Focus Learner's Age:14

Focus Learner's Grade Level: Eighth

Focus Learner's Disability Area:Specific Learning Disability: Reading

Learning Goal	
Learning Goal (Goal listed as "I can" or SWBAT statement that will be shared with students during the lesson)	I can use figurative language in my academic writing.
Content Standard (From CCSS, New Learning Standards, or Extended Standards)	8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 8.L.5a Interpret figures of speech (e.g. verbal irony, puns) in context.
IEP Goal (Related to Learning Goal for this Learning Segment)	By the completion of the IEP, Tanner will write a coherent paragraph of 4 to 6 sentences on 3 out of 5 trials with 70% accuracy measured by work samples.
Lesson Objective (Written as a sentence following format: Condition, Content Area, Behavior, Criteria)	[When given a paragraph containing five metaphors, student will be able to identify four of the five metaphors by underlining them.]
Assessment Tool (List of assessments in this lesson used to measure students' progress towards the learning goal)	Exit slip

Instructional and Support Materials

Planned Supports for Focus Learner (List specific, differentiated accommodations and/or modifications as indicated in focus learner's IEP)	Figurative language booklet, hard copy of song lyrics, option of paper or online version of the exit slip, direct instruction on retelling, extended time, repeated practice and questions read aloud
Materials List (including UDL-based adaptations)	Graphic organizer Exit slips Pen/Pencil Highlighters Chromebooks Smartboard My School is a Zoo book Scanned copies of My School is a Zoo pages

Lesson Procedures:
Include sufficient detail in all stages of the procedures that another teacher could deliver the lesson. Scripting is not required, but specific questions/statements you need to say to lead to content understanding should be included.

Opening of the Lesson	
Review Critical Prerequisite Skills and Establish Motivation Connect Lesson to Learning Goal	This week, we have begun working on figurative language. Yesterday, we started to learn about similes. Today, we will learn about metaphors. By the end of the week, we will be able to compare and contrast similes and metaphors, along with write our own similes and metaphors. Through learning about different elements of figurative language, we are one step closer to being able to use figurative language in our academic writing. Understanding figurative language will also help us better comprehend what we read.

Explicit Instruction Body of the Lesson	
Model (I do it)	Teacher will begin the lesson by revisiting the graphic organizer. Teacher will review the pre-assessment by giving non-examples.

Prompt (We do it)	Teacher will explain the dictionary definition of a metaphor. Teacher will then provide a student-friendly definition of a metaphor. Students will fill in their figurative language guided notes with the definition of metaphors. Students will also complete the metaphor section of the figurative language graphic organizer. Teacher will provide example sentences on the smartboard and underline the similes. Teacher will read the book "My Heart is Like a Zoo" to students. Teacher will point out two metaphors in the story. Students will highlight the metaphors in their PDF printed version of the story. Teacher will ask students to help find the metaphors in the story. Teacher will call on students with randomly using Class Dojo to ask them which is a to find a metaphor in the story. Students will be rewarded for answering correctly with a Dojo point. Students will highlight the metaphors in their PDF versions as they go. Teacher will provide five example sentences on the smartboard and in students' guided notes that contain metaphors. Students will work in pairs to highlight the metaphor in each sentence.
Check (You do it)	Students will complete an exit slip containing five sentences with similes. Students will individually highlight the metaphors.

Closing of the Lesson	
Review Learning Goal Preview Next Lesson or Task	By learning about metaphors, we became one step closer to being able to include figurative language in our academic writing. As we further understand elements of figurative language, we will enrich our writing skills. Tomorrow, we will review similes and metaphors and compare and contrast the two.

Extension Activity (Optional)	
Engage Students in Task to Extend Content Learning (Explain procedures for an activity that will	Generalize-Based on a student music interest inventory, students will listen to the song as a class with lyrics on the screen and receive a hard copy. Students are to work together to highlight any metaphors that are in the song.

allow students to Generalize, Maintain, or Self-direct their learning towards the Learning Goal)	Maintain- The teacher candidate will create Friday into the designated day to learn figurative language. Each week, the students will revisit the previous figurative language skills and learn one new piece of figurative language. Through this, the student will maintain the information.

