

Name Amber Puckett

Lesson Plan

Learning Segment Focus Figurative Language

Lesson 4 of 5

Course & topic addressed ELA

Date 3-12-2020

Grade 8th

Student Outcomes

Specific learning objectives for this lesson.	Students will identify different types of Figurative Language. Students will discuss the impact on the audience, the benefit of using descriptive language, and the deeper meanings associated with figurative language.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Based on previous standards, students have learned about different types of figurative language and how to identify them in provided text. This exercise will allow students to experience figurative language in another context, while using multimedia tools.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	Students are inundated with technology and digital resources; they must learn that Language Arts is not limited to printed or written text. By identifying figurative language within songs, the information being taught will become more relevant to students.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts when applicable.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Personification, Simile, Metaphor, Hyperbole, Alliteration, Oxymoron, Imagery, Symbolism, Sarcasm, Irony, Idiom, Allusion, Onomatopoeia
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<p>-The students will increase their comprehension of the various types of Figurative Language and how it is used outside of literary text.</p> <p>-Students will have a handout available for reference during the activity of the different types of Figurative Language.</p> <p>-The vocabulary consists of the types of the Figurative Language and the activity allows students to recognize the uses and effects of using figurative language.</p> <p>-This also heightens awareness of how ELA vocabulary is used in the world around them and in the things (music) that they surround themselves with on a daily basis.</p>
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Handouts, iPad to model activity, Internet Access, Apple TV/Smartboard,
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	IPads, Internet Access, QR Reader App, Handouts, Pen/Pencil, Ear Buds

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 minutes	<p><u>Introduction:</u></p> <p>Open by asking students questions related to music and figurative language, then show YouTube video.</p>	<p>1. Ask Students questions like:</p> <ul style="list-style-type: none"> • What is figurative language? • What are the most common figurative language types? (metaphors and similes) • What is a metaphor? (definition) • Can you give me some examples of metaphors? • What is a simile? (definition) • Can you give me some examples of similes? • What are some other examples of figurative language? (Ask for definitions and examples of personification, alliteration etc.) • Why do songwriters use figurative language in their lyrics? <p>2. Play YouTube Video</p>
35 minutes	<p><u>Instruction:</u></p> <p>Use QR code sheets and figurative language sheets to identify various types of Figurative Language within the lyrics of songs.</p>	<ul style="list-style-type: none"> • Have students get out handouts that were reviewed and discussed in previous lessons to reference; it contains definitions and examples of different types of figurative language. • Get out Figurative Language sheets. • Have students take out iPads. • Pass out sheet with QR Codes that link students to specific songs. • Listen to songs while lyrics play on screen. • Identify different types of Figurative Language within the lyrics. • Identify and write down specified figurative language.

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
		<ul style="list-style-type: none"> Students can add any additional Figurative Language found in the lyrics that is not labeled specifically for that song on the QR sheet.
10 minutes	<p>Closure:</p> <p>Students will have a minimum of 10 minutes to self-select a song to analyze for Figurative Language.</p>	<p>Ask students to choose a song of their choice (no obscene language allowed-must be clean version) to listen to at home and identify every type of Figurative Language found in the song. This will be turned in and some will be shared with the class the next day. Students must verify that the song contains no inappropriate words/language.</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>I can provide modified handouts that have more clues or direction to help narrow the lyrics and help students identify the Figurative Language in the songs.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>This lesson is actually created with differentiation in mind because there are visual, written, technological, and audible cues for learning.</p>
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Assessments: Formative and/or Summative

<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Informal Formative when students participate in Q&A at the beginning to gauge their retention of information we have been learning.</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Formal Formative when students submit their home assignment the following day.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>This lesson is based on the Inductive Model of teaching and allows students to observe, analyze, and evaluate data to arrive at a conclusion.</p>
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Lesson Reflection/Evaluation







What went well ? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>;
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>

QR Reader handout I created is below.

Instructions: Use the QR Reader App to scan the QR Codes below. Listen to each song with its lyrics. Identify the specific *Figurative Language* in the lyrics of the song as indicated below the QR Code. Add any additional forms of Figurative Language that you can identify in each song. Number your answers to match the QR Code number and write your answers on a separate sheet of paper.

#1  Onomatopoeia	#2  Simile
#3  Alliteration	#4  Metaphor
#5  Irony	#6  Hyperbole