College of Education Student Teaching Teacher Work Sample Guide

2021

Table of Contents

The Teacher Work Sample

SECTION ONE: PREPARATION & PLANNING (Domains 1 & 2)

1.1 - Preparation through Collaboration (1a)

I met with my Cooperating Teacher on Friday, September 24th for an introductory collaborative meeting in which we established the topic of my instruction. First, we discussed the availability of our schedules and determined a mutually beneficial time for me to participate in the classroom. As such, we agreed that I will come in each Friday morning for three to five hours. From there, we noted the subjects in which I will be involved. These subjects include: Reading/Language Arts, Social Studies, and occasionally Math (depending on how late in the day that I stay). Because I will be present for these content areas, I needed to choose a topic of instruction within their domains. Therefore, I decided to focus on Reading/Language Arts, as it is also my area of concentration for my degree. After we determined the subject of instruction, my Cooperating Teacher looked at his curriculum to align the content with the time of year that I will teach it (middle of October to beginning of November). He gave me several options. From them, I decided to focus on Figurative Language. Then, we anchored the content to a specific standard, **5.RL.4** *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.* After reaching this decision, we brainstormed several specific types of figurative language to emphasize, as well as potential methods of instruction.

Additionally, we went over the IEP requirements of the three children in the class who have them. My Cooperating Teacher detailed the ways in which their accommodations and modifications should be provided in my instruction. Furthermore, we discussed the culture of the classroom and the importance of relationship-building with the students, as well as several instructional and behavior management strategies that my Cooperating Teacher uses. Ultimately, I believe the collaborative meeting was successful as I was able to arrive at the topic of my instruction, in addition to developing a basic understanding of the students' needs and classroom procedures.

1.2 – Creating the Continual Growth Plan (4e)

1b: Demonstrating Knowledge of Students

      I chose to focus on Danielson Component 1b: Demonstrating Knowledge of Students for my Continual Growth Plan because I have not had significant experience differentiating my lessons for actual students. While I have created lesson plans and units with theoretical differentiation options, I have not had to accommodate them according to a real classroom's needs and interests. Likewise, I want to learn how to work with students' IEPs, as well as differing cultural heritages, to provide my students with the most meaningful education possible.. Focusing on this component will allow me to better meet the needs of my future students as I learn how to adapt standards, objectives, and methods according to their IEPs, cultural backgrounds, and personal interests.

Reflective Questions:

1. How did I accommodate this lesson to my students' IEP needs, and how can I better provide the proper accommodations and modifications in the future?
    a. Resource: https://www.bcbe.org/site/handlers/filedownload.ashx?moduleinstanceid=559&dataid=11726&FileName=IEP_%20Accommodation_Checklist.pdf This is an example of an IEP Accommodations Checklist which displays the individual accommodations and modifications needed by each student. I can use forms such as this, and have them in easy-to-access locations to refer back to during each lesson to ensure that I am meeting each students' needs.

2. How can I learn more about students' cultural backgrounds and personal interests, then implement them in future lessons?
    a. Resource: https://hojosteachingadventures.com/getting-know-students-interests/ This resource is a teacher website that lists several ways to discover students' interests and backgrounds, such as interest inventories, observation forms, and conversation cards.

3. How did I differentiate this lesson for my diverse learners, and how can I provide better differentiation in the future?
    a. Resource: *How to Differentiate Instruction in Academically Diverse Classrooms* by Carol Ann Tomlinson. This is a textbook from a previous course that covers the art of differentiation, as well as practical differentiation ideas and techniques.

1.3 - Preparation through Knowledge of Students *(1b)*

Table 1: Chart of Accommodations, Modifications, and IEP/IFSP Goals

Student (Coded; IEP, IFSP, or 504)	Required Accommodations	Required Modifications	Relevant IEP or IFSP Goals	Comments/Notes
Student A ☐**IEP** ☐504 Plan ☐IFSP	• Oral reading of non-oral passages • Preferential seating • Repeated and/or clarified directions • Checks for understanding • Manipulatives • Pre-teach and reteach of new concepts • Use of multiple modalities (hands-on, visual) • Copies of notes • Structured environment with clear expectations	• Shortened assignments	By the end of the year, Student A will be able to determine the main idea of a text; recount the key details and explain how they support the main idea (RI.3.2), working towards independence with 80% accuracy (increasing from 20% accuracy), as measured by class assignments/ tests and staff observation.	Student A is working on social skills, so careful consideration will be taken when selecting partner-students for group work.
Student B ☐**IEP** ☐504 Plan ☐IFSP	• Positive reinforcement and gentle reminders • Allow for movement • Access to space where for standing during class • Provide reasoning for requests(especially social and emotional cues) • Speech to text and text to speech programs for above level writing and reading tasks	• Shortened tasks (Reading and Writing ½ amount and math ¾ amount) • Shortened homework (Reading and Writing ½ amount and math ¾ amount)	By the end of the year, Student B will be able to complete reading tasks related to answer comprehension, questions relating to key ideas or details, find evidence within text, determine purpose of text, utilize and interpret information in graphs, diagrams, charts, etc, understand similes, metaphors and idioms, and draw conclusion, infer and predict based on text as text levels increase with 90% accuracy increased from 40% as measured	Student B is high energy and working on behavior management; needs to be engaged and checked for comprehension.

	• Adapted notes (shortened, fill in the blank, or complete notes provided) • Frequent positive cues and repeated instruction • Preloading of social/behavioral expectations before interactions or change of activity/ class		by assignment and assessment data.	
Student C ☐IEP ☐504 Plan ☐IFSP	• Repeated and clarified directions • Oral reading of tests (audio or teacher read) • Re-teach of vocabulary • Shortened assignments in math (scored on what was finished in the given time) • Multiple modalities (provide visual and hands-on learning opportunities when possible) • Structured environment with clear expectations • Use of multiplication chart for multi-digit multiplication and long division on classroom assignments and assessments • Recheck after attempting a different skill	• Test retake after re-teaching (if score is below 80%) • Shortened tasks (if needed); • Small group; breaks	Student C will increase his overall reading level from a proficient 2nd grade level to a proficient late 3rd grade level as measured by a leveled, independent reading assessment.	Student C is a kind and helpful student; benefits when put into leadership positions with peers.

1.4 - Unit Planning *(see unit plan template for Danielson alignment)*

Unit Title:
Introduction to Figurative Language

Teacher: Student	Content Area: Reading	Grade Level: 5th Grade	Time Frame: Three 30-minute lessons

Standards Addressed: *(1c)* List and cite each curricular standard that is being addressed in the unit.
> **5.RL.4** *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*

Unit Instructional Outcomes: *(1c)* Provide objective, measurable goals as academic outcomes of the unit.
- Students will be able to correctly identify examples of similes, metaphors, onomatopoeia, and alliteration in readings.
- Students will be able to create their own examples of similes, metaphors, onomatopoeia, and alliteration.
- Students will be able to explain why writers use figurative language.

Description of Unit including Essential Questions and Enduring Understandings: *(1a)* Provide a brief (approx. 1 paragraph) description of the unit. Then, provide the Essential Questions and Enduring Understandings.

> At the beginning of this unit, students will learn the difference between figurative and literal language, as well as the purpose of figurative language in writing. Figurative language is words and phrases that mean something more or different than what the words mean themselves; writers use them to make their writing more interesting by adding detail and drawing comparisons. Literal language is words and phrases that mean exactly what the writer is trying to say. Over the course of three 30-minute lessons, students will be introduced to four specific types of figurative language: similes, metaphors, onomatopoeia, and alliteration. The first lesson will cover similes and metaphors, the second lesson will include onomatopoeia, and the last lesson will instruct on alliteration. Each student will have practice comparing and contrasting, identifying, and creating their own examples of each type of figurative language.

> As such, the Essential Questions that drive this unit will be:
> - What are similes?
> - What are metaphors?
> - What is onomatopoeia?
> - What is alliteration?
> - Why do authors use figurative language?

> The Enduring Understandings of this unit will be:
> - Figurative language is words and phrases used in writing that imply something different than what the words mean themselves; authors use figurative language to create comparisons and add detail to their writing while making it more interesting.
> - Similes are comparisons between two things using the words "like" or "as".
> - Metaphors are comparisons between two things that state one thing "is" something else.
> - Onomatopoeia is a word or phrase that sounds like its meaning.
> - Alliteration occurs when the beginning sound of a word is repeated two or more times in a sentence.

Pre-Assessment: *(1f)* Provide a brief description and rationale (approx. 1 paragraph) for a pre-assessment that measures student proficiency on the unit topic prior to instruction using technology as appropriate.	**Summative Assessment:** *(1f)* Provide a brief description and rationale (approx. 1 paragraph) for a summative assessment that measures student proficiency on the unit topic after instruction using technology as appropriate.
Students will complete a figurative language pre-assessment (attached at the end of the document) prior to the instruction of my unit plan. It will be in the form of an Exit Ticket, requiring students to match types of figurative language with proper examples of them and to explain the purpose of figurative language. The pre-assessment will only cover the specific types of figurative language taught in my unit plan: similes, metaphors, onomatopoeia, hyperbole*, and alliteration. It will help me gauge my students' background knowledge on the topic before instruction, as well as provide data to compare with their overall learning at the end of the unit. It will be conducted at the end of the class's Reading block. All students will receive verbal instructions, in addition to the directions on the paper. Upon completion, I will collect the pre-assessments and keep them in a secure location for future data measurement. Following the pre-assessment, I will create data tables to eventually compare the students' performance with their summative assessment (all anonymous) displaying the amount of questions each student answered correctly and incorrectly. Ultimately, these data tables will be compared with their counterparts on the students' summative assessment. *Note: the concept of "hyperbole" was evaluated in the pre-assessment. However, after the first lesson, I determined that there will not be enough time to teach two examples of figurative language properly within a 30-minute window. As such, I have eliminated the figurative language type of "hyperbole" from the second lesson, choosing only to instruct on onomatopoeia. This is reflected in my exclusion of hyperbole from the summative assessment, Essential Questions, and Enduring Understandings.	Students will complete a figurative language summative assessment at the end of the unit plan. It will be conducted on a separate day, rather than at the end of the third lesson. It will be the same format as the pre-assessment (attached at the end of this document) to ensure credibility in comparison of student performance at the beginning and end of the unit. It will be in the form of an Exit Ticket, requiring students to match types of figurative language with proper examples of them and to explain the purpose of figurative language. The summative assessment will only cover the specific types of figurative language taught in my unit plan: similes, metaphors, onomatopoeia, and alliteration. It will allow me to gauge my students' overall learning of the unit. All students will receive verbal instructions in addition to the directions on the paper. Upon completion, I will collect the summative assessments and keep them in a secure location for future data measurement. Following the summative assessment, I will add the new data to pre-existing tables that anonymously reflect student performance (see "Pre-Assessment" for more information). Ultimately, this information will be compared with the students' scores on the pre-assessment to determine the success of instruction.

Demonstrating Knowledge of Students

Content, Process, Product, and/or Learning Environment Differentiation Considerations: *(1b)* Describe strategies used in this unit to differentiate for content, process, product, and classroom environment to meet your individual learners' needs. There are several strategies that will be used to differentiate this unit. For the pre-assessment, instructions will be provided verbally and visually through the written directions on the Exit Ticket. Extra time will be allowed for students with IEPs to complete the pre-assessment, if necessary. The whole class will not be present for my instruction. Students participating in Read 180 will be in the intervention room during this time. Therefore, about twelve students will be present when I am teaching my lesson. Furthermore, my cooperating teacher, Mr. Slavish, will take the three students with IEPs to the small group table. He will provide them with the reteaching, clarification, and extra time allotted in their IEPs. I will present information visually (i.e. notes taken in a journal projected on SMARTBoard) and verbally. Likewise, students will participate both orally and physically. They will have the opportunity to verbally explain and/or write down their components of the lesson (i.e. comparing/contrasting two or more types of figurative language, writing their own examples of figurative language, finding examples of figurative language in different types of literature, etc). According to the pre-assessments, about two students have an adequate grasp on figurative language. However, the other ten students need basic, introductory instruction. As such, I will allow the students (names not included for privacy) that appear to already grasp the concepts to work ahead. For example, if they demonstrate concrete understanding of the lesson's types of figurative language (I will know this through observation), they may start to work on their graphic organizers earlier. While they are doing this, I will provide reteaching, reviewing, and clarification for the other students through group discussion and analysis of figurative language examples. Additionally, students that understand the concepts earlier will be encouraged to create more than one unique example of the on their graphic organizers. Furthermore, students that complete work quickly will be encouraged to find examples of figurative language within their own personal books or novels from the classroom library to support the Enduring Understanding that writers use figurative language to enrich their writing. As with the pre-assessment, for the summative assessment, instructions will be provided both verbally and visually through the written directions on the Exit Ticket. Again, extra time will be allowed for students with IEPs to complete the summative assessment, as necessary.
Culturally Responsive/Revitalizing Pedagogies: *(1b)* Describe pedagogies used in the unit that support the learning needs of students who are culturally and linguistically diverse. Some pedagogies used in this unit that support the learning needs of students who are culturally and linguistically diverse include the differentiation methods mentioned above, primarily consisting of multiple modes of representation and production. Furthermore, one lesson will authentically incorporate IEFA by having students listen to a picture book detailing Sitting Bull's journey to earning his name. While it is in the form of a picture book, the story was originally passed down through the Lakota nation orally, aligning with IEFA Essential Understanding 3. Additionally, students will be welcomed to actively contribute to the discussions personal, cultural, and familial examples of figurative language, creating an inviting and inclusive classroom environment.
Trauma-Informed Practices: *(1b)* Describe practices used in the unit to support the social-emotional needs of your students. There are several trauma-informed practices that I will utilize when I teach my unit. First, I will use a calm, normal-level voice throughout my instruction. While some teachers like to show excitement and engagement by raising their voice I believe that this can be triggering for some students. Therefore, while I will be animated in my delivery of information, I will not shout from excitement. Additionally, I will approach my students with the understanding that they

all have unique backgrounds, perspectives, and experiences. While I may not know all of their stories, I do know that some of them have experienced or are currently experiencing ACE's. As such, I will show my students kindness and grace by praising positive behavior and delivering gentle reminders if/when students are not on task. Another practice that I will attempt to use is to approach students from the front (rather than the back or side) to prevent frightening them.

