

Educational Software Lesson Plan

Grade Level & Subject Area: 8th Grade ELA

Standards/Framework (State Standards, Content Standards, InTASC Standards)

RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and/or *tone*, including analogies or allusions to other texts when applicable.

RI.8.6 Determine an author's *point of view*, *perspective*, and/or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

SL.8.1 Engage effectively in a range of *collaborative discussions*

- one-on-one
- in groups
- teacher-led

with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.8.1 Demonstrate command of the conventions of *standard English* grammar and usage as appropriate for Grade 8 when writing or speaking.

L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.

Theme/Series of Lessons (if Not applicable, put N/A. If it is part of a series, of lessons, tell me, give a BRIEF description of the overall and tell me where this particular lesson fits):

This lesson will be part of our discussions about literary elements and devices as we analyze different literary works.

Time (is this a 1 day 50-minute lesson, 5 day 1 hour lesson, once a week over a month lesson....):

1 Day 50-minute lesson

What do the students already know? (This could be the Intro or they have learned information before starting this lesson):

This will be the intro into their understanding of literary elements and devices other than what they've learned in previous English courses.

Objective (What are the students' going to accomplish):

Students will define and recognize the literary elements.

Students will define and recognize the literary devices.

Students will create their own mnemonic devices to remember the elements and devices.

Students will use Flashcard Machine to quiz each other on the elements and devices.

Materials:

iPad with Flashcard Machine already downloaded, a piece of paper and a writing utensil or a word processing app to create the mnemonic device, highlighter

Procedure:

To begin, I will present a PowerPoint about literary elements and literary devices – what are they, what's the difference, why are they used in literature? This will be inductive: students will be shown examples of literary elements and devices but will not be told the categories they fall into. They must find similar characteristics and categorize them themselves. We will have a class-wide discussion and reach unanimous decisions based on evidence gathered by the students.

Next, students will be given an excerpt from a text that contains several examples of literary elements and devices. Students will highlight the examples and briefly explain what it is and how they know. Students will get into pairs and share what they have found.

Now that students have been exposed to and practiced the concept, they will create their own flashcard set using the app Flashcard Machine. Using a dictionary, students will define each term that we have discussed in class to create a personalized and easily accessible study set. Afterward, they can study by themselves but will be encouraged to have a partner quiz them on the terms.

Finally, students will create a mnemonic device to help them remember the devices and elements of literature. If they do not finish in class, they can work on it at home. We will share our devices the next day.

Assessment (How will the students' show you that the objective has been met):

(Note: the assessment does not have to be a paper and pencil test)

Formative – students will showcase understanding by highlighting examples of the concepts

Formative – creation of individual mnemonic devices

A Brief Description Of The Entire Lesson - Plus Any Additional Information to be Included:

Students will come into the class and sit in their seats. I will already have the PowerPoint pulled up so that students can have an idea of what we will be discussing as soon as they walk in the door. I will introduce the concepts we will be talking about by informing the students of what literary elements and devices are and why they are used. Throughout this instructional time, I will prompt students by asking questions such as “Why do you think that ___?” or “Where have you seen something like this before?” There will be slides on the PowerPoint of examples without their categories and students will be expected to find similarities and make observations. We will discuss, as a class, the observations they made and what they would categorize the examples as.

I will check for understanding by ensuring that students followed along and pausing for questions. Then, students will receive a handout that has an excerpt with literary elements and devices throughout. Students will highlight the examples they find and explain why they think they fall into that category. This can be done however students want – highlight in different, corresponding colors or use one color the whole time. Students will get into pairs and share with one another what they found. After they finish, I will ask if anyone disagreed and what their favorite device is.

Next, students will get their iPads and open the Flashcard Machine app. They may use a physical or digital dictionary to create their own study set that has the terms we have been practicing with (personification, simile, point of view, setting, etc.). They will be encouraged to quiz a new partner, but if they prefer to study alone, that will be okay too.

After the students have studied and feel confident about their knowledge, they will create their own mnemonic device to help them remember all of the elements and

devices we talked about. If they do not finish in class, they will need to finish it as homework. We will share our devices the next day!

(I should be able to see and understand your entire lesson by reading this. Remember, Technology is not the lesson. It enhances the lesson)