

**ED 101 Educational Technology Lab – Spring ‘13**  
**Boston University – School of Education**

<h2>LESSON PLAN</h2>	
<b>Grade(s) Content Area(s) Topic of Lesson</b>	Third Grade Language Arts: Figurative Language
<b>Objective</b>	Students will be able to correctly identify what type of figurative language (simile, metaphor, onomatopoeia, personification, hyperbole, alliteration, and idiom) is used in an example for at least 80% of the questions presented to them in the form of a short written open-ended quiz with a word bank.
<b>Technology standard</b>	<b>Standard 2.</b> Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society. <b>Health and Safety. G3-5: 2.13</b> Recognize and demonstrate ergonomically sound and safe use of equipment.
<b>Curriculum Framework</b>	<ul style="list-style-type: none"> <li>➤ <b>Massachusetts Reading Standard for</b></li> <li>➤ <b>Literature, Grades Pre-K-5</b></li> </ul> <p><b>MA.8.A.</b> Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).</p>
<b>Materials, Resources, Technology, Personnel</b>	Story (book, or printed packet), one computer, LCD projector, internet access, worksheets (one per student), pencils, and letter to the parents.
<b>Lesson Introduction  (5 minutes)</b>	I will begin the lesson by reading a short story which is full of different types of figurative language. I will tell the students to pay careful attention to the different type of wording and descriptions which appear in the story and think about how they make the story better. After reading it, I will go over specific examples of figurative language from the story with the students and ask if they have any thought or comments, and if they found anything interesting or confusing about the instances of figurative language.
<b>Guided</b>	I will then introduce the website to the students. As I am accessing the

<p><b>Activity</b>  (10 – 15 minutes)</p>	<p>website online, I will talk to the students about proper and effective uses of technology. I will pose a scenario and then ask the students whether they think that that is an appropriate way to use a computer when working on a project or doing research. Then, I will go through the site with the students, using the different pages to provide a written definition which they can see and reread while I explain each type of figurative language. After each explanation, I will provide examples (most of which will be from the website). Then, I will ask the students whether they understand each term. At the end of the discussion of each type of figurative language, I will ask for one student to tell me in their own words to explain that type of figurative language.</p>
<p><b>Independent Student Activity</b>  (10-15 minutes)</p>	<p>The students will be asked to split into groups of 2 or 3. Each student will then receive a worksheet and a pencil. The students will have some time to collaborate and complete the worksheet, while I will be walking around, providing help when necessary and listening in on some of the discussions. The students will be encouraged to discuss their answers and reason out any disagreements. The worksheet will have 10 multiple choice questions, where each would be an example of a figurative language phrase with 4 possible options for the answer. After each question, there will be a line for the students to write down the reason they chose their answer. At the bottom, there will be a Bonus section which the students will be encouraged to attempt. This section will have the type of figurative language written on a line. The students will then be challenged to come up with their own example of that type of figurative language, which they will be able to share with the class, if they chose to do so. We will go over the answers to the first 10 questions as a class and I will ask students to explain their reasoning behind their answer choices.</p>
<p><b>Wrap-Up of Lesson (Closure)</b>  (5 minutes)</p>	<p>I will bring up the website again in order to access an online game which relates to figurative language: Figurative Language Baseball. I will control the game, which will be projected on the projector, and read each of the examples aloud. Then, I will ask the students to raise their hands if they think they know the answer and click their selection, after which we will briefly discuss why this answer was correct or incorrect.</p>
<p><b>How will students be assessed to make sure they are able to perform</b></p>	<p>Students will be able to correctly identify at least 80% of the different types of figurative language phrases (simile, metaphor, onomatopoeia, personification, hyperbole, alliteration, and idiom) presented to them in the form of a short written open-ended quiz with a word bank. Assessment: The students will be given letters for their parents which</p>

<b>the objective?</b>	will provide the URL of the website and a request to allow their children to use the computer to review the website, or contact me if there are problems with internet access. The students will then have a week to review. After a week, they will have a written, open-ended question quiz. The quiz will have 10 examples of figurative language and a line after each where the students will write their answer. They will also be provided with a word bank. The students should be able to identify at least 8 out of 10, 80%, of the figurative language examples.
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