

<b>Lesson Plan Resources</b>		
<b>2-Column Note</b>	Teaching Strategy	See attached Graphic Organizer
<b>3-2-1</b>	Summarizing Strategy	See below
<b>3-Column Note</b>	Teaching Strategy	See attached Graphic Organizer
<b>5W &amp; How Organizer</b>	Teaching Strategy	See attached Graphic Organizer
<b>5W Model</b>	Teaching Strategy	See attached Graphic Organizer
<b>ABC Organizer</b>	Activating/Vocabulary	See attached Graphic Organizer
<b>Acrostics</b>	Teaching Strategy Make up a sentence using the first letter of each word, sequencing, lists Example for order of operations in math: <b>Please Excuse My Dear Aunt Sally</b>	
<b>Analyzing Perspective</b>	Teaching Strategy/Extended Thinking See attached Graphic Organizer	
<b>Anticipation Guide</b>	Activating Strategy It is a list of statements (not questions) that are related to the reading selection. The statements are not taken directly from the selection, but are inferential so that the students have to really read the selection and think about it. The students then decide whether they agree with each statement or disagree with it. One variation is that the students have to give proof from the selection to back up their opinions. Some of the statements should be written so that students can agree or disagree depending on how they interpret the information in the reading selection. This will encourage discussion. <i>(see example below)</i>	
<b>Assessment Prompts</b>	Formative assessment used to gather evidence of learning at strategic points throughout the lesson, which helps the teacher adjust instruction to meet the needs of the learners. They can be in many formats: <b>Written:</b> Think-Ink-Share, Quick Write, Journal Response, Carousel brainstorm, RAFT, Math problems, Error Analysis <b>Visual:</b> Draw a diagram/sketch, Create a visual symbol, Complete a graphic organizer, Think-Sketch-Share <b>Oral:</b> Think-Pair-Share, Numbered Heads Together <b>Show Me:</b> Word sort, Classify items, Mini-whiteboard response, ABCD cards, Demonstrate	
<b>Blog</b>	Summarizing Strategy A creative format that allows students to summarize learned material.	
<b>Brainstorm Graphic Organizer</b>	Activating or Teaching Strategy See attached Graphic Organizer	
<b>Categorize Vocabulary</b>	Activating Strategy 1. Introduce new topic 2. Have students brainstorm ideas that they already know about the topic. You can use sticky notes or slips of paper for ideas from students. 3. After going over all their ideas, help them come up with categories on the board and have students put their ideas under the appropriate category (sticky notes under or tape the slips under the correct category.) 4. Diagram what they have accomplished on chart paper/whiteboard/Smart Board. As you work through the	

	lesson and learn new material, students can add more categories, ideas, and maybe revise previous information.
<b>Cause/Effect</b>	Teaching Strategy See attached Graphic Organizer
<b>Character Map</b>	Teaching Strategy See attached Graphic Organizer
<b>Chart/Diagram</b>	Activating Strategy 1.Introduce new topic 2.In groups, pairs, or individually use blank paper/graphical outline/diagram/chart of topic 3.Students draw, fill in outline/diagram/chart, or create diagram of the topic 4.Students share their information 5.Save this information so it can be revised or referred to during the lesson Ex: Diagram the inside of a cell, create a chart that represents the data set
<b>Classification</b>	Grouping items into definable categories on the basis of their attributes (Extended Thinking) See attached Graphic Organizer
<b>Compare/Contrast</b>	See attached Graphic Organizer (Extended Thinking)
<b>Concept Definition Map</b>	Activating/Vocabulary Strategy See attached Graphic Organizer
<b>Concept Map</b>	See attached Graphic Organizer
<b>Constructing Support</b>	See attached Graphic Organizer
<b>Creative Design</b>	Teaching Strategy Students create a model/representation of the learning throughout the learning experience. With the model/representation complete, the student summarizes the process or learning.
<b>Cycle Graph</b>	See attached Graphic Organizer
<b>Deductive Reasoning</b>	See attached Graphic Organizer (Extended Thinking)
<b>Descriptive Organizer</b>	See attached Graphic Organizer
<b>Error Analysis</b>	See attached Graphic Organizer (Extended Thinking)
<b>Explanation</b>	Summarize learning
<b>Explanation/process</b>	Summarize learning based on the process or sequence
<b>Field Notes &amp; Record</b>	Observe and record data based on observation and/or evaluation of material then summarize findings before progressing to the next level/step
<b>Fishbone Diagram</b>	Teaching Strategy—Cause/Effect See attached Graphic Organizer
<b>Flow chart</b>	See attached Graphic Organizer
<b>FRAME</b>	See attached Graphic Organizer
<b>Framer</b>	Activating/vocabulary Strategy See attached Vocabulary Graphic Organizer
<b>Illustration</b>	Draw a picture that is a visual representation of the topic. This allows the student to conceptualize the topic and demonstrate understanding.
<b>Inductive Reasoning</b>	See attached Graphic Organizer (Extended Thinking)
<b>Interpretation</b>	Summarization strategy This allows the student to write a journal or learning log entry based on his or her translation of the text, picture, musical piece, etc.

<b>Journal/Journal Entry</b>	<p><b>Summarizing Strategy</b> A written summary that reflects learning, misconceptions, and questions, and this journal can help the teacher know if she needs to review or move forward with the lesson.</p>
<b>Justify Your Answer</b>	See attached Graphic Organizer
<b>K-W-L</b>	<p><b>Activating Strategy</b> This strategy helps students make connections to what they know, what they want to learn, and new information they learn about a topic. It's a brainstorm tool to gather prior knowledge, preview new information and vocabulary, and recall information after learning it. See attached Graphic Organizer</p>
<b>K-W-L Plus</b>	<p><b>Activating Strategy</b> This KWL has an added feature that allows the students to categorize their learning along with summarizing their learning. See attached Graphic Organizer</p>
<b>Label &amp; Record</b>	<p><b>Activating/Teaching Strategy</b> Students predict where target vocabulary is placed within a diagram or to label a model then explain their placement of each word. As the lesson progresses the student makes revisions and explains the change. Or During the lesson, each students labels the diagram/model recording their learning with specific details from the lecture, text, video, etc.</p>
<b>Learning/Reflection Log</b>	<p><b>Summarizing Strategy</b> A written summary that reflects learning, misconceptions, and questions, and this journal can help the teacher know if she needs to re-teach or move forward with the lesson. 1. During the last 5-8 minutes of the class, students respond in writing to a set of questions 2. They could explain how to do a skill, operation, summarize the lesson, describe an event/place, explain important/main idea, or respond to questions. 3. Sometimes the log can be verbal and shared with a partner then recorded in the learning log</p>
<b>Main idea and Detail map</b>	See attached Graphic Organizer
<b>Main Idea Map</b>	See attached Graphic Organizer
<b>Main Idea Summary</b>	See attached Graphic Organizer
<b>Matrix</b>	See attached Graphic Organizer
<b>Mind Map</b>	<p><b>Teaching Strategy</b> Allows the learner to organize mental maps with prior knowledge and new information using words, symbols, pictures that include main ideas, details, categories, parts, diagrams, etc.</p>
<b>Model</b>	During the lesson, each students labels the model recording their learning with specific details from the lecture, text, video, etc.
<b>Observation Organizer</b>	See attached Graphic Organizer
<b>One Sentence Summary</b>	<p><b>Summarizing Strategy</b> Ex: During the science experiment, I _____, and my hypothesis about the experiment _____.</p>

<b>Paragraph Summary</b>	Students use details from graphic organizer or class notes to write a summary in their own words
<b>Pattern Analysis</b>	Find, identify, and explain patterns within specific skills/concepts/situations
<b>Perform</b>	Summarizing Strategy Students display learning based on a role play, dramatic portrayal, musical rendition, etc.
<b>Portfolio Page/Log/Entry</b>	Examples of student learning
<b>Prediction Guide</b>	Activating Strategy Used to assess students background knowledge about a topic. Students answer questions that relate to the main concepts within text. This strategy allows a student to read a text with greater focus because they are actively engaged looking for evidence to prove their predictions. (Like Anticipation Guide)
<b>Problem Solving Map</b>	See attached Graphic Organizer
<b>Problem/Solution</b>	See attached Graphic Organizer
<b>Question Quiz Show</b>	Using any game show format, like Jeopardy Students study/review learned information before an assessment
<b>RAFT</b>	Summarizing Strategy (see example below) <i>Role of writer:</i> Who are you? <i>Audience:</i> To whom is this written? <i>Format:</i> What form will it take? <i>Topic (+ strong verb):</i> What is the topic? Or What is the time?
<b>Read Aloud</b>	Teacher READS ALOUD while THINKING ALOUD so students can hear the process needed to solve a problem, interact with text, etc.
<b>Reflective Journal</b>	Learning Reflection Questions: 1. What were you expected to do? 2. In this assignment, what did you do well? 3. If you were to do this task over, what would you do differently? 4. What help do you need from the teacher?
<b>Rephrase</b>	Summarize Strategy Students rephrase/paraphrase learning orally or written
<b>Role Play</b>	Summarize Strategy Students perform to show understanding
<b>Sequence Map</b>	See attached Graphic Organizer
<b>SQ3R</b>	See attached Graphic Organizer
<b>SQ4R</b>	See attached Graphic Organizer
<b>Steps in a Process</b>	Teaching Strategy See graphic organizer
<b>Story Map</b>	See attached Graphic Organizer
<b>Story Pyramid</b>	See attached Graphic Organizer
<b>Study Cards</b>	Summarizing Strategy Students keep notes based on what they think will appear on the test. Students are able to use their notes during the test. Students can improve their test taking skills and summarizing skills using these study cards. As time goes by, students use fewer and smaller cards until they don't need any. 1. Determine size of study cards or type of graphic organizer 2. Have students take notes during lesson, readings, video on the cards or graphic organizer

