Figurative Language in Song: Lesson Three

**Name \_Michelle Cordonnier\_Grade Level \_\_10\_\_\_ Date: 2/26/14**

**Content Area -10th Honors ELA Lesson title “Figurative Language in Song” Lesson Two**

**Objectives:**

* CCSS.ELA Literacy- R.L.-9-10.4-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g.; how the language evokes a sense of time and place; how it sets a formal or informal tone).
* R2B.EI.d/R2B.EII.d-Identify and explain literary techniques, in text emphasizing

d. analyze sensory details, figurative language, sound devices, and literary techniques previously introduced

* CCSS. ELA-Literacy- W.9-10.3d- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
* SJSD Purpose:
* Identify sound devices in literature,
* Use literary techniques in writing

**Assessments:**

**Formative:**

* Conferencing
* Completed Graphic Organizer
* Completed Letter writing activity

**Summative:** Completed Music Video for Figurative Language

**Materials/Resources**:

* Internet Access- Example YouTube Videos, Music Sites such as I Tunes, Amazon, YouTube
* Assignment Handout and Scoring Guide
* Student Laptops
* Document Camera/ Video Screen
* Paper/Writing Utensils
* Art Supplies (Just in Case)
* Theme/setting Graphic Organizers-30-What props will be needed to complete your video? Where are you filming? How does your setting match your theme?
* Construction Paper or Drawing Paper for Flashcards

**Addressing Learning Styles:** Gardner’s Multiple Intelligences Addressed:

* Project Learning,
* Spatial,
* Visual,
* Auditory,
* Non-Linguistic,
* Linguistic,
* Interpersonal- Conferencing and Group Work
* **Are there any cultural contributions that you can identify in this lesson? If so, what are they**? Contributions are made to popular culture.
* **How will you accommodate for the various cultural learning styles in your class?**
* We will provide all materials, technology, and internet use to meet the socioeconomic needs of the community.
* **How will you accommodate this lesson for students with learning disabilities or special needs?** NA

**The Teacher Will:**

1. Take roll and ask students to turn in completed first letter assignments, (5 minutes).
2. Discuss Theme and how everything they plan for video including setting should relate to the theme of the song and the video. (5 Minutes)
3. Ask students what figurative language they have found so far in their analysis of their song’s lyrics or their poetry. (5 minutes)
4. Break students up into work groups.
5. Pass out theme/setting graphic organizers-instruct students to complete one organizer per group. (3-5 minutes)
6. Allow students to work for remainder of class period. ( approximately- 1 hour and 10 minutes).
7. Conference and observe students working- analyzing lyrics, filming, set design, flashcard card examples of figurative language.
8. Read and comment on letters.

**The Student Will:**

1. Turn in completed Letters to teacher at beginning of Hour
2. Complete the theme/setting Graphic Organizers
3. Work within your group to finish analyzing lyrics for figurative language
4. Begin filming, set design and set up (if needed)
5. Conference with teacher
6. Homework Assignment- Complete flashcards if using them, if not started be ready to film Tuesday. Any and all props should be ready by the next class period.

**Daily Lesson Reflection**

**A. What did you see students doing while you were teaching this lesson?**

**B. What did you hear students say while you were teaching this lesson?**

**C. Do you believe this lesson was effective? How do you know?**

**D. Based on what you saw and heard as well as what you believe about the effectiveness of this lesson, what would you do differently if you taught this lesson again? Be specific. Do NOT just say I would not change a thing**