Lesson 2

Focus Learner's Age:14

Focus Learner's Grade Level: Eighth

Focus Learner's Disability Area:Specific Learning Disability: Reading

Learning Goal	
Learning Goal (Goal listed as "I can" or SWBAT statement that will be shared with students during the lesson)	I can use figurative language in my academic writing.
Content Standard (From CCSS, New Learning Standards, or Extended Standards)	8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 8.L.5a Interpret figures of speech (e.g. verbal irony, puns) in context.
IEP Goal (Related to Learning Goal for this Learning Segment)	By the completion of the IEP, Tanner will write a coherent paragraph of 4 to 6 sentences on 3 out of 5 trials with 70% accuracy measured by work samples.
Lesson Objective (Written as a sentence following format: Condition, Content Area, Behavior, Criteria)	[When given a paragraph containing five metaphors, student will be able to identify four of the five metaphors by underlining them.]
Assessment Tool	Exit slip

(List of assessments in this lesson used to measure students' progress towards the learning goal)	

Instructional and Support Materials	
Planned Supports for Focus Learner (List specific, differentiated accommodations and/or modifications as indicated in focus learner's IEP)	Figurative language booklet, hard copy of song lyrics, option of paper or online version of the exit slip, direct instruction on retelling, extended time, repeated practice and questions read aloud
Materials List (including UDL-based adaptations)	Graphic organizer Exit slips Pen/Pencil Highlighters Chromebooks Smartboard My School is a Zoo book Scanned copies of My School is a zoo pages

Lesson Procedures: Include sufficient detail in all stages of the procedures that another teacher could deliver the lesson. Scripting is not required, but specific questions/statements you need to say to lead to content understanding should be included.	
Opening of the Lesson	
Review Critical Prerequisite Skills and Establish Motivation	This week, we have begun working on figurative language. Yesterday, we started to learn about similes. Today, we will learn about metaphors. By the end of the week, we will be able to compare and contrast similes and metaphors, along with write our own similes and metaphors.

Connect Lesson to Learning Goal	Through learning about different elements of figurative language, we are one step closer to being able to use figurative language in our academic writing. Understanding figurative language will also help us better comprehend what we read.

Explicit Instruction Body of the Lesson	
Model (I do it)	Teacher will begin the lesson by revisiting the graphic organizer. Teacher will review the pre-assessment by giving non-examples. Teacher will explain the dictionary definition of a metaphor. Teacher will then provide a student-friendly definition of a metaphor. Students will fill in their figurative language guided notes with the definition of metaphors. Students will also complete the metaphor section of the figurative language graphic organizer. Teacher will provide example sentences on the smartboard and underline the similes. Teacher will read the book "My Heart is Like a Zoo" to students. Teacher will point out two metaphors in the story. Students will highlight the metaphors in their PDF printed version of the story.
Prompt (We do it)	Teacher will ask students to help find the metaphors in the story. Teacher will call on students with randomly using Class Dojo to ask them which is a to find a metaphor in the story. Students will be rewarded for answering correctly with a Dojo point. Students will highlight the metaphors in their PDF versions as they go. Teacher will provide five example sentences on the smartboard and in students' guided notes that contain metaphors. Students will work in pairs to highlight the metaphor in each sentence.
Check (You do it)	Students will complete an exit slip containing five sentences with similes. Students will individually highlight the metaphors.

Closing of the Lesson	
Review Learning Goal Preview Next Lesson or Task	By learning about metaphors, we became one step closer to being able to include figurative language in our academic writing. As we further understand elements of figurative language, we will enrich our writing skills.

	Tomorrow, we will review similes and metaphors and compare and contrast the two.

Extension Activity (Optional)	
Engage Students in Task to Extend Content Learning (Explain procedures for an activity that will allow students to Generalize, Maintain, or Self-direct their learning towards the Learning Goal)	Generalize-Based on a student music interest inventory, students will listen to the song as a class with lyrics on the screen and receive a hard copy. Students are to work together to highlight any metaphors that are in the song. Maintain- The teacher candidate will create Friday into the designated day to learn figurative language. Each week, the students will revisit the previous figurative language skills and learn one new piece of figurative language. Through this, the student will maintain the information.