Classroom Environment

Classroom Expectations: *(2d)* List positively stated behavioral expectations which are communicated to all learners and consistent with school-wide behavior plans. - Be Kind: We will speak kindly to other students and teachers. - Be Safe: We will be safe by keeping our bodies to ourselves, and demonstrating respect toward others, our tools, and our surroundings. - Listen: When others are talking, we will listen with our ears and raise our hands if we have something to add.	**Positive Behavior Supports:** *(2d)* Identify supports and procedures for encouraging expected behavior. Prior to teaching, I will communicate the behavior and participation expectations to ensure clarity and understanding. From there, in order to encourage positive behavior, I will provide praise for students that are following expectations. This will acknowledge students' positive attempts and encourage them to continue to follow expectations. Additionally, I will incorporate talking breaks through strategies such as "Think-Pair-Share" to allow for conversational needs throughout the lesson.
Physical Classroom Environment: *(2e)* Describe how the physical classroom environment supports learning specific to this unit (e.g., desk arrangement for student grouping, anchor charts, bulletin boards). In Mr. Slavish's classroom, there are three pods of desks. Two pods have six desks and one has five. The pods are situated north, facing the SMARTBoard and whiteboard. This will aid in the instruction of my unit: while the pods promote collaboration and communication, their position relative to the SMARTBoard and whiteboard promote attention to the educator during teacher-led instruction. There is also a kidney-shaped small-group desk in the northwest corner of the room, which will support the three students with IEPs as they receive the reteaching, clarification, and extra time prescribed in their plans.	

Outlining Coherent Instruction: For 3-5 lessons, provide an overview of the following:

Lesson Standard(s): *(1c)* Curriculum standards and/or IEP goals that are specifically addressed in this lesson.
Lesson Instructional Outcome(s): *(1c)* The goal of the lesson written in objective, measurable terms.
Lesson Assessment(s): *(1f)* Assessments used during the lesson to determine student prior knowledge and/or learning.
Prerequisite Skill(s): *(1f)* Identify skills students need to know or be able to do to successfully meet the lesson's objective.
Instructional Strategies: *(1e)* Identify evidence-based practices that guide instruction and student learning.
Lesson Resources: *(1d)* Identify any resources required during the lesson beyond what is typically available in the classroom.
Lesson Differentiation: *(1b)* Identify specific differentiation practices for this lesson

Lesson 1	Lesson 2	Lesson 3
Lesson Standard(s): 5.RL.4 *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*	Lesson Standard(s): 5.RL.4 *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*	Lesson Standard(s): 5.RL.4 *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*
Lesson Instructional Outcome(s): ● Students will be able to correctly identify examples of similes and metaphors in readings. ● Students will be able to create their own examples of similes and metaphors. ● Students will be able to explain why writers use figurative language.	Lesson Instructional Outcome(s): ● Students will be able to correctly identify examples of onomatopoeia in readings. ● Students will be able to create their own examples of onomatopoeia. ● Students will be able to explain why writers use figurative language.	Lesson Instructional Outcome(s): ● Students will be able to correctly identify examples of alliteration in readings. ● Students will be able to create their own examples of alliteration. ● Students will be able to explain why writers use figurative language.
Lesson Assessment(s): Student learning will be assessed through the observation and collection of their running Figurative Language Graphic Organizer with the goal that each student will be able to create at least one unique example of simile and metaphor.	Lesson Assessment(s): Student learning will be assessed through the collection and observation of their running Figurative Language Graphic Organizer with the goal that each student will be able to create at least one unique example of onomatopoeia.	Lesson Assessment(s): Student learning will be assessed through the collection and observation of their running Figurative Language Graphic Organizer with the goal that each student will be able to create at least one unique example of alliteration.
Prerequisite Skill(s): ● Taking notes while listening/watching the instructor write information projected on the SMARTBoard (guided notes will be provided to students with IEPs) ● Application of new concept into the creation of unique examples along with the ability to articulate these examples through writing or verbal response (i.e. creating new examples of figurative language) ● Following directions to create a folded graphic organizer ● Collaboration among peers through Think-Pair-Share forums as well as the social expectations that accompany it	Prerequisite Skill(s): ● Taking notes while listening/watching the instructor write information projected on the SMARTBoard (guided notes will be provided to students with IEPs) ● Application of new concept into the creation of unique examples along with the ability to articulate these examples through writing or verbal response (i.e. creating new examples of figurative language) ● Collaboration among peers through Think-Pair-Share forums as well as the social expectations that accompany it (i.e. waiting turn to speak and allowing other group members to talk)	Prerequisite Skill(s): ● Taking notes while listening/watching the instructor write information projected on the SMARTBoard (guided notes will be provided to students with IEPs) ● Application of new concept into the creation of unique examples along with the ability to articulate these examples through writing or verbal response (i.e. creating new examples of figurative language) ● Following directions to create a folded graphic organizer ● Collaboration among peers through Think-Pair-Share forums as well as the social expectations that accompany it

(i.e. waiting turn to speak and allowing other group members to talk)	● Ability to log onto their Chromebooks, access Kahoot, and participate in the technological activity	(i.e. waiting turn to speak and allowing other group members to talk) ● Ability to listen to a story while reading along, simultaneously noting examples of figurative language in the text

Instructional Strategies:
As an introduction, the instructor will write the following definitions in a notebook and project them on the SMARTBoard. Students will also be taking notes in their Reading notebooks (notes will be provided for students with IEPs and those who request them).
● *Figurative Language*: Words and phrases used in writing that mean something different than what the words mean themselves. Figurative language helps writers add detail to their stories while making them more interesting.
● *Simile:* A comparison between two things using the words "like" or "as".
   ○ Ex. The kitten's teeth were as sharp as a knife.
● *Metaphor:* A comparison of two things that states one thing "is" something else.
   ○ Ex. My fingers were icicles this morning.
 	
After introducing the terms, group members will have a moment to discuss any examples of similes or metaphors that they have heard through their families (verbally or via literature). Students will have a chance to share these examples. Then, they will create their own unique examples of similes and metaphors with their groups. These examples will then be shared with the class.
 	
Next, the class will work on the "Simile or Metaphor" worksheet on page 12 of the Figurative Language packet sent to me by my CT. I
	Instructional Strategies:
	Prior to instruction, the class will review the previous lesson's types of figurative language: similes and metaphors by completing the aforementioned Simile or Metaphor worksheet. Students will work with their pods to complete the problems, then the whole class will debrief each example. We will focus on isolating the two items being compared, the inclusion of the words "like", "as", or "is" within the phrase, and its subsequent categorization as a simile, metaphor, or neither.
	
	As an introduction to the next lesson, the instructor will write the figurative language definition in their notebook and project it on the SMARTBoard. Students will also be taking notes in their Reading notebooks (notes will be provided for students with IEPs and those who request them).
	● *Onomatopoeia:* A word or phrase that sounds like its meaning.
	   ○ Ex. "The plate of fajitas sizzled as the waiter brought them to our table."
	   ○ Ex. "The bees swarmed by with a loud, "Buzz!""
	   ○ Ex. "The clock tick-tocks at a steady pace."
	
	After introducing the terms, scaffolding will be introduced to the students in the creation of onomatopoeia. First, students will determine the object, food, or animal that they want to write about. Then, they will list a sound that the object, food, or animal makes. Next, they will create a
		Instructional Strategies:
		Prior to instruction, the class will review the previous lessons' types of figurative language: simile, metaphor, and onomatopoeia, as well as why authors use figurative language.
		
		As an introduction to this lesson, the instructor will write the figurative language definition in a notebook and project it on the SMARTBoard. Students will also be taking notes in their Reading notebooks (notes will be provided for students with IEPs and those who request them).
		● *Alliteration:* Alliteration is when the beginning sound of a word is repeated two or more times in a sentence.
		   ○ Ex. The picture perfect pumpkin was sitting propped up on the pickup.
		   ○ Ex. I have a quick question for the queen!
		   ○ Ex. Lazy lizards love to lay in the sun.
		
		After introducing the term, group members will have a moment to discuss any examples of alliteration that they have encountered through their families (verbally or via literature). Students will have a chance to share these examples. Then, they will create their own unique examples of alliteration with their groups. These examples will be shared with the class.
		
		Next, students will practice identifying alliteration in literature. I will read to them (and display pages

will complete the first problem, serving as an "I Do". Then, we will work through the next problem as a whole class, functioning as a "We Do". Finally, the pods will work together on one last problem (or several problems if time allows), serving as a "You Do". We will reconvene as a whole class upon completion of the worksheet, going over each team's answers and providing clarification as necessary.

Finally, each student will get a blank piece of paper. They will fold it in half twice, hamburger style, creating four boxes on each side. On the top left rectangle, they will write "Figurative Language" in the center. On the top right box, they will write "Similes" at the top. On the bottom left rectangle, they will write "Metaphors" at the top of the box. Under the "Similes" and "Metaphors" sections, they will write at least one new and original example of each type of figurative language. The similes and metaphors can be related. For example, a student could list "My brother eats so much he is like a vacuum cleaner" for a simile, and "My brother's stomach is a vacuum cleaner" for a metaphor. This graphic organizer will serve as a formative assessment for future instruction.

sentence that uses that sound as a describing word. After providing the scaffolding, group members will have a moment to discuss any examples of onomatopoeia that they have heard through their families (verbally or via literature). Students will have a chance to share these examples. Then, they will create their own unique examples onomatopoeia with their groups. These examples will then be shared with the class.

Next, students will practice identifying onomatopoeias by participating in a Kahoot. (Kahoot link:https://create.kahoot.it/share/hyperbole-and-onomatopoeia/3f792850-57d7-4946-b095-2f04068e8884).

If time allows prior to the administration of the formative assessment (running graphic organizer), or if students complete their graphic organizer early, then they may find a book (either their own or from the classroom library) . They will read and search for examples of onomatopoeia, sharing with peers as appropriate. This will reinforce the Enduring Understanding that writers use figurative language to enrich their stories.

Then, each student will take out their Figurative Language Graphic Organizer. On the bottom right rectangle, they will write "Onomatopoeia" at the top of the box. Under this section, they will write at least one original example of onomatopoeia. This running graphic organizer will be used as a formative assessment.

via the projector) *A Boy Called Slow* by Joseph Bruchac. Prior to reading, we will discuss IEFA Essential Understanding 3, specifically as it relates to oral storytelling. Just as some people use history books to tell of their histories, Native American tribes have their own unique "histories and ways of recording and passing on the important events, values, and principles of the tribe" (MT OPI Indian Education for All Unit, 2019, p. 13). One of these ways is through oral storytelling. Many tribal oral histories are older than the "discovery" of North America, and are just as valid as other history-sharing traditions. Similar to how authors use figurative language to add detail and make comparisons in order to make their writing more interesting, oral storytellers do the same. As such, I will read the book aloud to demonstrate to students the use of alliteration within literature (both written and oral). The book details the true story of Sitting Bull, a HunkPapa Lakota leader, on his endeavor to earn a courageous name. While this story is written down for this book, it was and is probably told orally among the HunkPapa band. As students encounter alliteration throughout the text, they will raise their hands. They can also write down the example if they want so that they do not forget it. When we get to the bottom of a page, students will share the example of alliteration that they discovered and justify their findings. *If time runs out, then we will read as much of the book as we can. If we do not complete the book, then they will finish it at a later time.*

At the end of the lesson, students will take out their Figurative Language Graphic Organizer. On the top right rectangle, they will write "Alliteration" at the top of the box. Under this section, they will write at least one new and original example of alliteration. This will serve as a

12

		formative assessment, evaluating instruction effectiveness.
Lesson Resources: ● Reading journals (teacher and students) ● "Simile or Metaphor" page 12 from Figurative Language Packet ● Figurative Language Graphic Organizer	Lesson Resources: ● Reading journals (teacher and students) ● Student Chromebooks ● Onomatopoeia Kahoot ● Figurative Language Graphic Organizer	Lesson Resources: ● Reading journals (teacher and students) ● *A Boy Called Slow* by Joseph Bruchac ● Figurative Language Graphic Organizer
Lesson Differentiation: ● Multiple modes of representation (visual and verbal) ● Reteaching, clarification, and extra time allotted for students with IEPs and students struggling to understand concepts ● Students with faster understanding of concepts can work on their graphic organizers earlier and may provide more than one example of each type of figurative language. They may also attempt to find examples of figurative language within novels to support the Enduring Understanding that writers use figurative language to enrich their writing.	Lesson Differentiation: ● Multiple modes of representation (visual and verbal) ● Reteaching, clarification, and extra time allotted for students with IEPs and students struggling to understand concepts ● Students with faster understanding of concepts can work on their graphic organizers earlier and may provide more than one example of each type of figurative language. They may also attempt to find examples of figurative language within novels to support the Enduring Understanding that writers use figurative language to enrich their writing.	Lesson Differentiation: ● Multiple modes of representation (visual and verbal) ● Reteaching, clarification, and extra time allotted for students with IEPs and students struggling to understand concepts ● Students with faster understanding of concepts can work on their graphic organizers earlier and may provide more than one example of each type of figurative language. They may also attempt to find examples of figurative language within novels to support the Enduring Understanding that writers use figurative language to enrich their writing.

Name: _____

Exit Ticket (Pre-Assessment)

Match the types of figurative language from the word bank with their example.

_____ She is as brave as a lion.

_____ The doorbell rang with a loud, "ding dong"!

_____ My brother is a night owl.

_____ I am so hungry that I could eat a horse!

_____ Peter Piper picked a peck of pickled peppers.

A. Simile
B. Metaphor
C. Alliteration
D. Onomatopoeia
E. Hyperbole

Answer the following question by circling the letter of the correct answer.

Why do writers use figurative language in their writing?
a. To mean exactly what is written.
b. To give their writing more detail and make it more interesting.
c. To make their writing more fun and easier to read.
d. To make readers agree with their opinion.

Name: _____

Exit Ticket (Summative Assessment)

Match the types of figurative language from the word bank with their example.

_____ His eyes were as blue as the ocean.

_____ The bees warmed by with a loud, "Buzz!"

_____ My room is a pigpen.

_____ She sells seashells down by the seashore.

    F.   Simile
    G. Metaphor
    H. Alliteration
    I.   Onomatopoeia

Answer the following question by circling the letter of the correct answer.

Why do writers use figurative language in their writing?
    e. To mean exactly what is written.
    f. To make comparisons, add detail, and make it more interesting.
    g. To make their writing more fun and easier to read.
    h. To make readers agree with their opinion.