	<p>3. Students turn in the notes with the test</p> <p>4. The cards should get smaller the next few tests until they don't get to use their notes on the test</p>
<b>Summarize Details from Graphic Organizer</b>	<p>Summarizing Strategy</p> <p>Teacher models through guided/distributed practice on how to pull details from the graphic organizer to write a summary</p>
<b>The Absent Student</b>	<p>Summarizing Strategy</p> <p>Each student writes a note, memo, or letter to "The Absent Student" that explains the most important thing learned in the lesson for the day.</p>
<b>The Important Thing</b>	<p>Summarizing Strategy (see attached example)</p> <ol style="list-style-type: none"> <li>1. After a lesson or reading, introduce "The Important Thing" activity.</li> <li>2. Review the structure and model how they should use this structure for their own paragraph</li> <li>3. The first time they use this, the teacher should model using familiar text and model how to use</li> <li>4. Use a structured form the first few times</li> <li>5. The teacher could use this format as a journal/learning log entry.</li> </ol>
<b>Think Aloud</b>	<p>Teacher thinks aloud during a read aloud, solving a problem, performing an experiment, etc. so students experience the mental processing needed to solve or interact</p>
<b>Ticket Out the Door</b>	<p>Summarizing Strategy (see below and attached)</p> <p>Can be done orally or written</p> <p>Ex: Partner A tell Partner B 3 Major points from today's lesson</p> <p>Partner B tell Partner A 2 Facts that you learned today</p> <p>Partner A tell Partner B 1 question you still have (then switch)</p>
<b>Translation</b>	<p>Summarization strategy</p> <p>This allows the student to write a journal or learning log entry based on his or her interpretation of the text, picture, photo, musical piece, art piece etc.</p>
<b>Video Clip</b>	<p>Great way to Launch/Activate a unit or lesson (United Streaming contains a variety of video clips. <a href="http://Discoveryeducation.com">Discoveryeducation.com</a>)</p>
<b>Word Detective</b>	<p>Vocabulary Strategy                      See attached Graphic Organizer</p>
<b>Word Sort</b>	<p>Vocabulary Strategy                      See attached Graphic Organizer</p>
<b>Word Splash</b>	<p>This strategy helps to build relationships between words and key concepts. Students make predictions about what a word means in relationship to the topic.</p> <ol style="list-style-type: none"> <li>1. Choose vocabulary from new topic</li> <li>2. Introduce topic</li> <li>3. Display vocabulary all at once in random order (whiteboard, chart paper, etc)</li> <li>4. Model how to brainstorm and generate possible relationships between vocabulary and topic. Model how you are making a prediction about the words specific meaning as it relates to the topic.</li> <li>5. Record the prediction in a sentence.</li> <li>6. Have students write in a sentence their prediction for each word</li> <li>7. When reading/learning about the topic, students check their sentences for accuracy and make revisions as needed.</li> <li>8. Using Cooperative Learning, have students discuss their sentences and corrections about the information.</li> </ol>

	See attached Vocabulary Graphic Organizer
<b>Word Web</b>	See attached Vocabulary Graphic Organizer

## 2-Column Notes

	Note-taking Column
<p>Connections or Cue Column-You might record one or more of the following:</p> <p><b>*Categories</b> Ex: Causes of WWII Ex: Parts of a Cell</p> <p><b>*Questions</b> Can write a question that corresponds to the 2<sup>nd</sup> column Ex: What caused WWII? Ex: What are the parts of a cell?</p> <p><b>*Vocabulary Words</b> Ex: Holocaust Ex: Synthesis</p> <p><b>*Review/test alert</b> Ex: WWII causes and names of allies will definitely be on exam Ex: Parts of a cell</p> <p><b>*Connections</b> Ex: Check the Owens poem for his comments on war Ex: Similar to process we studied in the last unit</p> <p><b>*Reminders</b> Ex: Be sure to check the meaning of variant</p> <p>Sample Question and Notes What should I write down when I take notes?</p> <p>Leave space in the Connections column so you can add notes and test review questions later</p>	<p>Write down only important information. Look for:</p> <ul style="list-style-type: none"><li>*bold, underlined, or italicized words</li><li>*information in boxes or with an icon/symbol</li><li>*headers/sub-headers on the page</li><li>*information the book or teacher repeats</li><li>*words, ideas, or events that might be on a test</li><li>*quotes, examples, or details you might be able to use later in a paper or presentation</li></ul> <p>How can I take notes faster?</p> <ul style="list-style-type: none"><li>*abbreviate familiar words/use symbols</li><li>*take notes in bullets and indents; not formal outlines</li><li>*cut unnecessary words</li><li>*use telegraphic sentences; like “America enters war 12/44”</li></ul>
<p>Summary: Write a Summary of what you read, lecture, the most important points of the article/chapter/lecture</p>	

**3-2-1**

**3 Things You Found Out**

**2 Interesting Things**

**1 Question You Still Have**



### 3-Column Notes

Question	Answer	Example(s)/Picture/Symbol

## 5W and How Model

Topic: \_\_\_\_\_

Who:
What:
When:
Where:
Why:
How:
Summary Statement:

# 5W Model

<b>Topic:</b>
Who:
What:
When:
Where:
Why:
Summary:

ABC Organizer

Topic: \_\_\_\_\_

A	G	M	S
B	H	N	T
C	I	O	U
D	J	P	V
E	K	Q	W
F	L	R	XYZ

Analyzing Perspectives

<b>Issues</b>
<b>Personal Perspective or Character's Perspective</b>
<b>Reason/Logic</b>
<b>Different Perspective</b>
<b>Reasons / Logic</b>
<b>Conclusion / Awareness</b>

### Anticipation/Reaction Guide

*(Pre-Reading Activity)*

*An Anticipation/Reaction Guide is used to assess a class's knowledge before they begin a lesson.*

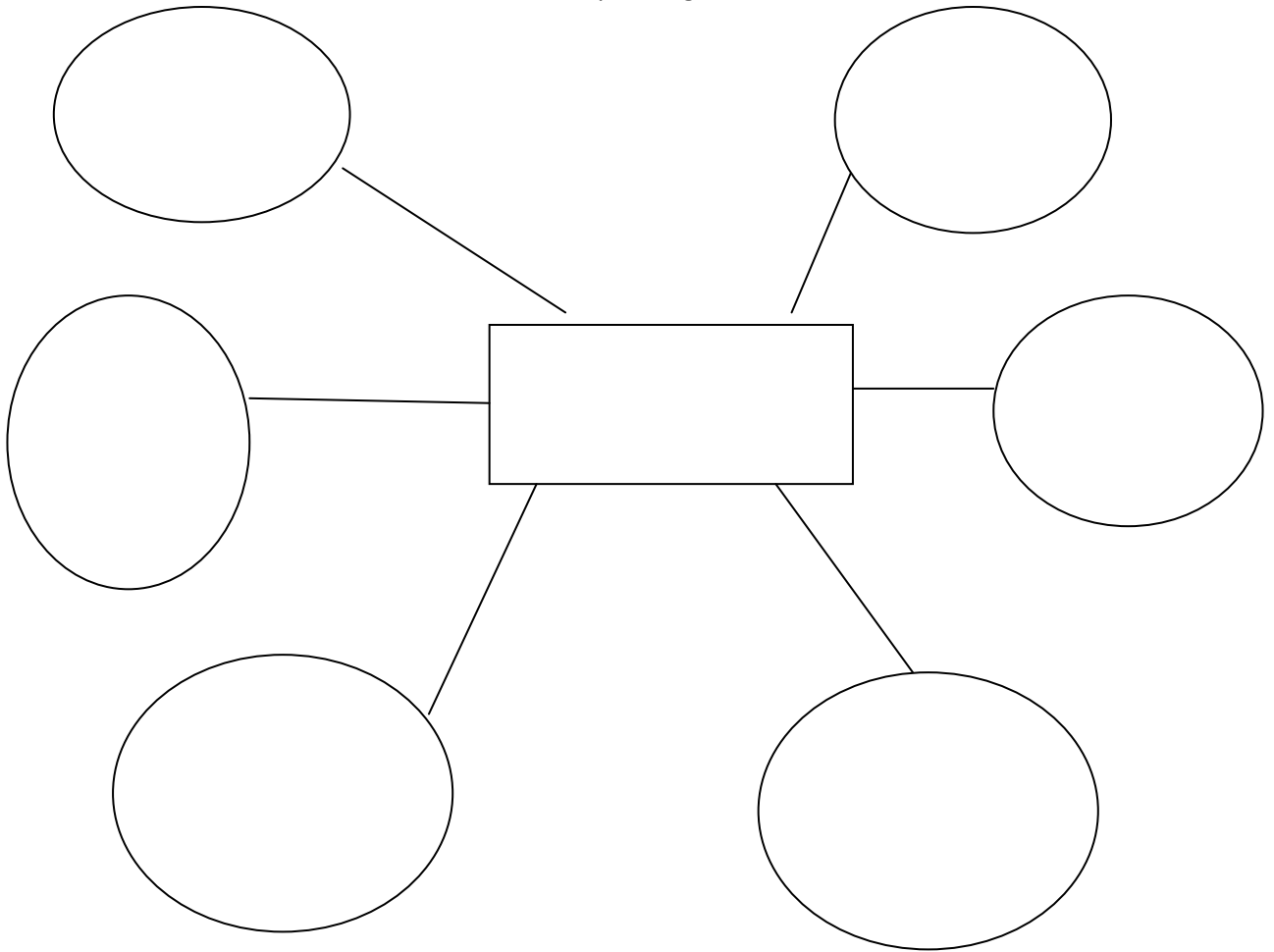
Directions: Respond to each statement twice: once before the lesson and again after reading it.

