Figurative Language in Song: Lesson Two

**Missouri Western Lesson Plan**

**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 and literary devices in music and or poetry,
* Use literary techniques in writing

**Assessments:**

Formative:

* Conferencing-What theme and song or poetry have they chosen? Have they begun analysis of the lyrics for figurative language?
* First Letter to Teacher Identifying and Describing Projected Work on Video, who is doing what? What song are they using? Are they doing their poetry or a song? What theme have they chosen?
* Completed Graphic Organizer for figurative language to help identify theme

Summative:

* Finished Music/Poetry Video

**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)-Flashcards?
* Figurative Language Graphic Handouts-30

**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 Open class with a reminder of video specifics (Go over the requirements and the scoring guide)
2. Allow remaining students (if there are any) to present their figurative Language Overload Poems.
3. Introduce the first of two letter writing assignments- Students will as a group write a one page letter identifying and describing their song choice, or poetry reading video, their purpose in choosing the theme they chose, and why they think it will be effective in teaching figurative language to younger students. Who is doing what? What is their group theme?
4. Pass out and instruct students on figurative language graphic organizer
5. Allow students most of class period for working on video, graphic organizer, and letter assignment. Each member of group must participate in all activities. Suggestion-Letters should have one paragraph per student as to their part(s) in the process of making the video.
6. Conference with students before, during and after letter writing activity and video workday. Themes? **Write them down!**

**The Student Will:**

1. The student will listen and ask questions during video specifics and scoring guide review.
2. Remaining students will present figurative language poems, non-presenting students will listen and respond as a respectful audience.
3. Analyze Lyrics and Complete Figurative Language Graphic Organizer
4. Begin work on video and group letter writing activity. First letter is due Friday.
5. Have a song chosen and identify the possible theme.
6. Conference with teachers before, during, and after workday.

**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**