1.5 – Receptivity to Feedback on Unit Planning *(4e)*

Table 2: Feedback Chart on Unit Planning

Feedback Received	How Feedback Is Implemented
"Your instructional outcomes are aligned to the standards but not necessarily to your essential questions. Students don't appear to be required to articulate the purpose of figurative language in any of your objectives or assessments." -Professor Day	The Unit Instructional Outcomes, Essential Questions, and Enduring Understandings were altered to ensure better alignment. ● A question was added to the pre-assessment and summative assessment that requires students to articulate why writers use figurative language. ● A Unit Instructional Outcome was added to the Unit Plan to better align with the assessments, Essential Questions, and Enduring Understandings ("Students will be able to explain why writers use figurative language."). ● Essential Questions were added to the Unit Plan to better align with the assessments, Unit Instructional Outcomes, and Enduring Understandings. ("What are similes?"; "What are metaphors?"; "What is onomatopoeia?"; "What is alliteration?"' "Why do authors use figurative language?"). ● The Enduring Understandings were revised to better align with the assessments, Unit Instructional Outcomes, and Essential Questions (see Unit Plan).
"Having students come up with their own examples is one way to connect to their lives. Using a Lakota story can connect to the heritage of some Native American students. I think you could draw the two together by having students discuss any figurative language used in stories their parents tell them, whether verbally or via favorite books at home." -Professor Day	Within the "Instructional Strategies" area of the Unit Plan, time was allotted in each lesson to invite students to think of and discuss examples of figurative language that they have encountered at home (via verbal communication or literature). ● First Lesson: "...group members will have a moment to discuss any examples of similes or metaphors that they have heard through their families (verbally or via literature). Students will have a chance to share these examples." ● Second Lesson: "...group members will have a moment to discuss any examples of onomatopoeia that they have heard through their families (verbally or via literature). Students will have a chance to share these examples." ● Third Lesson: "...group members will have a moment to discuss any examples of alliteration that they have encountered through their families (verbally or via literature)." AND after discussing that each Indigenous nation "has their own oral histories, which are as valid as written

	histories" (IEFA EU 3) and most likely utilized figurative language such as alliteration, students will again be invited to share any alliteration that they have encountered at home.
"Assessments not aligned with essential questions." -Professor Day	Alterations were made to both the assessments and the Essential Questions to ensure alignment. ● A question regarding the purpose of figurative language was added to the pre-assessment ("Why do writers use figurative language in their writing?"). ● Several Essential Questions were added to the Unit Plan to improve alignment ("What are similes?"; "What are metaphors?"; "What is onomatopoeia?"; "What is alliteration?"; "Why do authors use figurative language?"
"Differentiation adequate for class as whole and for those with IEPs as a whole but not necessarily targeted to individual students. Prerequisite knowledge is very generic. What specific reading and writing skills/levels are necessary for this lesson?" -Professor Day	I included specific differentiation techniques for students according to their pre-assessment results. Students that seem to already grasp figurative language will be allowed to "work ahead" on their graphic organizers while I provide re-teaching, reviewing, and clarification to their peers. Greater detail was added to the "Prerequisite Skill(s)" section of the Unit Plan (see Unit Plan for specific adaptations).
"To increase the cognitive demand, you could require that students create new examples that have not been discussed yet in class when they do the closing activity each day; currently, the instructions seem to allow for simply restating one of the examples already discussed." -Professor Day	I changed the language in my closing activity, specifying that students must write down "new and original" example(s) of that day's figurative language.
"When the summative assessment is administered, not all students will be present because they will be participating in Read 180. They did not have Read 180 on the day of the pre-assessment, so some students took the pre-assessment that will not be present for instruction of the lessons or the summative assessment." -CT	An informative paragraph was added under both the "Pre-Assessment" and "Summative Assessment" sections of the Unit Plan explaining this occurrence as well as the actions taken to remedy it.
"We have a diverse population in this classroom, so the students, especially Student A (student name anonymous for privacy), will enjoy learning about Lakota culture through the IEFA lesson." -CT	Time was built into each lesson to invite students to share examples of figurative language that they have encountered within their families and cultures, both orally and through literature (see above).
"The trauma-informed practices of this unit will rely heavily on personal knowledge of individual students	Specific examples of how I will utilize trauma-informed practices were added to the "Trauma-Informed Practices" of the Unit Plan.

and consist of adjusting interactions with them accordingly." -CT	
"Because the lessons are a week apart, we will need to ensure review time before each lesson." -CT	Review sessions were added and expanded upon at the beginning of the second and third lesson (under "Instructional Strategies" on the Unit Plan) to ensure coherence from one week to the next.
"Prior to the introduction of the specific types of figurative language taught in the first lesson, introduce the idea of figurative language compared to literal language. This can be referred to briefly in each lesson to ensure understanding." -CT	The definition of "literal language" will be included during the first lesson's introduction to vocabulary terms. As such, students will be invited to share examples of figurative language and literal language in a Think-Pair Share manner during the review session of each lesson.
"Instead of administering the summative assessment on the same day as the final lesson, we can administer it during the next session. Before administering the summative assessment, the students can have group discussions for several minutes in which they come up with examples of the figurative language taught to serve as a review." -CT	A description of this information was added to the "Summative Assessment" section of the Unit Plan. ● "The summative assessment will be conducted on a separate day, rather than at the end of the third lesson. Prior to its administration, students will get to participate in group discussions (serving as review) in which they Think-Pair-Share the purpose of figurative language, compare it with literal language, and create examples of similes, metaphors, hyperbole, onomatopoeia, and alliteration."

1.6 – Lesson Planning *(see lesson plan template for Danielson alignment)*

1.7 - Receptivity to Feedback on Lesson Planning *(4e)*

     Lesson Plan 1

DANIELSON LESSON PLAN	
Teacher: Student	**Date:** Friday, October 29th, 2021
Subject: Reading	**Grade Level:** 5th Grade
Unit: Figurative Language	**Lesson Title:** Figurative Language Day 1: Similes and Metaphors
Number of Students: 12 (3 being taught at small-group table)	**Teaching Team (*if applicable*):** One Teach, One Support (CT will take students with IEPs to small-group table)
Does this lesson integrate IEFA? ☐ **Yes** ☐ **No** **If yes, please describe:**	**Does this lesson incorporate technology?** ☐ **Yes** ☐ **No** **If yes, please describe:**
Content Standard(s) and/or Common Core Learning Standards: *(1c*)* Use the numeric/alphabetic citation of the standard, title-if applicable, standard description. **5.RL.4** *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*	
Instructional Outcomes (Objectives): *(1c)* What will students know and be able to do as a result of this lesson? Be sure this is feasible, measurable, and aligned with the content standard(s). Align with standard(s) and assessment(s). ● Students will be able to correctly identify examples of similes and metaphors in readings. ● Students will be able to create their own examples of similes and metaphors.	
Assessment (Formative or Summative): *(1f)* Describe what is being assessed in this lesson, how is it being assessed, and what criteria you are using to measure student proficiency. Consider the use of appropriate technology. Align with standard(s) and instructional outcome(s). Prior to this lesson, students have completed a pre-assessment gauging their knowledge of specific types of figurative language (similes, metaphors, onomatopoeia, and alliteration), as well as why authors use figurative language. The information from this pre-assessment has been collected and will be used to measure student learning with the summative assessment at the end of the unit. Within this lesson, students will be assessed according to their ability to create at least one original example of both a simile and a metaphor. This will act as a formative assessment to influence the review and instructional strategies of the next lesson in the unit. Students will create a running graphic organizer throughout this unit. They will fold a piece of printer paper into four equal parts (eight parts counting both the front and back sides). At the end of this first lesson, students will fill out two of the eight boxes. One box will have the title "Simile". Here, students will write down at least one unique example of a simile. The other box will be titled, "Metaphor". In this box, students will create at least one unique example of a metaphor. ● Students will be considered as "Achieving the Objectives" if they are able to complete both prompts correctly. They will	

be considered "Approaching the Objectives" if they are able to correctly articulate one of the two sections on their graphic organizer. They will be considered as "Needing Instruction" if they are not able to complete any parts of the graphic organizer. Students that are not able to accurately complete all three sections on their graphic organizer at the end of this lesson will receive additional review time at the beginning of the second lesson.

Relationship to Unit Structure: *(1a,e)* How does this lesson support the unit goals / enduring understandings? How does this lesson build on the previous lesson in this instructional sequence? How does this lesson support the next lesson in this instructional sequence?

This lesson serves as the introduction to the Figurative Language unit. As such, students will be introduced to the definition of figurative language, which supports the Enduring Understanding that "*Figurative language is words and phrases used in writing that imply something different than what the words mean themselves.*" From there, students will learn about the purpose of figurative language, connecting to the Essential Question, "*Why do authors use figurative language?*", as well as the Enduring Understanding that "*authors use figurative language to make comparisons, add detail, and make their writing more interesting.*" Specifically, students will be introduced to similes and metaphors. By the end of the lesson, students will have experience comparing and contrasting similes and metaphors, as well as identifying and creating their own examples of both types of figurative language. These activities support the Essential Questions of *"What are similes?"* and *"What are metaphors?"*, as well as the Enduring Understandings of *"Similes are a comparison between two things using the words "like" or "as""* and *"Metaphors are a comparison between two things that states one thing "is" something else".*

This lesson will support the next lesson, as it sets up students' foundational knowledge of figurative language (described above). Furthermore, it introduces them to two basic examples of figurative language. From there, students will strengthen their understanding of the purpose of figurative language while broadening their knowledge on other types of figurative language throughout the next two lessons.

Relevance to Students: *(1b)* How is this lesson relevant to the students in the class?

This lesson is relevant to students as evidenced by their performance on the pre-assessment. While about two students demonstrated working knowledge on types of figurative language, as well as their purpose, about ten students did not. These results display a need for instruction on this material. Therefore, this lesson (and the unit as a whole) will serve as a foundation for students' understanding and application of figurative language, why writers use it, as well as specific types of figurative language (similes, metaphors, onomatopoeia, and alliteration). Understanding these concepts will improve students' reading as they are better able to identify and interpret authors' crafts. Additionally, it will benefit their own writing as they are able to utilize figurative language in the future.

Differentiation Plan: *(1b)* Describe how the content, processes, products, and/or classroom environment will need to be differentiated in this specific lesson.

The whole class will not participate in my instruction. Students participating in Read 180 will be in the intervention room during this time. Therefore, about twelve students will be present while I am teaching my lesson. Additionally, my Cooperating Teacher will take the three students with IEPs to the small group table. He will provide them with the reteaching, clarification, and extra time allotted in their IEPs.

I will present information visually (i.e. notes taken in a journal projected on the SMARTBoard) and verbally. Likewise, students will participate orally through verbal collaboration and explanation during Think-Pair Shares, as well as physically as they write down information in their journals and running graphic organizers. Furthermore, students will interact with similes and metaphors in a variety of ways by comparing and contrasting them, as well as identifying them in writings and creating their own unique examples.

According to the pre-assessments, about two students have an adequate grasp on figurative language. However, the other ten students need basic, introductory instruction. As such, I will allow the students (names not included for privacy) that appear to grasp the concepts of similes and metaphors to work ahead. For example, if I know (through monitoring and observation) that students demonstrate concrete understanding of both similes and metaphors (as well as author's purpose in using figurative language), then they may start to work on their graphic organizers earlier. Additionally, students that grasp

the lesson's main ideas earlier will be encouraged to create more than one unique example of both similes and metaphors on their graphic organizers. Furthermore, students that complete their work ahead of time will choose a book (either their own or from the class library) to examine for examples of similes and metaphors. Students will share their findings with surrounding peers that also completed their work ahead of time. This specific differentiation method will reinforce the understanding that writers use figurative language to enrich their stories. While they are doing this, I will provide reteaching, reviewing, and clarification for the other students through group discussion and analysis of problems from the "Simile or Metaphor" worksheet (page 12 in Figurative Language packet).

Methods and Instructional Strategies *(1a)*

Prerequisites for Learning and Pre-Assessment: *(1b,f)*: List all key concepts, skills, and terminology the students know/can do and that are necessary for them to understand the concepts and content of this lesson. Describe pre-assessments conducted to inform in this plan.

Students must be able to take notes while listening and watching a teacher write information projected on the SMARTBoard (guided notes will be provided to students with IEPs). Students must also be able to apply the concepts of figurative language (specifically similes and metaphors) in their creation of new and unique examples of both types of figurative language through written and verbal response. Students will also need to be able to follow directions during the creation of a graphic organizer (folding and labelling). Additionally, students must be able to participate in collaboration among peers through Think-Pair-Shares while adhering to its corresponding social expectations (i.e. waiting their turn to speak and allowing other group members to talk).

Instructional Sequence: The procedures should clearly describe the sequence of teaching and learning activities and include all necessary materials/technology. Break it down task by task.

Estimated Time	Instructional Procedures/Activities/Assessments *(1a,e,f)*	Resources *(1d; 2e)*	Classroom Management/Grouping Strategies *(2c)*
Introduction			
1 min.	*Transition into the lesson:* Students will take out their Reading notebooks and a writing utensil, putting away any other materials. Prior to instruction, I will explain that *figurative language is prevalent in the surrounding world. For example, before putting on my glasses this morning, I thought to myself that I was "as blind as a bat". This is just one example of figurative language that we will learn about today.*	Reading notebooks Writing utensil	Students will be seated in their desk pods, facing the SMARTBoard.
5 min.	*Introduction (hook activities, activate prior knowledge, review objectives/agenda/expectations)* Projecting my notebook page on the SMARTBoard, I will write down the definitions of the lesson's vocabulary terms. As I am doing this, I will provide commentary and elaboration on the concepts. Specific notes that the students will write down will be highlighted. ● <mark>Figurative Language: Symbolize something different than what the words actually mean. Used to make comparisons, add</mark>	Same	Same

	==detail, and make writing interesting.==		
	○ *Phrases used by writers that mean something different than what the words actually mean. Writers use figurative language to make comparisons and add detail to their writing to make it more interesting. When looking at figurative language, it is important to think about what the author means, rather than what the words are exactly saying. For example, when we say something is a "piece of cake". Do we mean that it was actually a piece of cake?* (No). *Exactly, we use "piece of cake" which is an example of figurative language to explain that something was easy. Figurative language is different from literal language, which is what authors use when they want to write exactly what their words mean (ex. The sky is blue). There are many types of figurative language. In our time together, we will focus on five. Today, we will learn about similes and metaphors.*		
	● ==Similes: A comparison between two things using the words "like" or "as".==		
	○ Ex. The dog's teeth were as sharp as a knife. *Are the dog's teeth really as sharp as a knife?* (No). *No, but we use a simile to show that they were very sharp.*		
	● ==Metaphors: A comparison between two things stating that one thing "is" the other; does not use "like" or "as".==		
	○ Ex. My fingers were icicles this morning. *Were my fingers really icicles?* (No). *No, but we use a metaphor to show that they were very cold.*		
Lesson Sequence *(include clear task analysis and transitions)*			
5 min.	In a Think-Pair-Share, students will think about any examples of similes or metaphors that they have heard from their families (can be verbal or through books). Students will then discuss these with their pods. Finally, pods will share an example with the class.	Same	Same

