



Learning Plan: ELEMENTARY & SECONDARY

Student Teacher	Julietta Quinteros Amat	Co-operating Teacher(s)	Meghan Hughes
Date	Nov 14, 2023	Start/End Time	52 min period for Regs Room C211

Title of lesson	Figurative Language	Grade level	Secondary 1 (grade 7)
Subject	English Language Arts (ELA)	Topic	Literacy
Relevance	Initially planned to be introduced as part of response, but students will now be focusing on improving literacy and reading and these very tactile and visual booklets will aim to introduce the topic in a way that is more accessible to them.		
Materials/Resources Required	<ul style="list-style-type: none"> - KWL Chart - Figurative language booklets which they will fill out as we go and in the end keep in their binders - pencil/pen to fill out the booklets - stapler → provided in class - Figurative language presentation - sticky notes with examples that the students will place in corresponding columns 		
QEP Subject Area Competencies	<p>Uses language/talk to communicate and learn</p> <ul style="list-style-type: none"> • By introducing different literary techniques the students can familiarize themselves and start identifying them in the works we read in class, and now have a better understanding of them. <p>Produces texts for personal and social purposes</p> <ul style="list-style-type: none"> • The students are creating examples for each of the devices listed and will keep them in their binders to refer to for the rest of the year. 		
Learning Objectives	By the end of the lesson students will have a better understanding of figurative language devices and be able to identify them.		
Essential Question(s)	What are figurative language devices? How do we identify them?		

Lesson Timing	Introduction (hook): <ul style="list-style-type: none"> • I will start the class by introducing the topic of figurative language devices and what we will be doing for the day 	Student will know: <ul style="list-style-type: none"> • Students will know what figurative language devices are • What the definition of each device is
	<ul style="list-style-type: none"> • Students will then receive a KWL chart that I will ask them to fill out the first two columns before we get into the lesson (will be given 5 minutes for this) <ul style="list-style-type: none"> - I will explain the chart and what the purpose of each column is, as well as the purpose of the chart itself 	Students will understand: <ul style="list-style-type: none"> • How to identify figurative language devices • How to use figurative language devices in their writing
	<ul style="list-style-type: none"> • Figurative Language presentation <ul style="list-style-type: none"> ○ students will receive the figurative language booklets that have been prepared for them ○ I will explain that as we go through the presentation they will be filling in the blanks and doing examples together before they create their own examples • With any time left over, there are some matching activities built into the slides 	Students will do: <ul style="list-style-type: none"> • Students will be able to create examples in their booklets • Students will identify devices in class in group activities • Students will fill out the KWL charts Cross Curricular Competencies: <ul style="list-style-type: none"> • Communicates with both the teacher and their peers to demonstrate their knowledge and abilities to understand figurative language devices and how to use them



	<ul style="list-style-type: none"> Depending on engagement, I will distribute sticky notes to the students each with a different example of all the devices <ul style="list-style-type: none"> each group of 2 or 3 (based on seating chart) will get a minute or so to discuss what they think the example is and then they will go up to the board to put their sticky notes in the correct column which corresponds to their example 	<ul style="list-style-type: none"> Using the information introduced during the class period to create their own examples in the booklets provided Adopts effective work methods to fill in their examples as well as identify when given examples during a game at the end of the period <p>Broad Areas of Learning:</p> <ul style="list-style-type: none"> Media Literacy <ul style="list-style-type: none"> students are reading different examples and then creating their own <p>Universal Design for Learning/ Differentiation:</p> <ul style="list-style-type: none"> The figurative language booklets have been color coded and tabbed separately so students have a more tactile and visually distinctive way to learn and remember all of the terms All information will be repeated several times with different wording to ensure best student understanding and retention Students will be using examples that are on the board as well as their booklets and we will be creating examples of our own together before they have to create their own Students will also be doing an activity at the end to help reinforce their skills in identifying the different devices <p>FORMATIVE - Assessment FOR learning:</p> <ul style="list-style-type: none"> after creating their own examples, we will collect the booklets by the end of the week to make sure students were successful and we will then review or correct as needed if there are some concepts that the students overall didn't really understand the KWL chart allows the students to see what they have learned throughout the period <p>FORMATIVE - Assessment AS learning:</p> <ul style="list-style-type: none"> the activities and matching game at the end of the class will give the students the opportunity to see how well they understand each of the devices and figure out which they are still struggling with
	<p>Closure (transition):</p> <ul style="list-style-type: none"> students will be asked to think about what they learned and fill out the last column of the KWL chart to then be handed in at the beginning of class the following day 	



		SUMMATIVE - Assessment OF learning: <ul style="list-style-type: none"> eventually we will be going over these in a more formal writing assessment; for now this is mainly to refresh the concepts for those who have covered it and introduce it for those who haven't
Equity, Diversity & Inclusion (EDI) Considerations: <ul style="list-style-type: none"> Any previously established requirements for students to better succeed will be met and accommodated When giving examples, will be sure to include a variety of cultures and ideologies to give several options and representations <ul style="list-style-type: none"> more options covered in UDL section 		
Further considerations: <ul style="list-style-type: none"> While offering different summative assignment opportunities, as well as different types of participation, there may still be a few students who these do not cater to <ul style="list-style-type: none"> At the discretion of the teacher and their knowledge of the student there may be different opportunities presented if necessary i.e. typing responses rather than writing, extra time on quiz/test, etc Any information presented in class is then put on google classroom for the students to access at their leisure to review anything and everything they may need to Extra pencils and paper will be provided for students who may not have it or run out 		

Reflection: TBC
Professional Competencies: <ul style="list-style-type: none"> Competency 2 – Master the language of instruction <ul style="list-style-type: none"> I am going to be aware of my pacing when explaining parts of the lesson and instructing the students, as well as repeating several times when necessary I also plan on trying to be aware of how I ask the students questions, as generally broad ones won't receive as much engagement I plan to pause throughout the class to make sure the students are following the concepts to make sure they can create their own examples Competency 3 – Plan teaching and learning situations <ul style="list-style-type: none"> After working with these students for a bit, I now have a better idea of how they may behave, and I've worked to plan the class and lesson in a way I hope will be engaging Competency 6 – Manage how the class operates <ul style="list-style-type: none"> There are differing levels of engagement depending on level and just class dynamics so I am going to work to make sure it is entertaining while also informative for all students Competency 8 – Support students' love of learning <ul style="list-style-type: none"> While they are still getting used to being in their first year of high school, they are going to be getting a lot of information that they might be able to use later if they find something they really enjoy so I am going to strive to get them on track to finding success in reading Competency 12 – Mobilize digital technologies <ul style="list-style-type: none"> I've used a digital presentation alongside creating a booklet entirely online that is then printed and distributed for the students