at the top, what do you think you would do next?" <ol style="list-style-type: none"> a. Allow time for the students to respond. 26. "Yes. You need to find words that would describe our elements. Where would we put those?" <ol style="list-style-type: none"> a. Allow time for the students to respond. 27. "Yes in the tall rectangle that is located underneath where you have written your element. Writing one descriptive word is not enough. You need to include six descriptive words in each tall rectangle. This way you have more options." <ol style="list-style-type: none"> a. Point to the tall rectangle. 28. "Is everyone following along so far?" <ol style="list-style-type: none"> a. Allow time for the students to respond. 29. "Great! Our last step has to do with these lines located at the bottom. These lines look like an area where you would need to write a small paragraph. What do you think the paragraph should be about?" <ol style="list-style-type: none"> a. Allow time for the students to respond. 30. "Yes, your paragraph should be about your collage. I want you to include some of these silver dollar words when you write a paragraph about what is happening in your collage. Here is an example of a student's descriptive paragraph." <ol style="list-style-type: none"> a. Read the paragraph a former student had come up with. 31. "You can clearly hear those silver dollar words. In the lines provided here, you will use some of the words from the organizer to help you create a paragraph that describes your elements. These descriptive words will help make your story come to life and be more interesting. Are there any questions?" <ol style="list-style-type: none"> a. Allow time for the students to respond. 32. "You have until the end of the period to work on this independently. If you finish early, hand it in at the front table and pick one of the items on the "I'm done, now what?" list. I will walk around and help you out." <ol style="list-style-type: none"> a. Allow time for the students to work. b. Set a timer. 33. "This is your three minute warning." 34. "This is your one minute warning." 35. Transition to Review/Wrap Up: "Hands on top, everybody stop. Our pencil should be down. Close out of your thesaurus and close your computer."
<p>15-20</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> 1. For today's exploration activity, the students will be working independently to find silver dollar words. These silver dollar words are synonyms to commonly used words. The silver dollar words help entice the reader and provide a better description. As a group, we will pick one common element from the students collage; a mountain would be an example. We will then brainstorm some silver dollar words that describe a mountain. For example, instead of 'tall' we could pick soaring, towering, lofty, etc. After we have done an example together, I will teach the students about an online thesaurus and how to use it. For the next group example, they will be required to use the thesaurus to find the silver dollar words. This will help introduce them to the concept of using a thesaurus and how it helps us to not use a word multiple times in a paragraph. Once we have finished the last group example, the students will be allowed to independently fill out their

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own graphic organizer. They must pick four elements from their collage and write them on the organizer. Under each of these elements, the student will need to find and write silver dollar words that describe the element. Once the students have found descriptive words for each element, they will then create a paragraph about their collage. They will need to use some of these silver dollar words. In the end, the students should have a descriptive and well thought out paragraph that allows the collage to verbally come to life.

Name _____ page # _____

Image-Making Within The Writing Process®

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Review (wrap up and transition to next activity):

1. "Why are descriptive words important?"
 - a. Allow time for the students to respond.
2. "Why do we want to use silver dollar words instead of words that are used a lot?"
 - a. Allow time for the students to respond.
3. "I want you to look at these two sentences. Can someone read the first one?"
 - a. Allow time for a student to volunteer and read the first sentence: The cold water moved fast.
4. "Can someone read the second sentence?"
 - a. Allow time for a student to volunteer to read the second sentence: The frigid water vigorously pounded and slammed against the bank.
5. "If you think the first sentence sounded better, raise your hand."
 - a. Allow time for the students to respond.
6. "If you think the second sentence sounded better, raise your hand."
 - a. Allow time for the students to respond.
7. "The second sentence used silver dollar words which helped the story come to life. Hopefully, you are using silver dollar words when you are writing your paragraph about your collage. What did the thesaurus help us do?"
 - a. Allow time for the students to respond.
8. "A thesaurus helps us find synonyms for words that may be kind of boring. If you have not finished your organizer and completed your paragraph, you will need to take it home and bring it back tomorrow. Table 1 you may line up."
 - a. Dismiss each table to line up for their next class.