22

	Then, students will have a moment to think about any examples of similes or metaphors that they can create. They will share these with their groups, and then with the class. If students need to write down their examples in their reading notebook to help them remember, then they may do so.		
10 min.	Next, the class will work on the "Simile or Metaphor" worksheet on page 12 of the Figurative Language packet in an "I Do, You Do, We Do" format. "I DO": ● I will read problem 1: "Talia's eyes were as bright as the sun". *I notice that this problem is comparing two things: Talia's eyes and the sun. I also see that it says her eyes were AS bright as the sun. I know that a comparison using the words "like" or "as" is a simile, so this is a simile.* ● Then, I will read problem 3: "Sandy is a silly monkey." *I notice that this problem is also comparing two things: Sally and a silly monkey. It does not have the words "like" or "as". Rather it says that Sandy IS a silly monkey, so I know that this is a metaphor.* "WE DO": ● *Let's look at problem 2.* Ask a student to read the problem out loud. *What things are being compared in this sentence?* Allow students time to think, then place their thumb on their chest when they have the answer. Allow them to answer (Dad and a big teddy bear). *Is this comparison using "like" or "as"?* Allow students to analyze the sentence and place their thumbs on their chest when they have an answer. If a student says no, then ask them to read the sentence out loud (to correct their mistake). If they say yes, then ask that student to decide if it is a simile or a metaphor (Simile, uses "like"). "YOU DO": ● Students will complete problems 5 and 6* on their own. After several minutes of independent work time, pods may discuss their findings while I monitor and observe. ● After pods have reached a consensus, we will discuss their answers. Rather than just hearing the students' choice for each problem, I will require them to justify each	"Simile or Metaphor" worksheet (pg. 12 from Figurative Language packet) Writing utensil	Same

	answer by asking questions, such as: ○ Why do you think this sentence is a simile? (i.e. It uses the words "like" or "as" to compare two things) ○ Why do you think this sentence is a metaphor (i.e. It does not use the words "like" or "as" to compare two things; it says one thing IS another) *Students can complete additional problems if time allows or if they work faster than their peers. If time is running out, then the amount of problems that students complete will be decreased.*		
10 min.	As a closing activity and formative assessment, students will begin their running Figurative Language Graphic Organizer. They will take their printer paper and fold it in half, hamburger style, once. Then, they will unfold it. Next, they will fold it in half the other direction (hotdog style) and unfold it again. At this point they should have four rectangles on each side of their paper (eight total). On the top left rectangle, they will write "Figurative Language" at the top of the box (example will be displayed on SMARTBoard without an answer to the prompt). On the top right rectangle, they will write "Similes" at the top of the box. On the bottom left rectangle, they will write "Metaphors" at the top of the box (example will be displayed on SMARTBoard without an answer to the prompt). In the "Similes" box, students will create at least one new, unique example of a simile. In the "Metaphors" box, students will create at least one new, unique example of a metaphor. If students finish early, then they may write more unique examples of each . This running graphic organizer will serve as a formative assessment (described above in the "Assessment" section). Additional review and reteach time will be provided for students who do not satisfactorily complete the prompts. *Extension Activity: If time allows, students will choose a book (either their own or from the class library) in which to locate similes and metaphors. They will share their findings with their pods. This will reinforce the Enduring Understanding that writers use figurative language to enrich their stories.*	Printer paper Writing utensil	Same

Closure *(review the instructional outcome of the lesson and link it to future learning)*			
1 min.	*Today, we learned about figurative language. We learned that it is a way for writers to create comparisons and add detail to their writing in order to make it more interesting. We talked about the difference between figurative language and literal language.* **Allow students to provide their suggestions and answers.** *With figurative language, authors create a meaning that is different from what the words exactly say. Remember that piece of cake? With literal language, authors use the exact meaning of words. We also learned about similes and metaphors. What is a simile?* **Allow students to answer (a comparison using "like" or "as").** *What are metaphors?* **(comparisons that do not use "like" or "as", but say something "is" something else).** *Next week, we will continue our exploration of figurative language as we learn about onomatopoeia.*	Same	Same

Reflections: *(3d, e; 4a) Describe what you learned from examining assessment results for this lesson using Rolfe's Reflective Model:*

WHAT – *What do the assessment results tell you about student learning and achievement in this lesson? What aspects of the lesson planning and delivery affected student achievement?*

While I feel as though instruction went well according to my own monitoring and the feedback/evaluation of my CT, it did not go as I expected. Prior to instruction, I knew that it would require punctuality, organization, and diligence to execute my lesson in the available 30-minute time frame. However, I did not realize just how quickly that time would go. As such, I had to make accommodations to my instruction in order to fit my lesson. Specifically, I had to decrease the amount of time students spent on their figurative language graphic organizer, which did not leave them enough time to complete the required components.This affected the results of my formative assessment, as many students were unable to complete the graphic organizer. Even more, those who did finish it were rushed and did not use their best work. Therefore, I do not think that the graphic organizer from this lesson is the best measurement of their understanding. Additionally, I realized that I should have provided better scaffolding for students' in their Think-Pair-Share discussions where they shared examples of their own similes and metaphors, or similes and metaphors that they have encountered in their family. When I prompted students to come up with these examples, they were initially hesitant to try, and those that did came up with incorrect examples of figurative language, such as "when pigs fly". After observing this and talking to my CT, I decided that it would have been better to provide more scaffolding in the creation of similes and metaphors. Specifically, I could ask a student to think of two things to compare (i.e. a bedroom and a pig sty). From there, we could write a simile (using "like" or "as") or a metaphor (using "is") to convey that their bedroom is messy. Increased scaffolding would have improved student understanding and increased their engagement. Additionally, as the lesson progressed, I got better about calling on students who were not raising their hands to check for their understanding, however I would like to do this from the start of the next lesson.

SO WHAT – *Why are the aspects you identified in the WHAT question important to student learning and achievement?*

All of this information is important because it reveals to me specific areas in which I need to improve my teaching. For example, I now have an understanding of just how fast a 30-minute instructional period goes. As such, I will make accommodations to my teaching (listed in the next section). Additionally, I learned the importance of scaffolding when teaching students a new skill. Rather than leave students to generate their own examples from memory or creativity, I will provide better structure to help them along in their processes. Additionally, I learned the importance of repeating questions and waiting several seconds to allow time for all students to raise their hands. Some students take longer to process questions. If I only give them five seconds to answer a question, then only the students who can process the question and answer in that time will respond. As such, I should adjust my

questioning techniques accordingly.

NOW WHAT – *What will you do or change in your future teaching (e.g., next lesson) based on this reflection? Be specific, use examples.*

I feel more confident moving forward in my teaching, as I have several strategies that I want to work on. First, I want to provide more scaffolding in my future instruction when I teach students how to generate their own examples of figurative language (as mentioned above). Additionally, I will not choose to instruct on two types of figurative language in one lesson, as it does not provide enough time for meaningful learning. Likewise, I will repeat questions and allow for longer answer-times to ensure that all students are provided with ample time to process the question and the answer; this will also help with engagement. Furthermore, during Think-Pair-Share times, do a better job of monitoring the pods' discussions. Rather than just helping one pod discuss, I will attempt to get to all of the pods to ensure that each group has something to contribute to the class discussion. Even more, I will require the students to write down less notes in order to provide more time for elaboration and discussion, as I now understand that students can not write and process new information auditorily.

*Components from the Charlotte Danielson's Framework for Teaching

Figurative Language:
Similes and Metaphors

Figurative Language: Phrases that symbolize something different than what their words actually mean. Used to compare two things, add detail, and to make writing more interesting.

- Example: When we say something is "a piece of cake", it is not actually a piece of cake. We use this phrase to show that something is easy.
- Figurative language is the opposite of literal language.

Literal language: Authors use this when they want to write exactly what their words mean.

- Example: When we say that "the sky is blue", we mean that the sky is actually blue.

Types of Figurative Language:

Simile: A comparison between two things using the words "like" or "as".

- Example: The dog's teeth are as sharp as a knife.

Metaphor: A comparison between two things saying that one thing "is" the other. Metaphors do not use the words "like" or "as".

- Example: My fingers were icicles this morning.

Name_____   Date_____

Simile or Metaphor?

Write "S" if the sentence is a simile. Write "M" if it is a metaphor.
Write "N" if the sentence is neither a simile or a metaphor.

1. _____Talia's eyes were as bright as the sun.

2. _____Dad was like a big teddy bear.

3. _____Sandy is a silly monkey.

4. _____Kelly's eyes are a beautiful shade of green.

5. _____The train station was a zoo!

6. _____The fire was as warm as a crackling fire.

7. _____The teacher's voice was like thunder.

8. _____The children were as quiet as mice.

9. _____The children were louder than the adults.

10. _____His feet were like blocks of ice.

11. _____My math book is as heavy as my history book.

12. _____Jake's bedroom is a disaster area.

13. _____The street was as hot as a stove.

14. _____That car is as red as a cherry.

15. _____The nail is hard and shiny.

16. _____Jessica's tears were a river flowing down her face.

17. _____The rainforest was a sauna.

18. _____The cat was like coal because they are both black.

19. _____Grandma's afghan was a rainbow.

20. _____Jody raced to the car as quick as lightning.

21. _____Mr. Jenkin's hat was as flat as a pancake after I sat on it.

22. _____I want some cake too! You are such a hog!

23. _____Doing this worksheet was exactly like riding on a rollercoaster!

Remember:
both similes and metaphors are used to compare two things that are not alike in most ways, but are similar in one important way.

A simile uses the words "as" or "like" a metaphor does not use these words.

Table 3: Feedback Chart on Lesson Planning

Lesson Plan 1 Feedback Chart

Feedback Received	How Feedback Is Implemented
"Another strategy for differentiation for the advanced students is to allow them to choose a book from the reading corner and look for examples of similes and metaphors that they can then share with their peers to further reinforce the enduring understanding that writers use figurative language to enrich their stories." -Professor Day	This differentiation technique was added to the "Differentiation Plan" section of the lesson plan as follows: "Furthermore, students that complete their work ahead of time will choose a book (either their own or from the class library) to examine for examples of similes and metaphors. Students will share their findings with surrounding peers that also completed their work ahead of time. This specific differentiation method will reinforce the understanding that writers use figurative language to enrich their stories."
"For the introduction, you'll want to clarify what you expect students to write down in their notes since you've provided lengthy definitions and explanations here. What will you simply be talking about and what will they specifically be asked to write down? Could you perhaps open with a brief story (either a short book or brief anecdote from your morning or a recent experience you had) to grab attention and illustrate the concepts before you launch into the definitions? For example, "This morning on my way to school I heard the birds singing like a beautiful choir"..." - Professor Day	For clarification, I added highlights to the notes that I wish students to take down regarding the definitions of figurative language, similes, and metaphors (specified under "Instructional Procedures/Activities/Assessments" in the lesson plan. To create a better hook, I added an introduction under the "Instructional Procedures/Activities/Assessments" that reads, "Prior to instruction, I will explain that figurative language is prevalent in the surrounding world. For example, before putting on my glasses this morning, I thought to myself that I was "as blind as a bat". This is just one example of figurative language that we will learn about today.
"Make sure you have an idea on how you want to continue if your lesson goes too short or too long, just in case (what to cut or how to extend it)." -CT	Specific extension and shortening explanations were added to the "Instructional Procedures/Activities/Assessments" section of the lesson plan. ● "If time is running out, then the amount of problems that students complete will be decreased." (During I Do, We Do, You Do section) ● "If time is running short, then this specific box will be left off of the graphic organizer at this time." (Relating to students completing the "Figurative Language" box on their running graphic organizer) ● "If time allows, students will choose a book (either their own or from the class library) in which to locate similes and metaphors. They will share their findings with their pods. This will reinforce the Enduring Understanding that writers use figurative language to enrich their stories.

Lesson Plan 2

<table>
<tr><td colspan="2" align="center">**DANIELSON LESSON PLAN**</td></tr>
<tr><td>**Teacher:** Student</td><td>**Date:** Wednesday, November 3rd, 2021</td></tr>
<tr><td>**Subject:** Reading</td><td>**Grade Level:** 5th Grade</td></tr>
<tr><td>**Unit:** Figurative Language</td><td>**Lesson Title:** Figurative Language Day 2: Onomatopoeia</td></tr>
<tr><td>**Number of Students:** 12 (3 being taught at small-group table)</td><td>**Teaching Team (*if applicable*):** One Teach, One Support (CT will stake students with IEPs to small-group table)</td></tr>
<tr><td>**Does this lesson integrate IEFA?**
☐ Yes ☐ No
If yes, please describe:</td><td>**Does this lesson incorporate technology?**
☐ Yes ☐ No
If yes, please describe:
Students will utilize their Chromebooks to access Kahoot. The class will participate in a Kahoot (created by me) that requires them to identify examples of onomatopoeia. While the students will participate individually, we will debrief as a whole class at the end of each question to ensure clarity and understanding. (Kahoot link: https://create.kahoot.it/details/3f792850-57d7-4946-b095-2f04068e8884)</td></tr>
<tr><td colspan="2">**Content Standard(s) and/or Common Core Learning Standards:** *(1c*)* Use the numeric/alphabetic citation of the standard, title-if applicable, standard description.
5.RL.4 *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*</td></tr>
<tr><td colspan="2">**Instructional Outcomes (Objectives):** *(1c)* What will students know and be able to do as a result of this lesson? Be sure this is feasible, measurable, and aligned with the content standard(s). Align with standard(s) and assessment(s).
● Students will be able to correctly identify examples of onomatopoeia in readings.
● Students will be able to create their own examples of onomatopoeia.
● Students will be able to explain why writers use figurative language.</td></tr>
<tr><td colspan="2">**Assessment (Formative or Summative):** *(1f)* Describe what is being assessed in this lesson, how is it being assessed, and what criteria you are using to measure student proficiency. Consider the use of appropriate technology. Align with standard(s) and instructional outcome(s).
Prior to this lesson, students have completed a pre-assessment gauging their knowledge of specific types of figurative language (similes, metaphors, onomatopoeia, and alliteration), as well as why authors use figurative language. The information from this pre-assessment has been collected and will be used to measure student learning with the summative assessment at the end of the unit.

Within this lesson, students will be assessed according to their ability to create at least one original example of onomatopoeia. This will act as a formative assessment to influence the review and instructional strategies of the next lesson in the unit. As such, students will continue working on their running graphic organizer, filling out one more of the eight boxes (two completed in the first lesson). The box will be titled, "Onomatopoeia". In this box, students will create at least one unique example of</td></tr>
</table>

onomatopoeia.

- ● Students will be considered as "Achieving the Objectives" if they are able to complete the prompt correctly. They will be considered "Approaching the Objectives" if they attempt to complete the prompt. Lastly, they will be considered as "Needing Instruction" if they do not complete the graphic organizer. Students that are not able to accurately complete both sections on their graphic organizer at the end of this lesson will receive additional review time.

Relationship to Unit Structure: *(1a,e)* How does this lesson support the unit goals / enduring understandings? How does this lesson build on the previous lesson in this instructional sequence? How does this lesson support the next lesson in this instructional sequence?

This lesson serves as an expansion in the Figurative Language unit. As such, students will review the concept of figurative language, which supports the Enduring Understanding that *"Figurative language is words and phrases used in writing that imply something different than what the words mean themselves."* From there, students will review the purpose of figurative language, connecting to the Essential Question, *"Why do authors use figurative language?"*, as well as the Enduring Understanding that *"authors use figurative language to make their writing more interesting and to give it more detail."* Specifically, students will be introduced to onomatopoeia. By the end of the lesson, students will have experience identifying and creating their own examples of it. These activities support the Essential Question of *"What is onomatopoeia",* as well as the Enduring Understanding of *"Onomatopoeia is a word or phrase that sounds like its meaning".*

This lesson will support the next lesson, as it strengthens students' understanding of figurative language (described above). Furthermore, it introduces them to another basic example of figurative language. From there, students will improve their understanding of the purpose of figurative language while broadening their knowledge on another type of figurative language in the last lesson.

Relevance to Students: *(1b)* How is this lesson relevant to the students in the class?

This lesson is relevant to students as evidenced by their performance on the pre-assessment. While about two students demonstrated working knowledge on types of figurative language, as well as their purpose, about ten students did not. These results display a need for instruction on this material. Therefore, this lesson (and the unit as a whole) will serve as a foundation for students' understanding and application of figurative language, why writers use it, as well as specific types of figurative language (similes, metaphors, onomatopoeia, and alliteration). Understanding these concepts will improve students' reading as they are better able to identify and interpret authors' crafts. Additionally, it will benefit their own writing as they are able to utilize figurative language in the future.

Differentiation Plan: *(1b)* Describe how the content, processes, products, and/or classroom environment will need to be differentiated in this specific lesson.

The whole class will not be present for my instruction. Students participating in Read 180 will be in the intervention room during this time. Therefore, about twelve students will be present while I am teaching my lesson. Additionally, my Cooperating Teacher will take the three students with IEPs to the small group table. He will provide them with the reteaching, clarification, and extra time allotted in their IEPs.

I will present information visually (i.e. notes taken in a journal projected on the SMARTBoard) and verbally. Likewise, students will participate orally through verbal collaboration and explanation during Think-Pair-Shares, as well as physically as they write down information in their journals and running graphic organizers. Furthermore, students will interact with onomatopoeia in a variety of ways by identifying it in writings and creating their own unique examples of it.

According to the pre-assessments, about two students have an adequate grasp on figurative language. However, the other ten students need basic, introductory instruction. As such, I will allow the students (names not included for privacy) that appear to grasp the concept of onomatopoeia to work ahead. For example, if I know (through monitoring and observation) that students demonstrate concrete understanding of onomatopoeia, then they may start to work on their graphic organizers earlier. Additionally, students that grasp the lesson's main ideas earlier will be encouraged to create more than one unique example of onomatopoeia on their graphic organizers. Furthermore, students that complete their work earlier will choose a book (either their own or from the class library) to examine for examples of onomatopoeia. Students will share their findings with surrounding peers that also completed their work earlier. This specific differentiation method will reinforce the understanding that writers use figurative language to enrich their stories. While they are doing this, I will provide reteaching,

reviewing, and clarification for the other students that may not grasp the concepts as easily through group discussion.

Methods and Instructional Strategies *(1a)*

Prerequisites for Learning and Pre-Assessment: *(1b,f)***:** List all key concepts, skills, and terminology the students know/can do and that are necessary for them to understand the concepts and content of this lesson. Describe pre-assessments conducted to inform in this plan.
Students must be able to take notes while listening and watching a teacher write information projected on the SMARTBoard (guided notes will be provided to students with IEPs). Students must also be able to apply the concepts of figurative language (specifically onomatopoeia) in their creation of new and unique examples of it through written and verbal response. Students will also need to be able to follow directions during the addition to their running graphic organizer. Students must also be able to log onto their Chromebooks, access Kahoot.it, and participate in the technological activity (reading a prompt on the SMARTBoard, thinking of the answer individually, and answering accordingly on their individual device). Additionally, students must be able to participate in collaboration among peers through Think-Pair-Shares while adhering to its corresponding social expectations (i.e. waiting their turn to speak and allowing other group members to talk).

Instructional Sequence: The procedures should clearly describe the sequence of teaching and learning activities and include all necessary materials/technology. Break it down task by task.

Estimated Time	Instructional Procedures/Activities/Assessments *(1a,e,f)*	Resources *(1d; 2e)*	Classroom Management/Grouping Strategies *(2c)*
Introduction			
5 min.	*Transition into the lesson:* Students will take out their Reading notebooks and a writing utensil, putting away any other materials. REVIEW: We will discuss last week's learning. *We learned that writers use figurative language to mean something other than what the words exactly say (remember that piece of cake?). Remember, authors use figurative language to make comparisons and add detail to their writing in order to make it more interesting. We also learned about similes and metaphors. Similes are a comparison of two things using "like" or "as", and metaphors are a comparison of two things without using those words. To review what we learned from last week, we will finish our "Simile or Metaphor" worksheet, problems 7-12. Work with your table groups to find the answers, remember that not every example is a simile or metaphor. Then we will come back together to discuss our findings.* The students will be given time to work (about 5 minutes). When they are finished, they	"Simile or Metaphor" worksheet (pg. 12 from Figurative Language packet) Writing utensil	Students will be seated in their desk pods, facing the SMARTBoard.

	will put their thumbs to their chest. When (most) everyone is done, we will walk through problem by problem, circling the two things being compared in each example, as well as the use of "like" or "as" (or lack thereof) to classify each sentence as a simile, metaphor, or neither.		

5 min.	*Introduction (hook activities, activate prior knowledge, review objectives/agenda/expectations) While last week's examples of figurative language (simile and metaphor) focused on comparing two things, this week's, onomatopoeia, is used to add detail to writing to make it more interesting.*
	
	Projecting my notebook page on the SMARTBoard, I will write down the definitions of the lesson's vocabulary terms. As I am doing this, I will provide elaboration on the concepts. Specific notes that the students will write down will be highlighted.
	 • <mark>Onomatopoeia: A word that sounds like its meaning.</mark>
	  ○ *Onomatopoeia is when a word or phrase describes a sound while actually mimicking that sound. Onomatopoeia appeals to the reader's sense of hearing, and helps bring a piece of writing to life by making it more interesting.*
	  ○ Ex. "The plate of fajitas sizzled as the waiter brought them to our table." *The word "sizzled" sounds like the sound fajitas make when they are fresh off of the stove. By using an example of onomatopoeia, such as "sizzled", the author is creating a vivid mental picture in readers' minds.*
	  ○ Ex. "The bees swarmed by with a loud "Buzz"!" *The word "buzz" is an example of onomatopoeia because it mimics the sound that bees make when they fly. Using this word allows readers to imagine the bee swarming around them.*
	  ○ Ex. "The clock tick-tocks at a steady pace." *The phrase "tick-tock" is an example of onomatopoeia because it mimics the sound that a clock makes when it is working.*
	
	Scaffolding: *Let's think of something we want to write*
		Reading notebook
		
		Writing utensil
			Same

	about. Name something that makes a sound. (Bell) *What sounds can a bell make?* (Ding, dong) *Let's make a sentence using those words and the bell.* (The bell "ding-donged" every hour.)		

Lesson Sequence *(include clear task analysis and transitions)*

5 min.	Scaffolding: *When we are trying to come up with examples of onomatopoeia, there are three simple steps to follow.*
	    1. *Determine what object, food, or animal that you want to write about (ex. a bell).*
	    2. *Figure out what sound that object, food, or animal makes (ex. "ding, dong").*
	    3. *Use that sound as a describing word in a sentence (ex. The bell "ding donged" throughout the city square).*
	
	In a Think-Pair-Share, students will think about any examples of onomatopoeia that they have heard from their families (can be verbal or through books. Students will then discuss these with their pods. Finally, pods will share an example with the class.
	
	Then, students will have a moment to think about any examples of onomatopoeia that they can create. They will share these with their groups, and then with the class as time allows. If students need to write down their examples in their reading notebook to help them remember, then they may do so.
		Same	Same

10 min.	Next, students will practice their new knowledge by attempting to identify onomatopoeias by participating in a Kahoot. Whole-class debriefs will ensue after each question to ensure students' understanding of the material. (Kahoot link: https://create.kahoot.it/details/3f792850-57d7-4946-b095-2f04068e8884)	Chromebook	Same
5 min.	As a formative assessment, students will add onto their running Figurative Language Graphic Organizer. In one rectangle, they will write "Onomatopoeia" at the top of the box (example will be displayed on SMARTBoard without the answer filled in). In this box, they will write down at least one new, unique example of onomatopoeia. If students finish early, then they may create more unique examples of onomatopoeia. This running graphic organizer will serve as a formative assessment (described above in the	Running Figurative Language Graphic Organizer Writing utensil	Same

	"Assessment" section). Additional review and reteach time will be provided for students who do not satisfactorily complete the prompts. *Shortening Activity: If time runs short and students are unable to complete their running Figurative Language Graphic Organizer portion of the lesson, then I will allow them time to complete it as review at the beginning of Lesson Plan 3.* *Extension Activity: If time allows prior to the administration of the formative assessment (running graphic organizer), or if students complete their graphic organizer early, then they may choose a book (either their own or from the class library). They will read it and search for examples of onomatopoeia. This will reinforce the Enduring Understanding that writers use figurative language to enrich their stories.*		

Closure *(review the instructional outcome of the lesson and link it to future learning)*

1 min.	*Today, we learned more about figurative language. We reviewed that it is a way for writers to create comparisons, add detail, and make their writing more interesting. We also talked about onomatopoeia. What is onomatopoeia?* Allow students to answer (word(s) that describe a sound while mimicking the sound it makes). *Next week, we will finish our exploration of figurative language as we learn about alliteration.*	Same	Same

Reflections: *(3d, e; 4a) Describe what you learned from examining assessment results for this lesson using Rolfe's Reflective Model:*

WHAT – *What do the assessment results tell you about student learning and achievement in this lesson? What aspects of the lesson planning and delivery affected student achievement?*

Notably, I improved several aspects of my teaching, relying on self-evaluation and feedback from my CT from my first lesson. For example, I provided better scaffolding for students in the creation of statements that include onomatopoeia, prior to asking them to generate their own examples. I demonstrated the steps of creating sentences with onomatopoeia (i.e. decide what object/food/animal you want to write about, determine what sound that it makes, and write a sentence using that sound as a describing word), then asked them to come up with their own unique examples. Furthermore, I endeavored to call on a wide variety of students (not just those who volunteer to answer). Additionally, I increased the amount of student sharing by utilizing longer pauses after my questions and prompts, allowing students adequate time to process both the question and their answer. I also believe that the Review portion of the lesson was successful, as the class seemed to better comprehend the difference between similes and metaphors. Even more, I noticed some students revising their examples of similes and metaphors after they completed the Onomatopoeia portion of their running Figurative Language Graphic Organizer. This demonstrated to me a revised and improved understanding of the concepts. Nevertheless, I experienced some setbacks, as well. First, I had difficulties with the recording equipment. The Swivl that I tried to use worked, but would not record for more than three minutes (even though I set the maximum recording time to over an hour). After several attempts of recording, I had to give up and move on, as we were pressed for time. Subsequently, my lesson went over the 30-minute time frame. As such, I know that I need to revise my last lesson plan to make the most out of this short window. Additionally, my CT mentioned that one way he attempts to convey the use and purpose of onomatopoeia is to relate it to its usage in comic books and graphic novels. As such,

I will include this in the next lesson's review time.

SO WHAT – *Why are the aspects you identified in the WHAT question important to student learning and achievement?*

My own observations, as well as the feedback received from my CT are important because they will impact the success of my future teaching in this unit and beyond. For example, my second plan went more smoothly (regarding student participation and understanding) because I genuinely reflected on and implemented the feedback that I received after the first lesson (i.e. provide more scaffolding, call on a wider variety of students, allow more time for student reflection and response, etc.). Similarly, the feedback and self-assessment that I engage in after the second lesson will serve to improve the success of my third lesson (and future teaching) if I genuinely reflect on it and incorporate it. Ultimately, this process has demonstrated to me the importance of mentor feedback and self-evaluation, as well as the implementation of the information gleaned from those practices. On a different note, my difficulty with the technology demonstrated the necessity of flexibility for teachers, as well as the importance of having back-up technological options.

NOW WHAT – *What will you do or change in your future teaching (e.g., next lesson) based on this reflection? Be specific, use examples.*

As mentioned above, during the Review portion of my third lesson, I will mention the use of onomatopoeia in comic books and graphic novels to help students broaden their understanding of the concept. I will also have each of the three pods generate a unique example of a simile, metaphor, or onomatopoeia (each pod will be assigned one type of figurative language). Their examples will be shared and discussed with the class to serve as a brief, time-efficient review of the first two lessons. Additionally, I will provide students with scaffolding regarding the creation of alliteration examples in the third lesson, since it worked so well with onomatopoeia in the second lesson. I will also seek to further improve my practice of calling on a wide variety of students and allowing them longer time for processing and response to improve engagement and student learning. Additionally, I am going to use a different method of recording (video camera) as suggested by Susan Gregory. Even more, I will have my laptop charged and ready to record just in case the initial method of recording does not work. I will also endeavor to make the best use out of my 30-minute time frame, carving away any unnecessary tasks to encourage meaningful use of my lesson time.

Figurative Language:
Onomatopoeia

Onomatopoeia: Words that describe a sound while mimicking it; a word or phrase that sounds like its meaning.
- Examples:
    - "The plate of fajitas sizzled as the waiter brought them to our table."
    - "The bees swarmed by with a loud "Buzz!'''
    - "The clock tick-tocks at a steady pace."

Table 3: Feedback Chart on Lesson Planning

Lesson Plan 2 Feedback Chart

Feedback Received	How Feedback Is Implemented
"Because this lesson was a little rushed, it would be a good idea to complete the "Simile or Metaphor" worksheet from the Figurative Language packet as a review at the beginning of Lesson 2." -CT	I added the competition of this worksheet to the "Review" portion of this lesson plan under "Instructional Procedures/Activities/Assessments" (see Lesson Plan 2).
For the same reason as mentioned above "it would be a good idea to focus only on the concept of onomatopoeia during the second lesson to ensure understanding." -CT	I eliminated students' learning of hyperbole in this lesson, and subsequently the unit. As discussed in my journal entry and review of Lesson Plan 1, I do not have enough time to instruct on two types of figurative language within a 30-minute window. As such, I have chosen to focus on onomatopoeia rather than hyperbole. Therefore, I have eliminated the Essential Question and Enduring Understanding that correlated with hyperbole, as well. Because the students were already pre-assessed on the concept of hyperbole, it will be present in the pre-assessment data. However, it will not be included within the summative assessment. As such, I provided a brief explanation of this under the "Pre-Assessment" section of the Unit Plan. All mention of hyperbole has been eradicated from Lesson Plan 2.
"Ensure that there are both extension and shortening activities for the lesson plan." -CT	I specified both a shortening and extension activity under the "Instructional Procedures/Activities/Assessments" section on Lesson Plan 2. ● Shortening Activity: If time runs short and students are unable to complete their running Figurative Language Graphic Organizer portion of the lesson, then I will allow them time to complete it as review at the beginning of Lesson Plan 3. ● Extension Activity: If time allows prior to the administration of the formative assessment (running graphic organizer), or if students complete their graphic organizer early, then they may choose a book (either their own or from the class library). They will read it and search for examples of onomatopoeia. This will reinforce the Enduring Understanding that writers use figurative language to enrich their stories.

