**Lisa Bays Assignment 6 Language Arts 2nd Grade**

**Part 1.**

**I.** For this lesson I have chosen to use the Synectics Model: Making the Familiar Strange. The first key element in the synectics model is describing the topic. The teacher will then ask the students to describe a topic that they are familiar such as the sky at night. Next, they will chose how they wish to present their topic through write it down, draw a picture, sing or act out their understanding of the topic. Then we will create analogies to go along with the example they have provided. Students will describe their personal analogies.

The Synectics Model: Making the Familiar Strange

Step 1: Describe the Topic

Step 2: Create Direct Analogies

Step 3: Describe Personal Analogies

Step 4: Identify Compressed Conflicts

Step 5: Create a New Direct Analogy

Step 6: Reexamine the Original Subject

**II.** The Synectics Model is an excellent way to meet the objectives I have laid out because it is an explicit and systematic formula to follow. It allows students to take abstract thoughts and explore them in a concrete and tangible way making it understandable for 2nd graders.

**III**. The strength of the Synectics Model lies in its ability to make intangibles tangible. The weakness is that there are 7 steps required by this method and the sheer number of steps can be confusing for younger learners due to the similarity of the steps.

**Lesson Plan Format**

Teacher Name: Lisa Bays Subject: Language Arts Grade: 2nd

Title of Lesson: The Night Sky Time Needed: 3 Days

Unit Topic: Exploring Astronomy

Model of Instruction: Synectics: Making the Familiar Strange

**I.      Rationale:** This lesson is important for the students because it will help them obtain creative thinking and problem solving skills while using the synectic method.

**II.     Learning Prerequisites:** Students will need to be able to compare and contrast objects. Students will need to be able use expressive language through written, drawing or movement to express their personal comprehension.

**III.    Goals and Student Objectives:**

**IIIa. Goals:** Students will use the learning style they are comfortable with to demonstrate their understanding of the night sky. Students will create their own analogies and create new direct analogies and then they will reexamine the night sky.

**IIIb. Student Objectives:**

1. I can identify 2 different objects that are in the night sky. (Cognitive)

2. I can create 2 analogies and compare those examples. I can do this through drawing, writing, or dance. (Psychomotor)

3. I can give 2 analogies and give reasons why I like one better than the other. (Affective)

**IV.   Organizing or Essential Questions:** What is a star? How do we know that it is a star?

**V.    Lesson Procedure:**

**Lesson Introduction:** To introduce this lesson we will start by singing Twinkle, Twinkle Little Star and then I will use a PowerPoint that has pictures of the sky and have the students to describe what they see. I would write their answers down on a KWL chart. I will then give them information about the picture and explain what is happening in the picture.

1. **Lesson Development:**

The Synectics Model: Making the Familiar Strange

Step 1: Describe the Topic: Any of the celestial bodies visible at night from Earth as relatively stationary, usually twinkling points of light.

Step 2: Create Direct Analogies: Stars are to the sky/ fish in the ocean,

Step 3: Describe Personal Analogies: I will ask students to imagine what it would feel like to be a star. I would write down students' answers on the board. Then I would help create compressed conflicts. twinkle, big, hot, near, bright, new, old, red, white, yellow

Step 4: Identify Compressed Conflicts: We would discuss if a star could be large and small, far or near, old or young. (large & small, far & near, old & young, bright & dull)

Step 5: Create a New Direct Analogy

Step 6: Reexamine the Original Subject

1. **Specific instructional strategies included in the lesson:** For this lesson the specific teaching strategies I would use is Cooperative Groups, Think-Pair-Share, and Direct Instruction to give a few examples of analogies because this can be a hard concept for 2nd grader to grasp.
2. **Guided or Independent Practice:** I will be using guided instruction throughout this lesson until the end of the lesson when they present their beginning and final analogies that will be group of independent practice.
3. **Lesson Closure:** Students will present their analogies to the classroom. We will go back to the original KWL chart and add what we have learned at the end of the lesson.
4. **Homework:** Students can look at the night sky and draw and describe what they see. Students can make up 2 sentences about the night sky.

**VI.   Formative Student Assessment and Evaluation:**  I will start by using the KWL chart to see students' prior knowledge about stars. I will give direct instruction on how to create analogies. I will then watch to see as students describe stars and how they come up with the analogies. I will be able to evaluate their analogies when they present them to the class and how the other students relate to the analogies.

**VII. Materials and Resources:** This lesson will need the following materials, the PowerPoint, pencils, computer with Smart board and science journals.

**VIII. Modifications for Diverse Learners:** I have incorporated different learning styles for my students (visual, auditory, and kinesthetic). I will have students to write, draw or dance to present their analogies.

**IX.   Reflection/Modification:** I will have to judge the lesson on how well they think that they understand analogies and how well they liked the lesson. Also, how many of them liked the synectics model and would like another lesson using this style, maybe an exit slip with the questions already on it.

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