# Bachelor of Education (Elementary) &

# Bachelor of Education (Secondary) STEM

# Lesson Plan

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lesson Title:** | Imagery and Alliteration: Character Creation | **Lesson #** | 1 | **Date:** | **Nov 20, 2023** |
| Name: | Bram Walker, T00633126 | Subject: | ELA | Grade(s): | 5/6 |

Rationale:

|  |
| --- |
| Students have been introduced to the concepts of Imagery and Alliteration, so this lesson will cement the concepts for those who are still unsure about using these concepts, as well as push those who have a grasp on these concepts to experiment further with their creative writing. This lesson plan is designed to be followed with a lesson plan on onomatopoeia and comic creation. |

Core Competencies:

|  |  |  |
| --- | --- | --- |
| Communication | Thinking | Personal & Social |
| **Communicating:** Facet 2  **“**Students engage with others in ways that build and sustain trusting relationships and contribute to collective approaches. They value diverse perspectives and integrate the ideas of others with their own to tackle tasks, issues, and problems. Students seek to distribute leadership, listen actively, take turns in discussions, acknowledge contributions, and identify missing voices. They regulate the group’s interactions together, mutually encouraging one another, creating space for marginalized voices, and applying constructive strategies to navigate through misunderstandings, struggles, and conflict.” | **Creative Thinking:** Facet 1  “Students get creative ideas that are novel and have value. An idea may be new to the student or their peers, and it may be novel for their age group or the larger community. It may be new to a particular context or absolutely new. The idea or product may have value in a variety of ways and contexts – it may be fun, provide a sense of accomplishment, solve a problem, be a form of self-expression, provoke reflection, or provide a new perspective that influences the way people think or act. It can have a positive impact on the individual, classmates, the community, or the world.” | **Positive Personal and Cultural Identity:** Facet 2  “Students define who they are by what they value. They understand how what they value has been influenced by their life experiences. They identify how their values help to shape their choices, in all contexts of their lives. |

Big Ideas (Understand)

|  |
| --- |
| **BI #1:** Language and text can be a source of creativity and joy.  **BI #4:** Using language in creative and playful ways helps us understand how language works. |

Learning Standards

|  |  |
| --- | --- |
| (**DO)** | (**KNOW)** |
| Learning Standards - Curricular Competencies | Learning Standards - Content |
| **CC#10:** Recognize how literary elements, techniques, and devices enhance meaning in texts  **CC #15:** Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences  **CC#16:** Use language in creative and playful ways to develop style | ***Students are expected to know the following:***   * Story/text * Literary devices * Sensory detail (e.g., imagery) and figurative language (e.g., metaphor, simile) |

Instructional Objectives & Assessment

|  |  |
| --- | --- |
| Instructional Objectives (students will be able to…) | Assessment |
| * Have a complete grasp on what Alliteration is and create their own alliterative names * Use adjectives (not just verbs) to communicate all Five Senses | * Teacher Candidate will monitor brainstorming session to see if students are able to create their own alliterative names, will be evident on exit ticket as well. * Monitor students as they fill out the exit ticket to make sure they are using adjectives for each sense, will be evident on exit ticket once collected. |

Prerequisite Concepts and Skills:

|  |
| --- |
| * Literacy skills: reading, writing, and communicating with peers. * Knowledge of the 5 senses of the human body * Ability for creative thinking * Some understanding of Imagery and Alliteration from previous lessons (helpful but not required) |

Indigenous Connections/ First Peoples Principles of Learning:

|  |
| --- |
| * **FPPL #6:** Learning is embedded in memory, history, and story.   This Principal of Learning is being valued in this lesson, as students will be able to work on their storytelling skills in a creative way. |

Universal Design for Learning (UDL):

|  |
| --- |
| -Instructions will be kept clear and concise to allow for understanding for all students, especially for those with attention deficit  -The lesson will be scaffolded within itself with two parts (1. Creating names, 2. Designing characters based on these names)  -Additionally, this lesson is scaffolding into creating a comic strip in the next lesson.  -The connection between Imagery and the Five Senses will be reviewed from last lesson for those who had difficulty understanding |

Differentiate Instruction (DI):

|  |
| --- |
| -Teacher attention will be given to those who are struggling with the instructions or with starting  -Those struggling with writing adjectives can be directed to begin with their drawings to allow them to get the ball rolling  -If students are struggling with their literacy skills, it could be possible to arrange for them to use speech-to-text |