Lesson Plan 3

DANIELSON LESSON PLAN	
Teacher: Student	**Date:** Friday, November 12th, 2021
Subject: Reading	**Grade Level:** 5th Grade
Unit: Figurative Language	**Lesson Title:** Figurative Language Day 3: Alliteration
Number of Students: 12 (3 being taught at small-group table)	**Teaching Team (*if applicable*):** One Teach, One Support (CT will stake students with IEPs to small-group table)
Does this lesson integrate IEFA? ☐ **Yes** ☐ **No** **If yes, please describe:** This lesson will integrate IEFA Essential Understanding 3, which, according to *Essential Understandings Regarding Montana Indians*, states that "the ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories predate the "discovery" of North America" (MT OPI Indian Education for All Unit, 2019, p. 12). As such, I will read aloud a book by Joseph Bruchac called *A Boy Called Slow* to demonstrate to students the use of alliteration within literature (both written and oral). The book details the true story of Sitting Bull, a HunkPapa Lakota leader, on his endeavor to earn a courageous name. While this story is written down for this book, it was and is probably told orally among the HunkPapa band. Just as some people use history books to tell of their histories, Native American tribes have their own unique "histories and ways of recording and passing on the important events, values, and principles of the tribe" (MT OPI Indian Education for All Unit, 2019, p. 13). One of these ways is through oral storytelling. Many tribal oral histories are older than the "discovery" of North America, and are just as valid as other history-sharing traditions.	**Does this lesson incorporate technology?** ☐ Yes ☐ **No** **If yes, please describe:**

Content Standard(s) and/or Common Core Learning Standards: *(1c*)* Use the numeric/alphabetic citation of the standard, title-if applicable, standard description.
5.RL.4 *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*

Instructional Outcomes (Objectives): *(1c)* What will students know and be able to do as a result of this lesson? Be sure this is feasible, measurable, and aligned with the content standard(s). Align with standard(s) and assessment(s).

- Students will be able to correctly identify examples of alliteration in readings.
- Students will be able to create their own examples of alliteration.

Assessment (Formative or Summative): *(1f)* Describe what is being assessed in this lesson, how is it being assessed, and what criteria you are using to measure student proficiency. Consider the use of appropriate technology. Align with standard(s) and instructional outcome(s).

Prior to this lesson, students have completed a pre-assessment gauging their knowledge of specific types of figurative language (similes, metaphors, onomatopoeia, and alliteration), as well as why authors use figurative language. The information from this pre-assessment has been collected and will be used to measure student learning with the summative assessment at the end of the unit.

Within this lesson, students will be assessed according to their ability to create at least one original example of alliteration. This will act as a formative assessment to demonstrate the effectiveness of instruction. As such, students will finish their running graphic organizer, filling out one more box (three completed in the first and second lessons). The box will be titled, "Alliteration". In this box, students will create at least one unique example of alliteration.

- Students will be considered as "Achieving the Objectives" if they are able to use alliteration correctly in an original sentence. They will be considered "Approaching the Objectives" if they attempted to utilize alliteration (i.e. The trees were cold.) Lastly, they will be considered as "Needing Instruction" if they did not attempt to complete the prompt. This information will be utilized to evaluate instruction effectiveness.

Relationship to Unit Structure: *(1a,e)* How does this lesson support the unit goals / enduring understandings? How does this lesson build on the previous lesson in this instructional sequence? How does this lesson support the next lesson in this instructional sequence?

This lesson serves as an expansion in the Figurative Language unit. As such, students will review the concept of figurative language, which supports the Enduring Understanding that *"Figurative language is words and phrases used in writing that imply something different than what the words mean themselves."* From there, students will review the purpose of figurative language, connecting to the Essential Question, *"Why do authors use figurative language?"*, as well as the Enduring Understanding that *"authors use figurative language to make their writing more interesting and to give it more detail."* Specifically, students will be introduced to alliteration. By the end of the lesson, students will have experience identifying and creating their own examples of it. These activities support the Essential Question of *"What is alliteration?",* as well as the Enduring Understanding of *"Alliteration occurs when the beginning sound of a word is repeated two or more times in a sentence".*

This lesson will strengthen students' understanding of figurative language (described above). Furthermore, it introduces them to another basic example of figurative language. From there, students will improve their understanding of the purpose of figurative language while broadening their knowledge on alliteration.

Relevance to Students: *(1b)* How is this lesson relevant to the students in the class?

This lesson is relevant to students as evidenced by their performance on the pre-assessment. While about two students demonstrated working knowledge on types of figurative language, as well as their purpose, about ten students did not. These results display a need for instruction on this material. Therefore, this lesson (and the unit as a whole) will serve as a foundation for students' understanding and application of figurative language, why writers use it, as well as specific types of figurative language (similes, metaphors, onomatopoeia, and alliteration). Understanding these concepts will improve students' reading as they are better able to identify and interpret authors' crafts. Additionally, it will benefit their own writing as they are able to utilize figurative language in the future.

Differentiation Plan: *(1b)* Describe how the content, processes, products, and/or classroom environment will need to be differentiated in this specific lesson.

The whole class will not be present for my instruction. Students participating in Read 180 will be in the intervention room during this time. Therefore, about twelve students will be present while I am teaching my lesson. Additionally, my Cooperating Teacher will take the three students with IEPs to the small group table. He will provide them with the reteaching, clarification, and extra time allotted in their IEPs.

I will present information visually (i.e. notes taken in a journal projected on the SMARTBoard) and verbally. Likewise, students will participate orally through verbal collaboration and explanation during Think-Pair-Shares, as well as physically by writing down information in their journals and running graphic organizers. Furthermore, students will interact with alliteration in a variety of ways by identifying it in writings and creating their own unique examples of it.

According to the pre-assessments, about two students have an adequate grasp on figurative language. However, the other ten students need basic, introductory instruction. As such, I will allow the students (names not included for privacy) that appear to grasp the concept of alliteration to work ahead. For example, if I know (through monitoring and observation) that students demonstrate concrete understanding, then they may start to work on their graphic organizers earlier. Additionally, students that grasp the lesson's main ideas earlier will be encouraged to create more than one unique example of alliteration on their graphic organizers. Furthermore, students that complete their work earlier will choose a book (either their own or from the class library) to examine for examples of alliteration. Students will share their findings with surrounding peers that also completed their work earlier. This specific differentiation method will reinforce the understanding that writers use figurative language to enrich their stories. While they are doing this, I will provide reteaching, reviewing, and clarification for the other students that may not grasp the concepts as easily through group discussion.

Methods and Instructional Strategies *(1a)*

Prerequisites for Learning and Pre-Assessment: *(1b,f)*: List all key concepts, skills, and terminology the students know/can do and that are necessary for them to understand the concepts and content of this lesson. Describe pre-assessments conducted to inform in this plan.

> Students must be able to take notes while listening and watching the instructor write information projected on the SMARTBoard (guided notes will be provided to students with IEPs); students must be able to apply understanding of a new concept (alliteration) into practice through the creation of unique examples, along with the articulation of these examples through written or verbal response; students must be able to follow directions in the completion of their running graphic organizer; students must be able to collaborate with peers through Think-Pair-Share conversations by following social expectations (i.e. waiting turn to speak and allowing other group members to talk); students must be able to listen to a story being read while analyzing it for examples of figurative language.

Instructional Sequence: The procedures should clearly describe the sequence of teaching and learning activities and include all necessary materials/technology. Break it down task by task.

Estimated Time	Instructional Procedures/Activities/Assessments (1a,e,f)	Resources (1d; 2e)	Classroom Management/Grouping Strategies (2c)
Introduction			
5 min.	*Transition into the lesson:* Students will take out their Reading notebooks, whiteboards, dry erase markers,and a writing utensil, putting away any other materials. REVIEW: We will discuss the previous weeks' learning. *During the past two weeks, we have learned about figurative language. We learned that writers use it to mean something other than what the words exactly say (remember that piece of cake?). We know that authors use figurative language to make comparisons and add detail to their writing to make it more interesting. So far, we have learned about similes, metaphors, and onomatopoeia.* Each pod will be assigned either similes, metaphors, or onomatopoeia. The pods must come up with an example of their type of figurative language. They will share their examples with the class and we will discuss them, serving as a review.	Whiteboards Dry erase markers Reading notebooks Running Figurative Language Graphic Organizer Writing utensil	Students will be seated in their desk pods, facing the SMARTBoard.

5 min.	*Introduction (hook activities, activate prior knowledge, review objectives/agenda/expectations)*
	
	Today, we will talk about alliteration. Like onomatopoeia, alliteration is used to add detail to writing to make it more interesting.
	
	Projecting my notebook page on the SMARTBoard, I will write down the definition of alliteration. I will provide elaboration on the concept after ensuring that students have written down the definition. Specific notes that the students will write down are highlighted.
	● <mark>Alliteration: A repeated beginning sound.</mark>
	   ○ *Alliteration is used to make writing more interesting. It can add rhythm and beat to a sentence, similar to a song.*
	   ○ Ex. The picture perfect pumpkin was sitting propped up on the pickup.
	   ○ Ex. I have a quick question for the queen!
	   ○ Ex. Lazy lizards lay in the sun.		

Lesson Sequence *(include clear task analysis and transitions)*			

5 min.	Scaffolding: *Let's think of something we want to write about?* (Sunset). *What sound does that something start with?* (S) *What is a word that starts with that same sound that we can use to describe it?* (Sleek) *Are there any other words that start with this sound that we can use in our sentence?* (Sky) *Let's put all of those words together.* (The sleek sky was filled with colors of the sunset) In a Think-Pair-Share, students will think about any examples of alliteration that they have heard from their families (can be verbal or through books) or that they can create. They will share these with their groups, and then with the class as time allows. If students need to write down their examples in their reading notebook to help them remember, then they may do so.	Same	Same
10 min.	Next, students will practice identifying alliteration in literature. I will read to them (and display pages via the projector) *A Boy Called Slow* by Joseph Bruchac. Prior to reading, we will discuss IEFA Essential Understanding 3, specifically as it relates to oral storytelling. *Just as some people use history books, Native American tribes have their own unique "histories and ways of recording and passing on the important events, values, and principles of the tribe" (MT OPI Indian Education for All Unit, 2019, p. 13). One of these ways is through oral storytelling, which is just as valid as other history-sharing traditions. The story we are going to read today is about Sitting Bull, a Lakota chief. The Lakota people relied on oral storytelling to pass down their history and information.* *Similar to how authors use figurative language to add detail and make comparisons in order to make their writing more interesting, oral storytellers do the same. As such, I will read the book aloud to you. When I am reading, we will come across examples of alliteration. When you hear or see alliteration, please give me a thumbs-up. At the end of a page, we will discuss those examples.* We will read as much of the book as we can. If we do not have enough time, then they will finish it at a later time.	*A Boy Called Slow* by Joseph Bruchac Reading notebook Writing utensil	Same

5 min.	As a formative assessment, students will complete their running Figurative Language Graphic Organizer. In one rectangle, they will write "Alliteration" at the top of the box (example will be displayed on SMARTBoard without the answer filled in). In this box, they will write down at least one new, unique example of alliteration. *Extension Activity: If time allows, then students may choose a book (either their own or from the class library). They will read it and search for examples of alliteration. This will reinforce the Enduring Understanding that writers use figurative language to enrich their stories.*	Running Figurative Language Graphic Organizer Writing utensil	Same

Closure *(review the instructional outcome of the lesson and link it to future learning)*			
1 min.	*Today, we learned more about figurative language. We reviewed that it is a way for writers to create comparisons, add detail, and make their writing more interesting. We learned about alliteration. What is alliteration?* (When the beginning sound of a word is repeated two or more times in a sentence). *We also learned about the Lakota peoples' use of oral storytelling to pass on important history and values. While this storytelling looks different than the history books many of us see, it is just as valid and important. Specifically, we learned about Sitting Bull, a HunkPapa Lakota leader, and his journey to earning his name. This story was a great example of how both writers and storytellers use figurative language to make their stories more interesting. The next time I see you, we will review all of what we have learned about figurative language.*	Same	Same

Reflections: *(3d, e; 4a) Describe what you learned from examining assessment results for this lesson using Rolfe's Reflective Model:*

WHAT – *What do the assessment results tell you about student learning and achievement in this lesson? What aspects of the lesson planning and delivery affected student achievement?*

There were several positive aspects of my teaching. First, I was able to pare down this lesson to fit within the thirty minute time frame. I consider this a success, as I went slightly over the allotted time in my first two lessons. Additionally, all of the students demonstrated an ability to come up with their own examples of alliteration for their running graphic organizer (formative assessment) which demonstrates effective instruction and achieved student understanding. Furthermore, I was able to successfully record the lesson, which is an improvement from the previous lesson's technical difficulties. Nevertheless, there were still aspects of this lesson that I would like to reflect and improve upon. First, I felt that the inclusion of IEFA was rushed. Because I was conscious of the available time window, I did not get to finish the corresponding book during this lesson (although we finished it later in the afternoon during the Read Aloud portion of their schedule). Furthermore, we did not get to spend as much time as I would have liked discussing the IEFA Essential Understanding to which I related my lesson. Additionally, I feel as if I could have done a more thorough job calling on a wider variety of students and allowing more time for all students to process the question and their answers. Again, I think that this relates back to the time issue. As I am preoccupied with thoughts concerning the

punctuality of the instruction, I tend to rush through parts of the lesson (i.e. discussion of IEFA concepts and student answering time) in order to fit it all in. Ultimately, this demonstrates a need for improved time management.

SO WHAT – *Why are the aspects you identified in the WHAT question important to student learning and achievement?*
My observations in the previous section are important because they demonstrate my patterns of behavior as an educator, while also allowing for reflection which (when used appropriately) aids in better instruction and pedagogy. For example, I notice that I need to improve my time-management skills when I have shorter time-frames for teaching a lesson. Moving forward, I can understand that I might need to include less tasks within the Instructional Procedures portion of my lessons to ensure that each component of the lesson receives its proper emphasis. Furthermore, while I need to be conscious of punctuality, I must also ensure that I am not rushing my students in their learning journeys. Nevertheless, the performance of my students on their formative assessments (described earlier) displays effective instruction, as they were all able to generate their own unique examples of alliteration. This is important because, while I undeniably have instructional techniques to work on, it reveals to me that my use of scaffolding in creating examples of alliteration, class dialogue, and finding examples of alliteration in writing helped my students' comprehension.

