**208B: 1 Assignment Example**  
**Secondary Level**

**DHH TPE 1.2:** ...engage with students using multimodal instruction (signed, spoken, and/or written) scaffolding, multiple ways of representing content, and teaching strategies to address the specific needs of student learning,...  
**DHH TPE 5.4:** Evaluate instructional practices, ... of academic, linguistic, and socioemotional...

<table>
<thead>
<tr>
<th>#1: Learning Activity</th>
<th>1st List Initial Lesson Plan Activities at their specified level</th>
<th>2nd: List Added Activities created to increase the level of engagement.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1: A quick read</strong></td>
<td>None</td>
<td>Students read learning goal together, paired with visual supports</td>
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<tr>
<td><strong>Phase 2: Hear content</strong></td>
<td>Direct instruction on metaphor/simile, groups of three, alliteration, and personification</td>
<td>Google Slides presentation; students take notes</td>
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<td><strong>Phase 3: See content</strong></td>
<td>Google slides presentation to accompany direct instruction</td>
<td>Same</td>
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<td><strong>Phase 4: See &amp; Hear</strong></td>
<td>Mnemonic devices to remember each literary device</td>
<td>Same</td>
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<td><strong>Phase 5: Discuss</strong></td>
<td>Identification of literary devices in passages</td>
<td>Students work in small groups to identify literary devices in short passages</td>
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<tr>
<td><strong>Phase 6: Experience</strong></td>
<td>Analysis of literary devices in poem</td>
<td>Whole group reads a poem and analyzes literary devices within the poem using PollEverywhere</td>
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<td><strong>Phase 7: Discovery</strong></td>
<td>Creation of literary devices</td>
<td>Students create examples of each literary device using Padlet</td>
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<td><strong>Phase 8: Teach</strong></td>
<td>Explanation of literary devices</td>
<td>Students share their literary devices with a partner, explain their work, and why it fits the definition of that device</td>
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**Project Questions**  
#3. Phases of engagement _7 phases used_.  
#4. Phases of engagement _8 phases used_.

*Attach the improved lesson plan.*
Lesson Overview

Title of Lesson [ Literary Devices in “The Cremation of Sam McGee”]
Subject [ ELA ]

Grade Level [ 9 ]

Time Frame [ 55 minutes ]

California Content Standard(s) [ ]

California ELD Standard(s) [ Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics ]

Learning Goal(s) [ Students will know how to analyze fictional text for literary devices, including metaphor/simile, alliteration, personification, and group of three. ]

Measurable Learning Objective(s) [ Students will be able to analyze fictional text for literary devices, including metaphor/simile, alliteration, personification, and group of three. ]

Content of Lesson

What do you expect students to deeply understand about the lesson? What do you expect students to retain after the lesson and use in future learning?

[After this lesson, I expect students to deeply understand metaphor/simile, alliteration, personification, and group of three in a poem. I expect students to retain and use the skill of identifying metaphor/simile, alliteration, personification, and group of three in future learning with other texts.]

What misunderstandings or misconceptions do you expect students might have from the lesson?

[ I expect students to misunderstand personification as metaphor, or as humans having human qualities. I expect students to misunderstand group of three as clauses, rather than a simple list of three things. I expect students to mix up simile and metaphor. ]

What knowledge, skills, and abilities (higher-order thinking and academic language development) do you expect students to have after engaging in the lesson?

[ I expect students to be able to analyze poetry for metaphor/simile, alliteration, personification, and group of three, and identify metaphor/simile, alliteration, personification, and group of three. ]
Instruction to Support Learning

What resources, materials, and/or educational technology will you or your students use during the lesson?
[ We will use Google Classroom, Google Docs, PollEverywhere, and Padlet ]

What instructional strategies will you use to support student learning through multiple modalities?
[Multiple means of engagement:
  • Students may work independently or collaborate in their groups for the Padlet
Multiple means of expression:
  • Students can respond by unmuting themselves and speaking, typing in the chat to the whole group, or direct messaging me or my co-teacher
Multiple means of representation:
  • Review google slide together: Students have the choice to review prompts independently, or follow along as I read aloud.
  • Students have the choice to read independently, or follow along as I read the poem.]

What adaptations and accommodations, including, as appropriate, assistive technologies, will support focus students and other individual student learning needs beyond the UDL supports built into the lesson?
  • I will read the text aloud as students follow along with me to support students with attention-related disorders, learning disabilities that affect auditory and visual processing, and English Language Learners.
  • A graphic organizer in the Google Slide will support students with speech-language impairments, attention-related disorders, and English Language Learners.
  • Scaffolding annotations and PollEverywhere with guided instruction and gradual release of responsibility to benefit all learners, especially students with disabilities and English Language Learners.

Structured Student Learning Activities

What activities will the students be involved in during the lesson to support, engage, and challenge their achievement of the learning objective(s)?
[1. Direct instruction with Google Slides on literary devices metaphor/simile, group of three, alliteration, and personification
2. Close reading of “The Cremation of Sam McGee” with pauses for whole-group responses to literary device analysis and identification via PollEverywhere
3. Identification of literary devices via Padlet ]

How will you group students and manage group work to support student learning?
Students will be grouped heterogeneously for this activity, based on participation in previous activities. My co-teacher and I will be monitoring student breakout rooms and discussions, and evaluating student conversations for participation and understanding of the main ideas; we will be providing feedback and instruction as necessary. Students will have a graphic organizer through Padlet to support their conversations and group work.

How will you engage all students in higher-order thinking (i.e., analysis, synthesis, evaluation, interpretation, and transfer) activities?

Students will be challenged to identify literary devices, and analyze the use of literary devices in the text. In the whole group work, students will identify literary devices with scaffolding, and then will analyze the text for literary devices in a supported group environment with a graphic organizer.

Checking for Understanding/ Assessment

What evidence will all students provide to demonstrate steps toward the learning objective during the instruction and student learning activities?

Students will participate in class discussions by unmuting themselves, direct messaging us in the chat, or messaging the whole group. Students will respond via PollEverywhere, and will create analysis through Padlet.

What essential questions will you ask to determine if students are not meeting, meeting, or exceeding the objective(s) of the lesson?

How do literary devices strengthen literature?
How does literature engage us?
How can identifying literary devices make us strong readers?

What evidence will students provide at the end of the lesson that reflects the learning objective?

Students will produce literary devices in the Padlet, with at least one example of each device from the poem.

Independent Practice

What activity will students perform independently that reflects the learning objective?

Students will independently respond to the PollEverywhere and identify literary devices. Students will produce literary devices in the Padlet, with at least one example of each device from the poem.