***THE CLAFLIN IMPERATIVE***

***PREPARING STDUENTS FOR LEADERSHIP AND SERVICE IN A***

***MULTICULTURAL, GLOBAL AND TECHNOLOGICAL SOCIETY***

**Claflin University**

**School of Education - - - EDUC 450**

**Reflective Lesson Plan Model**

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**PART I: PLANNING**

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| **Title of Lesson** | **Figurative Language Review** |
| **Source** | ***Is this lesson original idea? If not, from what source did I borrow this lesson?***  ***Original Idea*** |
| **Subject Area (s)** | **ELA** |
| **Grade Level** | **5th** |
| **Curriculum Standards** | **Standard 5-1 The student will read and comprehend a variety of literary texts in print and non-print formats.** |
| **Description and**  **Background Information** | **What will students experience during the lesson? What is the content to be taught?**  **Figurative Language**   * **It refers to writing or speech that is NOT MEANT TO BE TAKEN LITERALLY**   **Simile**   * **A device of figurative language that is a stated comparison between two unlike things USING THE WORD “LIKE” OR “AS”.** * **Examples:**   + **Aleisha Is LIKE Albert Einstein.**   + **Breana is AS tall AS Shaq.**   **Metaphor**   * **A device of figurative language that compares two unlike things NOT USING “LIKE” OR “AS”.** * **Examples:**   + **Mrs. Williams is a genius** * **A figurative device in which nonhumans (animals, objects, and abstractions) are represented as being human or as having human attributes** * **Example: “The ocean crashed angrily during the storm”**   **Hyperbole is an overstatement; the figure of speech that is a conscious exaggeration for the purpose of making a point.**  **“Small as a peanut.”**  **“Big as a giant”**  **Onomatopoeia- the use of words whose sounds suggest their meaning.**  **Examples: “grr,” “rattle,” or “buzz”**  **Alliteration- the repetition of the initial sounds of stressed syllables in neighboring words.**  **Example: “We went to Wal-Mart to win a watermelon.”**  **The students will get about 15 minutes to practice and finish up their raps from the previous day. They will perform their raps in front of the class and on camera for a performance grade. Each group will then be given a device to extract an example from their rap. These examples will be written on chart paper and interpreted as a class.** |
| **Materials** | **What will I need to teach this lesson? What do students need to participate?**  **Video Camera to record raps.**  **Chart Paper**  **Markers**  **Students will need:**  **their raps from the previous day**  **Instrumentals** |
| **Lesson Objectives** | **What will students be able to do at the conclusion of this lesson?**  **The students will be able to interpret devices of figurative language (including metaphor, simile, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).** |
| **Varying Objectives for Individuals Needs** | **How will I vary these objectives for students who do not understand the material?**  **I have grouped the students, placing those who I have assessed to have a weaker understanding of the material with students who apparently have a greater understanding.**  **How will I vary these objectives for students who have already mastered the**  **concept?**  **I have grouped the students who have a stronger understanding of the material with those who have a weaker understanding of the material. I designated the students with a greater understanding to be team captains. I designated another person in the group to be the scribe.**  **How will I vary these objectives for students who are presently learning English?**  **I have separated those who may be presently learning English and placed them amongst students who speak English stronger than others.** |

**Part II: IMPLEMENTATION**

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| **Pre-assessment** | **How will I find out what students already know about this topic?**  **Oral Questioning:**   1. **REMEMBERING: What is the definition of a a) Metaphor, b) Simile, c) personification, d) hyperbole, e) onomatopoeia, and f) alliteration?** 2. **UNDERSTANDING: What is the difference between a Metaphor and a Simile?** 3. **APPLYING: Construct your own examples of a a)metaphor, b) simile, c) personification, d) hyperbole, e) onomatopoeia, and f) alliteration.** 4. **ANALYZING: Categorize the devices as figurative language devices or sound devices.** 5. **EVALUATING: Use student examples and justify your position that it is a a)metaphor, b) simile, c) personification, d) hyperbole, e) onomatopoeia, and f) alliteration.** |
| **Motivation** | **What will I do to make a connection between students and this lesson?**  **The students will be able to create and perform their own rap songs about their school.** |
| **Statement of Purpose** | **What will I say to explain the importance of learning this lesson?**  **The purpose of this lesson is to review for the assessment on Figurative Language** |
| **Teacher Modeling or Demonstration** | **What will I do to show students what is expected?**  **I will have presented two lessons about figurative language.** |
| **Guided Practice** | **What will we do together as they learn how to succeed at the new task?**  **Together, we will interpret examples of the 6 devices.** |
| **Checking for Understanding** | **What will I ask to know if students understand so far?**  **I will be able to check for understanding through their participation during the performances.** |
| **Independent Practice** | **What will students do to internalize the knowledge?**  **The students will have their Figurative Language Books to use to study for the assessment.** |
| **Assessment** | **What will students do to demonstrate what they have learned?**  **The students will be assessed based on how effectively they included the devices into their raps about Mellichamp.** |
| **Closure** | **How will I conclude the lesson and relate it to future experiences?**  **The lesson will be concluded by using student-created examples and interpreting them.** |
| **Extension Activities** | **What can students do at home or in the classroom to apply the knowledge or skills?**  **The students will be able to recognize and interpret figurative language devices in their everyday life (i.e. in music and everyday conversation).** |
| **Technology** | **How is technology meaningful to this lesson?**  **The students will perform their raps to instrumentals that will be played through the speakers attached to the computer.** |

**PART III: REFLECTION**

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| **Strengths** | **Describe the strengths of my instructional techniques, strategies and classroom management.**  **Describe the strengths of student engagement.**  **Some strengths of this lesson include the following: the activity was one that the students enjoyed doing, I was able to group the students based on their ability levels so that each group was pretty much equal, the activity allowed the students to grade each other** |
| **Weaknesses** | **Describe the weaknesses of my instructional techniques, strategies and classroom management.**  **Describe the weaknesses of student engagement.**  **The students would get off task at times and I had to walk around and monitor the students and make sure they were staying on task. Also, during the performance, some of the examples used in the raps were not used correctly.** |
| **Suggestions for**  **Improvement** | **What specifically can I do to improve?**  **I could be even clearer when I set the expectations for student behavior. This could cut down on the students getting too rowdy (even if they are still on task).** |