

# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade:</b> 5 <sup>th</sup>		<b>Subject:</b> ELA	
<b>Materials:</b>		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.		<b>Differentiation</b> <b>Below Proficiency:</b> Give students starter words to help them for the hyperboles. Prompt students by suggesting different exaggeration words.  <b>Above Proficiency:</b> Challenge them to write a couple more hyperboles.  <b>Approaching/Emerging Proficiency:</b> Give feedback as to whether they have written the hyperbole correctly and make sure they remember the difference.	
<b>Objective(s)-</b> By the end of this lesson the learner will be able to interpret what a hyperbole is by creating a character and writing hyperboles for their character.  <b>Bloom's Taxonomy Cognitive Level:</b> Create		<b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Writing on the board.</li> <li>• <b>Auditory:</b> Reading sentences aloud and repeating what students have to say.</li> <li>• <b>Kinesthetic:</b> Working to create with Play-Doh.</li> <li>• <b>Tactile :</b> Writing examples down in notes.</li> </ul>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  Apply Ms. Hall's Classroom management strategies.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  Enforce Ms. Hall's behavior expectations.	
<b>Minutes</b>	<b>Procedures</b>		
2	<b>Set-up/Prep:</b> 1. Have Powerpoint pulled up. 2. Make sure playdoh is easy to access 3.		
3	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> 1. I know Ms. Hall has been teaching you guys about forms of figurative language like simile, metaphor, and alliteration. 2. Can you help me define what a simile is 3. Can you help me define what a metaphor is 4. Can you help me define what alliteration is 5. Can anyone help me remember what these can be used for. 6. Can you help me think of two more reasons why figurative language can help our writing?		
5	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> 1. The last area of figurative language we are going to cover that should be a little familiar from fourth grade is 2. Hyperbole 3. Hyperboles Exaggerate 4. Hyperboles are an extreme exaggeration of a point you are trying to get across. 5. Hyperboles are phrases that can be used in fiction literature and everyday speech. 6. Hyperbole examples. 7. Have students figure out what a hyperbole would be that would go with them.		
7	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>		

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	<ol style="list-style-type: none"> <li>1. Turn and talk with the people next to you to help develop some ideas about hyperboles you could write.</li> <li>2. Each of you will receive a container of Play-Doh.</li> <li>3. Make the Play-Doh into a character and give the character a name.</li> <li>4. In your reading notebooks individually write four hyperboles about the character you made.</li> </ol>
3	<p>Review (wrap up and transition to next activity):</p> <p>Share out each of the hyperboles you wrote.</p>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> <li>• Progress monitoring throughout lesson (how can you document your student's learning?)</li> </ul> <p>Each student complete making hyperboles and you can notice when they share out their examples.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>N/A</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson was observed by Cindy DeGree. She said that my lesson was amazing. She commented about how well behaved and responsive the students were when I asked them to turn and talk about answers and the information they were learning. The students saw that I had Play-Doh out right away, so I think this kept them from getting sidetracked. Starting out my lesson felt so much cleaner from the first lesson that I taught. To initially get my students attention to begin the lesson I said fifth grade go back to your seats quietly and take out your reading journals. Mrs. DeGree told me that should loved who quickly the students responded to me without hesitation. They all went directly back to their seats and there was no side conversation. I am curious to see if having a supervisor there also. The students learned other forms of figurative language earlier in the week. I reviewed with the students for a few minutes at the start of the lesson. The review was productive, and the students knew the questions I asked them, which helped me understand where they were at in their knowledge about figurative language. I do notice the students get a little shy when Mrs. DeGree is in the room observing. The students were able to take any little notes that they needed to because I wrote them on the board after I asked the students for the answer. Mrs. DeGree said that it is always good to write stuff down not only for the visual learners but all the other learners as well. I then taught them about hyperbole. The students go really excited when I had the turn and talk about hyperbole examples. I was able to successfully have them go back and forth between talking to their neighbor and responding to the questions I would ask them. This was a smooth transition and the students told me afterwards that they thought it was good. After that I transitioned into the Play-Doh activity. Of course, as you are passing out the Play-Doh you always have the students that ask for a specific color as you are passing it out. I just said that if they wanted a different color, they could briefly trade with their neighbor otherwise I was not going to let them pick and choose. They also wanted to play with the Play-Doh, and to stop that from happening I brought their attention back to me and told them to put their hands in their laps. I then put the activity directions on the board and had them follow each step. Every once in a while, I would interrupt to tell them how much time they had left to complete what they were doing. Some of the students didn't understand that they had to come up for four hyperboles by themselves, so next time I think I would change the directions to make that clear and I would also set a physical timer so that they would know how long they had to make a character.</p>	