

Bachelor of Education (Elementary) Mini-Lesson Plan

Lesson
Title: Exciting Adjectives!
Lesson# 3
English
Language

November
10^{th,} 2021
Lesson# 5
Lesson# 6
Lesson# 7
Lesson# 10^{th,} 2021

Name: Lauren Davis Subject: Arts Grade(s): 5/6

Rationale:

This lesson is important because it will ensure that each student has a better, deeper understanding of what an adjective is. The students will be using a thesaurus to figure out more complex, unique adjectives that mean the same as common ones.

Core Competencies:

Communication	Thinking	Personal & Social
Students will work collectively to combine their efforts with those of others to effectively accomplish learning and tasks.	Students will evaluate their thinking and will reflect on their creative ideas in order to decide which ones to develop. They consider whether their	Students build and maintain diverse, positive peer and intergenerational relationships while working cooperatively with eachother.
Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. This lesson allows students to have impactful conversations with the class and one another.	idea would ultimately support the well-being of self, community, and the land. In this case, the students will decide what adjectives will be best fit to the specific activity.	Students identify and develop an appreciation for different perspectives on issues. Students will respectfully listento their peers contributions.

Big Ideas (Understand)

Grade 5- Using language in creative and playful ways helps us understand how language works. **Grade 6-**Developing our understanding of how language works allows us to use it purposefully. **Grade 5&6-** Language and text can be a source of creativity and joy.

Learning Standards *Cut and paste standards from the curriculum documents*

(DO) (KNOW)

Learning Standards - Curricular Competencies **Learning Standards - Content** Grade 5 Grade 5&6 C1- Story/text- literary devices, literary CC1- Access information and ideas from a elements (adjectives) variety of sources and from prior knowledge to build understanding C2- Strategies and processes-CC16- Use language in creative and metacognitive strategies playful ways to develop style Grade 6 **CC1-** Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability **CC10-** Understand how literary elements. techniques, and devices enhance and shape meaning

Instructional Objectives & Assessment:

Instructional Objectives (Students will be able to)	Assessment
 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 	I will assess the students on their overall effort and cooperation with their peers I will assess the students on their effort of writing down the adjectives they found in the thesaurus

Prerequisite Concepts and Skills:

Students must be able to understand the meaning of adjectives Students must be willing to use a thesaurus with a partner (or individually)

Indigenous Connections/ First Peoples Principles of Learning:

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.

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 eachother. They will share their ideas with their peers and all respectfully listen and participate.

Universal Design for Learning (UDL):

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.

Differentiate Instruction (DI):

For this lesson, students will be working in pairs to help eachother 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.

Answering questions in front of the class is completely voluntary to ensure no student feels pressure or is uncomfortable in the environment.

Materials and Resources

- -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

Introduction: I will ask the students if they remember what an adjective is I will teach the students what a thesaurus is and how to use it with a partner 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 I will go over what words the groups have found at the front of the class	The students will participate in the conversation if they wish to The students will reflect on what they have learned about adjectives so far The students will work in pairs to find more exciting words that mean the same as "big"	~5-10 mins
Body: 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 I will ask them to try to find unique words that they do not hear as often the common ones I will ask the students to make a list of 5-10 exciting adjectives for their specific word If a pair finishes early, I will give them another word to research	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 The students will understand that a thesaurus can help them become more creative in their writing	~10 mins
Closure: 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 I will ask students to share their favourite word they discovered 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	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 The students will participate in the end conversation if they wish to	~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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