

## Define it Detective! (Sensory Language, Concept Attainment)

**Learning Segment Focus: Narrative Writing**

**Lesson 1 of 1**

**Topic: Imagery**

**Date: NA**

**Grade: 6**

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will formulate their own definition of sensory language based on its attributes.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	In previous lessons, students have learned the importance of story telling. Now that the students understand why we tell stories, they will begin to learn how we tell effective stories.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	Story telling is important in all backgrounds.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p><b>W.6.3.D</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p><b>W.6.3.B</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	Sight, smell, touch, see, taste, sensory, attributes
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### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	Graphics and word wall for the five senses after we have defined imagery.
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### Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	<ul style="list-style-type: none"> <li>• Computer</li> <li>• projector</li> <li>• Imagery Concept Attainment PowerPoint</li> <li>• Stickers</li> <li>• White board or poster</li> </ul>
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	<ul style="list-style-type: none"> <li>• Expo markers or regular markers</li> <li>• Padlet</li> </ul>
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Padlet access</li> </ul>

**Lesson Timeline with Instructional Strategies & Learning Tasks**

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)										
10-15 min	<p><b>Introduction:</b> Explanation of activity, examples/non examples Example: Starch (food group)</p>	<p>Explain to students: today we are going to study a mystery tool that writers use to tell stories.</p> <p>This tool isn't a secret but because I am not going to tell you the name of this tool, it remains a mystery! I will present you with things that are an example of this tool and things that are NOT an example. The examples, I will call "yes examples" and the non-examples I will call "no examples".</p> <p>If during our lesson you think you have solved the mystery, do not share with you neighbor...if you think you may forget it, feel free to take a secret note in your journals.</p> <p>Before we begin looking at the yes and no examples for our mystery tool, I want to demonstrate what we will be doing by using something a little more familiar.</p> <p>Instruct students to pay attention to what the yes examples have in common, not to worry about what the no examples have in common; they are more of a roadblock that says, "no don't go that way".</p> <p>***Present presentation ---this slide will have examples (cake, brownie, and non-examples</p> <table border="1"> <thead> <tr> <th>Yes Example</th> <th>No Example</th> </tr> </thead> <tbody> <tr> <td>Macaroni</td> <td>carrot</td> </tr> <tr> <td>Bread</td> <td>Yogurt</td> </tr> <tr> <td>Rice</td> <td>Lollipop</td> </tr> <tr> <td>Baked Potato</td> <td>Ham</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• I will lead student through discussion of what the yes examples have in common. Students may begin to group the yes examples as "sides", but I will provide more examples/nonexamples until we come up with a definition of the starch food group.</li> </ul>	Yes Example	No Example	Macaroni	carrot	Bread	Yogurt	Rice	Lollipop	Baked Potato	Ham
Yes Example	No Example											
Macaroni	carrot											
Bread	Yogurt											
Rice	Lollipop											
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		Asks students to give a thumbs up, side, down, if they understand the process, we went through to define the “mystery concept”.
30min	<p><u>Instruction:</u> Students and teacher will go through the PowerPoint of yes and no examples and discuss a definition that describes the group of words until they reach the definition similar to</p> <p>Words that describe what a character sees, smells, hears, feels (physical touch), or tastes.</p>	<p>Present students with the first few yes/no examples and ask them to think about what they have in common.</p> <p>Provide the next few examples that are different and see if students can begin to describe the different attributes of the yes examples</p> <p>As we discuss the attributes of the yes examples, I will add into the conversations what the students need to reach the definition of imagery.</p> <p>Students will create their own definition of this concept.</p> <p>Once the students have a good definition of the concept, I will present the concept, sensory details, to them and provide the book definition.</p>
5-10min	<u>Closure:</u> Students will respond on Padlet	<p>I will be walking around and answering questions while students write 2-3 sentences using imagery on Padlet.</p> <p>(Students and I will later read each other’s sentences and provided feedback)</p>

**Technology Integration**

<p>Provide your <b>rationale</b> for your technology choices that accurately reflects those choices within your teaching context. <b>Identify</b> what technology(s) you are using as part of your lesson plan. <b>Describe</b> how the use of technology aligns to your learning objectives, content standards, and central focus. <b>Explain</b> how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). <b>Specify</b> how the technology selections meet or exceed the needs/strengths of all students. <b>Justify the “fit”</b> of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p><b>I chose to use a power point to present the examples and non-examples for concept attainment because I can control how many examples are revealed at a time and which PowerPoint is a software that is common in most school districts (so it is accessible).</b></p> <p><b>With the examples being presented one at a time, students will be able to focus on the attributes of the examples and formulate their definition.</b></p> <p><b>I chose to use Padlet as a form of assessment because peers can critique one another, and I can provide immediate feedback to the students.</b></p>
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**Accommodations/Modifications**

How might I <b>modify</b> instruction for: <i>Remediation?</i>	. For the students that need it, I would provide a handout of questions to ask yourself about the attributes of the yes examples.
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<p><i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i>                  (All students who have plans mandated by federal and state law.)</p>	
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Provide ESL learners with Spanish translation of examples.                  Yes, examples are in blue, no examples are in red.                  Yes, will have a checkmark, no will have a circle marked through.</p>
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**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<p><input checked="" type="radio"/> Formative / <input type="checkbox"/> Summative</p>	<p>Thumbs Up, middle, down to see if students are on board with the activity.</p>
	<p><input checked="" type="radio"/> Formative / <input type="checkbox"/> Summative</p>	<p>Discussion about changing definition</p>
	<p><input checked="" type="radio"/> Formative / <input type="checkbox"/> Summative</p>	<p>Students will write 2-3 sentences using imagery.</p>

**Research/Theory**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b>.</p>	<p>Developed by Jerome Bruner, concept attainment engages students' critical thinking skills as the lesson begins and encourages then through inquiry to group together characteristics of a concept. This allows them to understand the "what" and "how" of shy concept.</p> <p>I chose this model to teach students about imagery because once students understand what imagery is and how to spot it, they will be able to write it.</p>
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**Lesson Reflection/Evaluation**

<p>What went <b>well</b>?                  What <b>changes</b> should be made?                  How will I <b>use assessment data</b> for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&q=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;  
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