Lesson 3

Focus Learner's Age:14

Focus Learner's Grade Level: Eighth

Focus Learner's Disability Area:Specific Learning Disability: Reading

Learning Goal	
Learning Goal (Goal listed as "I can" or SWBAT statement that will be shared with students during the lesson)	I can use figurative language in my academic writing.
Content Standard (From CCSS, New Learning Standards, or Extended Standards)	8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 8.L.5a Interpret figures of speech (e.g. verbal irony, puns) in context.

IEP Goal (Related to Learning Goal for this Learning Segment)	By the completion of the IEP, Tanner will write a coherent paragraph of 4 to 6 sentences on 3 out of 5 trials with 70% accuracy measured by work samples.
Lesson Objective (Written as a sentence following format: Condition, Content Area, Behavior, Criteria)	When given ten sentences, student will be able to label each sentence as containing a simile or a metaphor eight out of ten times.
Assessment Tool (List of assessments in this lesson used to measure students' progress towards the learning goal)	Exit Slip

Instructional and Support Materials	
Planned Supports for Focus Learner (List specific, differentiated accommodations and/or modifications as indicated in focus learner's IEP)	Figurative language booklet, hard copy of song lyrics, option of paper or online version of the exit slip, direct instruction on retelling, extended time, repeated practice and questions read aloud
Materials List (including UDL-based adaptations)	Figurative language book Exit slips Pen/Pencil Highlighters Chromebooks Smartboard

Lesson Procedures:

	Include sufficient detail in all stages of the procedures that another teacher could deliver the lesson. Scripting is not required, but specific questions/statements you need to say to lead to content understanding should be included.
	Opening of the Lesson
Review Critical Prerequisite Skills and Establish Motivation Connect Lesson to Learning Goal	This week, we have begun working on figurative language. Monday, we learned about similes. Yesterday, we learned about metaphors. Today, we will be able to compare and contrast the two. Through learning about different elements of figurative language, we are one step closer to being able to use figurative language in our academic writing. Understanding figurative language will also help us better comprehend what we read.
	Explicit Instruction Body of the Lesson
Model (I do it)	Teacher will begin the lesson by revisiting the graphic organizer. Teacher will revisit the dictionary definitions of a simile and a metaphor. Teacher will then revisit the student-made student-friendly definitions of a similes and a metaphor. Teacher will provide two example sentences on the smartboard at one time- one that contains a simile and one that contains a metaphor. Teacher will explain which sentence contains a simile and which contains a metaphor and discuss why they are different.
Prompt (We do it)	Teacher will go through five more slides, each containing two sentences; one with a simile and one with a metaphor. Teacher call on students with randomly using Class Dojo to ask them which is a simile and which is a metaphor. Students will be rewarded for answering correctly with a Dojo point. Teacher will ask students to work with a partner to create one metaphor and one simile about the play they are currently reading, Anne Frank, to promote generalization of figurative language. Partners will then share their two sentences with the class.
Check (You do it)	Students will complete an exit slip containing ten sentences with that contain similes and metaphors. Students will individually write whether the sentence contains a simile or a metaphor, highlighting it.
	Closing of the Lesson

Review Learning Goal	Through learning about the difference between similes metaphors, we became one step closer to being able to include figurative language in our academic writing. As we further understand elements of figurative language, we will enrich our writing skills.
Preview Next Lesson or Task	Tomorrow, we will take an assessment over similes and metaphors.

Extension Activity (Optional)	
Engage Students in Task to Extend Content Learning (Explain procedures for an activity that will allow students to Generalize, Maintain, or Self-direct their learning towards the Learning Goal)	Generalize-Based on a student music interest inventory, students will listen to the song as a class with lyrics on the screen and receive a hard copy. Students are to work together to highlight any similes and metaphors that are in the song.