NOW WHAT – *What will you do or change in your future teaching (e.g., next lesson) based on this reflection? Be specific, use examples.*
Although I am technically done teaching my unit, there are many things that I can take from my reflections moving forward to impact my future teaching. For example, I will endeavor to be more conscious of my available time windows when planning future lessons. Nevertheless, I will attempt to prevent myself from rushing my students in their answering of my questions and prompts in an attempt to remain on-time. Additionally, I will continue to provide scaffolding for my students when I ask them to do a new task, as that proved so successful in the last two lessons. Ultimately, this process of reflecting upon my teaching has proven useful and informative.

*Components from the Charlotte Danielson's Framework for Teaching

Figurative Language:
Alliteration

Alliteration: A repeated beginning sound.
- Examples:
    - The picture perfect pumpkin was sitting propped up on the pickup.
    - I have a quick question for the queen.
    - Lazy lizards lay in the sun.

Table 3: Feedback Chart on Lesson Planning

Lesson Plan 3 Feedback Chart

Feedback Received	How Feedback Is Implemented
"To allow more time for instruction next week, you could shorten the review time by having students work as pods to each create an example of simile, metaphor, or onomatopoeia." -CT	For the Review portion of the third lesson, I will assign one pod similes, one pod metaphors, and one pod onomatopoeia. Each pod will create a unique example of their type of figurative language on a white board. When they are done, they will hold their whiteboards up. Then, the class will discuss each example of figurative language to serve as a review prior to the instruction of the last lesson.

SECTION TWO: USING ASSESSMENT (Domains 1, 3, & 4)

2.1 Using Formative Assessment to Monitor Learner Progress *(1f, 3d, 3e)*

Table 4: Analysis of Formative Assessments

Lesson #	Content Standards (1a)	Instructional Outcomes for the Individual Lessons (1c)	Formative Assessment Description (1f)	Assessment Tools and Pre-determined Level for Student Proficiency (1f; 3d)	Numbers of Students Who Did and Did Not Achieve Proficiency (3d)	Think like a teacher; what do these formative assessment results tell you? (3d; 4a) (WHAT?)	What changes did you make to the next lesson based on what you learned? (3e; 4a) (NOW WHAT?)
L1	5.RL.4 *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*	Students will be able to correctly identify examples of similes and metaphors in readings. Students will be able to create their own examples of similes and metaphors.	Within this lesson, students will be assessed according to their ability to create at least one original example of both a simile and a metaphor. Students will create a running graphic organizer throughout this unit. They will fold a piece of printer paper into four equal parts (eight parts counting both the front and back sides). At the end of this first lesson, students will fill out two of the eight boxes. One box will have the title "Similes". Here, students will write down at least one unique example of a	Tools: Running Figurative Language Graphic Organizer, writing utensil Students will be considered as "Achieving the Objectives" if they are able to complete both prompts correctly. They will be considered "Approaching the Objectives" if they are able to correctly articulate one of the two sections on their graphic organizer. They will be considered as "Needing Instruction" if they are not able	Four out of twelve students achieved proficiency, categorized according to the formative assessment as "Achieving the Objectives" by creating an original example of both a simile and a metaphor. Eight out of twelve students were categorized as "Approaching the Objectives", as they were able to create at least one original	The formative assessment reveals to me that only one third of the class achieved my learning objective for them. As such, I need to diagnose why this occurred. As discussed in my journal entry lesson plan reflection, my lesson did not fit into the 30-minute time frame as I planned. As such, three students were unable to complete their graphic organizer, thus providing incomplete assessment results. Additionally, these results reveal to me a need to further develop my students' ability to craft examples of figurative language, specifically similes and metaphors. This can be achieved by explicitly teaching the scaffolding of creating figurative	For the next lesson, I will carve out a review time to ensure that students improve their understanding of similes and metaphors. Additionally, I will include more scaffolding regarding the creation of unique examples of figurative language prior to having them come up with their own. For example, I will walk them through the process of creating a sentence that includes onomatopoeia (i.e. What object should we describe? What sound does that object make? How can we use that sound in a sentence?). Furthermore, I have pared down my next lesson to focus on only one type of figurative language, onomatopoeia.

49

			simile. The other box will be titled, "Metaphors". In this box, students will create at least one unique example of a metaphor.	to complete any parts of the graphic organizer.	example of a simile or metaphor. It is important to note that three out of these eight students were unable to complete their running graphic organizer due to a shortage of time.	language to students before they generate their own examples.	
L2	5.RL.4 *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*	Students will be able to correctly identify onomatopoeia in readings.

Students will be able to create their own examples of onomatopoeia. | Within this lesson, students will be assessed according to their ability to create at least one original example of onomatopoeia in their running Figurative Language Graphic Organizer. | Tools: Running Figurative Language Graphic Organizer, writing utensils

Students will be considered as "Achieving the Objectives" if they are able to complete the prompt correctly. They will be considered "Approaching the Objectives" if they attempt to complete the prompt. Lastly, they will be considered as "Needing Instruction" if they do not complete the graphic organizer. | Eleven out of twelve students achieved proficiency, categorized according to the formative assessment as "Achieving the Objectives" by creating their own unique example of onomatopoeia. One student was absent this day of instruction, and was therefore unable to engage in the formative assessment. | This formative assessment revealed to me that all students present for instruction were successful in achieving the objectives. This can be attributed to the feedback and self-evaluation from the first lesson, as well as the implementation of that information on the second lesson. Students' learning was achieved because they were provided with scaffolding regarding the creation of onomatopoeia. As noted after the first lesson, this support is important as students are attempting to use figurative language for the first time. Additionally, focusing on only one example of figurative language provided students with more time | Because all present students were successful with the formative assessment, my instruction for the third lesson will remain the same. Specifically, I will focus on only one type of figurative language. Additionally, i will provide students with scaffolding regarding its creation. |

| | | | | | | for meaningful interaction with it, contributing to a greater understanding of it. | |
| L3 | 5.RL.4 *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.* | Students will be able to correctly identify alliteration in readings. Students will be able to create their own examples of alliteration. | Within this lesson, students will be assessed according to their ability to create at least one original example of alliteration in their running Figurative Language Graphic organizer. | Tools: Running Figurative Language Graphic Organizer, writing utensils Students will be considered as "Achieving the Objectives" if they are able to use alliteration correctly in an original sentence. They will be considered "Approaching the Objectives" if they attempted to utilize alliteration (i.e. The trees were cold.) Lastly, they will be considered as "Needing Instruction" if they did not attempt to complete the prompt. This information will be utilized to evaluate instruction | Twelve out of twelve students achieved proficiency, categorized according to the formative assessment as "Achieving the Objectives" by creating their own unique example of alliteration. | This formative assessment revealed to me that all students were successful in achieving the objectives. This can be attributed to the feedback and self-evaluation from the first two lessons, as well as the implementation of that information. Student learning was achieved because they were provided with scaffolding regarding the creation of alliteration, as well as examples of it in real literature. As such, the increased support through prior scaffolding allowed them to understand how to generate their own examples of alliteration. Additionally, the identification of it in literature enforced the concept that writers use figurative language (specifically alliteration) to enrich their writings. | Based on these results, I should follow this path of instruction in my future teaching. Specifically, I should always provide students with scaffolding prior to requiring them to generate their own examples of a concept that we are learning. Additionally,. the relating of alliteration to relevant literature demonstrated the importance of figurative language to writers, thus supporting meaningful learning. |

				effectiveness.			

2.2 Recording Summative Assessment Data *(1f, 3d)*

Table 5: Summative Assessments Alignment

Unit Standards	Unit Instructional Outcomes	Summative Assessment Description	Proficiency Criteria Description
5.RL.4 *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*	Students will be able to correctly identify examples of similes, metaphors, onomatopoeia, and alliteration in readings. Students will be able to create their own examples of similes, metaphors, onomatopoeia, and alliteration. Students will be able to explain why writers use figurative language.	The summative assessment will be the same format as the pre-assessment (see earlier with Unit Plan) to ensure credibility in comparison of student performance at the beginning and end of the unit. It will be in the form of an Exit Ticket, requiring students to match types of figurative language with proper examples of them and to explain the purpose of figurative language. The summative assessment will only cover the specific types of figurative language taught in my unit plan: similes, metaphors, onomatopoeia, and alliteration.All students will receive verbal instructions in addition to the directions on the paper. Ultimately, this information will be compared with the students' scores on the pre-assessment to determine the success of instruction.	Criteria for proficiency: score of 80% or higher (four out of five problems) on summative assessment: Figurative Language.

Table 6: Individual Student Achievement Data

Student (coded)	Pre-Assessment Results (Problems Correct/Total Problems)	Summative Assessment Results	Proficiency? (Yes/No)
Student A	5/5 (100%)	5/5 (100%)	Yes
Student B	1/5 (20%)	5/5 (100%)	Yes
Student C	3/5 (60%)	4/5 (80%)	Yes
Student D	1/5 (20%)	4/5 (80%)	Yes
Student E	0/5 (0%)	2/5 (40%)	No
Student F	1/5 (20%)	5/5 (100%)	Yes
Student G	1/5 (20%)	5/5 (100%)	Yes
Student H	2/5 (40%)	*	*
Student I	4/5 (80%)	5/5 (100%)	Yes
Student J	1/5 (20%)	5/5 (100%)	Yes
Student K	1/5 (20%)	5/5 (100%)	Yes
Student L	0/5 (0%)	4/5 (80%)	Yes

*Student H was absent the day of the administration of the summative assessment.

Pre-Assessment

Student	#1	#2	#3	#4*	#5	#6
KEY	Simile (A)	Onomatopoeia (D)	Metaphor (B)	Hyperbole (E)	Alliteration (C)	(B)
A	Simile (A)	Onomatopoeia (D)	Metaphor (B)	Hyperbole (E)	Alliteration (C)	(B)
B	Alliteration (C)	Hyperbole (E)	Simile (A)	Metaphor (B)	Onomatopoeia (D)	(B)
C	Simile (A)	Alliteration (C)	Metaphor (B)	Hyperbole (E)	Onomatopoeia (D)	(B)
D	Metaphor (B)	Hyperbole (E)	Simile (A)	Alliteration (C)	Onomatopoeia (D)	(B)
E	Metaphor (B)	Simile (A)	Hyperbole (E)	Alliteration (C)	Onomatopoeia (D)	(D)
F	Metaphor (B)	Alliteration (C)	Simile (A)	Hyperbole (E)	Onomatopoeia (D)	(B)
G	Metaphor (B)	Hyperbole (E)	Simile (A)	Alliteration (C)	Onomatopoeia (D)	(B)
H	Metaphor (B)	Onomatopoeia (D)	Simile (A)	Hyperbole (E)	Alliteration (C)	(C)
I	Hyperbole (E)	Onomatopoeia (D)	Metaphor (B)	Simile (A)	Alliteration (C)	(B)
J	Metaphor (B)	Onomatopoeia (D)	Alliteration (C)	Hyperbole (E)	Simile (A)	(C)
K	Hyperbole (E)	Alliteration (C)	Simile (A)	Metaphor (B)	Onomatopoeia (D)	(B)
L	Metaphor (B)	Alliteration (C)	Simile (A)	Hyperbole (E)	Onomatopoeia (D)	(B) and (D)

Color Key: Correct Incorrect

*The concept of "hyperbole" was evaluated in the pre-assessment. However, after the first lesson, I determined that there is not enough time to teach two examples of figurative language properly within a 30-minute window. As such, I have eliminated the figurative language type of "hyperbole" from the second lesson, choosing only to instruct on onomatopoeia. This is reflected in my exclusion of hyperbole from the summative assessment, Essential Questions, and Enduring Understandings. Because it will not be included in future data, I have chosen to strikethrough it on the pre-assessment data, as well.

Summative Assessment

Student	#1	#2	#3	#4	#5
KEY	Simile (A)	Onomatopoeia (D)	Metaphor (B)	Alliteration (C)	(B)
A	Simile (A)	Onomatopoeia (D)	Metaphor (B)	Alliteration (C)	(B)
B	Simile (A)	Onomatopoeia (D)	Metaphor (B)	Alliteration (C)	(B)
C	Simile (A)	Onomatopoeia (D)	Metaphor (B)	Alliteration (C)	(C)
D	Simile (A)	Onomatopoeia (D)	Metaphor (B)	Alliteration (C)	(C)
E	Alliteration (C)	Simile (A)	Metaphor (B)	Onomatopoeia (D)	(B)
F	Simile (A)	Onomatopoeia (D)	Metaphor (B)	Alliteration (C)	(B)
G	Simile (A)	Onomatopoeia (D)	Metaphor (B)	Alliteration (C)	(B)
H*					
I	Simile (A)	Onomatopoeia (D)	Metaphor (B)	Alliteration (C)	(B)
J	Simile (A)	Onomatopoeia (D)	Metaphor (B)	Alliteration (C)	(B)
K	Simile (A)	Onomatopoeia (D)	Metaphor (B)	Alliteration (C)	(B)
L	Simile (A)	Onomatopoeia (D)	Metaphor (B)	Alliteration (C)	(C)

Color Key: Correct Incorrect

* Student H was absent the day of the administration of the summative assessment.

Figurative Language Pre-Assessment and Summative Assessment Data

55
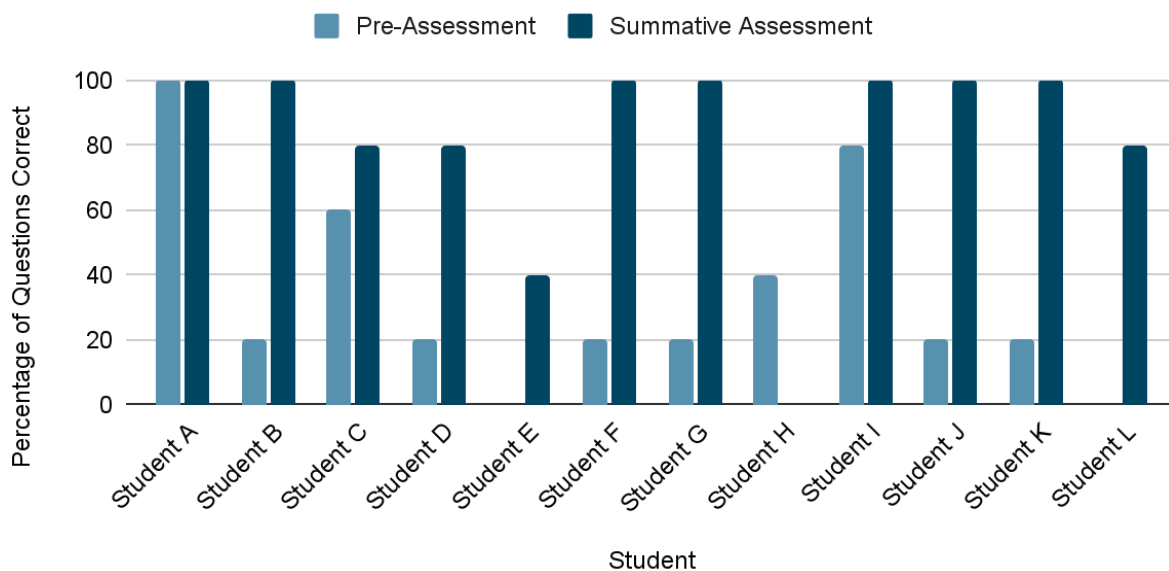
2.3 Reflecting on Assessment Data *(3d, 3e, 4a)*

Several patterns can be discerned from the gathered assessment data. For the purpose of this unit, the criteria for proficiency was a score of 80% (four out of five problems) or higher. According to the pre-assessment, only two out of twelve students achieved proficiency (i.e. Student A achieved 100% and Student I achieved 80%). Every other student earned a 60% or below, revealing a need for foundational, explicit instruction regarding the unit's topic of focus: figurative language, specifically similes, metaphors, onomatopoeia, and alliteration. As such, the instruction reflected this need.

