



POWERUP
WHAT WORKS

powerupwhatworks.org

Lesson in Action

AT A GLANCE

Before Reading

- Introduce unit goals: learn about presidents and create multimodal president cards with new vocabulary.
- Review and discuss three different types of semantic maps.
- Display and discuss webpage regarding Abraham Lincoln's personality.
- Invite students to fill out semantic map with words, definitions, and images.
- Save on class website.

During Reading

- Continue practice using semantic maps.
- Have groups create new multimedia maps.
- Have students share and discuss new vocabulary in maps.

After Reading

- Have students begin multimodal president cards.
- Set criteria: name of president, vocabulary words, definitions, images, and sentences.

Semantic Mapping: Connect Word Meanings

Context

Mr. Green's Grade 5 class is studying American presidents. He wants his 25 students to understand how the personality of each president may have impacted the president's political career. Although some students have no difficulty decoding, several struggle to recognize or remember word meanings. Mr. Green is reintroducing the use of semantic maps (also called *semantic* or *graphic organizers*) to support vocabulary development. In today's lesson, Mr. Green will model this strategy before students will then have an opportunity to practice. The unit will culminate in the creation of multimodal president cards, with a semantic map as one component, which will be posted on the class website.

Common Core State Standards

- ▶ [CCSS.ELA-Literacy.L.5.4](http://www.corestandards.org/ELA-Literacy/L/5/4) (<http://www.corestandards.org/ELA-Literacy/L/5/4>) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- ▶ [CCSS.ELA-Literacy.L.5.5](http://www.corestandards.org/ELA-Literacy/L/5/5) (<http://www.corestandards.org/ELA-Literacy/L/5/5>) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ▶ [CCSS.ELA-Literacy.L.5.5c](http://www.corestandards.org/ELA-Literacy/L/5/5/c) (<http://www.corestandards.org/ELA-Literacy/L/5/5/c>) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Lesson Objective

Students will expand their vocabulary by creating semantic maps to represent different characteristics of a personality.

Technology

- ▶ Interactive whiteboard to demonstrate and involve students in the creation of maps
- ▶ [Abraham Lincoln's Personality](http://www.abrahamlincolnsclassroom.org/Library/newsletter.asp?ID=107&CRLI=155) (<http://www.abrahamlincolnsclassroom.org/Library/newsletter.asp?ID=107&CRLI=155>) to gather information for vocabulary development.

Assessment

Teacher and peer assessment using a rubric as follows:

- ▶ Semantic maps
- ▶ Final product (multimodal president cards)

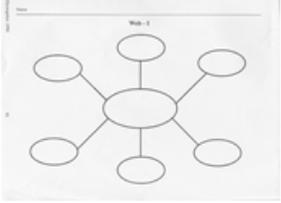
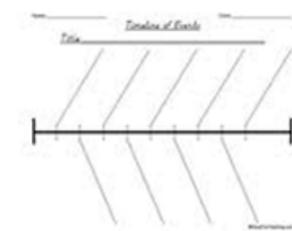
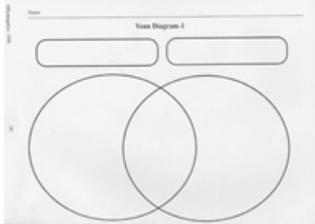
Mr. Green's Class in Action

Before Reading

Mr. Green sets the context describing the upcoming unit on early American presidents (e.g., the how, what, and why of the unit). He invites questions to clarify expectations. He explains, "Studying the presidents will give us a chance not only to learn about the personalities and characteristics of presidents but also to expand our vocabulary."

"Today, we'll be using semantic maps about Abraham Lincoln. This will later be one part of a multimodal president card." He then reminds students that this not the first time they have used semantic maps. They have previously used them as a tool for comprehension.

To elicit prior knowledge, he reviews three different types of semantic maps, using a chart displayed on his interactive whiteboard.

