MVSU NCLB 2016 Summer Reading Institute Lesson Plan Template

Name:	Name of Unit:F	igurative Langua	nge	Date: June	Grade Level: 6
Nuquenyen	Day 1			17, 2016	
Phillips					
Objective		F	Procedures	Materials	Evaluation
		Input / C	Suided Practice:	Student	Teacher
				iPads	observation
6RL.4	Writers use fig	gurative languas	ge to help readers see familiar idea	as	Question &
Determine the	in fresh new w		5L	LCD	Answer
meaning of	III II CSII IIC W W	ays.		projector	Oral
words and	Figurative land	guaga ia writina	g or speech that is not meant to be	and a	discussion/assessm
phrases as they			g of speech that is not meant to be	computer	ent
are used in a	taken literally.			with internet	
text, including				access	
figurative and		_	with the students (projected with the	Document	Enrichment: Have
connotative			SW: Work together to determine the	camera	students write a
meanings;	meaning of the fo	ollowing example	s of figurative language:		short story using at
analyze the					least one example
impact of a	TD.	D 6			of each type of
specific word	Type:	Definition:	Examples:		figurative
choice on	Simile	Compares	The man was as gruff as a grizzly		language discussed
meaning and		two unlike	bear.		in class. Students
tone.		things using			must identify and
		the words			label the examples
	7.5	like or as	N. 1: C		that they used.
	Metaphor	Compares	My aching feet were two bricks at		
		two unlike	the ends of my legs.		D 11 .1
		things			Remediation:
		without			Have students
		using the			create flashcards
		words <i>like</i>			with definitions

	or as.						and examples.
Personification	Gives	The flame	s of the ca	mpfire lic	ked		
	human	the night a		-			
	qualities to						
	something						
	that is not						
	human						
Hyperbole	Is an	You've br	oken my l	neart into a	ì		
	extreme	million pio	eces!				
	exaggeration						
Idiom	An	Idioms	Source	Meanin			
	expression			g			
	that has a	To	Wildlif	То			
	different	watch	e	look at			
	meaning	like a		someth			
	from the	hawk		ing			
	literal			very			
	meanings of			closely			
	the words it	To hit	Carpen	To do			
	contains	the nail	try	or say			
		on the		someth			
		head		ing in			
				exactly			
				the			
				right			
		TD 1	G '1'	way			
		To be	Sailing	To be			
		on an		balance			
		even keel		d,			
		Keei		steady, and			
				and headin			
				g in the			

directio

Check for understanding: ABCD Whisper

SW: Get in groups of four where one student is A, the next is B, etc. Each student will be asked to reflect on a concept and draw a visual of his/her interpretation. Then they will share their answer with each other in a zigzag pattern within their group. TTW: Monitor the groups as they work and ask guiding questions to help students who are still struggling.

Independent Practice:

Read "Abuelito Who" by Sandra Cisneros on pg. 337, April Rain Song" by Langston Hughes on pg. 338, "The World is NOT a Pleasant Place to Be" by Nikki Giovanni, and "Fame Is a Bee" by Emily Dickinson on pg. 340 in the Pearson Common Core Literature book. Answer the "Literary Analysis" questions #s 1-4 on pg. 341

Closing: Credit Cards: Students are given an index card and required to state the lesson's objective and tell if they feel that objective was met. Credit given for participating.

For each lesson plan, do the following:

- 1). Identify the domain 2). Align with the standards
- 3). State the benchmark 4). Address diversity 5). Infuse technology