

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Intro to Poetry Continued - Metaphor **Lesson #** 3 **Date:** 11/10/2021
 English
 Language
Name: Ian Paluck **Subject:** Arts **Grade(s):** 5/6

Rationale:

This is the third of four lessons on literary devices. This lesson focuses on metaphors. It is important because students will be able to apply metaphorical thinking to their everyday lives and extrapolate new meanings to decipher the world around them. Metaphors also force the reader to think deeply about what they are reading, and to pay attention to the details of writing. Close reading is crucial to reading development because texts always have some form of meaning that is not immediately apparent. Focusing on words and techniques strengthens writing ability and metacognitive reading skills.

They will be putting these skills to work while trying to construct meaning from two poems that I wrote. "The Princess of the Little People" and "The Bringer of Light" – both Indigenously inspired, based on dreams.

Core Competencies:

Communication	Thinking	Personal & Social
<p>Communication – Focusing on intent and purpose.</p> <p>“Students communicate with intention and purpose. They understand that communication can influence, entertain, teach, inspire, and help us make sense of the world and our experiences. They recognize the role the audience plays in constructing meaning, and they make strategic choices to help convey their messages and create their intended impact.”</p> <p>A few metaphors will be provided orally to students. Students then have the chance to communicate what they think the intent and purpose of the metaphors are. Metaphors are always very intentional in the way they are written. They can teach, they can entertain, they can help us create experiences for our readers. Students will learn how to write with intention as they create</p>	<p>Critical Thinking and Reflective Thinking – Questioning and investigating.</p> <p>“Students learn to engage in inquiry when they identify and investigate questions, challenges, key issues, or problematic situations in their studies, lives, and communities and in the media.”</p> <p>This lesson will be accompanied by an Indigenous metaphor in the form of oral story. Students will have to reflect and engage in inquiry to examine the meaning of the metaphor. As the teacher asks guiding questions the students will be able to see how metaphorical elements (such as animals) can be used to investigate real world concepts and issues. This should also help them how to ask themselves</p>	<p>Positive Personal and Cultural Identity – Recognizing person values and choices.</p> <p>“Students define who they are by what they value. They understand how what they value has been influenced by their life experiences. They identify how their values help to shape their choices, in all contexts of their lives.”</p> <p>When the students examine the meanings of metaphors they will question and extrapolate their individual meanings based off of their personal life experiences.</p>

their own metaphors.	effective questions in the future when it comes to reading.	
----------------------	---	--

Big Ideas (Understand)

Texts can be understood from different perspectives.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> • CC #1 – access information and ideas from a variety of sources and from prior knowledge to build understanding. • CC #3 – synthesize ideas from a variety of sources to build understanding. • CC #4 – consider different purposes, audiences, and perspectives in exploring texts. • CC #5 – apply a variety of thinking skills to gain meaning from texts • CC #7 – Explain the role of language in personal, social, and cultural identity. • CC #12 - Demonstrate awareness of the oral tradition in First Peoples cultures and the purpose of the First Peoples texts • CC #13 – Identify how story in First Peoples cultures connects people to land. 	<ul style="list-style-type: none"> • C #1.4 - literary devices (e.g., metaphor) • C #1.5 - perspective/point of view • C #2.2 – oral language strategies

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • Students will be able to tell the difference between literary devices such as metaphors and similes. (Identifying key words: “like” or “as” for similes, and “is” or “was” for metaphors) • Students will be able to apply metaphorical thinking to the world around them. • Students will be able to construct a metaphor with a purpose (e.g., identity, emotion, society, culture). • Students will gain some insight on how to conduct themselves when listening to a First Peoples oral telling. • Students will gain some understanding of strong First Peoples symbols in story telling (e.g., the eagle represents the creator because it flies closest to the creator and carries his messages). 	<ul style="list-style-type: none"> • Active engagement during class (hands up, willingness to share, willing to make mistakes) • Students will have to submit a poem via google docs at the end of next class. For today, students will be starting that poem while the teacher assesses whether or not they are on task (actually writing on their Chromebook, not playing games on it.) • Alternatively, students can choose a preselected poem (by the teacher) to highlight metaphors and examine the meaning of the poem.

