Lesson Plan 1

|  |  |  |
| --- | --- | --- |
| **Grade Level: 7th**  | **Subject Focus: Figurative Language** | **Date: September 30, 2019** |
| **Georgia Standard(s) of Excellence (GSE):** * **ELAGSE7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.**
* **ELAGSE7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
 |
| **Individual Education Plan/504 Goal(s) and/or Benchmarks (as indicated on the student’s IEP or 504 Plan):** * **I have three students that have a 504 plan. Student A has Autism Spectrum Disorder and Anxiety Disorder. Student B has ADHD. Student C has ADHD and Generalized Anxiety Disorder. These students will complete the same assignments, but if necessary, these students will be given extra time to complete the assignment.**
 |
| **Central Focus** A description of the important understandings and core concepts that you want students to develop over the course of the learning segment.*\*A central focus will not be stated unless you are developing a learning segment or mini-unit.* | * Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings by reading *Tell-Tale Heart* by Edgar Allan Poe. Students will use the RACE strategy to help them formulate a constructed response explaining the effects figurative language has on Edgar Allan Poe’s story *Tell-Tale Heart*. Finally, students will be able to cite textual evidence from *Tell-Tale Heart* to explain their understanding of the effect figurative language has on a text. The figurative language students will be focusing on for this segment is alliteration, metaphor, onomatopoeia, personification, and simile.
 |
| **Deconstructing/****Unpacking the Standard(s)** Determine key terms: Identify and underline key terms within the standard and/or element(s). Identify concepts and skills students will need to know, understand, and be able to do to reach proficiency.  | * Determine, analyze, cite
* Students need to be able to determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings.
* Students need to be able to identify the following figurative languages in a text, metaphor, simile, personification, alliteration, and onomatopoeia.
* Students need to be able to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* Students need to be able to analyze the impact of repetition of sounds (e.g., alliteration) on a specific section of a story or drama.
 |
| **Learning Target(s)**Targets must be aligned to the GSE and with the assessment(s); targets should be stated as measurable (e.g., ‘I can’ statements for students). | * I can determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings.
* I can identify the following figurative languages in a text, metaphor, simile, personification, alliteration, and onomatopoeia.
* I can cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* I can analyze the impact of repetition of sounds (e.g., alliteration) on a specific section of a story.
 |
| **Assessment/****Evaluation**Assessment(s) must be aligned to the GSE and learning target(s). Questions to consider when developing your assessment plan:What is your evaluative criteria? What evidence will you collect to demonstrate students’ understanding/mastery of the learning target(s)? What evidence will you collect to demonstrate students’ usage of the language demands (i.e., function, vocabulary, syntax, and/or discourse)? | *This is an assessment plan and should be written as such.* **Assessment Plan for Learning Targets:** * **Formative Assessment 1: After reviewing the R and A of the RACE acronym, students will be given a constructed response that they will use to demonstrate their knowledge of the R and A of the RACE acronym. They will answer this on a sheet of paper and turn it in. I will check these for understanding, and I will return them the next day.**
* **Formative Assessment 2: At the end of class, students will be given a worksheet with alliteration, personification, and onomatopoeia. They will demonstrate their understanding of the figurative language by answering the questions. They will turn this in, and I will check it for understanding. This will serve as a ticket out the door.**

**Assessment Plan for Learning Targets Aligned with IEP Goals and/or 504 Plans:** * **These students will complete the same assignments, but if necessary, these students will be given extra time to complete the assignment.**
 |
| **Academic Language** Oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to engage in the content area in meaningful ways (Stanford Center for Assessment, Learning, and Equity, 2018). | **Language Function** (The focus of the learning task represented by an active verb within the learning target(s) that students will use to demonstrate their learning; some examples are*- explain, describe, predict, summarize, compare, evaluate, interpret, justify*):* Determine

**Language Vocabulary** (Includes words, phrases, and/or symbols that are used within disciplines):* Alliteration, figurative language, metaphor, onomatopoeia, personification, and simile
* bloodcurdling, gargoyles, keen, belittled, stifled, vexed, marrow, ceased, Darjeeling, and blather

**Syntax** (The set of conventions for organizing symbols, words, and phrases together into structures; e.g., sentences, graphs, tables):* Graphic organizer, PowerPoint notes
* RACE strategy

**Discourse** (Structures of written and oral language, as well as how the members of the discipline talk, write, and participate in knowledge construction; some examples are- essays, multi-media presentations, performance):* Students can identify the following figurative languages in a text, alliteration, metaphor, onomatopoeia, personification, and simile.
* Citing a text
* Constructed response
 |
| **Targeted Language Supports** The scaffolds, representations, and pedagogical strategies you will provide to help students understand, use, and practice the concepts and language they need to learn within the discipline **(**Stanford Center for Assessment, Learning, and Equity, 2018). | How will you support students to demonstrate the function, learn and use the vocabulary, structure the language (syntax), and engage in discourse? * Graphic Organizer
* PowerPoint notes
* RACE Strategy
* Modeling
* Gradual Release
* Chunking Material
 |
| **Materials**What resources will be used to engage students?  | * Notebook paper, pencil or pen, RACE note sheet, RACE on the smart board, graphic organizer sheet, graphic organizer on the smart board, RACE acronym PowerPoint, I can statement will be presented before each assignment
 |
| **Classroom Management Strategies**What procedures will you employ to manage transitions, behavior, passing out materials, etc.?  | * I have created a phrase with the students to say, so I can grab their attention when they are talking in groups or with a partner. It is used for them to know when they need to stop talking and redirect their attention back to me. I will say, “No bees, no honey!” And they will reply with, “No work, no money!”
* There is also a talking piece that is used (soft soccer ball). This ball is to remind students that they should not speak out of turn. Only the student that has the talking piece can speak. It also makes students responsible for their own learning because they do not know if they will be chosen to answer a question. When the talking piece is not in use students are required to raise their hands and wait to be called on. During this time, they are still expected to respect each other and speak when only called on.
* When I first enter the room, I close the door loud enough for students to hear. This is done because I give them time to talk before class, so once the door is shut, they know it is time to stop talking and begin working.
 |
| **Supports for Students** What instructional strategies and planned supports, will you employ to meet the needs of each student in order for each student to demonstrate learning and move towards mastery regarding the learning target(s)?  | **Accommodation(s)**- (A change that helps a student overcome or work around the disability)**:*** **Preferential seating**
* **Explain/paraphrase directions for clarity**
* **Extended time on written assignments**
* **Extra time to turn in assignments**