Web	Timeline	Venn Diagram
		

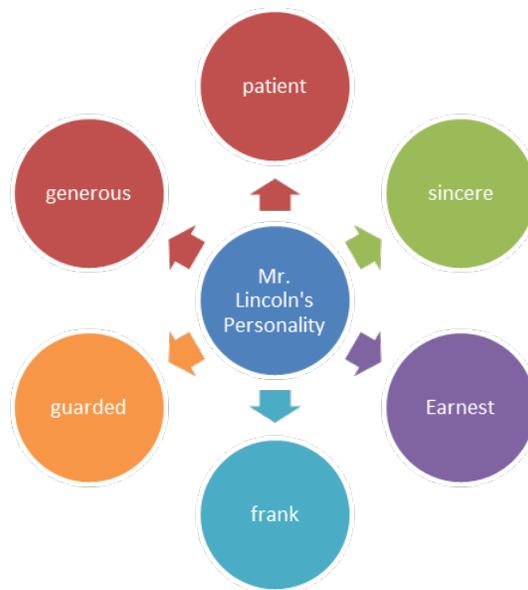
Students discuss how each type of map might be used to build vocabulary, based on what they know about using the strategy to build comprehension.

- ▶ Johnny: For comprehension, we put a concept in the middle and then expanded on it. For vocabulary, we could put the name of the president in the middle, and then put adjectives around it to show his characteristics.
- ▶ Sue: For the Venn diagram, you could use words that were antonyms or synonyms to describe the president during different times in his life.
- ▶ Sal: You could add action verbs to each part of the timeline to show a sequence of events.

Mr. Green opens a webpage that describes Abraham Lincoln's personality, as detailed in the book *Mr. Lincoln's Personality*, by Richard J. Behn.

"In temper he was Earnest, yet controlled, frank, yet sufficiently guarded, patient, yet energetic, forgiving, yet just to himself; generous yet firm," wrote J. T. Duryea of the U.S. Christian Commission, which met frequently with President Abraham Lincoln. "His conscience was the strongest element of his nature. His affections were tender & warm. His whole nature was simple and sincere—he was pure, and then was himself."

Mr. Green then opens a blank semantic map titled "Mr. Lincoln's Personality." He invites students to come up to the whiteboard to insert words into the web.



He shows them how they can also record a definition for each word in a word bubble and include an image. Wanting to capture this collaborative draft, Mr. Green saves the web on the class website. “In fact,” he adds, “you will later be able to use this web as a model when you create your president cards.”

During Reading

It's time for students to continue practicing using semantic maps to expand their vocabularies (using the same webpage, because it contains so much detailed information). He asks students to skim the page to locate the different headings in bold. Each heading identifies a key characteristic. As students call out the headings, he lists them on his whiteboard.

Lincoln: Key Characteristics

- ▶ Lincoln was honest.
- ▶ Lincoln was charitable.
- ▶ Lincoln was resilient.
- ▶ Lincoln was instinctively cautious.

He then divides the class into small groups. Each group selects one of the characteristics. Mr. Green explains the first part of the task, which is also displayed on his whiteboard.

1. Read the relevant text to yourself on your tablet. If you need help, use your headphones to have the text read aloud to you.
2. When everyone is finished, discuss the text as a group.
3. Select words for your web.
4. Look up any unknown words and share definitions.
5. Add written or recorded definitions and images

Each group of students takes a turn to share their semantic webs, explaining the meanings of the words they selected. The webs are later posted on the class website.

After Reading

After several days, Mr. Green explains that students will begin creating the semantic webs for their individual multimodal president cards. Every web must contain the following: (1) the name of the president in the center, (2) relevant words, (3) written or recorded definitions, (4) images, and (5) a written or recorded sentence using the word that shows its meaning.

Reflection

Today, Mr. Green wrote in his reflection blog, “This introductory lesson worked even better than I imagined. The students became excited about Lincoln’s characteristics and the chance to create multimodal products.” He noted that having students work together to focus on just one element of Lincoln’s personality worked well. He liked using the same strategy—semantic mapping—for both comprehension and vocabulary. Students were not confused, but rather the familiarity helped them to see how productive a strategy could be for different facets of reading. As many students liked adding images to their definitions, he plans to integrate more use of images into his teaching.