Lesson Title: Figurative Language

Content Area and Grade Level: Language Arts

Author: Lori Evenson

School District: YSD 63-3

Email: levenson@ysd.k12.sd.us

Brief Description of the Lesson/Unit:
Students will discover, decipher and use figurative language, realizing the power of metaphors, similes, and idioms.

South Dakota Content Standards:

- **Standard numbers and exact wording**
  5R1.2 Students are able to apply comprehension strategies to construct meaning from literary and content area text.

- **Unpacked standards (in student-friendly wording)**
  Students will identify, explain, and create examples of metaphors, similes, and idioms.
Stage 1: Identify Desired Results

1. What enduring understandings are desired?

   An increase in the understanding of the power of words used nonliterally to create visual images and get an author's point across effectively.

2. What essential questions will guide this unit and focus both the teaching and the learning?

   How can students identification and diagnosis of figurative language improve their comprehension of text?
   How can students create examples of figurative language and use them to express their points more effectively?

3. What key knowledge and skills will students acquire as a result of this unit?

   The ability to locate, classify, decipher and create examples of metaphors, similes, and idioms in order to improve comprehension of higher level text.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit by the students?

   Some students will have difficulty classifying an example as a metaphor or simile. Many students will struggle trying to create their own examples. Small group work should help them.
Stage 2: Determine Acceptable Evidence

What evidence will show that students understand?

1. Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):

2. Performance Tasks:

3. Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):

4. Formative Assessment (Dialogues, Observations, Work Samples, etc.):

   Briefly explain HOW you will use formative assessment and feedback to redirect and focus your instruction for improving student achievement. Provide at least one example.

5. Student Self-Assessment:

6. Attach or include specific rubrics being used for this lesson/unit:
Stage 3: Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

1. Major Learning Activities:

2. Materials, Supplies, & Resources (technology & print):

3. Classroom Management:

4. Support Services and Special Teacher Notes:
Stage 4: Differentiated Instruction Strategies

What specific differentiated instruction strategies will be used in the lesson/unit? Fill in each section that applies.

1. Differentiated Process:

2. Differentiated Content:

3. Differentiated Product: