

MANCHESTER COLLEGE

Education Department

LESSON PLAN by: Lauren Bailey

Lesson Title: Connections Length: 30 minutes

Age or Grade Intended: Fifth Grade

Source: http://www.educationworld.com/a_lesson/lesson/lesson346.shtml

Academic Standards:

- English 5.4.11 – Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.
- English 5.7.1 – Ask questions that seek information not already discussed.
- English 5.7.5 – Clarify and support spoken ideas with evidence and examples.

Performance Objects:

- Given a Venn Diagram, the students will compare their lives to the lives of other students in their group by listing 9 out of 9 ideas.

Advanced Preparation by the Teacher:

- Create a list of groups with three students in each group
- Create an overhead of the Venn Diagram
- Create enough Venn Diagrams for each student in the class
- Create a sample Venn Diagram already filled in with information

Procedure:

Introduction/Motivation:

- Since this is the first day of school, explain to the students this activity will be a way for everyone to get to know each other.

Step-by-Step Plan:

- Brainstorm with the class questions they could ask each other or topics that might be similar in their lives (*Interpersonal Intelligence*).
- Ask the students to create a list of ideas that make them unique (special) on their own scrap sheet of paper (*Intrapersonal Intelligence*). Allow the students 3-5 minutes to brainstorm on their own.
- The teacher will share her own list of ideas, and have a few students share their ideas with the class. (*Linguistic Intelligence*)
- Pass out the worksheet.
- Share with the students the meaning of a Venn Diagram, and show them the example. (*Spatial Intelligence*)
- Read through the directions with the students.
 - (*Linguistic Intelligence*)
- Split the students into groups.

- Allow the students to work in groups for 10-15 minutes (*Interpersonal Intelligence*). Walk throughout the classroom and met with each group to see the Venn Diagrams they have been creating.
- Ask questions while meeting with each group such as:
 - Describe your typical day (*Knowledge Question*).
 - Compare what you like to do to what someone else likes to do (*Analysis Question*).
 - Explain how you are similar to another student (*Comprehension Question*).

Closure:

- Ask each individual student to share with the class one idea that makes them unique. (*Linguistic Intelligence*)
- Ask each group to share with the class what unites them as a group. (*Linguistic Intelligence*)
- Explain to the class this activity helps us to see even though we all have differences, we are still connected in through several different areas in our lives.

Adaptations:

- The students will see an example of a finished Venn Diagram.
- The students will read through the directions together, asking necessary questions.
- The students will brainstorm topics to talk about in their groups in the large class setting.
- The students will have a list of topics prepared to discuss within their small groups.

Enrichment: The students can list additional ideas they find in common with one another. Additionally, students can list additional ideas they do not have in common with one another.

Self-Reflection:

Before I presented this lesson to the students, my cooperating teacher and I sat down together to go over this lesson. My cooperating teacher had some great advice that I was able to use in the lesson.

I thought my lesson went rather well. It took forty minutes, instead of the thirty minutes I had planned. Because of this, I realized I needed to do was stick to my time limits. I went over the time limits I had given the students and it allowed the lesson to drag out too long. Also, because of the time limits, I think putting three ideas in each space is one too many. If I were to do this lesson again I would have the students put at least two ideas in each space, and write down extras if there is time.

During the lesson I skipped over the example Venn Diagram because I thought the students had a good grasp on what to do. But, after I had give the students five minutes to work in groups I realized the students did not understand

the directions. So, I went back and did the example for the class. After the example the class really understood what to do, and there were not as many problems.

I also realized that I did more Bloom's questioning at the beginning of the lesson when the students created their ideas, instead of asking questions within the group time. So, if I were to change this lesson I would make sure I did the Bloom's questioning at the beginning of the lesson.

Finally, the last thing I need to do is make sure all of the students are paying attention to me when I am giving directions. By doing this I will know each student is listening to the directions that I give the first time and I will not have to re-explain them.

Overall, though, I was impressed with the student's abilities to complete the assignment and the way it helped the students realize even though they all had similarities and differences it was okay. It is those similarities and differences that make each of them special.