**Modification(s)**- (A change in what is being taught or what is expected from the student)**:*** **N/A**

**Differentiation**- (Tailoring instruction to meet individual needs; differentiating the content, process, and/or product)**:** * Below skill level (e.g., struggling reader): Before students begin the assignment, I will go through and read the questions aloud.
 |
| **Introduction to Lesson/****Activating Thinking**Use knowledge of students’ prior learning, personal, cultural, and/or community assets to ‘hook’ them (i.e., get them excited about the lesson, learning segment, and/or mini-unit).  | * **At the beginning of class, we will discuss the RACE acronym. I will provide students with the definition of acronym, and we will then focus on the R and A of the RACE acronym.**
* **We will discuss the R first. The R stands for Restate the question. I will provide students with two example questions. I will ask students for their answers before providing them with examples on how to answer the questions.**
* **We will then discuss the A. The A stands for Answer the question. Students will answer the same questions from the R acronym. I will ask students for their answers before providing them with examples on how to answer the questions.**
* **After this is completed, I will give students a question for them to demonstrate their knowledge of the RACE acronym. They will only be required to demonstrate their knowledge of the R and A of the acronym.**
 |
| **Body of Lesson/****Teaching Strategies and Learning Task(s)**What will you have the students do after you introduce the lesson to demonstrate learning that aligns with the learning targets (i.e., learning task): How will you support students (i.e., teaching strategies and planned supports)? What questions will you ask to promote higher level thinking? | * **During the class period, students will take notes on figurative language. They will be given a graphic organizer, so they can take notes. On the graphic organizer students will familiarize themselves with the definition of figurative language and the following figurative languages, alliteration, personification, and onomatopoeia. I will provide students with the definition of these words and examples.**
* **During this time, I will be giving students notes and examples of figurative language and the different types of figurative language.**
* **After all notes are completed, students will be given a worksheet to test their knowledge of figurative language and the different types of figurative language.**
 |
| **Closure:****Summary of Learning Tasks** How will the students summarize and/or share what they have learned to prove they know and understand the standard(s) and its vocabulary? What opportunities will you provide for students to apply new knowledge while making connections to prior learning and their personal, cultural, and/or community assets?  | * **After all notes are completed, students will be given a worksheet to test their knowledge of figurative language and the different types of figurative languages. This will be their ticket out the door.**
 |

Lesson Plan 2

|  |  |  |
| --- | --- | --- |
| **Grade Level: 7th**  | **Subject Focus: Figurative Language** | **Date: October 1, 2019** |
| **Georgia Standard(s) of Excellence (GSE):** * **ELAGSE7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama**
* **ELAGSE7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
 |
| **Individual Education Plan/504 Goal(s) and/or Benchmarks (as indicated on the student’s IEP or 504 Plan):** * **I have three students that have a 504 plan. Student A has Autism Spectrum Disorder and Anxiety Disorder. Student B has ADHD. Student C has ADHD and Generalized Anxiety Disorder. These students will complete the same assignments, but if necessary, these students will be given extra time to complete the assignment.**
 |
| **Central Focus** A description of the important understandings and core concepts that you want students to develop over the course of the learning segment.*\*A central focus will not be stated unless you are developing a learning segment or mini-unit.* | * Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings by reading *Tell-Tale Heart* by Edgar Allan Poe. Students will use the RACE strategy to help them formulate a constructed response explaining the effects figurative language has on Edgar Allan Poe’s story *Tell-Tale Heart*. Finally, students will be able to cite textual evidence from *Tell-Tale Heart* to explain their understanding of the effect figurative language has on a text. The figurative language students will be focusing on for this segment is alliteration, metaphor, onomatopoeia, personification, and simile.
 |
| **Deconstructing/****Unpacking the Standard(s)** Determine key terms: Identify and underline key terms within the standard and/or element(s). Identify concepts and skills students will need to know, understand, and be able to do to reach proficiency.  | * Determine, analyze, cite
* Students need to be able to determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings.
* Students need to be able to identify the following figurative languages in a text, metaphor, simile, personification, alliteration, and onomatopoeia.
* Students need to be able to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* Students need to be able to analyze the impact of repetition of sounds (e.g., alliteration) on a specific section of a story.
 |
| **Learning Target(s)**Targets must be aligned to the GSE and with the assessment(s); targets should be stated as measurable (e.g., ‘I can’ statements for students). | * I can determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings.
* I can identify the following figurative languages in a text, metaphor, simile, personification, alliteration, and onomatopoeia.
* I can cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* I can analyze the impact of repetition of sounds (e.g., alliteration) on a specific section of a story.
 |
| **Assessment/****Evaluation**Assessment(s) must be aligned to the GSE and learning target(s). Questions to consider when developing your assessment plan:What is your evaluative criteria? What evidence will you collect to demonstrate students’ understanding/mastery of the learning target(s)? What evidence will you collect to demonstrate students’ usage of the language demands (i.e., function, vocabulary, syntax, and/or discourse)? | **Assessment Plan for Learning Targets:** * **Formative Assessment 1: After reviewing the C and E of the RACE acronym, students will elaborate on their answers from the previous day. This will be used to see if students can demonstrate their knowledge of explaining their answer.**
* **Formative Assessment 2: Students will be given a worksheet with metaphor and simile examples. They will demonstrate their understanding of the figurative language by answering the questions. They will turn this in, and I will check it for understanding. This will serve as a ticket out the door.**

