Lesson Plan Template

Lesson Segment Focus: Figurative Language   **Lesson 9 of 14**
Course & topic addressed: Creating Informational Text   **Date: 12/02/19 Grade: 3rd**

Student Outcomes

Specific learning objectives for this lesson.	The students will be able to identify similes and metaphors.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should know different types of figurative language and its purpose.
Knowledge of students background (personal, cultural, or community assets)	The students are proficient in their reading and writing skills.

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.	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	We will go over in detail what similes and metaphors are and how to identify them in a text.

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Simile, Metaphor

Materials

Materials needed by teacher for **this lesson**.	Smartboard, Padlet
Materials needed by students for **this lesson**.	Pencil, Paper, Chromebook

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.
15 mins	**Introduction**:	TTW ask the students if they know what figurative language is. Students may answer with the different types of figurative language they know, such as hyperboles or idioms. TTW ask if anyone knows the purpose of figurative language. After a few students answer, TTW tell them that it is used to make our writing more impactful and that we even use it when we are speaking. TTW tell the students that today they will be discussing two types of figurative language: similes and metaphors.
30 mins	Instruction:	TTW pull up the Padlet website and show a video telling the difference between similes and metaphors. TTW then go through a passage with the students, helping them determine which sentences contain similes and metaphors and what 2 things are being compared. After the students are successfully able to find similes and metaphors and distinguish between the two, the students will pull up the independent work on Padlet and write the answers on a sheet of paper which will be turned in at the end of the lesson.
15 mins	**Closure:**	After collecting the students' papers, TTW ask the students what two types of figurative language they learned today (simile and metaphor). TTW ask a student the difference between the two. TTW tell the students they did a great job and will be able to practice more with similes and metaphors tomorrow.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Remediation – work one-on-one to see where mistakes are happening Intervention – monitor closely and clarify and provide feedback IEP/504 – More time to complete the assignment LEP/ESL – working in a group

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Give detailed instruction. Have students restate objectives. Ask questions to direct student learning.

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).	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	

Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	*TO BE FILLED IN AFTER TEACHING*

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

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