

Co-Teaching Planning Guide

Date: 12/2/2104

Co-Teachers: Alaina Moreau
Alyssa Gunderson

Grade Level / Content: 8th Grade ELA

Lesson Objectives:

- Students will be able to differentiate between metaphors, similes, and hyperboles.
- Students will be able to identify specific examples for metaphors, similes, and hyperboles.
- Students will be able to apply figurative language to their own writing.

Content Standards Addressed:

- CCSS.ELA-LITERACY.WHST.6-8.1.C
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- CCSS.ELA-LITERACY.RL.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Co-Teaching Model(s) used: (check all that apply)

- Parallel
- Station
- Alternative
- Team

Materials needed for the lesson:

- Projector/Computer
- Internet Access
- “All Summer in a Day” by Ray Bradbury (one copy for each student)
- 3 Different Colored Highlighters (one for each group)
- Writing Notebook/Pencil

Scaffolds needed for the lesson:

Students would first be shown, by the instructors, what figurative language looks and sounds like through Disney songs. Students will then be lead through the process of identifying figurative language by the instructors before then, with their groups, looking at Bradbury’s “All Summer in a Day.” As they read this story with their groups, they will be identifying figurative language themselves, with assistance from the instructors only if they need it.

In order to demonstrate further mastery, students at the end of the lesson will apply figurative language to their own writing, providing examples of the different figurative language types on their own.

Differentiation Strategies needed for the lesson:

- For students who have hearing impairments, versions of the Disney videos will be found online with the lyrics scrolling along with the music. For students who have both a hearing impairment and a visual impairment, typed, large-text versions will be provided.
- For students with a visual impairment, a large-text copy of “All Summer in a Day” can be provided for easier comprehension.
- A Prezi, along with the instructor’s lesson, will be provided for review and further understanding. This can help students who may need another medium for representation, as well as students with VI who can enlarge the Prezi on their own computer.
- The lesson can also be recorded so students with hearing impairments can listen to a louder version of the presentation.
- ELL students will have translated dictionaries and translated copies of “All Summer in a Day” available. Spanish dubbed versions of the Disney songs will also be made available.

How is the student learning assessed?

- At the end of the week, students will have a summative assessment story that will require them to proficiently use figurative language.
- In terms of formative assessment, students will be writing their own examples as an Exit Slip. Instructors will examine these Exit Slips to further adjust the lesson plans for the rest of the week.
- Group work while students are reading out loud will also be assessed for participation.

Guide for expectations for each teacher during the lesson

| | Teacher: Alaina Moreau | Teacher: Alyssa Gunderson (Reading Specialist) |
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| What are the specific tasks that I do BEFORE the lesson? | <ul style="list-style-type: none"> • The instructor will secure videos for Disney songs that exemplify metaphors, similes, and hyperboles. • The instructor will highlight the different examples of figurative | <ul style="list-style-type: none"> • The instructor will ensure copies of the Disney songs that are available in Spanish/ELL first languages. • The instructor would want a copy of the Spanish version of “All Summer in |

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| | <p>language before class began as a model for students.</p> <ul style="list-style-type: none"> The instructor will meet with the Reading Specialist to discuss the progress of students in both of their groups. | <p>a Day.”</p> <ul style="list-style-type: none"> The instructor would also highlight “All Summer in a Day” with the figurative language before working with the students. The instructor will review previous work from students that will be in her small group before the class begins to assure where those students stand. |
| <p>What are the specific tasks that I do DURING the lesson?</p> | <p>CUE:</p> <ul style="list-style-type: none"> Teacher will display the FRAME on an overhead projector. They will talk about how the FRAME will help students compare and contrast the different types of figurative language. It is assumed that this is the first FRAME that the students will fill out in this course. Instructor will instruct about how students will fill out the FRAME as the class progresses, both while the Disney movies are playing and while they are in the actual lecture. Students will need to have a writing device and be ready to take notes during the FRAME activity. <p>DO:</p> <ul style="list-style-type: none"> Teacher will display Youtube videos of Disney songs, each one exemplifying a type of figurative language. As each Disney song ends, the instructor will walk students through the device for that particular figurative language term. The teacher will shape student | <p>CUE:</p> <ul style="list-style-type: none"> As the other instructor explains the FRAME technique, the specialist will help ELL students as they request it. The specialist will model how the FRAME is filled out while the instructor talks. At the end of the CUE portion, ELL students will break off into a smaller group to do a similar lesson with the specialist. If available, the teacher will bring her students into another room for the DO portion. Prepare questions for ELL students to answer after the DO portion, telling them beforehand that they will be picked to answer these questions in front of the class. <p>DO:</p> <ul style="list-style-type: none"> The specialist will display the subtitled versions of the Disney songs, each one exemplifying a type of figurative language. The specialist will walk students through what each section of the |