**Assessment Plan for Learning Targets Aligned with IEP Goals and/or 504 Plans:** * **These students will complete the same assignments, but if necessary, these students will be given extra time to complete the assignment.**
 |
| **Academic Language** Oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to engage in the content area in meaningful ways (Stanford Center for Assessment, Learning, and Equity, 2018). | **Language Function** (The focus of the learning task represented by an active verb within the learning target(s) that students will use to demonstrate their learning; some examples are*- explain, describe, predict, summarize, compare, evaluate, interpret, justify*):* Determine

**Language Vocabulary** (Includes words, phrases, and/or symbols that are used within disciplines):* Alliteration, metaphor, onomatopoeia, personification, simile, and figurative language
* bloodcurdling, gargoyles, keen, belittled, stifled, vexed, marrow, ceased, Darjeeling, and blather

**Syntax** (The set of conventions for organizing symbols, words, and phrases together into structures; e.g., sentences, graphs, tables):* Graphic organizer, Venn diagram, PowerPoint notes
* RACE strategy

**Discourse** (Structures of written and oral language, as well as how the members of the discipline talk, write, and participate in knowledge construction; some examples are- essays, multi-media presentations, performance):* Students can identify the following figurative languages in a text, alliteration, metaphor, onomatopoeia, personification, and simile.
* Citing a text
* Constructed response
 |
| **Targeted Language Supports** The scaffolds, representations, and pedagogical strategies you will provide to help students understand, use, and practice the concepts and language they need to learn within the discipline **(**Stanford Center for Assessment, Learning, and Equity, 2018). | How will you support students to demonstrate the function, learn and use the vocabulary, structure the language (syntax), and engage in discourse? * Graphic Organizer
* Venn Diagram
* PowerPoint Notes
* RACE strategy
* Modeling
* Gradual Release
* Chunking Material
 |
| **Materials**What resources will be used to engage students?  | * Notebook paper, pencil or pen, RACE note sheet, RACE on the smart board, graphic organizer sheet, graphic organizer on the smart board, Venn diagram sheet, Venn diagram on the smart board, RACE acronym PowerPoint, I can statement will be presented before each assignment
 |
| **Classroom Management Strategies**What procedures will you employ to manage transitions, behavior, passing out materials, etc.?  | * I have created a phrase with the students to say, so I can grab their attention when they are talking in groups or with a partner. It is used for them to know when they need to stop talking and redirect their attention back to me. I will say, “No bees, no honey!” And they will reply with, “No work, no money!”
* There is also a talking piece that is used (soft soccer ball). This ball is to remind students that they should not speak out of turn. Only the student that has the talking piece can speak. It also makes students responsible for their own learning because they do not know if they will be chosen to answer a question. When the talking piece is not in use students are required to raise their hands and wait to be called on. During this time, they are still expected to respect each other and speak when only called on.
* When I first enter the room, I close the door loud enough for students to hear. This is done because I give them time to talk before class, so once the door is shut, they know it is time to stop talking and begin working.
 |
| **Supports for Students** What instructional strategies and planned supports, will you employ to meet the needs of each student in order for each student to demonstrate learning and move towards mastery regarding the learning target(s)?  | **Accommodation(s)**- (A change that helps a student overcome or work around the disability)**:*** **Preferential seating**
* **Explain/paraphrase directions for clarity**
* **Extended time on written assignments**
* **Extra time to turn in assignments**

**Modification(s)**- (A change in what is being taught or what is expected from the student)**:*** **N/A**

**Differentiation**- (Tailoring instruction to meet individual needs; differentiating the content, process, and/or product)**:** * Below skill level (e.g., struggling reader): Students will be given the reading text a day prior to the assignment. They will also have more time to complete the reading assignment. We will begin looking at *Tell-Tale Heart* by Edgar Allan Poe the next day.
 |
| **Introduction to Lesson/****Activating Thinking**Use knowledge of students’ prior learning, personal, cultural, and/or community assets to ‘hook’ them (i.e., get them excited about the lesson, learning segment, and/or mini-unit).  | * **At the beginning of class, we will continue discussing the RACE acronym. We will review the R and A of the RACE acronym. Following that, we will then focus on the C and E of the RACE acronym.**
* **We will discuss the C first. The C stands for Cite evidence. I will provide students with three examples of how to cite evidence in a text. I will ask students for their answers before providing them with examples on how to cite evidence from a text.**
* **We will then discuss the E. The E stands for Explain your answer. I will provide students with ways to explain their answers. We will discuss these together. Once this is completed students will use one of the questions from the previous day to elaborate on their answers.**
* **After this is completed, students will use the questions from the previous day, and they will explain their answers. They have already restated and answered the question. Since there is no text to cite from, they are only required to Explain their answer.**
* **After this is completed, I will show the students a preview of the constructed response they will answer in tomorrow’s class period.**
 |
| **Body of Lesson/****Teaching Strategies and Learning Task(s)**What will you have the students do after you introduce the lesson to demonstrate learning that aligns with the learning targets (i.e., learning task): How will you support students (i.e., teaching strategies and planned supports)? What questions will you ask to promote higher level thinking? | * **During the class period, students will take notes on figurative language. They will use their graphic organizer from the previous day. On the graphic organizer students will familiarize themselves with the definition of figurative language and the following figurative languages, metaphor and simile. I will provide students with the definition of these words and examples. Once that is completed, they will use the Venn diagram to help them compare and contrast simile and metaphor. I will provide them with the information they need to include on the Venn diagram. I will also provide students with misconceptions of similes. Many of them see the word like and assume it is a simile. I will provide examples of these, so they can see the difference in the two. They will also use the Venn diagram, so they can emphasize the difference between metaphor and simile.**
* **During this time, I will be giving students notes and examples of figurative language and the different types of figurative language.**
* **After all notes are completed, students will be given a worksheet to text their knowledge of figurative language and the different types of figurative language.**
 |
| **Closure:****Summary of Learning Tasks** How will the students summarize and/or share what they have learned to prove they know and understand the standard(s) and its vocabulary? What opportunities will you provide for students to apply new knowledge while making connections to prior learning and their personal, cultural, and/or community assets?  | * **After all notes are completed, students will be given a worksheet with examples of alliteration, personification, onomatopoeia, simile, and metaphor. This will be used to determine their understanding of the two. This will be their ticket out the door.**
 |

