

Learning Experience

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LE Title: Picture Books and Thesaurus Use	Author: Hilda C. Moses, Library Media Spec.
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LEARNING CONTEXT

Purpose or Focus of Experience

The purpose of this Learning Experience is to provide a realistic experience in using the thesaurus.

This Learning Experience puts into practice, skills that have been taught in previous lessons on the thesaurus.

This Learning Experience provides the opportunity for intermediate level students to review, or critique a primary level publication.

An additional purpose of this Learning Experience is to challenge students to combine the tasks of reading, evaluating, writing and editing in a limited time frame.

Connection to Standards

ELA Standard 2: Language for Literary Response and Expression

ELA Standard 3: Language for Critical Analysis and Evaluation

ELA Standard 4: Language for Social Interaction

Information Literacy Standards

Information Literacy Standard 2: The student who is information literate evaluates information critically and competently

Independent Learning Standard 5: the student who is an independent learner is information literate and appreciates literature and other creative expressions of information

Information Skills Learner Outcomes

#7 Develop retelling skills

#9 Recognize style elements of various authors and illustrators

#13 Differentiate between fiction and non-fiction books

#14 Know what the reference section is in the library

#20 Locate and use simple dictionaries, thesauri, and encyclopedias

#29 Be able to paraphrase information

Essential Questions

How does the use of a thesaurus help someone express their thoughts more accurately?

How does word choice make a difference in descriptive writing?

How can a student read a whole book and use only three sentences to communicate the idea it contains?

Content Knowledge: Declarative, Procedural

Declarative Knowledge

Students will know that they can read the whole book that they are given.

Students will understand that practice is necessary to use a specialized book like the thesaurus.

Students will know that using the correct term allows them to communicate more clearly.

Students will know that they can read, evaluate, write and edit in a limited time frame.

Procedural Knowledge

Students will independently read the children's picture book they are given,

Students will follow directions given on their worksheet.

Students will synthesize the contents of the book, in order to express their thoughts about the book.

Students will write with spontaneity, as they express their thoughts on the book.

Students will edit their own writing.

Students will work efficiently to finish within the time frame.

Students will use prior knowledge of the arrangement and use of the thesaurus.

Students will search the thesaurus to make sure the selected word is included.

PROCEDURE

(Chronologically ordered description of all teacher & student activities and interactions.)

Prior to this lesson, the class has been given basic instruction in the use of Roget's Thesaurus: Dictionary Format. Each student has been able to handle a copy of the resource and try sample searches. This prior knowledge is put to use in the learning experience described below.

Each student is given his/her own copy of one of the three picture book titles, (Planting a Rainbow, Growing Vegetable Soup, Purple Sock, Pink Sock), and a copy of the worksheet (see attached). The directions are read aloud with time allowed for any discussion or questions, before starting the work.

The worksheet should be finished during the 40 minute class period in the Library Media Center. The papers will be collected and corrected, and then returned at the next class.

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

This Learning Experience can be done during a class in the Library Media Center, or in a Language Arts classroom. Special needs students may need to have time extensions, work with a resource room person, or have the assignment read aloud.

If multiple copies of the picture book titles are not available, individual titles could be selected. (They should have limited text, colorful illustrations and be easily read by the students involved) If multiple copies of the thesaurus are not available, the lesson would take much longer. Different styles of thesauri could be used, if necessary.

This learning experience can be used as a practice, or as an assessment which is graded.

Some students may need to complete their work outside of the classroom.

TIME REQUIRED

Library Media Specialist/classroom teacher conversation and preparation -25 min

Preparation of the worksheet, collection of picture books and thesaurus-1hr.

Student work in the classroom or library media center-40-45 min.

Correcting student papers 25-30 min. per class.

RESOURCES

Roget's Thesaurus: Dictionary Format—20-25 paperback copies

20-25 Picture Books-multiple copies or individually selected titles

Titles used in this Learning Experience:

Purple Sock, Pink Sock, by Jonathan Allen

Growing Vegetable Soup, by Lois Ehlert

Planting a Rainbow, by Lois Ehlert

ASSESSMENT PLAN
(Include samples of rubrics, checklists, etc.)

1

Student worksheet shows that the student was able to express his/her thoughts about the book in three sentences.

The five words circled were found in the thesaurus.

The five words were replaced with synonyms that made sense in the context of the student's rewritten sentences.

Student was able to finish within the given time

.2

Student worksheet shows that the student was able to express his/her thoughts about the book , but used more than three sentences

The five words circled were found in the thesaurus.

The five words were replaced with synonyms, but one or two did not make sense in the context of the student's rewritten sentences.

Student was able to finish within the given time

.3

Student worksheet shows that the student was not able to express his/her thoughts about the book clearly and used more than three sentences

The five words circled were not all found in the thesaurus.

Not all five words were replaced with synonyms, and one or two did not make sense in the context of the student's rewritten sentences.

Student was not able to finish within the given time

STUDENT WORK

(Include samples of student work showing different levels of performance.)

Student work not available

(See model done by instructor at end of Learning Experience)

REFLECTION

This Learning Experience is designed to combine an experience in reading, evaluating, writing, editing and using the thesaurus. It seems to work well with most students who have had the initial training with the thesaurus. Special needs students would be allowed extra time, assistance with reading directions, scribing or be teamed with another student for additional help.

The use of picture books seems to provide enthusiasm for doing this type of thesaurus lesson, which often is viewed by students as uninteresting.

Worksheet Model for Students

Name _____

Date _____

THESAURUS LESSON #3

BEFORE WRITING....READ THE WHOLE STORY IN THE PICTURE BOOK GIVEN TO YOU

1. **WRITE THREE SENTENCES** TELLING WHAT YOU THOUGHT ABOUT THE STORY AND ILLUSTRATIONS.

The story I read was about a kid and his dad planting some plants that would make soup later. The pictures were big and bright colors. There were little signs telling what each thing was, which I thought was nice!

LOOK AT YOUR SENTENCES, CIRCLE FIVE WORDS TO LOOK UP IN THE THESAURUS AND REPLACE WITH NEW SYNONYMS. WRITE YOUR SENTENCES AGAIN USING THE NEW WORDS.

The story I read, was about a child and his dad planting some plants that would make soup later. The

illustrations were huge and had brilliant colors. There were little signs telling what each thing was, which I thought was pleasing.