LESSON PLAN OUTLINE

JMU Elementary Education Program

* Kimberly Edmondson
* Cooperating Teacher and School: Laura Gochenour, Wilson Elementary
* Date and Time Lesson is to be Presented: October 11th 2013, During Reading about 1:40
* Date written plan is submitted to the Practicum Teacher: October 9th, 2013

A. TITLE/TYPE OF LESSON : Classroom Creative Writing: 20 Questions Search

B. CONTEXT OF LESSON

Before this mini lesson was conducted, I had a conversation with my practicum teacher about a how the class was working on a creative writing assignment during immersion week. The students had been working on a prompt called “The Day the Scarecrow Came to Life”. I thought that it would be appropriate use the idea of creative writing again with the class since they were having trouble with word choice. This is an appropriate activity for these students at this time so they can practice writing with more descriptive words. This lesson is appropriate to child development because these children are in the concrete operational stage of their development according to Piaget. This means that they are no longer only focus on one part of a problem or situation. They can think about multiple aspects at a time. This is appropriate for this activity because the students will be able to think of an object they are trying to describe and also try and pick and discover more descriptive words. They can do this will the help of a Thesaurus which is a resource that they are not always comfortable with using. Some students are better at this than others. .

C. LEARNING OBJECTIVES

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| Understand – what are the broad  generalizations the students should begin to develop? (These are typically difficult to assess in one lesson.) | Know – what are the facts, rules,  specific data the students will gain through this lesson? (These “knows” must be assessed in your lesson.) | Do – what are the specific thinking behaviors students will be able to do through this lesson? (These will also be assessed in your lesson.) |
| U1- The student will develop a deep understanding of the importance of descriptive word choice in their writing. | K1- The student will understand how to use a Thesaurus.  K2- The student will be able to use descriptive words and use details to describe objects in their writing.  K3- The student will decipher between descriptive words and other nouns and verbs in their writing. | D1- The student will select and object in the classroom and use words to describe its location, texture, size, color, and position.  D2- The student will use their partners clues to identify objects in the room.  D3- The student will notice the relationship between the increase in the ease of finding an object and more description word clues.  D4- The student will increase their ability to use prediction since they will be predicting what object is being described by their partner. |

D. ASSESSING LEARNING

To assess the students learning, the students be writing the clues of their objects that they find in the room. I will be able to help students that are struggling and scaffold their answers by providing them with support or rephrasing how to select and object. I can also prompt them with different things to describe the object so they are able to brainstorm and come up with more of a broad vocabulary. The group members can also provide immediate feedback to the other students when they search for the objects in the room. The students that struggle to find the object will see that their clues of the object were not descriptive enough. I will also record the clues so that we can go through and circle the number of descriptive words that they use.

E. RELATED VIRGINIA STANDARDS OF LEARNING (and NATIONAL STANDARDS if required)

4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.

i) Make, confirm, or revise predictions.

4.4 The student will expand vocabulary when reading.

a) Use context to clarify meanings of unfamiliar words.

b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.

c) Use word-reference materials, including the glossary, dictionary, and thesaurus.

4.4 The student will expand vocabulary when reading.

d) Develop vocabulary by listening to and reading a variety of texts.

F. MATERIALS NEEDED

- Pencils

-Thesaurus

-Paper

The students will be able to use their own paper and pencils. My cooperating teacher has Thesauruses in the classroom that the students can use.

G. PROCEDURE

1. Before the activity begins be sure to have the Thesauruses and an area set up so that the students can be next to their partners and have a way to see all the objects that are in the classroom. This activity would not be appropriate to perform in the hallway because there are not enough details for the students to use.

2. Gather a group of students, whole class or smaller group, in an open area of the classroom.

3. The students will then partner up. The partner they pick will be assessing their clues to the objects in the classroom.

4. In the first round the students pick an object in the classroom and describe it on their sheet of paper.

5. After one minute, their partner will take the paper and try to figure out the object based on the descriptive words they used. This should be difficult since the students did not have too much time.

