

SOLAR LESSON PLAN FORMAT

Age Level: 3rd

Subject(s) Area: Language Arts

Materials Needed:

- 5 blank notecards
- 5 notecards with different movie titles
- whiteboard and whiteboard marker for each group
- expressions
- synonym worksheet (pg. 95)
- access to YouTube

Standards:

Code and description: L.5.3

Demonstrate understanding of word relationships and nuances in word meanings.:

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

Objectives:

Cognitive Level of Lesson (Bloom's Taxonomy): Students will be able to identify what a synonym is and look up synonyms in a thesaurus. Students will also have an understanding of why synonyms are used.

Learning Activities:

Opening Element:

1. Students will be asked to read the paragraph on the board.
 - a. "School is great. My teacher is great. Learning is great."
2. Students will then be asked to identify the *adjective* or word that is repeating itself within each sentence. (Adjective- a word that can describe a noun.)
3. Teacher will ask the students to identify the reason that we should not only use the word great.
 - a. Boring, make the story more interesting, makes it repetitive
4. Ask students if they know the name of a word that means nearly the same thing as another word.
 - a. Point out that we learned about the opposite of a word yesterday and that was called an antonym.
5. Synonym- a word that means the same, or almost the same, meaning as other words.

Technology:

- YouTube video: <https://www.youtube.com/watch?v=ccMwMA49mRY>
- Expressions

Required Vocabulary:

- Thesaurus
- Synonym
- Antonym

Instructional Methods:

1. Students will be asked if they know of a resource that can help them find a synonym.
 - a. Thesaurus- A book that lists the synonyms of words.
2. Students will be shown a video on thesauruses.
 - a. Gives some insight into what a thesaurus is used for
3. Students will be released by rows that are quite to go and grab a thesaurus.
4. When all of the student have returned I will have them open their thesaurus and make some observations.
 - a. Looks like a dictionary
 - b. In alphabetical order
5. I will then ask them to look up the word great, because we are going to make our sentence form earlier more interesting by finding some synonyms for the word "great".
6. Students will be asked to give a thumbs up when they have found the word.
 - a. Students will then be asked to take out their expressions and type in one of the words they found to replace that word. (formative assessment)
 - i. Form this formative assessment I will get an idea of who will need help on our next activity.

Guided Practice Strategies:

1. Students will then be told we will play a game using synonyms.
 - a. Students will be put into groups based on their row.
 - b. Groups will need to find a place in the room that is visible to me. (take thesaurus with you)
 - c. Once students find their place they will have their heads down quietly waiting for the next direction.
 - d. When all the groups are ready I will hand them two notecards and a whiteboard. (students are not to touch the notecard until they are told)
 - i. One notecard will be blank and the other will have the name of a movie on it.
 - e. Students will then be given directions.
 - i. Each group was given a different movie title on a notecard and a blank notecard.
 - ii. Your job is to find a synonym for each word in the movie title to make a new title. (example; ...)

- iii. Once you have your new title you will write it on the new notecard and put your head down while you wait for the other groups.
 - iv. Once everyone has finished writing down their new title we will rotate the name of the movie to the next group for them to guess.
 - v. Make sure you only pass the notecard with the new title. We do not want to give away the actual title.
 - vi. We will continue with the heads down and waiting activity until we have gotten through all the groups or at least as many groups as time allows. Students will be writing what they think the names of the movie titles are on their whiteboard and not erasing.
 - vii. Once we have gotten through as many rotations as we can we will have students share what their actual titles were.
- f. Students will be asked to have their heads down and be waiting to be dismissed from their groups one at a time.
- i. Quiet groups will be asked to sit quietly. Those sitting quietly will throw their notecard away and set their whiteboards on the back counter.
 - ii. They will then transition to their desks. Where they will be given their worksheet on synonyms. (Summative assessment)

Independent Concrete Practice/Application: Independent practice occur during the following lesson.

Differentiation:

- Could you have people work together, lower or higher in groups for game.
- Students could be given a list of possible synonyms for the words.

Wrap-Up: Wrap up the lesson:

- Having students share their actual movie title and talk about what others came up with.

Assessment:

Formative: Using the expressions to test if the students are able to find a synonym in a thesaurus.

Individual Measurability: Keeping track of how each student does with the expressions and printing off the data.

Summative: Worksheet on synonyms (pg.95)

Reflection:

I think this lesson went pretty well. I felt like the students had fun and learned while doing so. I would probably make this lesson a two-day plan. The thesaurus part was a little more difficult for them to figure out than I had thought it would. I felt that some students were still a little confused after the thesaurus part of the lesson. Most of them did figure it out after the game though. It is something I would for sure review if I would have had the class the next day. All in all, I think the lesson went well.