responses as they break into small groups to read “All Summer in a Day” and highlight given examples of figurative language in the text. The teacher will ask questions to help students in their small groups better formulate their responses to the FRAME.

- As soon as all students finish “All Summer in a Day,” they will share their group’s examples that they added to the FRAME in order to evaluate student understanding.
- If needed, the teacher will redirect understanding of certain figurative language concepts. The teacher can pull on the examples of Disney songs in order to reaffirm figurative language understanding.

REVIEW:

- Class will come back together.
- While the specialist asks ELL students questions, they will monitor other students’ FRAMES to make sure they are completed.
- The teacher will ask students about the relationship between the different types of figurative language concepts.

FRAME means one more time in order to affirm understanding.

- Together, the specialist will walk through the “Key topic” and “About” section together for better language comprehension.
- As each Disney song ends, the instructor will walk students through the device for that particular figurative language term. The specialist will explicitly instruct students about language meaning in order to help them better understand figurative language, providing examples in the home language as needed.
- The students will work as a group on reading “All Summer in a Day.” The specialist will sit with them, following along as they read, and shaping responses as they highlight if they get off track or misunderstand the task.
- When students fill in the FRAME based on examples from “All Summer in a Day,” the specialist will help students construct responses based on their understanding, shaping their responses based on their language comprehension.
- Each student will share their figurative language examples that showcase figurative language. The only requirement is that the specialist must understand the students—grammar is not a factor in this portion.
- If needed, the specialist will redirect

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| | | <p>understanding of figurative language concepts by showing the Disney songs again but in the home language with English subtitles.</p> <p>REVIEW:</p> <ul style="list-style-type: none"> • Class will come back together. • Specialist will ask class specific questions about figurative language (in English), targeted towards the ELL learners who have already been alerted that they would be answering questions in front of the class. • The specialist will assign an EXIT SLIP asking students to write a sentence using one type of figurative language. • The specialist will provide explicit instruction for students during the EXIT SLIP process if they require it. |
| <p>What are the specific tasks that I do AFTER the lesson?</p> | <ul style="list-style-type: none"> • The teacher will collect EXIT SLIPS • Both instructors will meet briefly after class to debrief what happened in their respective lessons. | <ul style="list-style-type: none"> • The specialist will collect FRAMES • The specialist will discuss how the ELL students are progressing in terms of language development. |

Co-Teaching Lesson Planning and Preparation

1. Do you both deserve the same grade for this assignment? If yes, what grade do you believe you earned on this? _____
2. If no, then what grade do you deserve? _____ Your partner deserves _____

The FRAME Routine

Key Topic

Figurative Language

is about...

Comparing our experiences to other ideas to add detail

Main idea

metaphor

Main idea

simile

Main idea

hyperbole

Essential details

a direct comparison between an experience and an idea.

Essential details

a direct comparison using "like" or "as"

Essential details

An extreme exaggeration used to make a point

used to provide further detail to a meaningful idea

used to provide direct detail about a meaningful experience

used when someone wants to make a persuasive argument

Love is an open door
from Frozen the movies

Be a Man
from Mulan the movie

Mother Knows Best
from Tangled the movie

"... storms so heavy they were tidal waves"

"The children pressed to each other like so many roses."

"The jungle burned with sunlight."

So What? (What's important to understand about this?)

We want to be able to use figurative language in our writing so we can express our ideas in many ways

traits
why we use it
disney example
rodbery example