Lesson Plan 3

|  |  |  |
| --- | --- | --- |
| **Grade Level: 7th**  | **Subject Focus: Figurative Language** | **Date: October 2, 2019** |
| **Georgia Standard(s) of Excellence (GSE):** * **ELAGSE7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama**

**ELAGSE7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** |
| **Individual Education Plan/504 Goal(s) and/or Benchmarks (as indicated on the student’s IEP or 504 Plan):** * **I have three students that have a 504 plan. Student A has Autism Spectrum Disorder and Anxiety Disorder. Student B has ADHD. Student C has ADHD and Generalized Anxiety Disorder. These students will complete the same assignments, but if necessary, these students will be given extra time to complete the assignment.**
 |
| **Central Focus** A description of the important understandings and core concepts that you want students to develop over the course of the learning segment.*\*A central focus will not be stated unless you are developing a learning segment or mini-unit.* | * Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings by reading *Tell-Tale Heart* by Edgar Allan Poe. Students will use the RACE strategy to help them formulate a constructed response explaining the effects figurative language has on Edgar Allan Poe’s story *Tell-Tale Heart*. Finally, students will be able to cite textual evidence from *Tell-Tale Heart* to explain their understanding of the effect figurative language has on a text. The figurative language students will be focusing on for this segment is alliteration, metaphor, onomatopoeia, personification, and simile.
 |
| **Deconstructing/****Unpacking the Standard(s)** Determine key terms: Identify and underline key terms within the standard and/or element(s). Identify concepts and skills students will need to know, understand, and be able to do to reach proficiency.  | * Determine, analyze, cite
* Students need to be able to determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings.
* Students need to be able to identify the following figurative languages in a text, metaphor, simile, personification, alliteration, and onomatopoeia.
* Students need to be able to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* Students need to be able to analyze the impact of repetition of sounds (e.g., alliteration) on a specific section of a story.
 |
| **Learning Target(s)**Targets must be aligned to the GSE and with the assessment(s); targets should be stated as measurable (e.g., ‘I can’ statements for students). | * I can determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings.
* I can identify the following figurative languages in a text, metaphor, simile, personification, alliteration, and onomatopoeia.
* I can cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* I can analyze the impact of repetition of sounds (e.g., alliteration) on a specific section of a story.
 |
| **Assessment/****Evaluation**Assessment(s) must be aligned to the GSE and learning target(s). Questions to consider when developing your assessment plan:What is your evaluative criteria? What evidence will you collect to demonstrate students’ understanding/mastery of the learning target(s)? What evidence will you collect to demonstrate students’ usage of the language demands (i.e., function, vocabulary, syntax, and/or discourse)? | **Assessment Plan for Learning Targets:** * **Formative Assessment 1: Students will have a mini constructed response assignment. They will be given an excerpt from *The Landlady* by Roald Dahl. They will find one example of figurative language within the excerpt and use the RACE acronym to help construct their response.**
* **Formative Assessment 2: Students will begin reading, *Tell-Tale Heart,* by Edgar Allan Poe. Therefore, they will be required to identify one type of figurative language used so far in the text. We will only read scenes 1 and 2, so their answers can only come from these two scenes. They will also need to explain their answer. This will be used as their ticket out the door.**

**Assessment Plan for Learning Targets Aligned with IEP Goals and/or 504 Plans:** * **These students will complete the same assignments, but if necessary, these students will be given extra time to complete the assignment.**
 |
| **Academic Language** Oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to engage in the content area in meaningful ways (Stanford Center for Assessment, Learning, and Equity, 2018). | **Language Function** (The focus of the learning task represented by an active verb within the learning target(s) that students will use to demonstrate their learning; some examples are*- explain, describe, predict, summarize, compare, evaluate, interpret, justify*):* analyze

**Language Vocabulary** (Includes words, phrases, and/or symbols that are used within disciplines):* figurative language, Alliteration, metaphor, onomatopoeia, personification, and simile
* bloodcurdling, gargoyles, keen, belittled, vexed, stifled, marrow, Darjeeling, blather

**Syntax** (The set of conventions for organizing symbols, words, and phrases together into structures; e.g., sentences, graphs, tables):* Graphic organizer, Venn diagram, PowerPoint notes
* RACE strategy
* *Tell-Tale Heart*