One of the students missed class during the day of the administration of the summative assessment, so the summative data does not include their score. As such, all but one student achieved proficiency (Student E achieved 40%). Even more, each student personally improved their score from the pre-assessment to the summative assessment, other than Student A who earned a 100% on both evaluations. Even Student E, who did not achieve proficiency, improved their score from 0% to 40%. The individual improvement of each student reveals the effectiveness of instruction by displaying whole-group increased understanding on the topic at hand.

Further analysis of the data table that displays students' answers for each question reveals that other than Student E, students only missed question #5. This demonstrates an oversight and error on my part as the instructor. The said question asked students to determine why authors use figurative language in their writing (i.e. to make comparisons, add detail, and make their writing more interesting). While I did review writers' purpose for figurative language at the beginning of each lesson, I ran out of time at the end of each session. As such, students never listed these purposes on their Running Figurative Language Graphic Organizer. Because students did not tactilely interact with this information, three students (¼ of the group) did not remember it, as evidenced by the summative assessment results. As such, I now understand the importance of making time to cover vital content. In my own future classroom, if I was unable to cover the purpose of figurative language within the three original lessons, I would assign time for a fourth session to address this concept. Specifically within this unit plan, I would designate the first ten minutes of the next class to have students complete the "Purpose of Figurative Language" section of their Running Figurative Language Graphic Organizer. This would ensure that students receive instruction on all essential elements of the unit, while allowing the final analysis to more accurately reflect student learning.

Moving forward, I will take care to instruct on every essential aspect of the unit at hand, even if it means designating time during a different lesson or on a following day for the material. This will guarantee that the summative assessments I administer accurately reflect student learning and the material taught throughout the unit. Nevertheless, this will require me to actively reflect and take note of the concepts taught in each lesson, and to make adjustments regarding the curriculum schedule, as necessary. Despite this oversight, the assessment data reveals the overall effectiveness of my instruction: through the pre-assessment, I determined that students needed introductory exposure to figurative language. I reflected this in my lesson plans, which proved successful through the students' performance on the summative evaluation. In the future, I will endeavor to follow this model by administering pre-assessments prior to instruction, then using their results to shape the curriculum and delivery. Furthermore, after each lesson, I will reflect on the content taught, and then revise the curriculum schedule, as necessary, to ensure effective instruction on all essential understandings. This will allow me to provide my future students with the most meaningful instruction and assessments possible.

SECTION THREE: PROFESSIONAL RESPONSIBILITIES (Domain 4)

3.1: Reflecting on Instruction *(4a)*

As demonstrated by the pre-assessment and summative assessment results discussed in the prior section, my instruction proved effective. Ten out of eleven students achieved proficiency on the summative assessment, and each student improved their score from the pre-assessment to the summative assessment (other than Student A who achieved 100% on both evaluations). Throughout the course of my teaching, my cooperating teacher noted several positive attributes of my instruction, including my rapport with the students, my efforts at helping them understand the content, and my comfortability with instruction. Nevertheless, there are areas in which I need to grow as an educator, including time management, preparedness, and student engagement.

Reflection upon this feedback revealed that I cultivated rapport with the students by developing relationships with them. I accomplished this with the intentional use of questions and genuine conversation, along with providing help to them with a positive attitude and kind demeanor. Furthermore, my cooperating teacher noted that I was effective in guiding students' through their attempts to create examples of figurative language during my lesson plans. For example, when students provided incorrect examples of a type of figurative language, I did not tell them that they were wrong and then continue with instruction. Rather, I noted the correct aspects of their answer and used guided questioning to help them transition it to a proper example. Furthermore, my cooperating teacher observed my confidence in teaching according to my level of voice and body language. I also demonstrated flexibility and comfortability by altering the style of my instruction during the first lesson when I noticed that students did not understand the concepts of similes and metaphors. Discussing these positive elements of my instruction with my cooperating teacher helped me to gain assurance regarding my abilities as an educator. They also aided in the effectiveness of instruction, as I intentionally continued to utilize them throughout the entirety of my unit plan.

Nevertheless, there were several areas in which I needed to improve, as determined by self-reflection and conversations with my cooperating teacher, including my time management, preparedness, and student engagement. For example, I should work to ensure the alignment of the time available for a lesson with the amount and depth of instructional activities. As noted throughout my placement journal and within my lesson plan

feedback charts, I ran short on time during the first two lessons. This occurred because I planned too many in-depth components within each plan. Being realistic about the time frame for a lesson, and planning instruction accordingly, will support more effective and cohesive learning. Additionally, planning shortening or extension activities for each lesson, ahead of time, will ensure preparedness. Furthermore, my cooperating teacher noted that I could also increase student engagement by varying the students that I call upon. Because my lessons ran short on time, I tended to rush through discussion opportunities, calling on only a handful of students. This hindered overall student engagement, as not all children received enough time to process the questions and come up with their own answers. Moving forward, I will intentionally allow ample time for student processing, answering, and discussion. I will achieve this by counting to ten in my head after asking a question and before calling on students to answer. Additionally, I will endeavor to call on all of the students, rather than just the same group that raises their hand for every answer. With more time to process questions and prompts, an increased amount of students will offer their answers, thus improving overall engagement.

Both positive feedback and constructive criticism are important because it reveals my strengths and areas in which I need improvement. For example, I now understand the benefit in flexibility and ability to build relationships with students, as the necessity of time-management, preparation, and student engagement. As such, this Junior Field experience has given me several goals for my future instruction. First, I will continue to present a positive and helpful attitude, ask students intentional questions, and facilitate authentic discussions within the classroom. Furthermore, I will demonstrate flexibility by monitoring student understanding of content through comprehension checks, and adjusting instruction accordingly. Additionally, I will implement any feedback that I receive regarding improving my instruction. Even more, I will tailor my future lesson plans according to the time allotted, while preparing shortening and extension activities ahead of time. Further, I will continue to work on engaging the entire class. As discussed above, I will accomplish this by allowing longer response times after I ask a question. Additionally, when I call on students, I will intentionally seek contributions from every student. Ultimately, reflection upon and implementation of this feedback will help me to improve my pedagogy and instruction, thus increasing the likelihood of meaningful student learning.

3.2: Finalizing the Continual Growth Plan *(4e)*

For the purpose of the Continual Growth Plan, I chose to focus on Danielson Component 1b: Demonstrating Knowledge of Students. I isolated this component due to a lack of experience differentiating instruction for real students. Furthermore, I had no formal training incorporating accommodations and modifications from IEPs and 504 plans into unit or lesson plans prior to this field experience. As such, I endeavored to learn the processes involved with incorporating individual student needs and interests into the classroom. While I would still appreciate further expansion, my Junior Field experience presented me with opportunities to grow in these areas.

The first reflective question that I created read, "How did I accommodate this lesson to my students' IEP needs, and how can I better provide the proper accommodations and modifications in the future?" In answer to this prompt, I familiarized myself with students' IEPs by reading and recording their unique needs within the table in Section 1.3- Preparation through Knowledge of Students in this Teacher Work Sample. From there, I integrated these services within my unit and lesson plans. Specifically, I provided large-font notes for the three students with an IEP plan, rather than requiring them to take notes on their own accord. Additionally, these students received extra time to accomplish tasks pertaining to my lessons, such as the Running Figurative Language Graphic Organizer, pre-assessment, and summative assessment. These students also received re-teaching and clarification from my cooperating teacher, as he gathered them at the small-group table during my instruction. Moving forward, it will be prudent for me to continue these practices. To explain, I will pursue familiarity with all of my students' IEP and 504 plans. In order to accomplish this, I will create graphic organizers that list each students' accommodations and modifications in shorthand to display a simplified summarization of their needs. Furthermore, I will engage in self-directed reflection as I create unit and lesson plans. Specifically, I will check each plan against the aforementioned accommodation and modification graphic organizer(s), as well as ask self-reflection questions such as, "Have I provided my students with all of their accommodations or modifications?" and "How could I provide further support?". Ensuring familiarity with each student's necessary accommodations and modifications, as well as engaging in reflective practices, will provide my students with the most effective and supportive education possible.

The second reflective question that I created read, "How can I learn more about students' cultural backgrounds and personal interests, then implement them in future lessons?" In my Junior Field experience, I achieved this by facilitating meaningful discussions with students through questioning and genuine curiosity. For example, I learned about one student's Lakota heritage after I asked her about a journal entry that she wrote. I incorporated this information by choosing a book about Sitting Bull into my IEFA lesson. I also discovered another student's affinity for axolotls by asking her to discuss her favorite animal. I then incorporated an axolotl into the whole-class example of alliteration. In the end, the best way to learn about students' backgrounds and preferences is to build healthy, positive relationships with them that champion their values and voices. As such, this requires time and intentional interactions. After the establishment of these relationships, learning about students' cultural backgrounds and interests will come easier. As this information is attained, it can be implemented into instruction and the classroom environment in a variety of ways. For example, one can center curriculum (i.e. word problems, classroom literature, etc.) around content relevant to students. I intend to do this in my future classroom. Furthermore, I will engage in reflective processes during the creation of unit and lesson plans, as well as at the end of instructional times to ensure that I am providing my students with the most relevant education possible. Reflective questions that I intend to use include: "What is the dominant culture that I am presenting in today's lesson, this unit, my classroom decor, etc.?", "How could I incorporate a student's unique interests into this lesson?", "How could I alter this assignment to authentically incorporate diverse contexts?", and "How could I include a student's family or community within this unit plan?". Ultimately, building relationships with my students and using self-reflection will help me cultivate a culturally responsive classroom that acknowledges the individuality of my students, while providing them with relevant learning and support.

The last reflective question that I created read, "How did I differentiate this lesson for my diverse learners, and how can I provide better differentiation in the future?" In response to this question, I did not gain as much experience with differentiation in my Junior Field as I hoped. I did incorporate varying means of representation by providing my students with verbal and visual instructions, explanations of concepts, and examples. Furthermore, I also gave students that worked faster opportunities for expansion, while allowing review and clarification for students that did not understand the concept as early (see lesson plans). Nevertheless, because I attempted to suit my teaching according to my cooperating teacher's instructional style, I did not have

much leeway regarding opportunities for differentiation. In my own classroom, I would like to provide students with multiple means of content, representation, and expression. Specifically, I would choose to expose students to figurative language in a way other than taking notes. For example, I might show them a brief video detailing a specific type of figurative language at the beginning of the lesson. I might also provide students with a list of examples of one type of figurative language and ask them to brainstorm the similarities between the statements to introduce the definition of the concept. One resource that I intend to use for aid in this area, as discussed within Section 1.2- Creating the Continual Growth Plan, is *How to Differentiate Instruction in Academically Diverse Classrooms* by Carol Ann Tomlinson. In the case of my Junior Field experience, I might have chosen to incorporate differentiation according to student interest, as explained in the "Examples of Potential Student Interests Within a Variety of Categories" graphic organizer on page 103 of the previously mentioned textbook. For example, I might have encouraged students to choose a piece of personal or classroom literature (i.e. novel, graphic novel, comic book, poetry book, etc.) according to their interests, and instructed them to find examples of figurative language within it. Ultimately, expanding my differentiation experience will look like providing students with varying opportunities for exposure to content as well as different avenues for presenting their learning.

Building off of this reflection, one goal of mine is to effectively integrate differentiation and Universal Design for Learning in my future classroom. As discussed above, this will require providing my students with varying access to content, as well as means of representation. I endeavor to work on this skill by utilizing the aforementioned Tomlinson textbook, as it displays simplified means of differentiation according to subject and the nature of classroom activities. Furthermore, I hope that my cooperating teacher for student teaching has experience in this area. If this is the case, then I intend to initiate relevant discussions and observe her incorporation of it. Ultimately, I would like to become effective at differentiation by the end of my student teaching. I believe this will give me enough time to refamiliarize myself with Tomlinson's book, in addition to observing and discussing differentiation strategies with my cooperating teacher. Ultimately, I will know that I have met my goal when I am able to automatically incorporate differentiation techniques into my instruction, rather than having to intentionally think about them and plan them out in writing.

Another professional goal of mine is to further refine my cultural competence. This includes utilizing

Culturally Relevant, Responsive, and Revitalizing Pedagogy, in addition to remaining reflective and aware of my own biases. As discussed earlier, I will champion cultural diversity in my classroom by initiating rapport and positive relationships with my students. As these relationships develop, I will authentically learn about their backgrounds, needs, and interests through intentional questioning and genuine conversations. I can then incorporate this information into my curriculum and teaching strategies. Furthermore, I will engage in self-reflective practices regarding biases to provide my students with the most equitable education possible. It would be beneficial for me to regularly self-analyze my biases, such as at the end of every week or month. Some questions that I might ask myself to do this include: "Am I calling on the same students for answers to questions, examples, personal stories, etc.?", "What is the dominant culture or identity that I am representing in my classroom and content?", "Am I utilizing empowering or deficit language in my teaching? How can I improve this?", "Are there students that are not responsive to my instruction?", and so on. Another helpful resource in this area are the various Implicit Bias Tests developed by Stanford University. A former professor of mine, Melanie Reaves, shared these with our class, and they proved informative and eye-opening. As such, they might be a helpful resource to engage with at the beginning of each semester to provide myself with a better scope of my own prejudices. In addition to utilizing the aforementioned resources regarding cultural competency, I also plan on initiating such conversations with my future cooperating teacher for student teaching in order to acquire her methods. I do not believe I will ever be able to achieve complete cultural competency, as I will inevitably always hold biases. However, I will know that I am at least somewhat knowledgeable regarding culturally relevant pedagogy if all of the students in my class appear engaged consistently and authentically, and if they feel that the learning is relevant to themselves. While this is a large endeavor, I hope to meet this goal by the end of my first year of teaching.