

Lesson Plan Template

Lesson Segment Focus Figurative LanguageLesson 1 of 1Course & topic addressed ELA Figurative LanguageDate 3/30/19 Grade 7

Student Outcomes

Specific learning objectives for this lesson.	<ol style="list-style-type: none"> 1. Students will identify figurative language in different kinds of texts. 2. Students will compare the amount of different figures of speech when reading text.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will already know what the different kinds of figurative language is and their definitions.
Knowledge of students background (personal, cultural, or community assets)	

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	<p>L.7.5.A Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>This would be a great lesson to have a word wall of all the different types of figures of speech. That will help students differentiate between them in their own language.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Metaphor, Simile, Alliteration, Onomatopoeia, Personification, Hyperbole, and Idiom
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Materials

Materials needed by teacher for this lesson.	Three different pieces of text for the students to read, an example spreadsheet, and Exit slip
Materials needed by students for this lesson.	Highlighter and/or pen

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 Minutes	Introduction: Class discussion to remind the students of what we had previously talked about in class.	I will begin class by doing a quick discussion to remind the students of the different types of figurative language that we had talked about and their definitions. I will ask “What are the types of figurative language that we talked about yesterday?” “What is a metaphor?” “What is a simile?” “What is personification” I will make sure many different students are answering these questions and not the same ones. I will make sure we go through all of the different types, and if they need any clarified then we can do a couple of examples on the board.
30 Minutes	Instruction: The class will read three different texts and record the number of each type of figurative language that the text has in it.	I will begin by showing an example of the Google spreadsheet example that I made. Then I will explain that we will be reading three different kinds of text and highlighting the figurative language that is in them. We will then record the different kinds of figurative language in the Google spreadsheet like my example. In the last page of the spreadsheet we will do a final comparing of what the most common figure of speech was that was used throughout the three texts. I will then pass out the three different texts. I will encourage them to color code the different kinds if they have enough colors. They should read through the text and highlight, and then go back and record it so it does not mess up their flow of reading. This will help them identify the figurative language in grade appropriate text.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10 Minutes	<u>Closure: Students will complete an exit slip.</u>	Once the students have completed their spreadsheet, they will complete an exit slip that has the questions, "What was your most common figure of speech that was used?" "What was the least common?" Which text had the most figurative language in it?" This will help me assess if they were able to catch all of the figurative language in the readings. This exit slip will be on Google forms.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I could give them text that has already been highlighted. They would still need to read it and figure out what kind it is. They will then record it on the spreadsheet template that I will provide.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	This lesson involved reading, writing, and speaking. So, all students should stay engaged.
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Assessments: Formative and/or Summative

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).	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Their spreadsheets
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Exit Slip
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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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>