**Discourse** (Structures of written and oral language, as well as how the members of the discipline talk, write, and participate in knowledge construction; some examples are- essays, multi-media presentations, performance):* Students can identify the following figurative languages in a text, alliteration, metaphor, onomatopoeia, personification, and simile.
* Citing a text
* Constructed response
 |
| **Targeted Language Supports** The scaffolds, representations, and pedagogical strategies you will provide to help students understand, use, and practice the concepts and language they need to learn within the discipline **(**Stanford Center for Assessment, Learning, and Equity, 2018). | How will you support students to demonstrate the function, learn and use the vocabulary, structure the language (syntax), and engage in discourse? * Graphic organizer
* Venn diagram
* PowerPoint notes
* RACE strategy
* Modeling
* Gradual Release
* Chunking Material
 |
| **Materials**What resources will be used to engage students?  | * Notebook paper, pencil or pen, RACE note sheet, graphic organizer sheet, Venn diagram sheet, *Tell-Tale Heart* by Edgar Allan Poe, I can statement will be presented before each assignment
 |
| **Classroom Management Strategies**What procedures will you employ to manage transitions, behavior, passing out materials, etc.?  | * I have created a phrase with the students to say, so I can grab their attention when they are talking in groups or with a partner. It is used for them to know when they need to stop talking and redirect their attention back to me. I will say, “No bees, no honey!” And they will reply with, “No work, no money!”
* There is also a talking piece that is used (soft soccer ball). This ball is to remind students that they should not speak out of turn. Only the student that has the talking piece can speak. It also makes students responsible for their own learning because they do not know if they will be chosen to answer a question. When the talking piece is not in use students are required to raise their hands and wait to be called on. During this time, they are still expected to respect each other and speak when only called on.
* When I first enter the room, I close the door loud enough for students to hear. This is done because I give them time to talk before class, so once the door is shut, they know it is time to stop talking and begin working.
 |
| **Supports for Students** What instructional strategies and planned supports, will you employ to meet the needs of each student in order for each student to demonstrate learning and move towards mastery regarding the learning target(s)?  | **Accommodation(s)**- (A change that helps a student overcome or work around the disability)**:*** **Preferential seating**
* **Explain/paraphrase directions for clarity**
* **Extended time on written assignments**
* **Extra time to turn in assignments**

**Modification(s)**- (A change in what is being taught or what is expected from the student)**:*** **I will play the audio version of *Tell-Tale Heart* instead of requiring students to read the text.**

**Differentiation**- (Tailoring instruction to meet individual needs; differentiating the content, process, and/or product)**:** * Below skill level (e.g., struggling reader): Students were given *Tell-Tale Heart* a day earlier, so they could familiarize themselves with the text. They will also be provided the audio version of the text, so they can listen to it on their chrome books during individual reading time. They will also have more time to complete the reading assignment.
 |
| **Introduction to Lesson/****Activating Thinking**Use knowledge of students’ prior learning, personal, cultural, and/or community assets to ‘hook’ them (i.e., get them excited about the lesson, learning segment, and/or mini-unit).  | * **At the beginning of class, we will review each letter of the RACE acronym. Students will be given an excerpt from *The Landlady* that includes one example of figurative language. Students will be required to write a constructed response using the excerpt.**
* **The excerpt is: By using the excerpt below from *The Landlady* identify one type of figurative language. Explain why Roald Dahl used this figurative language. Be sure to cite evidence in your response.**
 |
| **Body of Lesson/****Teaching Strategies and Learning Task(s)**What will you have the students do after you introduce the lesson to demonstrate learning that aligns with the learning targets (i.e., learning task): How will you support students (i.e., teaching strategies and planned supports)? What questions will you ask to promote higher level thinking? | * **Before we begin to read *Tell-Tale Heart,* we will review the vocabulary used in the story. These terms were provided to students prior to the reading, so they could familiarize themselves with the words. The review of the words is to makes sure the terms are fresh in their mind. I will then tell the students, “As we read, think about why Poe used figurative language in his story.”**
* **We will begin reading *Tell-Tale Heart* as a class*.* Since we are reading the readers theater play version, students will be assigned parts for each scene. There are three scenes in the text. Each scene will have different students as the characters.**
* **While reading the text, we will stop at the end of Scene 1 and Scene 2. We will discuss the story’s plot during this time. If students find any figurative language examples during this time, they may share this with the class, but the main focus is understanding the text. We will conclude the reading for the day at the end of Scene 2.**
* **If students prefer not to read aloud, or it is distracting for others, we will listen to the audio version of the text.**
 |
| **Closure:****Summary of Learning Tasks** How will the students summarize and/or share what they have learned to prove they know and understand the standard(s) and its vocabulary? What opportunities will you provide for students to apply new knowledge while making connections to prior learning and their personal, cultural, and/or community assets?  | * **Students will complete a ticket out the door. They are required to identify one type of figurative language used so far in the text. They will also need to prove why their answer is correct. They will complete this on a piece of paper and turn it in.**
 |

Lesson Plan 4

|  |  |  |
| --- | --- | --- |
| **Grade Level: 7th**  | **Subject Focus: Figurative Language**  | **Date: October 3, 2019** |
| **Georgia Standard(s) of Excellence (GSE):** * **ELAGSE7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama**