Materials and Resources

|  |
| --- |
| -Computer & projector for slideshow  -Small white boards & markers for students  -Exit Ticket handout for students  -Pencils & Erasers, possibly pencil crayons |

Lesson Activities:

|  |  |  |
| --- | --- | --- |
| Teacher Activities | Student Activities | Time |
| Introduction  Begin by bringing attention to the front of the class. Show on the projector slideshow with alliterative superhero names. Ask students to think for 1 minute, then tell me what they notice that the names have in common.  When time is up, ask students to raise their hands and tell the class what they notice about the names. (ie. Superheroes, start with same letter)  Ask students the follow up questions: what superheroes could be added to this list (ie. Wonder Woman, Peter Parker, Bruce Banner). Why do they think writers use names like this? (ie. Funny, memorable, sounds nice)  Explain that using words like this is called Alliteration. Tell students that they will be working to make alliterative names by themselves for a comic later and that they should come up with 4 alliterative names. Explain that the names don’t have to be superhero names. If they are having trouble they can ask a table partner for ideas, but the classroom noise level should stay at a 2.  Send students by student number to grab their white boards and markers. While they are doing this, hand out example printouts from the picture book. | Students sit quietly as lesson begins. They will read the names on the projector and think about what they have in common.  Students quietly raise hands and share their thoughts on what the names have in common.  Students quietly raise hands and answer questions with their own ideas  Students listen to instructions for the first part of the activity.  Students quietly and calmly go when asked to pick up white boards and markers. | 2 min  2 min  2 min  2 min  3 min |
| Body:  Tell students that as soon as they have their white boards they can write out 4 alliterative names. Tell them they have 4 minutes to do so.  After 4 minutes, ask students to put markers down. Ask a few students to share their alliterative names. Ask students if they remember what imagery is from last class (asking for one hand).  Demonstrate the sample menu template (exit ticket) to students. Students will create two characters that will be used in a comic later. The names of both characters must be alliteration and students can use the names on their white boards. They will come up with short sentences for each sense describing the characters, with one descriptive adjective included. Give examples of descriptive adjectives (ask students to not just use examples). Finally, students will draw pictures of the characters in the boxes on the worksheet. If students finish early, they can create a third character on the back of the sheet, or work on something else.  Do a check for understanding with the class. | Once students have their whiteboards they can begin creating names for characters.  Students put their markers down and listen attentively. Students can raise their hand to share some names they came up with. When asked, one student can quickly remind the class about what imagery is.  Students listen to instructions for Create-a-Character.  Students answer with their understanding of the activity. Students can ask any questions they have. | 4 min  4 min  3 min  1 min |
| Closure:  Ask students to write their name on their worksheet and to begin. Give a time expectation based on how much time is remaining in the lesson (hopefully around 15 minutes).  Monitor students for understanding and participation. As student questions come up, answer them. If multiple students have the same question: stop the class and give clarification.  Once time is up, collect worksheets and allow students to prepare for next activity. | Students write their name, then begin creating their characters.  Students can raise their hand to ask questions.  Once the lesson is finished, students can hand in the worksheet and prepare for the next activity. | 15 min |

Organizational Strategies:

|  |
| --- |
| -Send groups of students to get white boards separately so that there isn’t a rush to get them.  -Have students help with handing out picture book printouts, as well as exit ticket printouts  -Prepare slideshow on computer ahead of time  -Once students are done, they might be able to start snack early or prepare for the next activity |

Proactive, Positive Classroom Learning Environment Strategies:

|  |
| --- |
| -If students are not listening, make sure to wait until they are listening before beginning to speak  -Exit Ticket and picture book printouts will be handed out by volunteers, and only when needed as to proactively minimize distractions  -Students will be encouraged to think creatively and will be given positive feedback on their progress  -Allowing students to collaborate during brainstorming will allow for those who are struggling to receive help and encouragement from their peers |

Extensions:

|  |
| --- |
| -This is part one of a two-part series of lessons. The second lesson will incorporate the characters created into a comic book using onomatopoeia.  -Writing sentences with these literary devices can be followed up with lessons where students begin to create paragraphs of creative fiction.  -Follow-up lessons could focus on identifying literary devices in readings and analyzing the purpose and effectiveness of their use. |

Reflections (if necessary, continue on separate sheet):

|  |
| --- |
|  |