**College of Saint Mary**

**Lesson Plan Format with Evidence of Student Learning Analysis**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title:** Put Tired Words to Bed! | | | | |
| **Your name:**  Miranda Benge | **Age or Grade Level:**  2nd grade | | **Integrated Disciplines/Subjects:**  Writing | **Time frame for Lesson:**  20-25 minutes |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| LA 0.1.5.e with adult guidance, determine word meaning using reference materials and classroom resources.  LA 2.1.5.e Locate words and determine meaning using reference materials  Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms, multiple meanings) to determine the meaning of words, aid in comprehension, and improve writing.  LA 2.1.5.b Identify and use context clues (e.g., word and sentence clues) and text features to help infer meaning of unknown words. | | | | |
| **Objective**  Students will learn a variety of new synonyms for 8 words that are overused in writing (overused words include: good, bad, nice, sad, like, mad, pretty, big). | | | | |
| **Assessment:**  The assessment will take place as an end of lesson discussion. The teacher will have each group go over what words they found to replace their assigned tired word. Each group will use one of their words to replace the tired word in the pickle paragraph. | | | | |
| **Materials:** *Include any materials that will be essential to conducting the lesson.*  -Pickle story for sample of tired words used in a paragraph  *I like eating pickles. Whenever I eat a good pickle, it makes me happy. My mom is nice. She buys me my own pickle jar. She buys me big pickle jars, never the little ones. When I finish eating all my pickles I am very sad. It’s not a bad thing when I run out because I always have a backup pickle jar in the pantry.*  -Beds with tired words  -Markers  -iPads | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:**  The teacher will introduce the topic by reading a paragraph with words being used that are used all the time. The teacher will sigh and go, “I think these words are getting tired of being used in my writing.” The teacher will ask the students, “don’t you think these words are getting tired? What could we do with our writing to make it better? Our job today is to look for spicier words and put tired words to bed. I am going to give you an example by using the tired word, good. Here is how I use the thesaurus on the iPad.  “Using a thesaurus and finding words to replace tired words will help enhance my writing and help me become a strong writer.” | | | | |
| **Input/Modeling/Guided Practice/Check for Understanding:** *The following section must include all of the steps the teacher needs to do in order to carry out the lesson and must also include all of the responses and activities that students will be expected to do.*  ***DETAILS*** *are important here in order to demonstrate your thinking of what this will look like in the classroom. Write this section so that the lesson could be easily replicated.* | | | | |
| **Teacher will do:**  -Go over a paragraph that has many tired words in it.  -Introduce tired words in the paragraph  -Tell the class that they have been writing so many wonderful stories. As writers, we always continue to become better writers. Mrs. Dolezal and I have been seeing some words over and over again. These words are called tired words.  -Ask how they can make the paragraph better. Go over the meaning of synonym.  - Today we are going to put the tired words to bed!  -Show an example on how to use a thesaurus to find a better word for the tired word.  -After modeling expectations of the activity, the teacher will divide the class into 7 groups of 2-3 around the room.  Groups:   1. Will, Ava, Aaron 2. Lexi, Charlotte, Dominic 3. Brody, Maria, Addison 4. Owen, Emma, Caden 5. Ellie, Mayley 6. Karter, Lucy, Brooklyn 7. Taylor, Zach, Carson   -Walk around to make sure students are engaged and understand the use of the online thesaurus.  -Have students come back to their seats  -Have each group share their words they found.  -When students are sharing their new words the teacher will write the words bigger on the board so students can see them.  - The teacher will ask for the students to help pick some of the new words to change the first pickle paragraph.  -The teacher will review the lesson and show them where the tired words will be hung up in the room. She will also mention that they can look at the beds to use when for reference when writing. | | **Student will do:**  -Listen to teacher introduce lesson  -Answer questions teacher asks about the paragraph and tired words.  -Follow along on how to use an online thesaurus  -Get into their groups around the room.  -Look up words on the iPad with their group. They will use a kid’s thesaurus online.  -Write the synonyms for the assigned words on the bed handout.  -Go back to their seats when the teacher gives directions to do so.  -Go up with their group and share the words they wrote down to replace the tired word.  -Listen to groups share  -Go over the pickle paragraph to make the paragraph stronger with the new words.  -Suggests words that would work in the paragraph  -Locate where the beds will be in the classroom. | | |
| **Closure:** The teacher will refer to where the words will be sleeping and where you can find the new words in the classroom. She will tell them that when they are writing and they come across a tired word to look up at the wall and use a different word in place of the tired word. | | | | |
| **Differentiation:**  Student with speech articulation concerns: The teacher will ask the student questions while completing the activity in their group. The questions will help formulate answers if called on during whole group discussion.  Student with ADHD: The student will be paired with a partner to help them achieve the goal of completing the task or the teacher will assist the student with guiding them when needed.  Enrichment: Students who finish early can start a new story in their journal using the spicy words they found as they wait for the lesson to continue. | | | | |
| **References:**  [**www.kidthesaurus.com**](http://www.kidthesaurus.com)  **Teaching with TLC website** | | | | |
| **LESSON CONTENT AND STRATEGIES** *.* | | | | |
| **Content Knowledge:** Students have been using their writing notebook for learning new ways to enhance their writing and doing their own quick writes along with journaling. They already know what their writing notebook is for and the purpose of it—to become better writers.  **Teaching Methods/Strategies:**  The teaching methods I chose are whole group and partner work. I believe that it is important to have class discussions so that students can learn together and learn from each other. It is also important for students to work in groups so the students can communicate and finish a task together. I will walk around when they are in groups to see if they need any help or need anything explained.  **Reflection**  This lesson went very well. The students were engaged with the activity. The students worked well in their groups that were assigned. The iPads were handled respectfully and were used to fulfill the activity requirements. At the end of the lesson the students knew how to use a thesaurus to look up better words for tired words. | | | | |

Updated by Dr. Melanie K. Felton

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