**ELAGSE7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** |
| **Individual Education Plan/504 Goal(s) and/or Benchmarks (as indicated on the student’s IEP or 504 Plan):** * **I have three students that have a 504 plan. Student A has Autism Spectrum Disorder and Anxiety Disorder. Student B has ADHD. Student C has ADHD and Generalized Anxiety Disorder. These students will complete the same assignments, but if necessary, these students will be given extra time to complete the assignment.**
 |
| **Central Focus** A description of the important understandings and core concepts that you want students to develop over the course of the learning segment.*\*A central focus will not be stated unless you are developing a learning segment or mini-unit.* | * Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings by reading *Tell-Tale Heart* by Edgar Allan Poe. Students will use the RACE strategy to help them formulate a constructed response explaining the effects figurative language has on Edgar Allan Poe’s story *Tell-Tale Heart*. Finally, students will be able to cite textual evidence from *Tell-Tale Heart* to explain their understanding of the effect figurative language has on a text. The figurative language students will be focusing on for this segment is alliteration, metaphor, onomatopoeia, personification, and simile.
 |
| **Deconstructing/****Unpacking the Standard(s)** Determine key terms: Identify and underline key terms within the standard and/or element(s). Identify concepts and skills students will need to know, understand, and be able to do to reach proficiency.  | * Determine, analyze, cite
* Students need to be able to determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings.
* Students need to be able to identify the following figurative languages in a text, metaphor, simile, personification, alliteration, and onomatopoeia.
* Students need to be able to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* Students need to be able to analyze the impact of repetition of sounds (e.g., alliteration) on a specific section of a story.
 |
| **Learning Target(s)**Targets must be aligned to the GSE and with the assessment(s); targets should be stated as measurable (e.g., ‘I can’ statements for students). | * I can determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings.
* I can identify the following figurative languages in a text, metaphor, simile, personification, alliteration, and onomatopoeia.
* I can cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* I can analyze the impact of repetition of sounds (e.g., alliteration) on a specific section of a story.
 |
| **Assessment/****Evaluation**Assessment(s) must be aligned to the GSE and learning target(s). Questions to consider when developing your assessment plan:What is your evaluative criteria? What evidence will you collect to demonstrate students’ understanding/mastery of the learning target(s)? What evidence will you collect to demonstrate students’ usage of the language demands (i.e., function, vocabulary, syntax, and/or discourse)? | **Assessment Plan for Learning Targets:** * **Formative Assessment 1: Students can choose their example of figurative language from the previous day, or they can use a new example. They will use their example to explain how it affects the reading. They will also explain why they thought Poe used the example in his text.**
* **Formative Assessment 2: In the text, *Tell-Tale Heart,* students willhighlight as many examples as they can of figurative language. To the side of the examples, they will provide the type of figurative language it is.**

**Assessment Plan for Learning Targets Aligned with IEP Goals and/or 504 Plans:** * **These students will complete the same assignments, but if necessary, these students will be given extra time to complete the assignment.**
 |
| **Academic Language** Oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to engage in the content area in meaningful ways (Stanford Center for Assessment, Learning, and Equity, 2018). | **Language Function** (The focus of the learning task represented by an active verb within the learning target(s) that students will use to demonstrate their learning; some examples are*- explain, describe, predict, summarize, compare, evaluate, interpret, justify*):* Analyze

**Language Vocabulary** (Includes words, phrases, and/or symbols that are used within disciplines):* figurative language, Alliteration, metaphor, onomatopoeia, personification, and simile
* bloodcurdling, gargoyles, keen, belittled, vexed, stifled, marrow, Darjeeling, blather

**Syntax** (The set of conventions for organizing symbols, words, and phrases together into structures; e.g., sentences, graphs, tables):* Graphic organizer, Venn diagram, PowerPoint notes
* *Tell-Tale Heart*
* RACE Strategy

**Discourse** (Structures of written and oral language, as well as how the members of the discipline talk, write, and participate in knowledge construction; some examples are- essays, multi-media presentations, performance):* Students can identify the following figurative languages in a text, alliteration, metaphor, onomatopoeia, personification, and simile.
* Citing a text
* Constructed response
 |
| **Targeted Language Supports** The scaffolds, representations, and pedagogical strategies you will provide to help students understand, use, and practice the concepts and language they need to learn within the discipline **(**Stanford Center for Assessment, Learning, and Equity, 2018). | How will you support students to demonstrate the function, learn and use the vocabulary, structure the language (syntax), and engage in discourse? * Graphic organizer
* Venn diagram
* PowerPoint notes
* Modeling
* Gradual Release
* Chunking Material
 |
| **Materials**What resources will be used to engage students?  | * Notebook paper, pencil or pen, RACE note sheet, graphic organizer sheet, Venn diagram sheet, *Tell-Tale Heart* by Edgar Allan Poe, I can statement will be presented before each assignment
 |
| **Classroom Management Strategies**What procedures will you employ to manage transitions, behavior, passing out materials, etc.?  | * I have created a phrase with the students to say, so I can grab their attention when they are talking in groups or with a partner. It is used for them to know when they need to stop talking and redirect their attention back to me. I will say, “No bees, no honey!” And they will reply with, “No work, no money!”
* There is also a talking piece that is used (soft soccer ball). This ball is to remind students that they should not speak out of turn. Only the student that has the talking piece can speak. It also makes students responsible for their own learning because they do not know if they will be chosen to answer a question.
* When I first enter the room, I close the door loud enough for students to hear. This is done because I give them time to talk before class, so once the door is shut, they know it is time to stop talking and begin working.
 |
| **Supports for Students** What instructional strategies and planned supports, will you employ to meet the needs of each student in order for each student to demonstrate learning and move towards mastery regarding the learning target(s)?  | **Accommodation(s)**- (A change that helps a student overcome or work around the disability)**:*** **Preferential seating**
* **Explain/paraphrase directions for clarity**
* **Extended time on written assignments**
* **Extra time to turn in assignments**

**Modification(s)**- (A change in what is being taught or what is expected from the student)**:*** **I will play the audio version of *Tell-Tale Heart* instead of requiring students to read the text.**

