

MVSU NCLB 2016 Summer Reading Institute  
Lesson Plan Template

<b>Name:</b> <b>Nuquenyen Phillips</b>	<b>Name of Unit:Figurative Language Day 1</b>	<b>Date: June 17, 2016</b>	<b>Grade Level: 6</b>									
Objective	Procedures	Materials	Evaluation									
<p><b>6RL.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p style="text-align: center;"><b><u>Input / Guided Practice:</u></b></p> <p>Writers use figurative language to help readers see familiar ideas in fresh new ways.</p> <p>Figurative language is writing or speech that is not meant to be taken literally.</p> <p><b>TTW:</b> Discuss the following chart with the students (projected with the document camera). Then, <b>TT and SW:</b> Work together to determine the meaning of the following examples of figurative language:</p> <table border="1" data-bbox="430 959 1360 1399"> <thead> <tr> <th>Type:</th> <th>Definition:</th> <th>Examples:</th> </tr> </thead> <tbody> <tr> <td><b>Simile</b></td> <td>Compares two unlike things using the words <i>like</i> or <i>as</i></td> <td>The man was as gruff as a grizzly bear.</td> </tr> <tr> <td><b>Metaphor</b></td> <td>Compares two unlike things without using the words <i>like</i></td> <td>My aching feet were two bricks at the ends of my legs.</td> </tr> </tbody> </table>	Type:	Definition:	Examples:	<b>Simile</b>	Compares two unlike things using the words <i>like</i> or <i>as</i>	The man was as gruff as a grizzly bear.	<b>Metaphor</b>	Compares two unlike things without using the words <i>like</i>	My aching feet were two bricks at the ends of my legs.	<p>Student iPads</p> <p>LCD projector and a computer with internet access</p> <p>Document camera</p>	<p>Teacher observation Question &amp; Answer Oral discussion/assessment</p> <p>Enrichment: Have students write a short story using at least one example of each type of figurative language discussed in class. Students must identify and label the examples that they used.</p> <p>Remediation: Have students create flashcards with definitions</p>
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<p><b>Check for understanding:</b> ABCD Whisper</p> <p><b>SW:</b> 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. <b>TTW:</b> Monitor the groups as they work and ask guiding questions to help students who are still struggling.</p> <p style="text-align: center;"><b><u>Independent Practice:</u></b></p> <p>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</p> <p><b><u>Closing:</u></b> 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.</p>								

*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