

Lesson Plan Template

Grade: 6 th		Subject: English
Materials: chrome books		Technology Needed: chrome books, projector
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.		Differentiation Below Proficiency: Students will be able to choose the type of figurative language that they are most comfortable with and will only be required to add two examples of figurative language. I will go to these students and make sure that they are understanding the concept. Above Proficiency: If these students quickly finish the assignment, I will challenge them to add more figurative language and/or to use multiple different forms of figurative language. Approaching/Emerging Proficiency: As these students work I will challenge them to choose two different types of figurative language rather than just adding multiple similes, multiple examples of onomatopoeia, etc. Modalities/Learning Preferences: Some students prefer to sit around the room rather than in their desks Some students prefer to work alone and not have a peer review their work Some students need prompts to continue working Some students cannot focus while sitting by their friends
Objective(s) 1. Students will be able to define terms regarding figurative language. 2. Students will be able to recognize figurative language in different pieces of writing. 3. Students will be able to create their own sentences using figurative language. Bloom's Taxonomy Cognitive Level: Understand, Create		
Classroom Management- (grouping(s), movement/transitions, etc.) -bellringer -direct instruction -full class guided practice -individual work time - option to peer review		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -be respectful -pay attention during direct instruction - participate when questions are asked - work quietly - peer review with partner only once they've finished -be respectful towards classmates writing
Minutes	Procedures	
Will be ready before class starts	Set-up/Prep: PowerPoint set up and ready	
7	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Greet students as they enter and remind them to look at the board for the bellringer. The board will state that students should grab their composition notebooks and then take out a pencil and their independent reading notebook. I will remind them to be looking for author craft while reading and to write what they find down in their notebook. If necessary, I will remind them that this is quiet reading time. After five minutes of reading, I will ask students if there is any craft they would like to share. I will call on students that raise their hands so they can share their findings with the class.	
20	Explain: (concepts, procedures, vocabulary, etc.) I will ask the students if they can list any examples of figurative language for a quick check of prior knowledge. I will then begin going through the figurative language slides regarding alliteration, onomatopoeia, simile, metaphor, personification, hyperbole, idiom. I will give the definitions and then go over the examples I have listed in the slides. I will then give a short explanation on why figurative language is important and why we should use it. Together as a class we will do some guided practice. I will then ask if they have any questions.	

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18	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) I then will explain their assignment. The students will be adding figurative language into their narrative scene that they already have written. They will be required to have at least two examples of figurative language in their scene. I will mention that they could look through their scene, because they might already have some examples. They can just highlight any examples they already have or if they have none, they will need to add some figurative language and then highlight what they added. If they finish before the end of class they should raise their hand and show me that they have finished and then they can either finish adding any other required bits to their scene (which are listed on a giant sticky note in the front of the room) or they can find a partner to share the figurative language they have. I will then ask if they have any questions about what they are supposed to be doing. I will answer the current questions and then tell them to raise their hands if questions come up as they are working. As they work I will walk around and assist as needed and to make sure students are staying on track.</p>	
2	<p>Review (wrap up and transition to next activity): right before the end of class I will remind students that their final narrative scene will be due the day before thanksgiving break. I will point to the giant sticky note with the requirements for the narrative scene and remind them to look at what is required and make sure they have the correct number of sensory language, sparkling words, adverbs, adjectives, and figurative language included in their scene.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. As we go through the examples, I will ask students to point out where the figurative language is in each sentence. Where it applies, I will also ask how they can tell. We will look at a few sentences together and the students will decide what figurative language is being used in the sentence.</p> <p>Consideration for Back-up Plan: If students are not willing to state answers out loud or if the same couple students are the only ones answering the questions, I could have each student write down their answer in a notebook while doing the guided practice so that I can check for understanding at this point with every student and not just the few that are willing to speak out loud.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Students will be adding or finding figurative language in their narrative scene. They should highlight the figurative language used. I will be checking that the figurative language is used correctly and that it makes sense in their narrative scene.</p> <p>If applicable- overall unit, chapter, concept, etc.: Their narrative scene should almost be completed at this point and should be able to demonstrate that the students have a full understanding of how one short scene from a narrative can be stretched out into a very descriptive passage using sensory language, figurative language, adverbs, adjectives and sparkling words.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Overall students did very well during the direct instruction. Most of the classes were fully engaged with limited interruptions. After my first class I did decide to use my back up place for formative assessments, because I felt that during the practice portion of the lesson students were not as engaged and it was hard for me to gauge whether all of the students were understanding what was being taught. The students clearly understood the different forms of figurative language as they were working on their own narratives, but some students needed some guidance on making sure what they were writing made sense. In the future I would probably add something to my direct lesson on how to make the figurative language fit into their story, because it felt like some students were just trying to complete the assignment and not paying attention to what they have already written.</p>		