**Missouri Western Lesson Plan**

Name \_Michelle Cordonnier\_Grade Level \_\_10\_\_\_ Date \_\_2-5-14\_\_\_\_\_\_\_\_\_

Content Area \_10th Honors ELA Lesson title ”Figurative Language in Song”

**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 figurative language devices in literature,
* Use literary techniques in writing

**Assessments:**

**Formative:**

* Teacher/Student Conferencing
* Teacher Observation

**Summative:**

* Finished Music Video

**Materials/Resources:**

* Figurative Language Definition Handouts
* Student Laptops
* Internet Access
* Each Group will come up with a song
* Assignment Handout

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

* Visual
* Spatial
* Auditory
* Kinesthetic
* Project Learning
* Intrapersonal
* Linguistic
* Non-Linguistic

**Are there any cultural contributions that you can identify in this lesson? If so, what are they**? There are connections made to modern song.

**How will you accommodate for the various cultural learning styles in your class?** We will provide all materials and resources for this lesson to accommodate for the socioeconomic needs of the community.

**How will you accommodate this lesson for students with learning disabilities or special needs?** NA

**The Teacher Will:**

* Strunk & White Rule #6- Explanation and Hand Out
* Have students present Figurative Language Overload Poems
* Explain the connection between poetry and song lyrics-they both use figurative language liberally throughout to emphasize, rhyme, and draw attention to the message they convey.
* Explain the assignment of a music video-Model Video
* Pass Out Assignment Sheet and Rubric
* Group students up in groups of 3-4 have them choose a school appropriate song to analyze for figurative language. Give them most of the hour as a workday. Have the students find a song, and begin planning their videos. Students may act out the videos using any interpretation they want, they may follow the song’s lyrics and create a video that could actually be used with that video, or they may choose their own theme and go a totally different route from one the writer may have intended. Student must show gained knowledge of figurative language in song in video. This can be done through actions and or flashcards.
* Have students use laptops to find the song they would like to work with-must be **school appropriate**
* Allow students to plan and start working on their videos (1 hour)

**The Student Will:**

* Listen and respond to Strunk and White Rule 6 Explanation and do handout- Gradual Release Method, Model, Practice, and Release
* Present Figurative Language Overload poems or song Lyrics
* Listen and participate in explanation and discussion of group assignment
* Have the students find a song, and begin planning their videos. Students may act out the videos using any interpretation they want, they may follow the song’s lyrics and create a video that could actually be used with that video, or they may choose their own theme and go a totally different route from one the writer may have intended. Student must show gained knowledge of figurative language in song in video. This can be done through actions and or flashcards.
* Use time wisely to find song
* Begin analyzing song for figurative language
* Begin planning with group members how they want to present their video

**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**