Maintain- The teacher candidate will create Friday into the designated day to learn figurative language. Each week, the students will revisit the previous figurative language skills and learn one new piece of figurative language. Through this, the student will maintain the information. |

Lesson 4

Focus Learner's Age: 14

Focus Learner's Grade Level: Eighth

Focus Learner's Disability Area:Specific Learning Disability: Reading

Learning Goal	
Learning Goal (Goal listed as "I can" or SWBAT statement that will be shared with students during the lesson)	I can use figurative language in my academic writing.

Content Standard (From CCSS, New Learning Standards, or Extended Standards)	8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 8.L.5a Interpret figures of speech (e.g. verbal irony, puns) in context.
IEP Goal (Related to Learning Goal for this Learning Segment)	By the completion of the IEP, Tanner will write a coherent paragraph of 4 to 6 sentences on 3 out of 5 trials with 70% accuracy measured by work samples.
Lesson Objective (Written as a sentence following format: Condition, Content Area, Behavior, Criteria)	When given a summative assessment over similes and metaphors containing fifteen questions, the student will be able to correctly answer each question twelve out of fifteen times.
Assessment Tool (List of assessments in this lesson used to measure students' progress towards the learning goal)	Simile V.S. Metaphor assessment

Instructional and Support Materials	
Planned Supports for Focus Learner (List specific, differentiated accommodations and/or modifications as indicated in focus learner's IEP)	Figurative language booklet, hard copy of song lyrics, option of paper or online version of the exit slip, direct instruction on retelling, extended time, repeated practice and questions read aloud
Materials List (including UDL-based adaptations)	Figurative language book Hard copy of assessment Pen/Pencil Highlighters Chromebooks Smartboard

Lesson Procedures:
Include sufficient detail in all stages of the procedures that another teacher could deliver the lesson. Scripting is not required, but specific questions/statements you need to say to lead to content understanding should be included.

Opening of the Lesson	
Review Critical Prerequisite Skills and Establish Motivation Connect Lesson to Learning Goal	This week, we have begun working on figurative language. Monday, we learned about similes. Tuesday, we learned about metaphors. Yesterday, we compared and contrast the two and wrote our own sentences containing them. Today, we will take a goal check to ensure we understand similes and metaphors. Through learning about different elements of figurative language, we are one step closer to being able to use figurative language in our academic writing. Understanding figurative language will also help us better comprehend what we read.

Explicit Instruction Body of the Lesson	
Model (I do it)	Teacher will begin the lesson by briefly revisiting the graphic organizer.Teacher will then revisit the student-made student-friendly definitions of a similes and a metaphor. Teacher will provide one example sentence on the smartboard at one time- one that contains a simile and one that contains a metaphor. Teacher will explain which sentence contains a simile and which contains a metaphor.
Prompt (We do it)	Teacher will go through two more slides, each containing two sentences; one with a simile and one with a metaphor. Teacher call on students with randomly using Class Dojo to ask them which is a simile and which is a metaphor. Teacher will briefly discuss the difference between the two.
Check (You do it)	Students will complete a goal check assessment containing ten sentences with that contain similes and metaphors. Students will

	individually write whether the sentence contains a simile or a metaphor, highlighting it. Students will answer two multiple choice questions regarding the definition of a simile and metaphor. Students will be asked to write two similes and two metaphors.

Closing of the Lesson	
Review Learning Goal Preview Next Lesson or Task	Through learning about similes metaphors, we became one step closer to being able to include figurative language in our academic writing. As we further understand elements of figurative language, we will enrich our writing skills. G Tomorrow, we will see how we did as a class on our goal check. We will work on similes and metaphors until we reach at least 80% as a class average.

Extension Activity (Optional)	
Engage Students in Task to Extend Content Learning (Explain procedures for an activity that will allow students to Generalize, Maintain, or Self-direct their learning towards the Learning Goal)	Generalize-Based on a student music interested inventory, students will listen to the song as a class with lyrics on the screen and receive a hard copy. Students are to work together to highlight any similes and metaphors that are in the song. Maintain- The teacher candidate will create Friday into the designated day to learn figurative language. Each week, the students will revisit the previous figurative language skills and learn one new piece of figurative language. Through this, the student will maintain the information.