

Lesson Plan

Student name: Elizabeth Wood

Subject/Topic: Adages

Standard and Indicator

5.RV.3.2 Analyze the meanings of proverbs, adages, and idioms in context.

Class/grade: 5th

Date to be taught: 4/5/2017

Co-Teaching Strategy: One teach, one assist

Materials

1. Teacher
 - a. SMART board
 - b. Concept Map (x24)
 - c. Copy of *The History of Money* (x24)
 - d. Copy of *Where's Brownie?* (5)
 - e. PowerPoint with adages
 - f. Dum Dum Suckers
2. Student
 - a. Pencil
 - b. Paper

Objectives

1. The students will identify and interpret the meaning of the adage in the text.

Motivation

1. The teacher will write no risk, no gain on the whiteboard.
2. The teacher will show the students a YouTube video called, "One of the BEST Motivational Videos I've ever seen!" This video states how many leaders, inventors, musicians, etc., became successful because of their failures.
3. Once the video is over, the teacher will tell the students that these successful people would have never accomplished anything if they did not take the risk to overcome their failures.

Goal for Learner

1. "Today we are going to learn about adages. We will learn how to find them in text and figure out what they mean."

Content and Procedures

1. Teacher Content
 - a. Adages are a part of figurative language.
 - b. Authors use figurative language to spice up their stories.
 - c. Adages are wise old sayings that most people believe.
2. Procedure
 - a. The teacher will explain that the students will be in groups of three.
 - b. The teacher will give the students a minute to come up with a team name.
 - c. The teacher will explain the rules of the game, while the teacher displays the PowerPoint on adages.
 - i. The students will have a minute to look at the adage on the screen and determine its meaning.

- ii. Once the students have their meaning, they will write down their answer on a piece of paper.
- iii. The students will then raise their hands and wait patiently for the teacher to check their answer.
 1. If their answer is right, they will receive one point.
 2. If their answer is wrong, then they will not receive one point.
- iv. The teacher will write the scores on the whiteboard.
- v. At the end of ten rounds, the team or teams with the most points win.
- d. The teacher will ask if anyone has any questions about the game.
- e. The teacher will answer any misunderstanding.
- f. The teacher will model the first adage on the screen by thinking aloud to ensure that the students understand what they will be doing.
- g. The teacher will explain that some of the adages will be challenging, but think the students are up to the challenge.
- h. The teacher will begin the first round and continue until round ten unless too much time has passed.
- i. Once the ten rounds are over, the teacher will give the winning group Dum Dum Suckers and Dojo points.
- j. The teacher will have the paper passers pass out *The History of Money*, and the concept map, while the teacher passes out *Where is Brownie?*
- k. The teacher will choose students to read one paragraph in *The History of Money*.
- l. The teacher will tell the students to look at the concept map.
- m. The teacher will explain to the students that they will be finding three adages in *The History of Money* and explain what it means.
- n. As a class, they will find one adage together and describe what it means based on the context clues.
- o. The teacher will give the students five to ten minutes to work on the concept map based on their story.
- p. The students will work individually to find two adages in the text by circling them. Once the students have found the adages, they will write the adages and their meaning on the concept map provided.
- q. After five to ten minutes, the teacher will tell the students that if they did not finish the concept map, then it will be homework.

Practice/Application

1. As a group, the students will determine the meaning of the adages on the PowerPoint presentation.
2. The students will work independently on the concept map that goes with *The History of Money* or *Where is Brownie?*

Evaluation of student learning

1. The teacher will walk around the room checking the students' adages meanings.
3. The teacher will observe the students as they work on the concept map that goes with *The History of Money* or *Where is Brownie?*
2. The teacher will grade the concept map the following day once the students turn in their homework.

Closure

1. "Great job today! We learned that adages exist all around us. We learned what adages are, how to identify them in text, and interpret their meanings. Now that we know what an adage is, why do authors use adages? How do we identify them in a text? How do we determine what an adage actually means? Everyone did an amazing job today!"

Accommodations

1. Students with Special Needs:
 - a. To accommodate students with special needs, the teacher will give them enough time to fully understand the concepts and the directions. Students may work with a buddy to complete this activity.
2. Students who are Gifted and Talented
 - a. To modify for students who are gifted and talented, the students will receive a more challenging story called *Where's Brownie?*

Resources

- August, D. (2014). Money matters. In *McGraw-Hill reading wonders reading writing workshop* (Vol. 4, p. 431). Bothell, WA: McGraw-Hill Education.
- Col, J. (2005, January 1). Adages. Retrieved April 2, 2017, from <http://www.enchantedlearning.com/proverbs/>
- Proverbs and adages (common core). (2015, January 1). Retrieved April 2, 2017, from <http://flashmedia.glynn.k12.ga.us/Greer.cfm?subpage=46090>
- Warner, J. (2015, January 31). Adages. Retrieved April 2, 2017, from <http://mrswarnerarlington.weebly.com/adages.html>