Prerequisite Concepts and Skills:

This is the third lesson in this “mini-unit”. By this time students should be familiar with imagery and

similes. Students need to be willing to put their own unique ideas down on paper.

Indigenous Connections/ First Peoples Principles of Learning:

"Learning is reflexive, reflective, experiential, and relational (focused on connectedness, or reciprocal relationships, and a sense of place)."

For this lesson students will be reflecting on an oral story told by the teacher. The story is embedded with Indigenous content and is personal to the teacher; therefore, students will need to reflect on their own life experiences to help make sense of what the metaphor might be.

Universal Design for Learning (UDL):

Principle (1) – Multiple means of Representation

Sharing a personal oral story connects the students to the teacher and allows students to focus on what is being said rather than having to read.

The story contains elements of Indigenous lore, which will offer a sense of comfort and belonging to the Indigenous students while teaching the non-Indigenous students about their classmates culture. Light powwow music playing in the background benefits auditory learners and offers a soothing environment for all students as they learn Indigenous techniques of teaching.

Students can also utilize the "define" function on their Chromebook to gain a better understanding of the words they use, as well as see the synonyms that relate to the words this use (this can help students expand their vocabulary).

Reading/writing and kinesthetic learners will likely find use of Chromebook particularly beneficial.

Principle (2) – Multiple means of Expression

Differentiated assignment: for students who struggle to create something of their own, the teacher should provide a few preselected poems that students can choose from in order to demonstrate their learning. (e.g., highlight metaphors, similes, and attempt to find the meaning of the poem).

Principle (3) – Multiple means of Engagement

Using two words for rhyme time – one easier, one harder – gives all students an opportunity to speak and feel a sense of accomplishment. They choose what they want to share, and the level of difficulty to which they will attempt to rhyme.

Use of slides: -benefits both visual and reading/writing learners-

(1) While story is being told there will be a bright, colorful, and traditional picture of an eagle posted (as the story relates to the Eagle)

(2) New poem is to be introduced after the oral story portion of the lesson. The new poem will be posted in large font, which allows students to follow along while the teacher reads.

(3) After poem is introduced, the follow up slide will have the key points of the poem highlighted in red

(4) Thoughtful prompts "things to consider" slide guides students into writing their own poem.

Use of Chromebook allows students to correct their own spelling as misspelled words will automatically get underlined in red.

Differentiate Instruction (DI):

A handful of students are reading at a lower level than most of the other students in the class. This has a profound effect on their spelling abilities. Use of oral story allows them to absorb the information

being presented without the confusion of reading. Use of Chromebooks will also benefit them as they will be able to correct their own spelling comfortably; thus, increasing their ability to communicate their ideas clearly.

Presenting the context of the poem “the princess of the little people” from the previous lesson in the form of an oral story should give students with color deficiencies the ability to connect ideas at the same level without having to try and focus on colorful description. Metaphors connect concrete details to explain something that can’t be touched (ex. love).

The “little people” and “eagle” are embedded in Indigenous lore, which will provide a sense of comfort for the Indigenous students in the class.

Differentiated assignment: for students who struggle to create something of their own, the teacher should provide a few preselected poems that students can choose from in order to demonstrate their learning. (e.g., highlight metaphors, similes, and attempt to find the meaning of the poem).

Materials and Resources

Smart board slides, whiteboard markers, students white boards, pencils, post it notes, Chromebook, powwow music (playing lightly from teachers phone in the background), a few preselected poems for examination.

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – “HOOK”):		
Practice “wave” to get students attention; 2-3 times.	Students put hands in the air when the wave gets to them. When the wave is finished all the students say “shhhh..”	1 min
Move students to front of the class (making sure they have their white boards, white board markers, and post-it notes + pencil (in case they prefer to write on the notes)	Students leave their desks and sit on the carpet at the front of the class close to the teacher and the smart board	1 min
Introduce Secwepemc word: “ kukwstsétsemc ” - “thank you so much”	Have students repeat kukwstsétsemc several times and tell them that it means “thank you so much”	1 min
Rhyme time (schema activation): write “Ring” and “Slide” on the whiteboard	Students have 1 minute to write	1 min
Ask for responses (randomly)	Students collaborate to generate a list of examples (for things that rhyme with ring or slide)	2 min
Body:		
Connect last lesson about simile to this lesson: Put on light powwow music and give context around what the entire poem, “the princess of the little people” meant (in the form of oral tradition – students sit up front, teacher tells a story) – the little people are local	Students sit up front quietly and respectfully while teacher shares personal experience that relates to “the princess of the little people”. Students engage in trying to decode the	5 min 2 min

