The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for ELA Unit 4 – 5th Grade

Grade: 5
Topic: Grammar Conventions/Vocabulary- Parts of Speech/Dynamic Vocabulary Review
Instructional unit: “It’s A Matter of Opinion”
Contributed By: Robbin Temples, Wendy Hubbard, Mary Butler, Lakisha Oliver Gilford, Lilli O’Connor Drawdy

The task: Students will participate in a “carousel” activity as they review parts of speech and produce word choices that lift the level of vocabulary they will use when speaking and writing. To begin this lesson, the teacher will ask a student to listen very closely as he/she reads three sentences. The first sentences will use very basic, bland vocabulary. (For example, “The white dog ran down the street.”) The second sentence will use rich, vivid vocabulary. (For example, “The large, ferocious Doberman raced down the alley.”) The third sentence will again use rich, vivid vocabulary, but will create a very different mental image for students. (For example, “The tiny poodle pranced across the highway.”) Asking the students how the images changed with the sentences, the teacher will ask students to provide responses that show an understanding of how richer vocabulary builds a clearer vision for the reader. Responses should also show that the students understand how changing the word choices will alter the reader’s mental image.

The teacher will divide the class into cooperative work groups. Students will work together to generate a list of specific verbs that could be used to replace the general noun. (They may be given a separate sheet of paper or index cards for each general verb.) One person in each group will act as the recorder; this person is given a colored marker. (The teacher may want the other group members to help by calling out the words when the recorder is at the poster.) The teacher will explain that each group will have one minute to write all the specific verbs their group generated. At the end of a minute, the teacher will announce, “Stop,” and students will rotate to the next poster. As they move to the next poster, they will need to read the verbs that have been written. They will not write any verbs that have already been written on that particular poster. The activity will continue until all groups have had an opportunity to write their verbs on each poster. The posters may be displayed to be used as references tools for students during writing sessions.

As a conclusion to this task, the class may discuss how the specific verbs would help a reader to see mentally what the writer intended him/her to see as the writing was read.

No Differentiated Instruction Needed

Focus Standard:
ELA5C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student
a. Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
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Circumstances of the assignment/Notes to the Teachers: Before teaching the lesson, the teacher will post four sheets of poster paper on the walls of the classroom. Prior to teaching the lesson, the teacher will have three sentences written on the board or chart paper. (An explanation and examples of the sentences are included in the lesson above.) Several sheets of chart paper will also be prepared and posted on the classroom walls. To prepare the chart paper, a general action verb is written at the top of each page. (For example, run, eat, talk, look, stop)

You will need enough colored markers so that one person in each cooperative group receives a marker; each group should have a different color.

This task can be adapted for nouns, adjectives and adverbs.

As an extension activity, students may be given a thesaurus to find additional words to be added to the lists.