Formative Assessment: (linked to objectives, during learning)

- **Progress monitoring throughout lesson (how can you document your student's learning?)**

The silver dollar words in the graphic organizer would be my formative assessment. This allows me to observe who understands what the difference is between a regular descriptive word and a silver dollar word. I would also be able to tell who understands how to use a thesaurus. If students are using words like big, small, tall, I will know

Summative Assessment (linked back to objectives, END of learning)

My summative assessment would be the student's written paragraph. If their paragraph uses several silver dollar words, I will be able to observe that they understand what constitutes as a silver dollar word. It also allows me to judge how well they incorporated the silver dollar words into their paragraph. If a student has a paragraph that does not use silver dollar words, I will be able to provide them with more explanation.

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that they need more assistance. If they are using words like lofty, jagged, rugged, etc. I will know that they understand the concept of descriptive silver dollar words.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

As I was teaching this lesson, I made some slight changes. To begin the lesson, I allowed the students to have approximately ten minutes to finish up their collages. The collages were a part of the art lesson that I had taught earlier in the week. The students appreciated this extra work time, and they were able to create quality pieces. When the ten minutes were up, I began the lesson. Originally, I had a YouTube video that I was going to show the students. This video was a virtual reality simulation of the Northern Lights. I know that the students would have enjoyed this video, but I felt that it did not fit into the content as well as I would have liked. I have updated the engagement section of my lesson plan to correlate with the changes that I made. Instead of doing the virtual reality video of the Northern Lights, I decided to reiterate the idea of texture. We had talked about texture during my art lesson, and I wanted to make sure the students understood the concept. I gave each table a few cotton balls, so each student would get one. I asked them to explain the texture or feeling of the cotton ball. The students provided me with great answers. I then asked them to touch the collage that they had created and describe the texture of that. Once again, they provided me with good answers. When the students explained the feeling of the cotton ball and their collages, they were using descriptive words. This helped us transition into the writing activity that we had for the day. I feel as if this lesson went great. The students understood the idea of texture from the previous days, and they connected with the descriptive writing content. There were several parts of this lesson that went well. One part that helped keep the students engaged was the cotton ball that I gave them at the beginning of the lesson. It is interesting to observe how a small manipulative, such as a cotton ball, could engage and intrigue learning. Another part of the lesson that went well was the conversation about the "silver dollar" words. The students understood that we use descriptive words like tall, cold, fun, etc. all of the time. Silver dollar words are still descriptive words, but they are not used as frequently; they help paint a better picture of what we are talking about. We then went through the graphic organizer. Instead of telling them where to put everything, I would ask them what they believed each section of the organizer would be used for. The students were able to infer and answer my questions. I thought it was helpful that we went through two examples as a class. The students were able to partake in these two examples instead of just sitting and listening. For this activity, the students were able to learn about silver dollar words; these are descriptive words that are not frequently used. They learned that using silver dollar words, like frigid and towering, helps their stories come to life more than ordinary descriptive words. I know that they learned this because I was able to look at their graphic organizer and observe which silver dollar words they came up with. As part of the graphic organizer, they were supposed to comprise five sentences about their collage that used some of their silver dollar words. I was able to judge how well the students understood this concept by reviewing the sentences that they had come up with. There were a few students that used common words like cold or nice. When I found some of these words on their organizers, I would circle them and ask them to look up this word in their thesaurus. The students were able to do this and find a better descriptive word. If I were to make any changes, I would talk more about a thesaurus. The students had some background information about thesauruses because of one of their other classes, but a few students seemed a little confused about the concept at the beginning of the lesson. Most of the students were able to quickly catch on and understand how to use the thesaurus.

Alterations to Lesson: I removed the Youtube video of the Northern Lights because I felt like it did not tie into what we were going to be talking about. Instead of the video, I changed the engagement piece to an exploration of cotton balls. Students will express what they think the texture of the cotton ball feels like. This will tie into their background knowledge because it is part of the art concept that we talked about the day before. It will also prepare them for the activity. The students will be working on the concept of synonyms. To help them achieve this, they will be using an online thesaurus.