6. Once the students all guess the object with their partners, they will pick a new object. For the second round the students will have more time. They are able to use the Thesaurus to find synonyms and more descriptive words.

7. The students will switch sheets with their partners once again. They will circle all the descriptive words from both parts. The second turn should have more. This should be apparent to the student as the second turn is easier for them to identify the object.

H. DIFFERENTIATION

To help all the learners in the group, I can provide questions to prompt their thinking. For example, if a student is stuck with their writing, I can ask them, “what about its location, position, color, texture, size or function?” The struggling student would be able to answer these and think more about them. Also, if the student is struggling to look up a word in the Thesaurus I can provide them with the spelling or help them figure out the spelling of the words.

I. WHAT COULD GO WRONG WITH THIS LESSON AND WHAT WILL YOU DO ABOUT IT?

Something that could go wrong with this lesson is that the students will not pick objects that are noticeable in the classroom. If they pick an obscure, random thing, it may be very hard for their partner to find the object even if the student used descriptive word choice and provided excellent clues.

Another thing that could go wrong is that the student takes too long to pick an object. If this happens I can give the students a count down so that they must pick an object in a certain amount of time so that the class time is not wasted. The students do not have that long of a reading and writing time before they go to power-up.

Lesson Implementation Reflection

As soon as possible after teaching your lesson, think about the experience. Use the questions/prompts below to guide your thinking. Be thorough in your reflection and use specific examples to support your insights.

I. How did your actual teaching of the lesson differ from your plans? Describe the changes and explain why you made them.

The actual teaching of the lesson differed from my plans slightly because the students kept wanting to play the game. They also thought the original idea was to prevent their partner from guessing the object. I had to clarify that they wanted their partner to guess the object. Because of this we had to “play” or write for an extra round.

II. Based on the assessment you created, what can you conclude about your impact on student learning? Did they learn? Who learned? What did they learn? What evidence can you offer that your conclusions are valid?

Based on the assessment I created, I can see that the students all improved their description and word choice. By the circling the descriptive words the students can see quantitative amounts of the number of the effective words they found in the Thesaurus. This is good feedback for them as well as me. The students all improved in the number of descriptive words. This is due to the use of the Thesaurus and any aid that I provided to them.

III. Describe at least one way you could incorporate developmentally appropriate practice in a better or more thorough way if you were to teach this lesson again.

One way that I could incorporate developmentally appropriate practice in a better or more thorough way if I were to do this lesson again would be to have the students is to see which types of creative writing they are trying to develop in the classroom. This would allow the students to practice concepts which are beneficial to their own writing.

IV. Based on the assessment data you collected, what would you do/teach next if you were the classroom teacher?

Based on the assessment data that I collected, I would next teach the part of the SOL that deals with clarifying and understanding unknown words. Some of the students need to develop their vocabularies more to determine the meaning of the words.

V. As a result of planning and teaching this lesson, what have you learned or had reinforced about young children as learners?

Something that I learned from this lesson is that the students can come up with very insightful words to prompt the thinking of the other students. Sometime I think I underestimate the students in their abilities and I should not. Some of the students are on reading levels to the twelfth grade and they have the vocabularies that match the words they are familiar with.

VI. As a result of planning and teaching this lesson, what have you learned or had reinforced about teaching?

This showed me that there are ways to teach descriptive writing and how to use effective word choice that are not boring to the students. In this activity the students were able to get excited and share their descriptions of objects with their partners. Most of the students were very engaged and really enthusiastic to see if the other person would discover their object.

VII. As a result of planning and teaching this lesson, what have you learned or had reinforced about yourself? After teaching this lesson, I felt like that the students will listen to me more as an authority figure in my practicum class. The students were able to spend more time with me over immersion week and become more comfortable asking me questions about different things. This was also seen in my mini-lesson because the students wanted my approval of the words they were choosing. They would often call me over and secretly tell me their ideas so that the partner would not over hear.