

## 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...

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

\*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.]