**Ashley Barnhart - Figurative Language - 2/25/20**

**Grade Level and Content Area:**

6-8 English Language Arts

**Learning Goal(s)**

Learning about figurative language (simile, metaphor, personification, onomatopoeia, alliteration, hyperbole). Listening and analyzing information. Creativity and research. Working with others and communication information.

**Specific Learning Objectives**

Students should be able to listen, examine and assess message, purpose and perspective of figurative language from an assortment of literary forms (e.g. text, music, media, film) and show comprehension the units figurative language (e.g. metaphor, personification, onomatopoeia, simile, hyperbole, alliteration) by working together in groups of 3-4 to create and share an end of unit project which will display the skills needed to research,synthesize, evaluate and communicate the information effectively in a media project format (powerpoint/google slides).

**Student Knowledge/Skills Prerequisite**

Listening and analyzing information as well as presenting information. Basic knowledge of figurative language.

**Materials/Resources**

The teacher will need to display the prezi created for the lesson as well as handouts that the student can fill out during the activities in the presentation. Students will need computers that access the internet to research information for their projects. The teacher should go over and hand out grading rubrics that display what the teacher is looking for. Students will need to be able to access powerpoint or google slides to create their presentations.

**Technologies**

Projector to display the prezi, computers that can access powerpoint or google slides to create their projects. Students will need to use google to do research for their projects.

**Lesson /Classroom Management**

This project should take at max 4 class periods. Students will be sat in groups of 3 (4 if needed). Students will work together to determine who will work on what objectives (there are 6 in total so each student will have 2 objectives) and in what order they will be presented. Computer rules include: being respectful and appropriate, students will only use the computers for their intended purpose and will be removed if not following instructions.

**Learner Diversity**

For students who are blind the information may need to be read to them and they’ll need extra assistance to research information needed. For students who are deaf the information will need to be all in print so that they are able to read the information to comprehend it. For students with intellectual disabilities the lesson will need to be simplified based on their abilities.

**Instructional Strategies**

Anticipatory Set – To capture the students’ attention and introduce the purpose of the lesson I will use videos and interactive activities.

Connection to Prior Knowledge – The students should have a basic knowledge of figurative language, but may only have knowledge of a metaphor and simile.

Lesson Activities – During the teacher presentation there are videos that the students will watch and identify the objective within the video and will have a discussion about objective. The students will then have the chance to put the objectives into their own words and creations.

**Formative Assessment**

1a, 2a, 2c, 3b, 3c, 3d, 5a, 5b, 5c, 6a, 6b, 6d, 7a, 7b

Students will be given and explained to the grading rubric before starting the assignment and will be graded off of it. The students will be graded based on their project and participation that demonstrate their understanding of the unit. Peer feedback will also be taken into consideration.

**Summative Assessment**

The students will be assessed on creativity, understanding of the subject, spelling/grammar, how well they present, giving feedback and participation.

**Lesson Closure**

The lesson will close with the students giving their presentations and getting peer feedback as well as feedback from the teacher.

**Suggested Lesson Follow Up**

Students who want to continue learning the subject can ask for extra handouts or handouts meant for a higher grade level to increase their learning skills. Students may also look for figurative language while reading books, listening to music, watching movies and identify it in their daily conversations.

**Standards Alignment**

ISTE Standards for Teachers: 1a, 2a, 2c, 3b, 3c, 3d, 5a, 5b, 5c, 6a, 6b, 6d, 7a, 7b

 ISTE-S standard for students: 1c, 1d, 3a, 3b, 6a, 6b, 6c, 6d, 7c

LA 6.3.1a

LA 6.3.1c

LA 6.3.2a

LA 6.1.6 Comprehension

LA 6.1.6d

LA 6.3.2c

LA 6.4.1 Multiple Literacies