



Lesson Plans

Recommended Grade Levels: 3rd & up

Recommended Subjects: Language arts, also can be adapted for other content areas. For example, geometric terms in math or states of matter in science, etc.

Applicable Concepts, Skills, and Strategies:

- Written and oral expression
- Problem solving
- Creative thinking
- Descriptive language
- Deductive reasoning

Objectives:

- To develop oral and written expression
- To work cooperatively
- To develop problem-solving skills

Components: Classroom lessons

Materials Needed:

- What's Yours Like? game cards
- This game may become a favorite to use when you have a few minutes left in a class period.



Activity #1

Explain to students that you are going to describe something that belongs to you.

- Write sentences on the board (or overhead projector) that tell about the item and answer the question: What's Yours Like?
- When students think they know what you are describing, they should stand by their seat. When several students are standing, survey them to see what they think you are describing.
- If someone is correct, have everyone sit down and begin again with another item.
- If no one is correct, continue writing clues.
- Do this activity three or four times in a row or use it as a filler when you have a few minutes to spare.
- The objective is to have students problem-solve using the clues given.
- Be sure to keep copies of the clues you use for discussion in Activity #2.
- Below are two examples. It's a good idea to spend some time thinking of clues before you do this activity.

Tote bag

- It often sits alone.
- I use it every day.
- I lose things in it
- I take it home at night.
- I clean it out often.
- It helps me with my work.
- When it is empty, it collapses.
- When it is full, it is often heavy.
- It's made of canvas.

Backyard

- Mine is next to a river.
- My neighbor takes care of it for me.
- Sometimes leaves cover it.
- In the fall, it changes color.
- I can see it from my deck and kitchen window.
- There is a hill in it.
- There are trees in mine.
- My hammock sits in the middle of it in the summer.



Activity #2

- Select one of the lists of clues you used in Activity #1.
- Ask the students what they notice about the sentences you used. How did the clues help them determine what you were describing? Did any sentence confuse them? Which sentences helped them the most? Which sentences made them question their thinking?
- Incorporate terms such as vague, ambiguous, and multiple meanings into the discussion.
- Share a second set of clues and continue the discussion. Your goal is for students to understand that the clues are truthful, but clever enough to confuse.
- Divide your class into groups of 3 or 4.
- Give each group a different word to use. You can select appropriate words from the cards in the What's Yours Like? game box or use terms from your content area.
- Have each group work together to create 6 to 8 clues for the word they have been given. Remind them to be clever and truthful.
- When all groups are finished with this task (set a time limit of perhaps 10 minutes), have groups take turns sharing their clues.
- The other groups will stand when they think they know the correct answer. You may want to assign the role of spokesperson for each group to lessen the chance of someone just shouting out an answer. Encourage groups to discuss the clues among group members until they come to a consensus. Once a consensus is reached, the group will stand.
- When two or more groups are standing, the group giving the clues can ask the spokespersons to share their guesses.



Activity #3

- Brainstorm with the class a list of things they might find in their bedrooms (backyards, classroom, etc.).
- Select one item from the list and begin to brainstorm words or phrases to describe this object without using the object's name.
- Finally, model writing a paragraph about this item.
- Write the paragraph on the board, chart paper, or the overhead. Vocalize your thinking as you write, remembering not to use the object's name in your paragraph.
- Read your completed paragraph, and have the class discuss what you have done.
 - Example: There is a glow coming from my dresser. During the day, I cannot see its glow, but in the dark it seems to watch over me. When I go to bed, its music puts me to sleep. In the morning, its buzzing wakes me up. Without this object in my room, I would likely be late for school. What am I? (Answer: clock radio)
- Then, ask each student to select an item from the previously brainstormed list and write a paragraph about this item without using its name.
- Collect the completed paragraphs. (Because this is a creative writing activity, you could continue this activity by doing proofreading and editing with each student.)
- When the paragraphs are ready to share, you may make overheads of them or have students volunteer to read their own aloud to the class.
- Students could guess what the object described is or could draw a picture of what they think it is. This might make a fun bulletin board activity, as well. The paragraphs could be displayed, and students could add their guesses or pictures around each paragraph.