- Write A if you agree with the statement.
- Write D if you disagree with the statement.

Response Before Lesson	Topic: Dinosaurs	Response After Lesson
	Dinosaurs are the most successful group of land animals ever to roam the Earth.	
	Paleontology is the study of fossils.	
	Human beings belong to the Zenozoic Era.	
	Most dinosaurs have Greek names.	
	Some dinosaurs are named for places in which their fossilized remains were found.	
	Dinosaurs ruled our planet for over 150 million years.	
	Dinosaurs had small brains.	

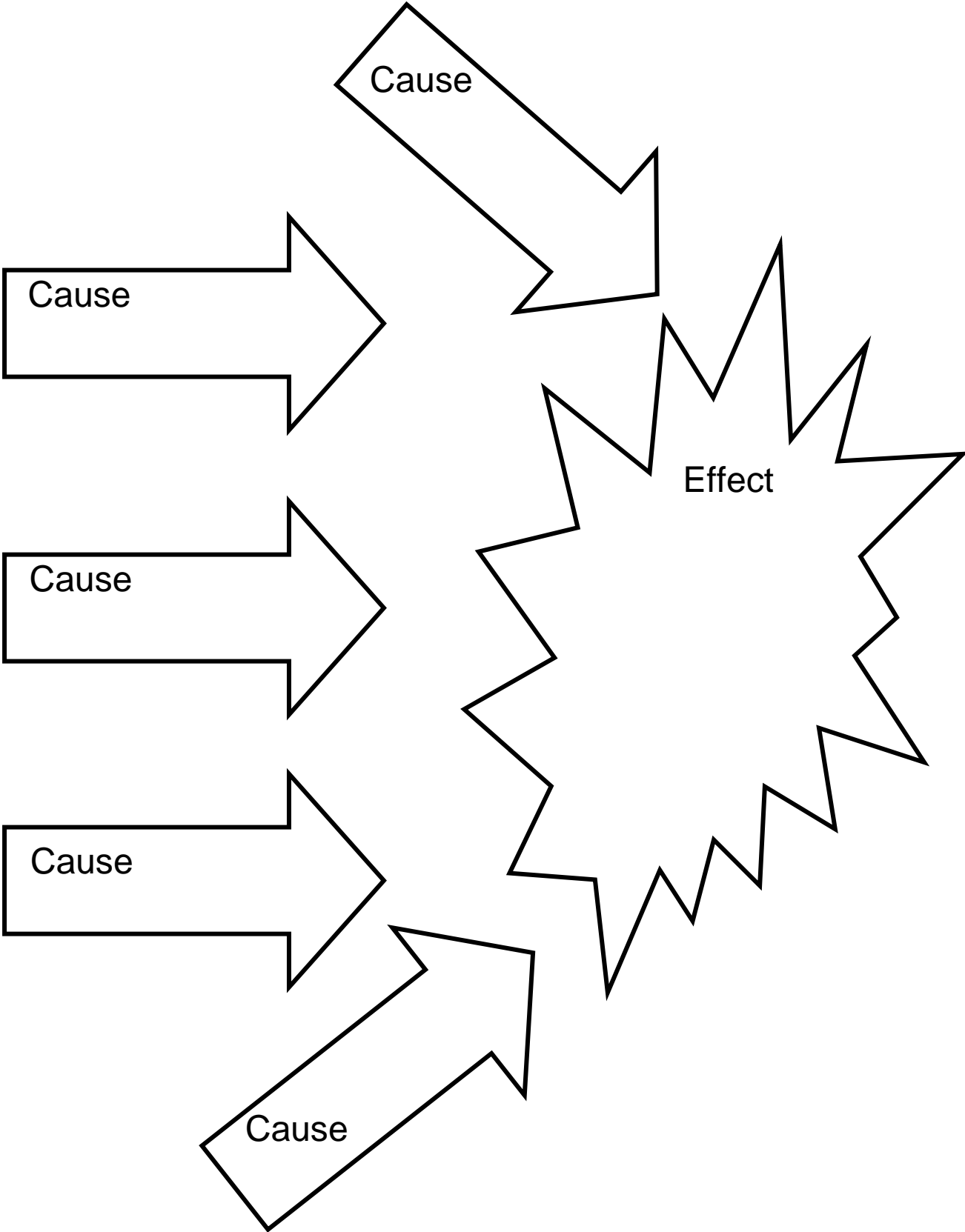
The statements for the Anticipation/Reaction guide are selected or formed by the teacher based upon significant information in the reading. This activity allows students to focus on some of the important information and see if their Agree/Disagree statements are supported by the reading.

Brainstorm Graphic Organizer



**Cause and Effect**

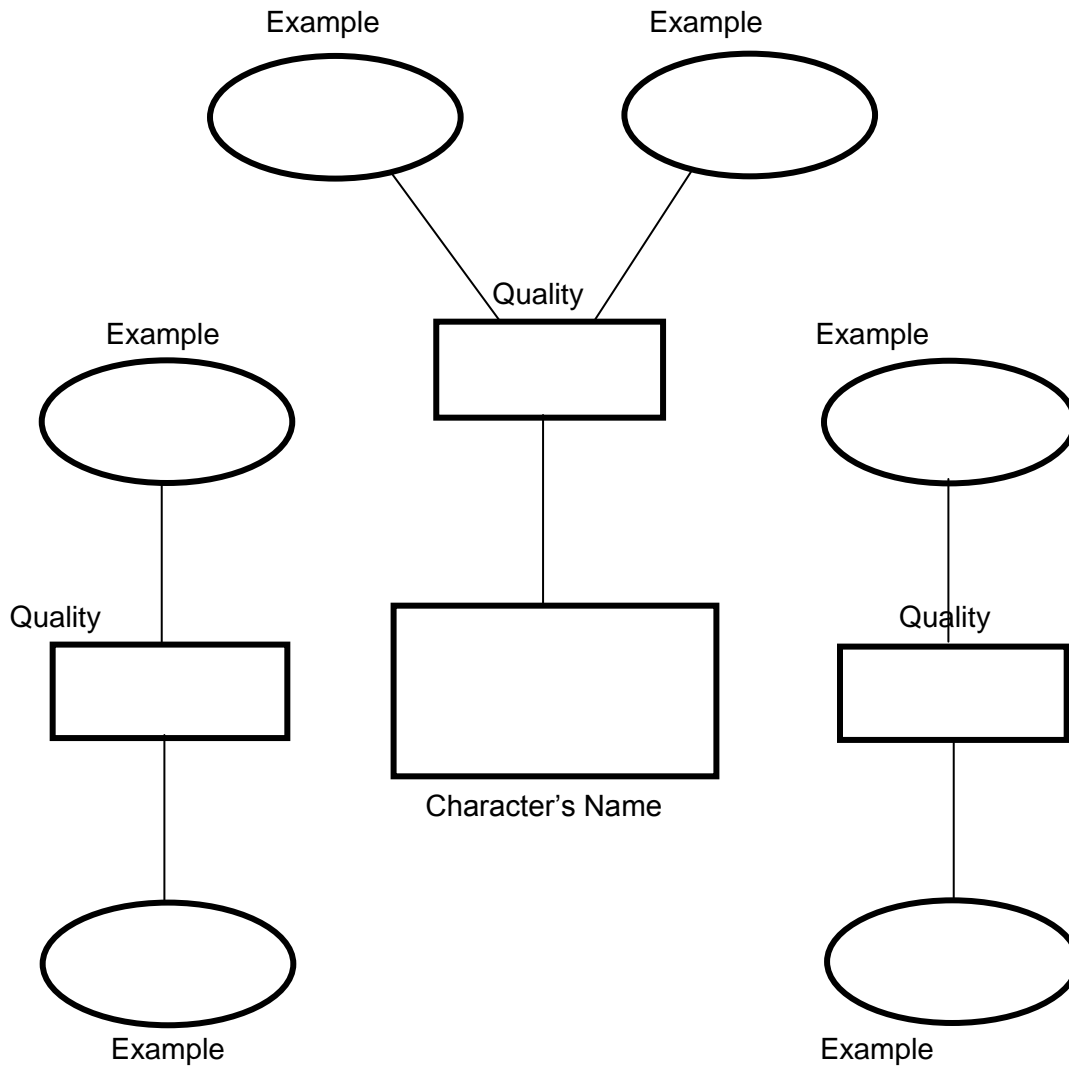
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# Character Map (Literary Element)

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1. Write character's name in central square.
2. In the rectangles, list adjectives or qualities that describe that character.
3. In the ovals, write examples from the text that support the adjectives or qualities.

