

ED 101 Educational Technology Lab – Spring 2012
Boston University – School of Education

LESSON PLAN

Grade(s)	Sixth Grade
Content Area(s)	Language Arts
Topic of Lesson	Figurative Language in Karen Hesse’s novel, <i>Out of the Dust</i>
Three Objectives	<p>Students will be able to locate three examples of figurative language when asked to search through the text and record their findings on a sheet of notebook paper.</p> <p>Students will be able to explain the difference between a simile and a metaphor when asked to review a sentence and explain to the class by providing evidence as to why it is a particular form of figurative language (the use of like/ as or no like/as).</p> <p>Students will be able to give at least one reason (that includes a taught purpose of figurative language) as to why the author might use figurative language when asked to discuss their thoughts with a partner and later present their ideas to the class.</p>
Technology standard	<p>Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</p> <p><u>Word Processing/Desktop Publishing</u> G6-8: 1.6 Demonstrate use of intermediate features in word processing applications (e.g., tabs, indents, headers and footers, end notes, bullet and numbering, tables).</p>
Curriculum Framework	<ul style="list-style-type: none"> ➤ Massachusetts English Language Arts and Literacy Standards ➤ Reading Standards for Literature, Grades Pre-K–5 ➤ Craft and Structure <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
Materials needed	<ul style="list-style-type: none"> • One computer and an LCD projector • Internet Access • Microsoft Word • Book copy of <i>Out of the Dust</i> for each student • Pencil and Paper for Each Student
Lesson Procedure, Web	I will begin by reviewing the definition of figurative language and the purposes of figurative language to the class. I will then go onto the “Out of

<p>Site Use, and Technology Standard Instruction</p>	<p>the Dust” website and project it on a screen for the whole class to see. I will go to the “Literary Elements” tab, and then click the “Similes and Metaphors” link. I will use the website to visually display the definitions of both the Simile and the Metaphor, and then play a short Youtube video located on the same page that shows the difference between similes and metaphors by using examples from popular music.</p> <p>After this brief review on similes and metaphors, I will switch gears and ask the class to take out their copies of the book “Out of the Dust,” and search for three examples of figurative language. I will ask them to make note of the page numbers that they find their examples on by writing them down on a piece of paper.</p> <p>Once the students are finished, I will open up a Word document that is projected on the screen. I will then demonstrate use of intermediate features in word processing, such as indenting, bulleting, and headers and footers by creating a “simile and metaphor worksheet.” I will ask the students to raise their hands and tell me their previously found examples of figurative language without specifying if it is a simile or a metaphor.</p> <p>I will ask for another student to state which type of figurative language the sentence displays, and explain their reasoning. I will then type the example into a simile-metaphor chart. I will continue to do this until I have received participation from each student.</p> <p>I will then ask the students to discuss in small groups some reasons they think authors use similes and metaphors in their writing. After a few minutes of discussion, I will call on the students to orally present their group’s ideas to the class, and I will type them in the document. Again, I will make note of important word processing tools.</p> <p>Before the day is over, I will print out copies of the handout for all of the students and instruct them to study it for homework tonight to prepare for a quiz that will take place the following day. The quiz will assess them on their knowledge of similes and metaphors by presenting them with an unseen passage and asking them to identify different examples of figurative language, specify the particular type (simile or metaphor) of each example, and write a short paragraph as to why the author might use figurative language in this passage.</p>
<p>How will students be assessed to make sure they are able to perform the objectives?</p>	<p><u>Objective 1:</u> Students will be able to locate three examples of figurative language when asked to search through the text and record their findings on a sheet of paper.</p> <p><u>Assessment 1:</u> When given a quiz the following day, students will be asked to locate sentences within a provided passage that display examples of metaphors and similes.</p> <p><u>Objective 2:</u> Students will be able to explain the difference between a</p>

simile and a metaphor when asked to review a sentence and explain to the class by providing evidence as to why it is particular form of figurative language.

Assessment 2: On the same quiz, students will be asked to state the specific type of figurative language that a sentence includes, and defend their response with evidence (ie: use of like or as)

Objective 3: Students will be able to give at least one reason as to why the author might use figurative language when asked to discuss their thoughts with a partner and later present their ideas to the class.

Assessment 3:

On the same quiz, students will be asked to write a paragraph explaining what the writer achieves by using these types of figurative language. They should be able to give at least two reasons why.