<p>legend, they are tricksters, teachers, and protectors.</p> <p>What was the metaphor?</p> <p>Explain that the poem is a metaphor for: human willpower, perseverance (walking through fear to succeed) – “that is strength”</p> <p>Body Break: Rock, Paper, Scissors elimination If student wins, teacher does 10 push ups</p> <p>Bring class back from body break. Students still sitting.</p> <p>Inquire class: “What do we know about metaphors? How do they work? What is their function?”</p> <p>Metaphors use words like: “is, are, was” – but if metaphors are meant to connect two or more things in a figurative abstract way, do we really need to use those words?</p> <p>Can we create metaphors without using those words? -Let’s see</p> <p>Introduce and read “The Bringer of Light” – what can you tell me about this poem? (allow about a minute for students to gather their thoughts) – slide over reveals key words (“our”) in red.</p> <p>Ask students what using “our” repeatedly suggests (connection, vindication, and love) Explain significance of the eagle in Indigenous culture.</p> <p>Pull up slide “things to consider” to summarize the lesson in condensed way, and prompts students to think about what they want to say for the final activity of the day. “Compare apples to oranges! Metaphors connect dissimilar things in a way that makes sense” – “Metaphors compare concrete sensory items to explain an idea (something that cannot be touched)”.</p>	<p>metaphor of the poem</p> <p>Students play 1 on 1 rounds, as students are eliminated they sit down. Last one standing faces teacher.</p> <p>Students respond (first try popsicle sticks, if popsicle sticks are not working, choose on a “hands up” basis)</p> <p>Students respond to questions thoughtfully.</p> <p>Students observe slide and return to their desks</p>	<p>2 min</p> <p>3 min</p> <p>1 min</p> <p>1 min</p> <p>1 min</p> <p>1 min</p>
<p>Closure: Teacher explains that the remaining time will</p>	<p>Students start writing final poem on</p>	<p>10 min</p>

<p>be used to start writing their final poem on their Chromebooks (to be finished after next lesson).</p> <p>Teacher allows students to start working on their final poem. No exit ticket this week, but teacher should circle the class to answer questions, help students, and make sure everyone is writing something.</p>	<p>Chromebook. (Silently and individually)</p>	
---	--	--

Organizational Strategies:

Students will be mainly seated at the front of the class on the carpet close to the teacher and the smart board. During the typing portion of the lesson students will return to their desks to think independently and finish their poems.

Proactive, Positive Classroom Learning Environment Strategies:

Rhyme time followed by an oral story are strong tools of engagement. Students will be moved to the front of the room and seated on the carpet, making this lesson seem less “clinical” and more interactive. Students will not be asked to listen to a lecture from their desk; rather, they will be asked to share their thoughts with the class in an Indigenous styled lesson (seated on the floor upfront during an oral story creates the feeling of being around a campfire). Popsicle sticks will randomize who gets called upon to share their thoughts, giving the whole class an opportunity to speak. A body break will be included

Extensions:

In extension to this lesson I will be showing them how to use the “define” function on google docs so that they can increase their understanding of what they are writing, as well as showing them that when you “define” a word on google docs it presents a list of synonyms. I would like to explain to them that this is an excellent technique to use when increasing vocabulary.

Reflections (if necessary, continue on separate sheet):

If I were to do this lesson again I would have liked to have given the students some more time on their Chromebook. The lesson went a little long, but I feel like it was all important. I considered cutting rhyme time out of the lesson this time because I knew I had a lot to get through. It sets the lesson up nicely though, and the students got to writing their list of rhymes immediately without my asking.

I think I should have given some serious thought to where I could pick up some extra time because as much as I can’t give up too much time, I want to be fair to the students with the time they are given to write a poem. I want them to have as much time as possible to develop their thoughts, and I want to be available as much as possible to answer their questions and give them some tips. I want them to be proud of what they produce, so I will need to find some ways to give them the time they need to finish the task.