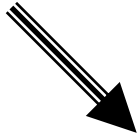
# Classifying/Categorizing

Attributes	Categories		

# Compare / Contrast With Summary

**Concept 1**

**Concept 2**



**How Alike?**






**How Different?**



**With Regard To**



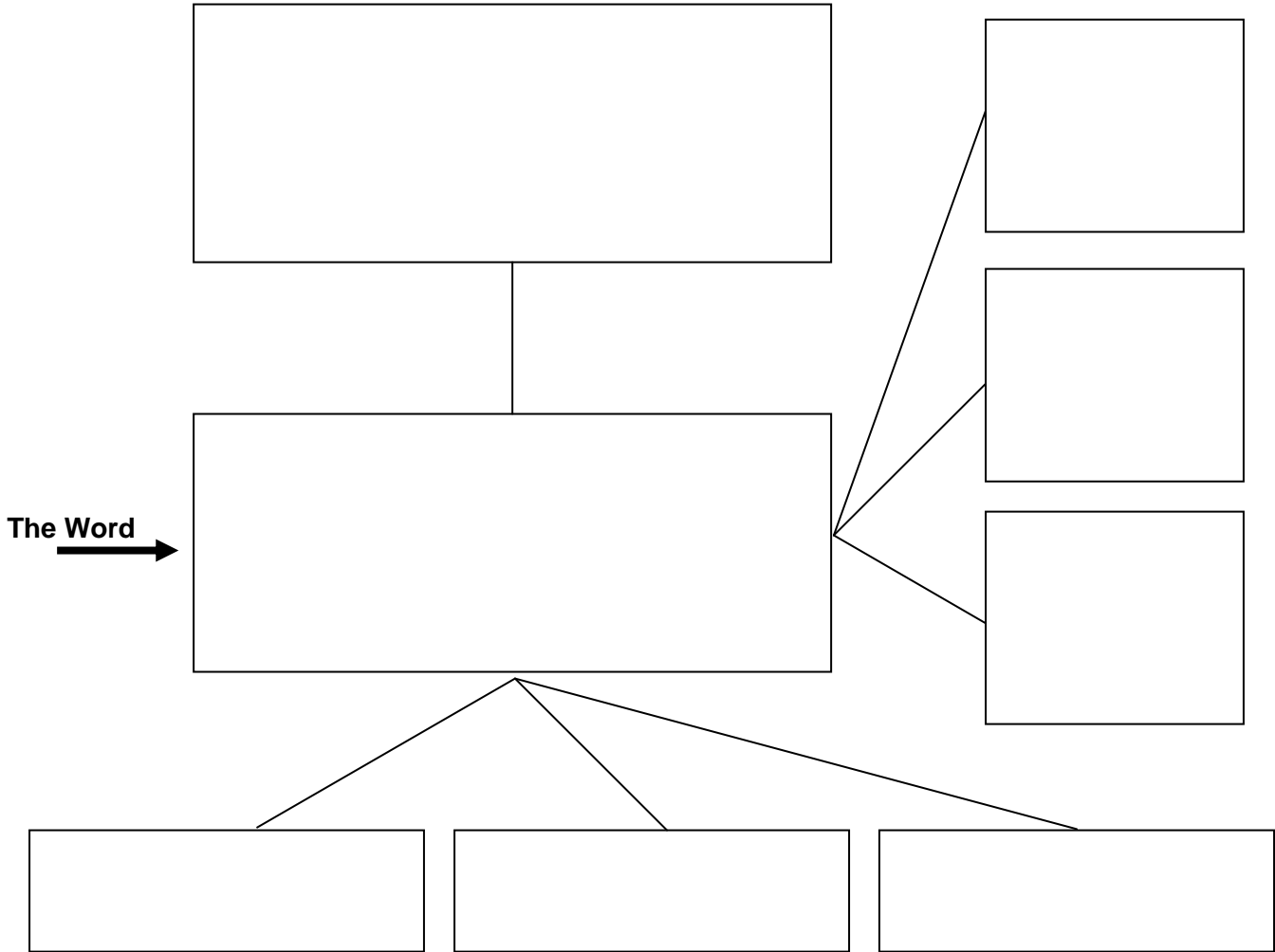

**Summarize:**

# Concept Definition Map

What is it?

(write the definition)

What is it like?



What are some examples?

# Constructing Support

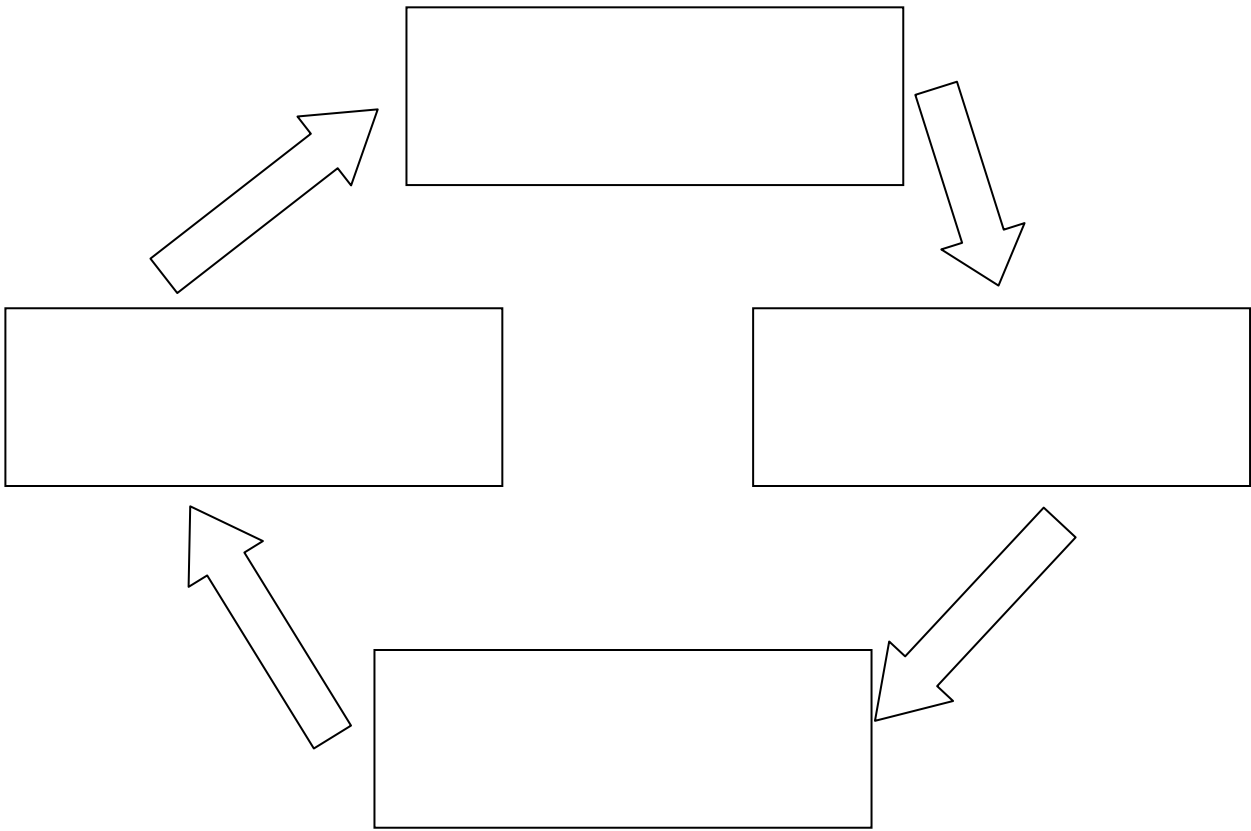
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## Position Statement

## Reasons

## Facts

# Cycle Graphic Organizer



Summary:

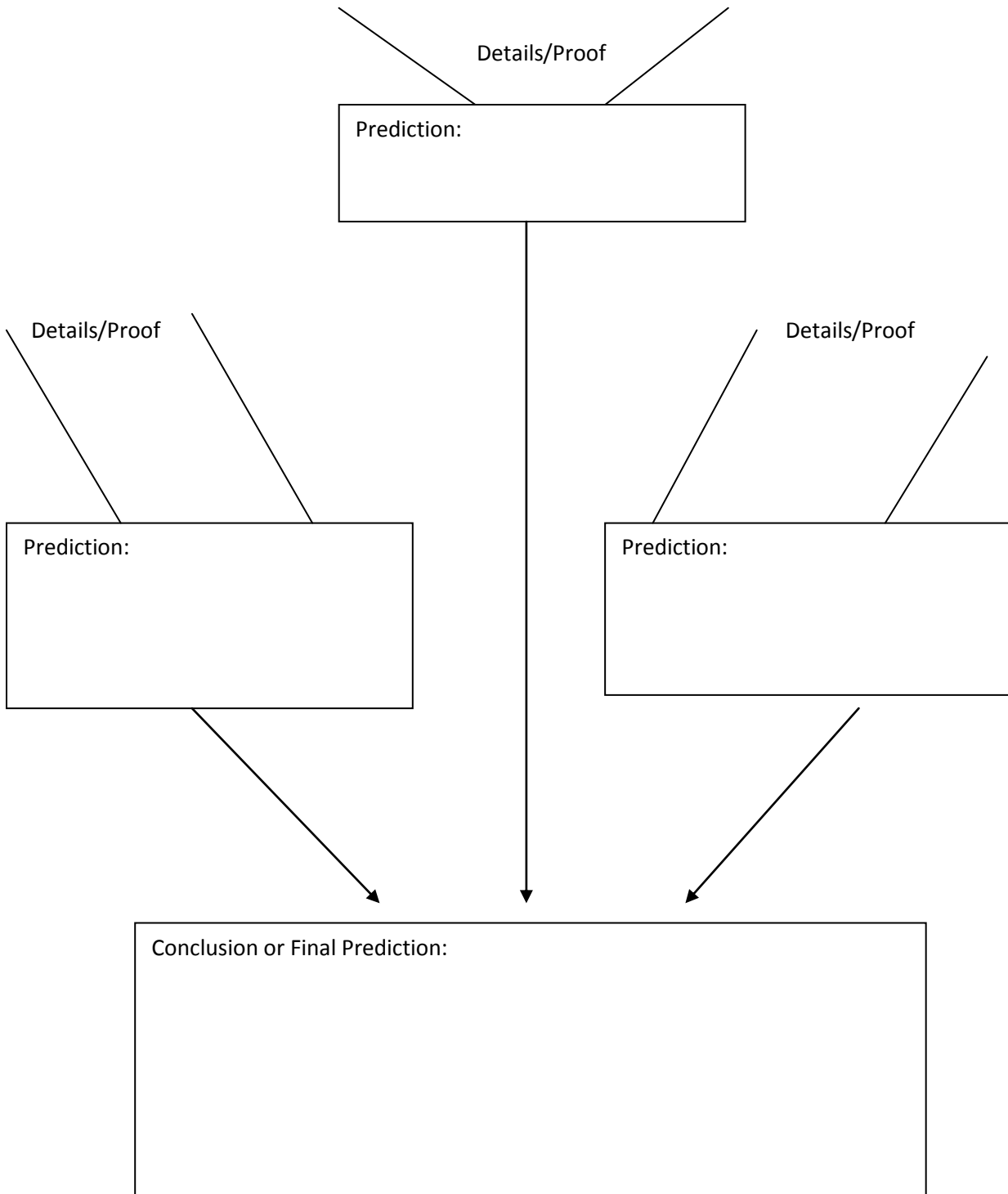
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# Deductive Reasoning Graphic Organizer



1. Solid Lines are Details/Proof
2. Small rectangles are Predictions
3. Large rectangle is Conclusion

Directions: Students read and note details, facts, proof  
Read, gather details, facts, proof and make predictions  
Make conclusion or final prediction

# Descriptive Organizer / Main Idea

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Topic



Details				



Main Idea Sentence



## Error Analysis

What is the information?

Possible errors or clarification of reasoning:

Considered solution or consequence:

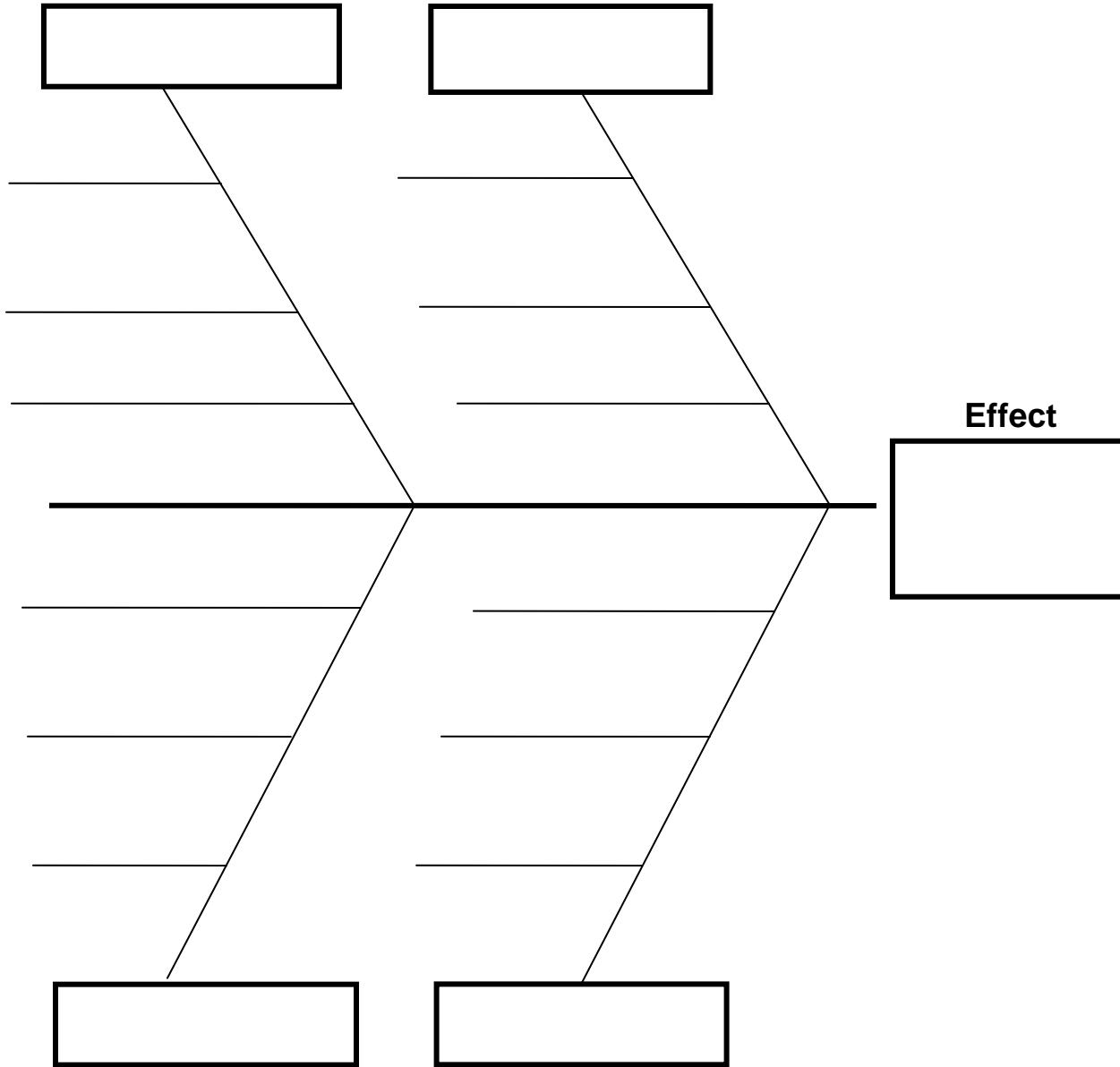
New or revised information:

# Fish Bone (Cause / Effect)

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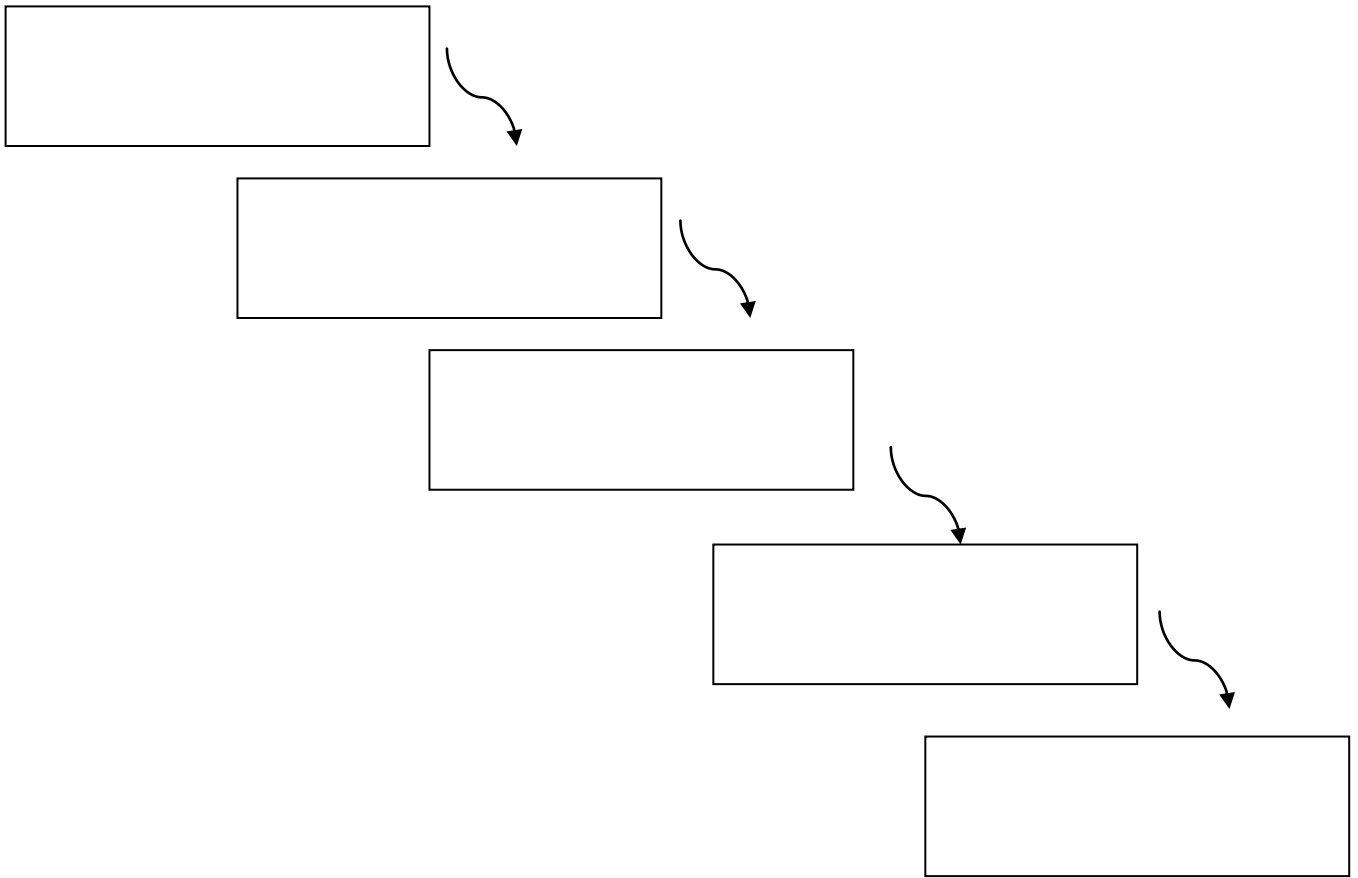
**Causes**



**Effect**

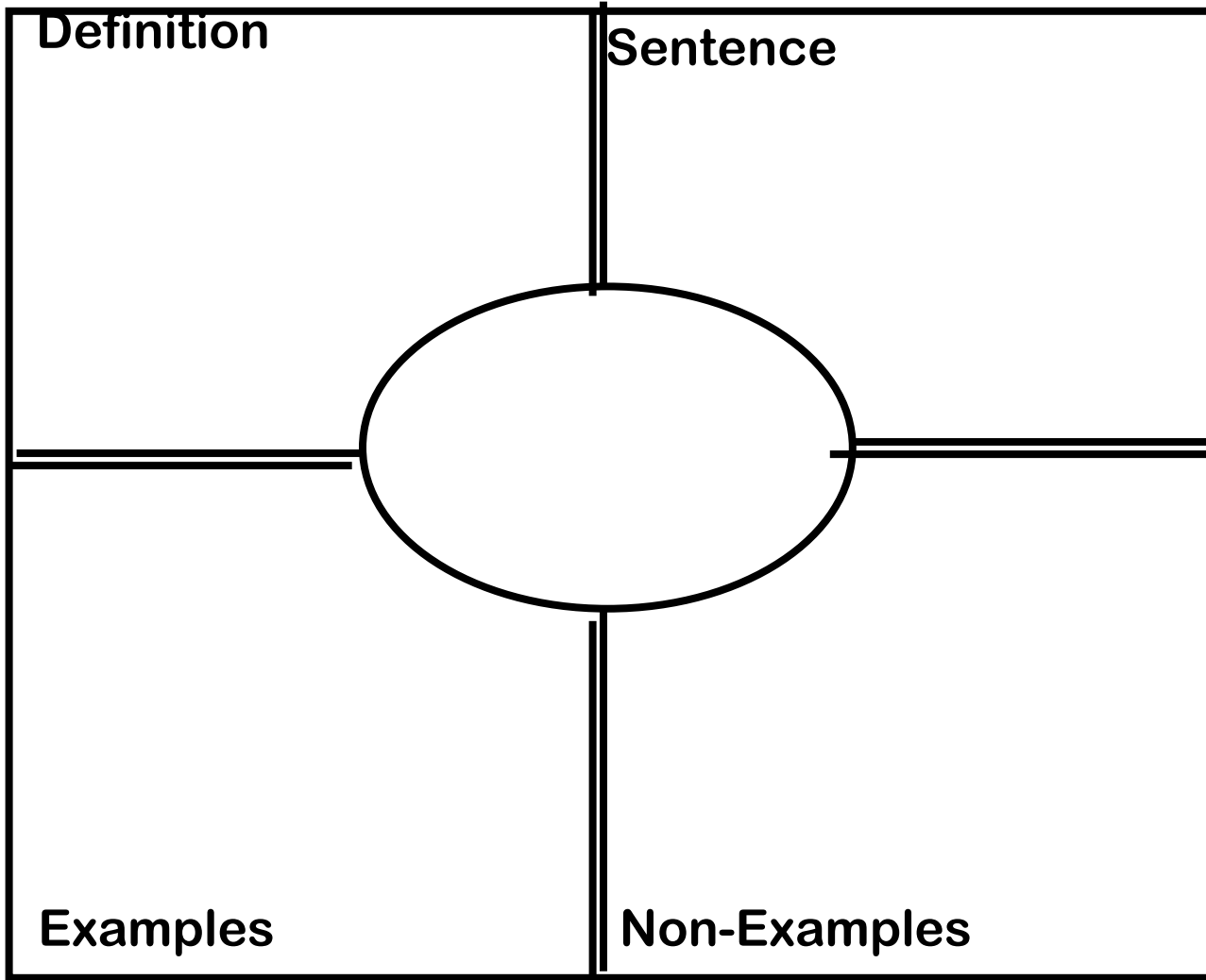
**Causes**

Flow Chart



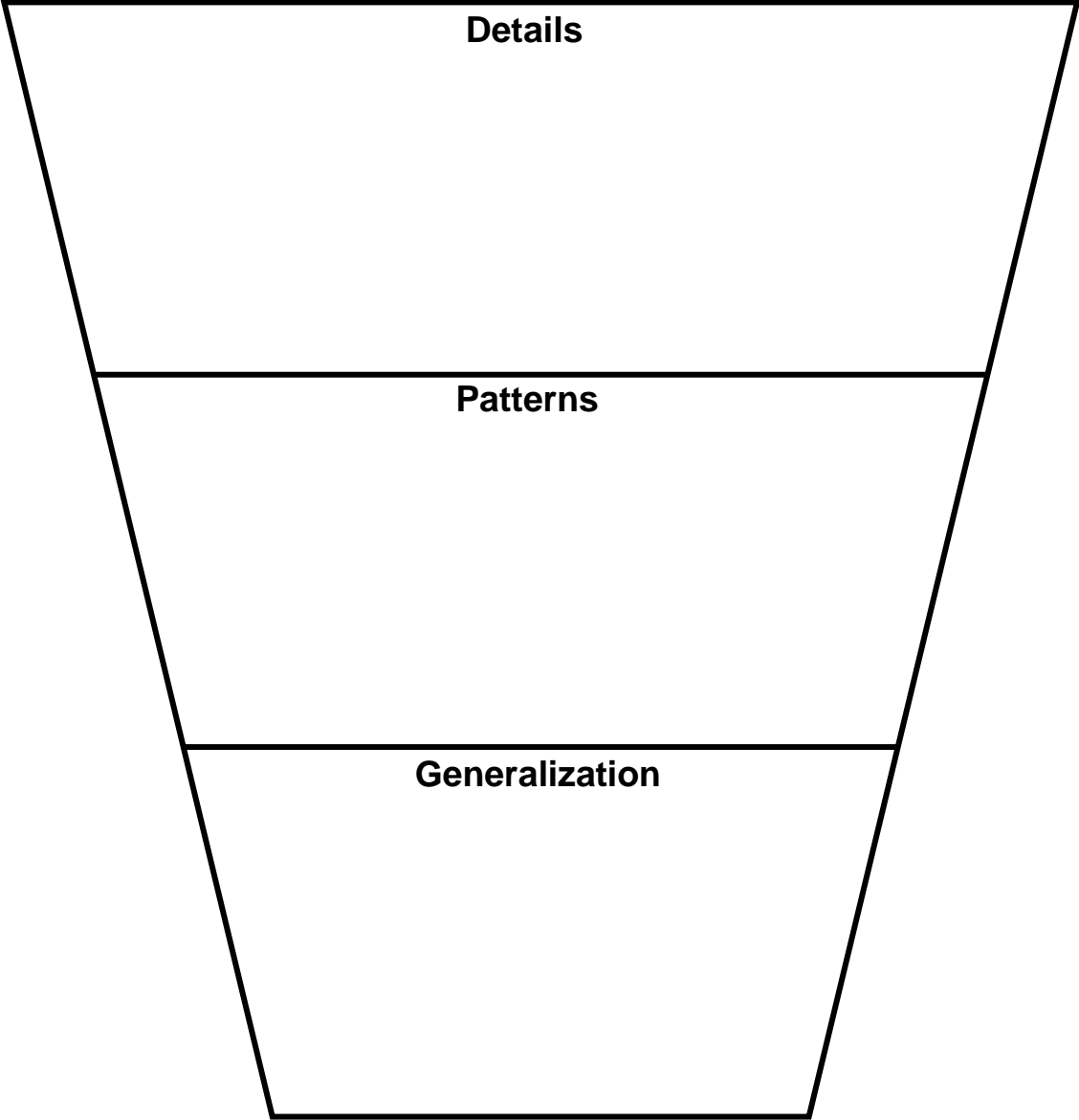
Summarize Information:

# Frayer Diagram 1



# Inductive Reasoning

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**Justify Your Answer**

To solve this problem, first I

Then, I

The answer is

Because

**Justify Your Answer**

To solve this problem, first I

Then, I

The answer is

Because

KWL  
Examples

K I know...	W Think I'll Learn...	L I Learned...

KWL

K What we KNOW...	W What we want to FIND OUT...	L What we LEARNED and still need TO LEARN...

KWL Plus

K I know...	W Want to Learn...	L Learned...
<p style="text-align: center;">Categories for "L" (Learned information) and facts/information within each category</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>		

# DETAILS (Main Idea)



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**MAIN  
IDEA**

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**Key Topic**

**is about...**



**Main idea**



**Main idea**



**Main idea**

**Essential details**



**Essential details**



**Essential details**



**So What? (What's important to understand about this?)**

Empty rectangular box for notes.

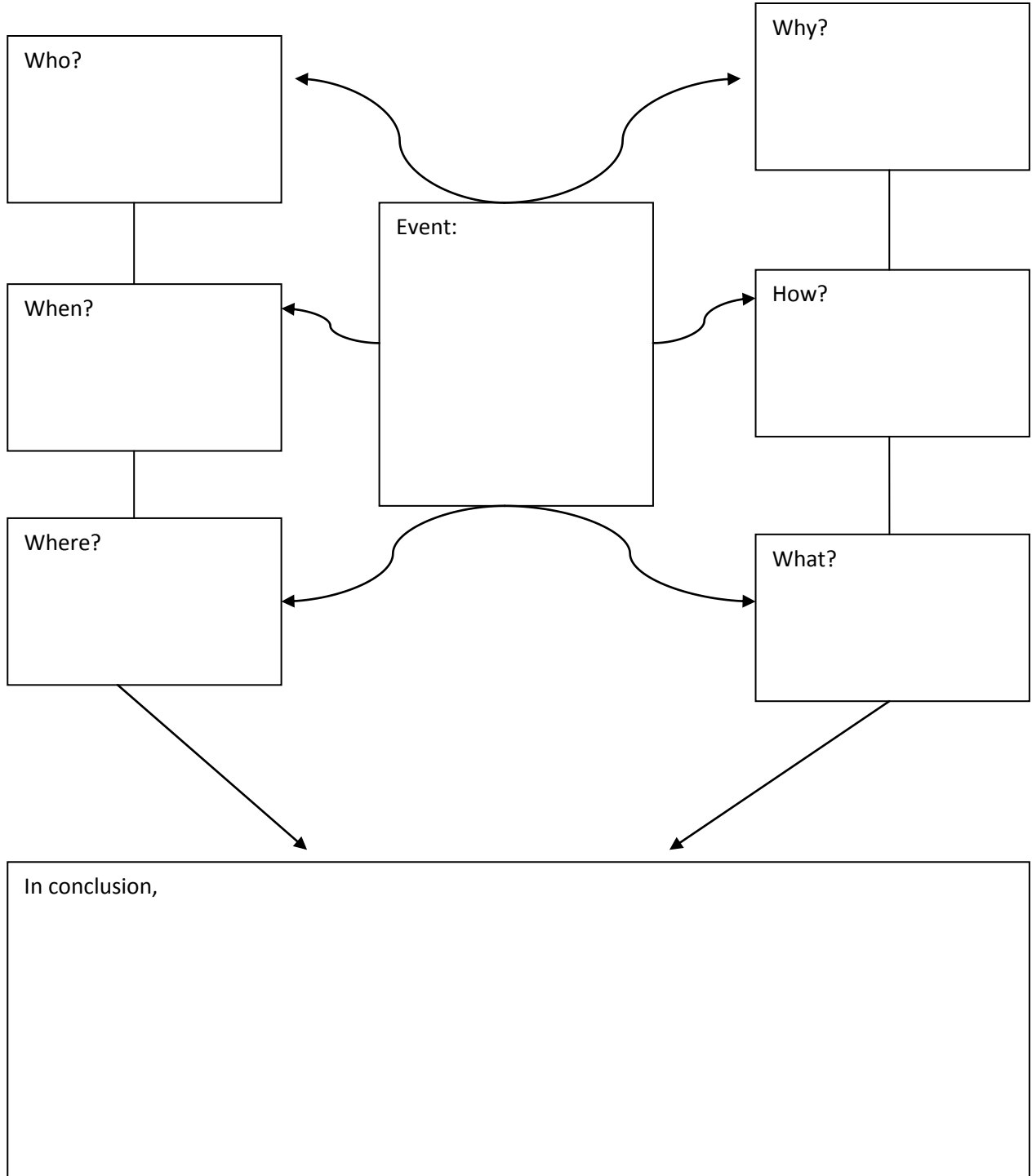
# MATRIX (Compare / Contrast Several Items)

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Top Category Side Category			

# Observation Graphic Organizer



**What is the question?**

**What is the essential information?**

**What is not needed?**

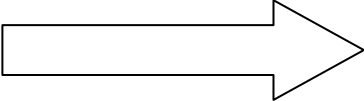
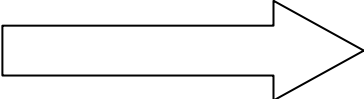
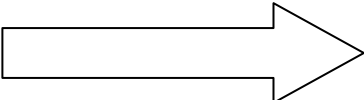
**What strategy will I use?**

**Does my answer make sense?**

**Can I draw a diagram of the problem/solution?**

Problem/Solution Organizer

Topic:

Problem		Solution
		
		
		



Main Idea Sentence:

RAFT  
Summarizing Strategy

R.A.F.T. is an activity that allows you to write and express your learning in a creative style.

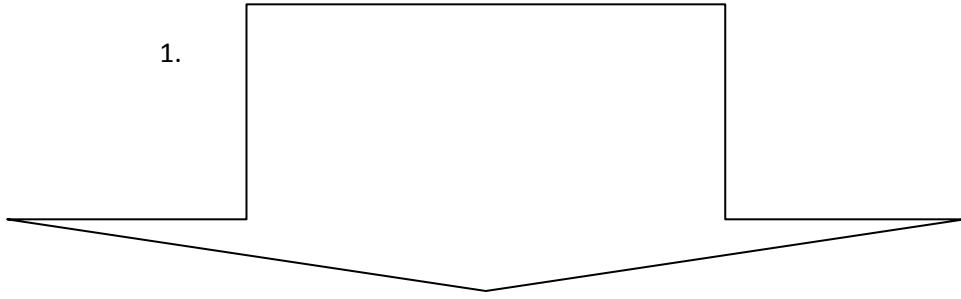
<b>R</b>	<b>A</b>	<b>F</b>	<b>T</b>
Role of writer: Who are you?	Audience: To whom is this written?	Format: What form will it take?	Topic: What is the topic or focus plus a strong verb
1. Movie Star 2. Poet 3. Animal in a tree 4. Red light	1. animal lovers 2. city leaders 3. running river 4. beautiful sunset	1. friendly letter 2. diary entry 3. warning 4. brochure	1. poverty 2. immigration 3. native culture 4. popular land form

*Directions:*

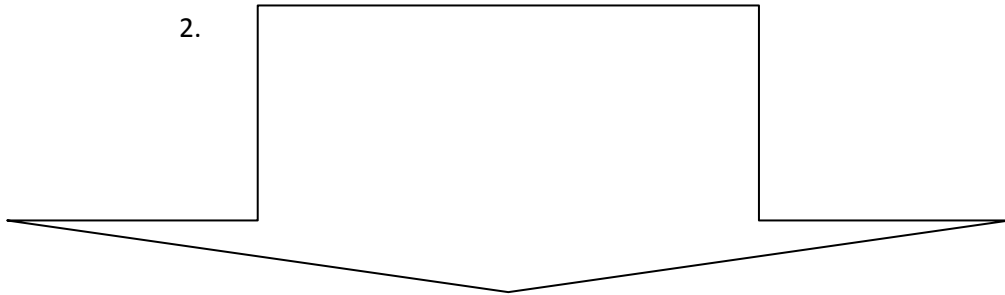
1. Select a role, the audience, a format, and a topic from the above list
2. Use the information that you have gathered from our class notes and any of the learning labs for this writing assignment
3. Be Creative! Create the letter, diary entry, warning or brochure about the topic of your choice

