***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** | **Idioms and Euphemisms** |
| **Source** | ***Is this lesson original idea? If not, from what source did I borrow this lesson?***  ***I obtained the scavenger hunt idea from the South Carolina ELA pacing Guide*** |
| **Subject Area (s)** | **ELA** |
| **Grade Level** | **5th Grade** |
| **Curriculum Standards** | **Standard 5-3 The student will use word analysis and vocabulary strategies to read fluently.** |
| **Description and**  **Background Information** | **What will students experience during the lesson? What is the content to be taught?**  **Idioms: Common phrases using words that cannot be understood by their literal meanings. They are a type of figurative language**  **Examples:**   * **It’s raining cats and dogs. Its literal meaning suggests that cats and dogs are falling from the sky. We interpret it to mean that it is raining hard.** * **Other Examples:** * **To stick your neck out is to say or do something that is bold and a bit dangerous. A similar idiom that is used for slightly more dangerous situations is to "go out on a limb." In both idioms, the idea is that you put yourself in a vulnerable position.** * **To break the ice is to be the first one to say or do something, with the expectation that others will then follow. Another idiom that means something similar is "get the ball rolling."** * **To have a chip on one's shoulder is usually an expression to describe a person who acts, as you say, rudely or aggressively, but also in a manner that could be described as "aggressively defensive." The person seems always ready for a fight.**   **Euphemisms: The substitution of an agreeable or inoffensive expression to replace one that might be a little nicer or more pleasant.**  **Examples:**  **1.garbage man🡪 sanitation engineer**  **2. old people 🡪 senior citizen**  **3. pregnant 🡪 in the family way**  **4. die🡪 pass away**  **5. the dead 🡪 the deceased /the late**  **6. burier 🡪 undertaker / mortician**  **7. lunatic asylums 🡪 mental institutions**  **Example:**   * **Walter and Kendra stood in the hallway at the office. They were supposed to be working, but they were talking about their plans for the weekend. Just then, they heard the boss’s door open. “Uh-oh,” Kendra said, “here comes the big cheese! We’d better get back to work before we get laid off.”**  We will begin the lesson by watching a video about idioms (“Funny video on the use of idioms and slang” from Youtube.com) **After this activity, the students will be presented with a power point presentation about idioms and euphemisms. Within this power point presentation, the students will be given the definition of idioms and euphemisms along with examples of each. They will also be challenged to create their own examples of idioms and euphemisms that they have heard.**  **After this, the students will participate in an Idiom and Euphemism Scavenger Hunt. They will look for Idioms and Euphemisms in newspapers/magazines (cutting out the whole paragraph, underlining/highlighting the example). For each example they find that they can interpret, they will be given 10 points. The student with the most points will win.** |
| **Materials** | **What will I need to teach this lesson? What do students need to participate?**  **Notecards**  **Writing Utensils**  **Computer/Projector**  **Newspapers/Magazines**  **Scissors**  **Highlighters** |
| **Lesson Objectives** | **What will students be able to do at the conclusion of this lesson?**  **The students will be able to interpret the meaning of idioms and euphemisms encountered in texts.** |
| **Varying Objectives for Individuals Needs** | **How will I vary these objectives for students who do not understand the material?**  **The students who do not understand the material will have the opportunity to be grouped together and will receive extra attention during the independent practice portion of the lesson.**  **How will I vary these objectives for students who have already mastered the concept?**  **The students who have already mastered the concept will be asked to create their own idioms and provide interpretations for them.**  **How will I vary these objectives for students who are presently learning English?**  **N/A** |

**Part II: IMPLEMENTATION**

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| **Pre-assessment** | **How will I find out what students already know about this topic?**  **For the pre-assessment of this lesson, I will select examples from the video and orally ask the students questions about the examples:**  **Examples:**  **“What’s Up,” “Turn Blue,” “Raining Cats and Dogs,” “Died Laughing.”**   1. **Identify the literal meaning of this statement** 2. **Interpret the meaning of that statement** |
| **Motivation** | **What will I do to make a connection between students and this lesson?**  **“Funny video on the use of idioms and slang”**  **from Youtube.com** |
| **Statement of Purpose** | **What will I say to explain the importance of learning this lesson?**  **This lesson is important because idioms and euphemisms are used in everyday communication. Students must understand how to interpret figurative language.** |
| **Teacher Modeling or Demonstration** | **What will I do to show students what is expected?**  **I have different examples and interpretations of idioms and euphemisms in the powerpoint presentation I will be using during instruction** |
| **Guided Practice** | **What will we do together as they learn how to succeed at the new task?**  **We will analyze a passage that has an example of an idiom and an example of an euphemism. This example is at the end of my power point presentation.** |
| **Checking for Understanding** | **What will I ask to know if students understand so far?**   1. **Locate the example of an 1)idiom 2) euphemism** 2. **Interpret the meaning of that 1)idiom 2)euphemism** 3. **Who can dramatize how Walter and Kendra felt in this situation?** 4. **How are these similar to the previous figurative language devices we’ve learned?** 5. **Agree/Disagree? Why?** 6. **How could you turn this example into a metaphor/simile?** |
| **Independent Practice** | **What will students do to internalize the knowledge?**  **The students will participate in an Idiom and Euphemism Scavenger Hunt.** |
| **Assessment** | **What will students do to demonstrate what they have learned?**  **At the end of the time allotted for the students to find the idioms and euphemisms during the scavenger hunt, they will have to present their idioms and euphemisms along with the interpretations.** |
| **Closure** | **How will I conclude the lesson and relate it to future experiences?**  **The students will have to provide exit slips with an example of an idiom and it’s interpretation.** |
| **Extension Activities** | **What can students do at home or in the classroom to apply the knowledge or skills?**  **Students can find idioms and euphemisms in everyday communication.** |
| **Technology** | **How is technology meaningful to this lesson?**  **I will use technology as I present a Power point presentation during instruction. I will also show a video on Idioms.** |

**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.**  **The video from Youtube appeared to be a strength of the lesson. This video provided the students with a variety of different examples of idioms. The video also helped them see how the idiom could not really be taken seriously. The students appeared to really like the video because they were laughing and attentive.** |
| **Weaknesses** | **Describe the weaknesses of my instructional techniques, strategies and classroom management.**  **Describe the weaknesses of student engagement.**  **I believe a major weakness of the lesson would be that I apparently did not explain certain aspects of what an idiom is enough during the instruction of the first class. During the independent practice section, students seemed to be confused. I really believe this was because the students did not want to actually read through the magazines which did not allow them to be able to find the idioms and euphemisms. This may be because my expectations for the assignment could have been inadequate.** |
| **Suggestions for**  **Improvement** | **What specifically can I do to improve?**  **I can improve on my explanation of an idiom.**  **I can improve on how I communicate my expectations for the students’ performance.**  **I can improve by monitoring more during the students’ independent practice.** |