

Instructional Objectives & Assessment:

Instructional Objectives (Students will be able to...)	Assessment
<ul style="list-style-type: none"> Students will be able to work together to find adjectives within a thesaurus Students will be able to work together to write down exciting adjectives Students will be able to work cooperatively with others and listen respectfully to their ideas 	<p>I will assess the students on their overall effort and cooperation with their peers</p> <p>I will assess the students on their effort of writing down the adjectives they found in the thesaurus</p>

Prerequisite Concepts and Skills:

<p>Students must be able to understand the meaning of adjectives</p> <p>Students must be willing to use a thesaurus with a partner (or individually)</p>
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Indigenous Connections/ First Peoples Principles of Learning:

<p>Some Indigenous Connections or First Peoples Principles of Learning within this activity involve: Learning takes time and patience. Using a thesaurus is something that is not common and many students may not know how to use them. Therefore, this lesson will include lots of patience and time to understand the assignment.</p> <p>Learning ultimately supports the well being of the self, the family, the community, the land, the spirits, and the ancestors. The students will be working with classmates to learn from and with each other. They will share their ideas with their peers and all respectfully listen and participate.</p>

Universal Design for Learning (UDL):

<p>This lesson involves many types of learning styles such as oral, visual, and kinesthetic. The students will be working in pairs to help support a positive learning environment because they will be using a thesaurus (which they are not used to). This will allow for most students to hopefully be engaged throughout this lesson plan.</p>
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Differentiate Instruction (DI):

<p>For this lesson, students will be working in pairs to help each other learn and understand more interesting, uncommon adjectives. If a student gets overwhelmed, they will be able to work individually or with myself. I will ensure I am walking around the class checking on if students need any clarification or need any help.</p> <p>Answering questions in front of the class is completely voluntary to ensure no student feels pressure or is uncomfortable in the environment.</p>
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Materials and Resources

<ul style="list-style-type: none"> -Piece of paper for each group of 2 -Thesaurus for each group of 2 -Pencil/pen/marker for each group of 2

Lesson Activities:

Teacher Activities	Student Activities	Time
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<p>Introduction:</p> <p>I will ask the students if they remember what an adjective is</p> <p>I will teach the students what a thesaurus is and how to use it with a partner</p> <p>I will give an example on the board with the word “big” and get the students to look at their thesaurus with a partner to find alternative words</p> <p>I will go over what words the groups have found at the front of the class</p>	<p>The students will participate in the conversation if they wish to</p> <p>The students will reflect on what they have learned about adjectives so far</p> <p>The students will work in pairs to find more exciting words that mean the same as “big”</p>	~5-10 mins
<p>Body:</p> <p>I will give the each pair of students a word such as “good, nice, small, pretty, awesome, bad” and ask them to look into the thesaurus with their partner</p> <p>I will ask them to try to find unique words that they do not hear as often the common ones</p> <p>I will ask the students to make a list of 5-10 exciting adjectives for their specific word</p> <p>If a pair finishes early, I will give them another word to research</p>	<p>The students will work cooperatively with their desk mate to come up with a list of more exciting adjectives for the common adjective that is assigned to them</p> <p>The students will understand that a thesaurus can help them become more creative in their writing</p>	~10 mins
<p>Closure:</p> <p>I will ask the students to do a silent gallery walk around the class to look at all of the adjectives their classmates came up with</p> <p>I will ask students to share their favourite word they discovered</p> <p>I will summarize how important descriptive words are and highlight that using unique words that have the same meaning can make their own writing more creative</p>	<p>The students will participate in the silent gallery walk to support their other classmates work and to see what other students came up with for more exciting adjectives</p> <p>The students will participate in the end conversation if they wish to</p>	~5 mins

Organizational Strategies:

- Students will work with their desk partner (or individually or in a group of 3)
- Students will share a thesaurus with their desk partner

Proactive, Positive Classroom Learning Environment Strategies:

- I will encourage students to think deeply about adjectives
- I will thank students for contributing their ideas to the lesson
- I will encourage students to further their thinking by both helping and explaining further instruction if it is needed

Extensions:

- If students finish extra early, I will ask them to create a sentence with one of the adjectives they found in the thesaurus.

Reflections (if necessary, continue on separate sheet):

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