**Differentiation**- (Tailoring instruction to meet individual needs; differentiating the content, process, and/or product)**:** * Below skill level (e.g., struggling reader): Students were given *Tell-Tale Heart* a day earlier, so they could familiarize themselves with the text. They will also be provided the audio version of the text, so they can listen to it on their chrome books during individual reading time. They will also have more time to complete the reading assignment.
 |
| **Introduction to Lesson/****Activating Thinking**Use knowledge of students’ prior learning, personal, cultural, and/or community assets to ‘hook’ them (i.e., get them excited about the lesson, learning segment, and/or mini-unit).  | * **We will discuss and review RACE strategy, alliteration, metaphor, onomatopoeia, personification, and simile.**
* **We will discuss the constructed response from the previous day.**
* **We will also discuss how these different types of figurative language can affect a text especially in the ways it has affected *Tell-Tale Heart* so far. During this time, students will be completing Formative Assessment 1.**
 |
| **Body of Lesson/****Teaching Strategies and Learning Task(s)**What will you have the students do after you introduce the lesson to demonstrate learning that aligns with the learning targets (i.e., learning task): How will you support students (i.e., teaching strategies and planned supports)? What questions will you ask to promote higher level thinking? | * **I will tell students, “As we read, remember to think about why Poe used figurative language in his story.”**
* **We will continue reading *Tell-Tale Heart.* First, we will discuss what has occurred so far in the story. I will ask students to share their examples of figurative language used so far. I will then ask them, “Why do you think Poe used these in his story? How does it affect the story?” Once we discuss this, we will continue reading.**
* **New roles will be assigned for Scene 3.**
* **Since Scene 3 is longer, we will stop at the end of the page Scene 3 begins on and discuss what is happening. The next stopping point will be at the end of Scene 3. During this time, we will continue talking about the story’s plot.**
* **Once the reading is completed, we will discuss what has occurred in the story (story’s plot). We will also talk about how the use of figurative language affected the story. By doing this, we will talk about why students think Poe used figurative language.**
 |
| **Closure:****Summary of Learning Tasks** How will the students summarize and/or share what they have learned to prove they know and understand the standard(s) and its vocabulary? What opportunities will you provide for students to apply new knowledge while making connections to prior learning and their personal, cultural, and/or community assets?  | * **During this time, I will show students the constructed response for this text. This will help them identify examples in the text for their ticket out the door. They will also have the opportunity to think about what they will write for their constructed response the next class day.**
* **They will scan the story and find different examples of figurative language. To the side of their examples, they will write the type of figurative language they have highlighted. They will turn these in to me, so I can check for understanding. I am also doing this because they will not write their constructed response until Monday. Therefore, they will have their examples marked on their papers on Monday, and they will be ready to write after we discuss the story and figurative language one last time.**
* **Homework: Students will examine their favorite songs’ lyrics. They are required to find one example of figurative language in the lyric. They will also find the censored version of the song on YouTube. They will play the song only at the part of the song when the figurative language is used. They will then describe the type of figurative language used in their example. This will be completed the next class period.**
 |

Lesson Plan 5

|  |  |  |
| --- | --- | --- |
| **Grade Level: 7th**  | **Subject Focus: Figurative Language** | **Date: October 7, 2019** |
| **Georgia Standard(s) of Excellence (GSE):** * **ELAGSE7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama**
* **ELAGSE7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
 |
| **Individual Education Plan/504 Goal(s) and/or Benchmarks (as indicated on the student’s IEP or 504 Plan):** * **I have three students that have a 504 plan. Student A has Autism Spectrum Disorder and Anxiety Disorder. Student B has ADHD. Student C has ADHD and Generalized Anxiety Disorder. These students will complete the same assignments, but if necessary, these students will be given extra time to complete the assignment.**
 |
| **Central Focus** A description of the important understandings and core concepts that you want students to develop over the course of the learning segment.*\*A central focus will not be stated unless you are developing a learning segment or mini-unit.* | * Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings by reading *Tell-Tale Heart* by Edgar Allan Poe. Students will use the RACE strategy to help them formulate a constructed response explaining the effects figurative language has on Edgar Allan Poe’s story *Tell-Tale Heart*. Finally, students will be able to cite textual evidence from *Tell-Tale Heart* to explain their understanding of the effect figurative language has on a text. The figurative language students will be focusing on for this segment is alliteration, metaphor, onomatopoeia, personification, and simile.
 |
| **Deconstructing/****Unpacking the Standard(s)** Determine key terms: Identify and underline key terms within the standard and/or element(s). Identify concepts and skills students will need to know, understand, and be able to do to reach proficiency.  | * Determine, analyze, cite
* Students need to be able to determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings.
* Students need to be able to identify the following figurative languages in a text, metaphor, simile, personification, alliteration, and onomatopoeia.
* Students need to be able to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* Students need to be able to analyze the impact of repetition of sounds (e.g., alliteration) on a specific section of a story.
 |
| **Learning Target(s)**Targets must be aligned to the GSE and with the assessment(s); targets should be stated as measurable (e.g., ‘I can’ statements for students). | * I can determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings.
* I can identify the following figurative languages in a text, metaphor, simile, personification, alliteration, and onomatopoeia.
* I can cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* I can analyze the impact of repetition of sounds (e.g., alliteration) on a specific section of a story.
 |
| **Assessment/****Evaluation**Assessment(s) must be aligned to the GSE and learning target(s). Questions to consider when developing your assessment plan:What is your evaluative criteria? What evidence will you collect to demonstrate students’ understanding/mastery of the learning target(s)? What evidence will you collect to demonstrate students’ usage of the language demands (i.e., function, vocabulary, syntax, and/or discourse)? | **Assessment Plan for Learning Targets:** * **Summative Assessment: Students will be given the text, *Tell-Tale Heart* by Edgar Allan Poe. They are required to write a constructed response with 1-2 examples of figurative language. This should be a paragraph with 5-7 sentences.**
* **Formative Assessment: When students have completed their constructed response, they will use their chrome books to search their favorite songs’ lyrics. They are required to find at least 1 example of figurative language in the lyrics. They will also discuss how the use of figurative language affects the lyrics. These will be presented to the class.**

**Assessment Plan for Learning Targets Aligned with IEP Goals and/or 504 Plans:** * **These students will complete the same assignments, but if necessary, these students will be given extra time to complete the assignment.**
* **Summative Assessment: Their constructed response will only need one example. This should be a paragraph with at least 5 sentences, but they can write more. This assessment will be given to students through their Google classroom, so they will not know that the constructed response are different.**
 |
| **Academic Language** Oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to engage in the content area in meaningful ways (Stanford Center for Assessment, Learning, and Equity, 2018). | **Language Function** (The focus of the learning task represented by an active verb within the learning target(s) that students will use to demonstrate their learning; some examples are*- explain, describe, predict, summarize, compare, evaluate, interpret, justify*):* Cite

**Language Vocabulary** (Includes words, phrases, and/or symbols that are used within disciplines):* Alliteration, onomatopoeia, metaphor, personification, simile, figurative language
* bloodcurdling, gargoyles, keen, belittled, stifled, vexed, marrow, ceased, Darjeeling, and blather

**Syntax** (The set of conventions for organizing symbols, words, and phrases together into structures; e.g., sentences, graphs, tables):* Graphic organizer, Venn diagram, PowerPoint notes

**Discourse** (Structures of written and oral language, as well as how the members of the discipline talk, write, and participate in knowledge construction; some examples are- essays, multi-media presentations, performance):* Students can identify the following figurative languages in a text, alliteration, metaphor, onomatopoeia, personification, and simile.
* Citing a text
* Constructed Response
 |
| **Targeted Language Supports** The scaffolds, representations, and pedagogical strategies you will provide to help students understand, use, and practice the concepts and language they need to learn within the discipline **(**Stanford Center for Assessment, Learning, and Equity, 2018). | How will you support students to demonstrate the function, learn and use the vocabulary, structure the language (syntax), and engage in discourse? * Graphic organizer
* Venn diagram
* PowerPoint notes
* RACE strategy
* Modeling
* Gradual Release
* Chunking Material
 |
| **Materials**What resources will be used to engage students?  | * Notebook paper, pencil or pen, RACE note sheet, graphic organizer sheet, Venn diagram sheet, *Tell-Tale Heart* by Edgar Allan Poe, chrome books, I can statement will be presented before each assignment
 |
| **Classroom Management Strategies**What procedures will you employ to manage transitions, behavior, passing out materials, etc.?  | * I have created a phrase with the students to say, so I can grab their attention when they are talking in groups or with a partner. It is used for them to know when they need to stop talking and redirect their attention back to me. I will say, “No bees, no honey!” And they will reply with, “No work, no money!”
* There is also a talking piece that is used (soft soccer ball). This ball is to remind students that they should not speak out of turn. Only the student that has the talking piece can speak. It also makes students responsible for their own learning because they do not know if they will be chosen to answer a question. When the talking piece is not in use students are required to raise their hands and wait to be called on. During this time, they are still expected to respect each other and speak when only called on.
* When I first enter the room, I close the door loud enough for students to hear. This is done because I give them time to talk before class, so once the door is shut, they know it is time to stop talking and begin working.
 |
| **Supports for Students** What instructional strategies and planned supports, will you employ to meet the needs of each student in order for each student to demonstrate learning and move towards mastery regarding the learning target(s)?  | **Accommodation(s)**- (A change that helps a student overcome or work around the disability)**:*** **Preferential seating**
* **Explain/paraphrase directions for clarity**
* **Extended time on written assignments**
* **Extra time to turn in assignments**

**Modification(s)**- (A change in what is being taught or what is expected from the student)**:*** **N/A**

**Differentiation**- (Tailoring instruction to meet individual needs; differentiating the content, process, and/or product)**:** * Below skill level (e.g., struggling reader): Directions will be stated aloud to the whole class. If they need additional help, I will come to them individually. They will also be given additional time to complete the assignment.
 |
| **Introduction to Lesson/****Activating Thinking**Use knowledge of students’ prior learning, personal, cultural, and/or community assets to ‘hook’ them (i.e., get them excited about the lesson, learning segment, and/or mini-unit).  | * **We will review alliteration, metaphor, onomatopoeia, personification, and simile.**
* **As a class, we will discuss the story’s plot of *Tell-Tale Heart.***
* **We will also discuss the reasons authors use figurative language in their writings.**
 |
| **Body of Lesson/****Teaching Strategies and Learning Task(s)**What will you have the students do after you introduce the lesson to demonstrate learning that aligns with the learning targets (i.e., learning task): How will you support students (i.e., teaching strategies and planned supports)? What questions will you ask to promote higher level thinking? | * **During this time, students will write their constructed response.**
* **When students complete their constructed response, they will begin working on their lyric project. They will use their chrome book to search their favorite songs. In the songs’ lyrics, they will need to find at least one example of figurative language within the lyrics. Once they do this, they must show me the example and gain approval that it is appropriate and right. After they gain my approval, they will go to YouTube and find the song, and they will find the timestamp that the figurative language is used. Once they complete this, they will use this time as independent reading time. These will be presented later in the class period, or they will be present them on a different date depending on the class completion.**
 |
| **Closure:****Summary of Learning Tasks** How will the students summarize and/or share what they have learned to prove they know and understand the standard(s) and its vocabulary? What opportunities will you provide for students to apply new knowledge while making connections to prior learning and their personal, cultural, and/or community assets?  | * **If everyone completes the constructed response, students will find a song and analyze its lyrics. They will find at least one example of figurative language in the lyric. Once they have the example, they will analyze the affect their example has on the lyrics. They will show this to me for approval, and they will present this to the class.**
* **If everyone completes the lyric assignment and have approval from me, they will begin presenting their video where it plays the example of the figurative language. After they play the song, they will give the type of figurative language used, and they will explain their reasoning by using definitions.**
 |