## Sequence Map

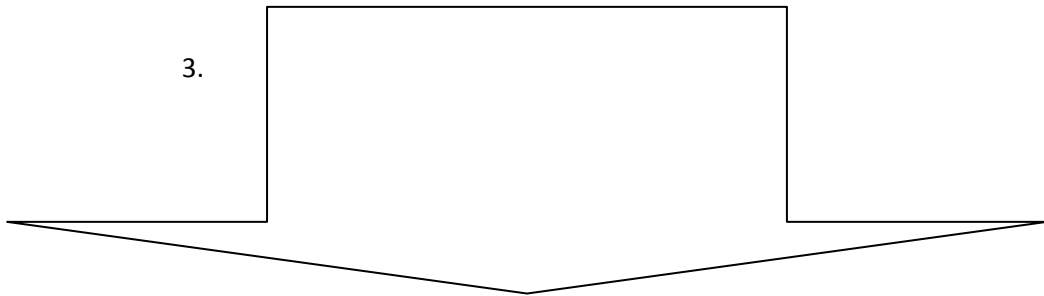
1.



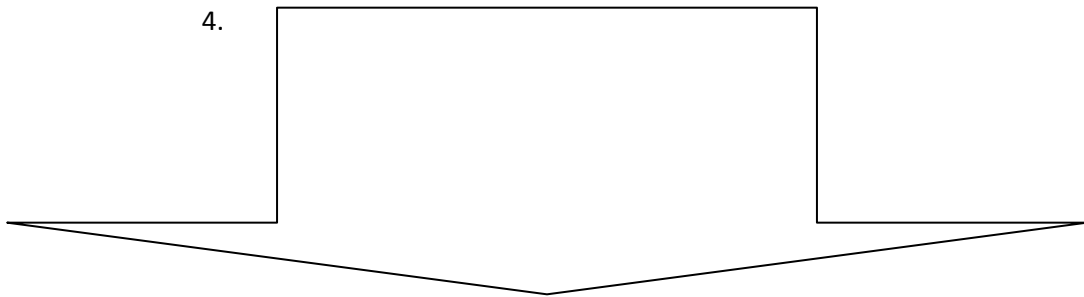
2.



3.



4.



Summary:

## The Basic Steps of SQ3R

### Survey

This pre-reading activity activates prior knowledge about the topic. It teaches the student to look over the entire reading assignment before reading it carefully. Students first survey the text for the following elements:

- Titles
- Subtitles
- Headings
- Table of contents
- Introductory paragraph
- Summary
- Pictures
- Captions
- Marginal notes
- Questions at the end of the selection
- Unknown vocabulary, key words, and boldfaced or italicized vocabulary

### Question

Questions help students focus on significant points and monitor their reading. Students generate questions about their topic before they read by turning headings and subheadings into questions. For example, if the title of the selection is "Events that Led to World War II," readers might ask, "What events led to World War II?"

### Read

As students read, they relate the selection to what they already know, correct any misconceptions about the topic, and find information to answer their questions.

### Recite

After reading the selection, students answer their questions to assess what they remember and understand. This process might include:

- self-talk
- class discussions
- outlining, note-taking
- underlining/highlighting answers in the text.

### Review

Students go back over the reading to build retention for a longer period of time. This also provides an opportunity for students to clarify, expand upon, or learn more about the questions they answered incompletely or unsatisfactorily.



Name:

Chapter Title:



## SQ4R



**Survey:** Look at the headings and subheadings; pictures, charts, graphs, and maps; and if there is one, the chapter summary.

What do I already know?

What do I predict I might learn?

**Questions:** Turn the headings and subheadings into questions.

**Read & Recite:** Actively read the text. Pay attention to information that will answer your questions. Close the book and answer the questions you developed. Write the answers in your own words. Check your answers and revise if needed.

**Review:** Check your memory. Retell by verbalizing what you read in your own words.

**Reflect:** Make connections with what you already know about the topic. How can you use this information?

What do I know now?

What do I need to know more about?

## Steps in a Process

**Topic:**

**Step 1**

**Step 2**

**Step 3**

**Step 4**

**Step 5**

**In conclusion,**

# Story Map

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**Title:**

**Characters:**

**Setting:**

**Problem:**

**Events:** 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

**Solution:**

**Moral Point:**

# Story Pyramid (Characterization)

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1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Directions:

1. Insert 1 word that names a central character.
2. Insert 2 words that describe the setting.
3. Insert 3 words that describe a character.
4. Insert 4 words that describe one event.
5. Insert 5 words that describe another event.

Ticket Out the Door



Ticket Out the Door



Detective's Name:

Sentence where I found the word:

Context Clue:

**WORD:**

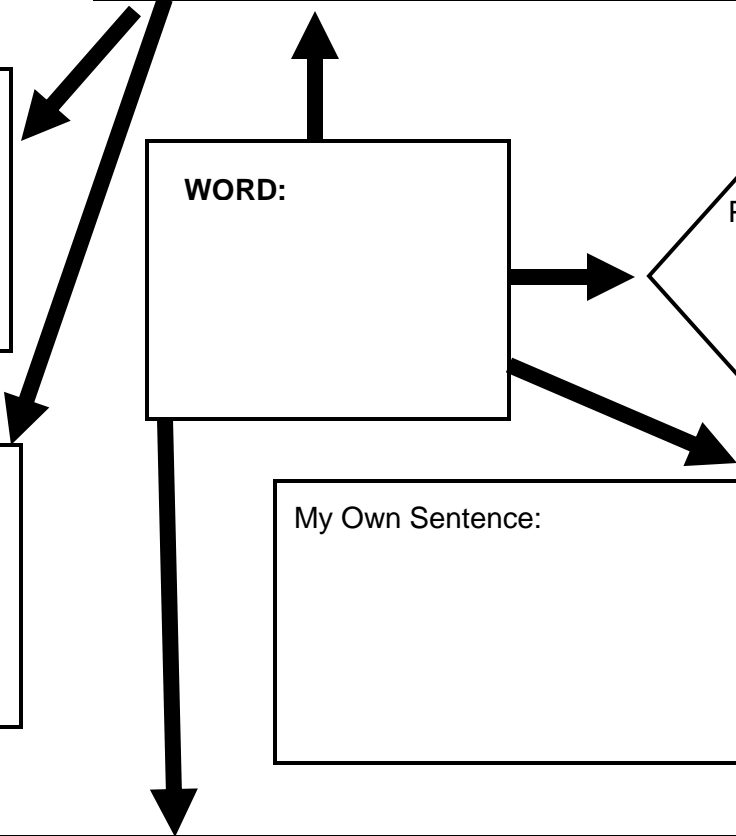
Part of Speech:

Context Clue:

My Own Sentence:

My Own Definition:

A picture that will remind me of what this word means to me:



Word Sort				
Category 1	Category 2	Category 3	Category 4	Category 5

1. Sort the vocabulary cards
2. Think! What do certain words have in common?
3. Based on those common characteristics, what categories can you add at the top of the column?
4. Sort the vocabulary words based on those common characteristics
5. Write a summary that explains the categories and the common characteristics
6. Read your text to verify or confirm your predictions and/or thought processes

Summarize your learning about the vocabulary words:

**Word Splash**

**Write the words in random order in any direction around the topic.**

**Topic**



**The important thing about**

\_\_\_\_\_

is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**But, the most important thing about**

\_\_\_\_\_

is

\_\_\_\_\_.

# Word Chart

Definition in own words:

Word or Concept

Characteristics:

Examples

Non Examples

The diagram is a word chart template. It features a central rounded rectangular box labeled "Word or Concept" with a horizontal line for writing. Four lines radiate from the right side of this central box to four other boxes. The top-left box is labeled "Definition in own words:" and is a large square. The bottom-left box is labeled "Characteristics:" and is a large square. The top-right box is labeled "Examples" and is a horizontal rectangle. The bottom-right box is labeled "Non Examples" and is a horizontal rectangle. There are three additional empty horizontal rectangles stacked vertically between the "Examples" and "Non Examples" boxes, all connected to the central box by lines.

# Word Chart: Context and Connection

What is it?

Definition:

Examples

Non-Examples

Word

I will probably find this word:

Context

I will remember this word by connecting it:

Word-to-Self Connection



## Vocabulary Word Cluster

Word:

Part of Speech:

Synonyms:

Illustration:

Sentence:

Word:

Part of Speech:

Synonyms:

Illustration:

Sentence:

Word:

Part of Speech:

Synonyms:

Illustration:

Sentence: