Missouri Western Lesson Plan

Name: Michelle Cordonnier Grade Level: 10 Date- Feb. 2014

Content Area-10th Honors 3rd Hour ELA Lesson Title- Figurative Language Overload

**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:**

* Figurative Language Review – Figurative Language Video
* Teacher/Student Conferencing
* Teacher Observation

**Summative:**

* Completed Figurative Language Overload Poem/Song Lyrics

**Materials/Supplies:**

* Internet Usage
* Projector/Screen/Document Camera
* Figurative Language Definition Charts
* Figurative Language Video
* Student Laptops/Google Docs
* Pens/Paper

**Objectives: Gardner’s Multiple Intelligences/Learning Styles Addressed:**

* Project Learning,
* Spatial,
* Visual,
* Auditory,
* Non-Linguistic,
* Linguistic,
* Intrapersonal- Conferencing and Group Work

**Are there any cultural contributions that you can identify in this lesson? If so, what are they**? N/A-Pop 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?** N/A

**The Teacher Will:**

1. **Discuss and review Figurative Language-Play figurative Language video.**
2. **Pass out Figurative Language Definition sheets.**
3. **Using Power point to review the figurative language definitions.**
4. **Explain Assignment show the poem you have written as an example.**
5. **Using “Ode to a Can of Pepsi” have the students identify the different types of figurative language used.**
6. **Homework Assignment: Write a poem/Song Lyrics that are overloaded with every type of Figurative Language.**
7. **Observe student work and conference with students**

**The Student Will:**

1. **Listen and participate in discussion and video presentation.**
2. **Review Figurative Language Definitions.**
3. **Know and Respond to figurative language prompts given on video.**
4. **Identify figurative language found in poem.**
5. **Write a poem or song lyrics that contain every form of figurative language. Due next class period.**
6. **Conference with Teacher.**

**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**

E.