

## Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

**Lesson Title:** Figurative Language – Alliteration      **Lesson #** 3      **Date:** October 15  
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### Rationale:

Students will observe and learn Figurative language, understanding when and how to use alliteration. They will work individually and collaboratively to identify and distinguish figurative language. This lesson is useful in supporting children with understanding figurative language and how to purposefully use it.

### Core Competencies:

| Communication  | Thinking  | Personal & Social  |
|--|---|--|
| Students communicate collaboratively with each other about what alliterations are. | Students think about alliterations and how to use them when describing objects. | Students reflect on figurative language and how they can use this to make meaning. |

### Big Ideas (Understand)

Developing our understanding of how language works allows us to use it purposefully

### Learning Standards

| (DO)   | (KNOW)  |
|--|---|
| Learning Standards - Curricular Competencies   | Learning Standards - Content  |
| <ul style="list-style-type: none"> <li>Identify and explain what alliteration is</li> <li>Choose an object and describe it using alliteration</li> </ul> | <ul style="list-style-type: none"> <li>Students are expected to understand and distinguish figurative language</li> <li>Understand why alliteration is used in writing</li> </ul> |

### Instructional Objectives & Assessment

| Instructional Objectives (students will be able to...)   | Assessment   |
|--|--|
| <ul style="list-style-type: none"> <li>Students will be able to explain similes</li> <li>Understand how these literary devices give meaning</li> <li>Critically and creatively implement them in sharing their unique experiences</li> </ul> | <ul style="list-style-type: none"> <li>Students will be assessed on the use of alliteration within their written description of their object</li> <li>Able to identify what an alliteration is through their worksheet.</li> </ul> |

### Prerequisite Concepts and Skills:

Students will have to understand parts of speech (verbs, nouns, adjectives, adverbs, prepositions etc.) prior to learning about figurative language. Students need to know basic sentence structure.

### Indigenous Connections/ First Peoples Principles of Learning:

The First people's principles of learning will be observed in how learning figurative language is broken down into steps. It does not happen overnight. It is also embedded in story. Learning is done through reading and listening a variety of texts.

### Universal Design for Learning (UDL):

This can be adapted through students using chrome books to write their descriptions  
It will also be done together and individually so students can have time to comprehend and ask questions.  
Closed captioning can be incorporated on the video

### Differentiate Instruction (DI):

DI can include a verbal assessment instead  
Another DI can be working with the teacher/TC during individual work for assistance and support.  
Di can also in  
Students can use chrome books (text to speech)

### Materials and Resources

- smart board
- desk projector
- chrome books (if available)
- paper
- Markers
- Pencil and/or pen

### Lesson Activities:

| Teacher Activities   | Student Activities   | Time |
|--|--|------|
| Introduction (anticipatory set – “HOOK”) <ul style="list-style-type: none"><li>- Lesson is delivered through a slideshow. “Figurative Language Friday”</li><li>- Lesson begins with an alliteration up on the board</li><li>- Teacher asks what this is – asking for hands to be raised</li><li>- Explain why and how alliteration is used</li></ul>   | <ul style="list-style-type: none"><li>- Explain what is on the board</li><li>- Learn why, when, where and how we use them.</li><li>- Ask questions and come up with their own alliterations</li></ul>  | 5-10 |
| <b>Body:</b> <ul style="list-style-type: none"><li>- Watch a YouTube video with alliteration</li><li>- The worksheet will include similes within songs and stories</li><li>- Give a chance to hear from different people. Remind everyone that this is brand new and we are just learning it.</li><li>- Give time for students to pick objects and describe three objects using alliteration</li><li>- Give students expectations and keep them on the board i.e: 1-2 sentences each</li></ul> | <ul style="list-style-type: none"><li>- Students watch a YouTube video on alliteration</li><li>- Students collaboratively examine alliteration and talk about when and where they have heard it</li><li>- Students pick 3 objects and create 1-2 sentences describing them demonstrating their use of alliteration</li><li>- Come together and share</li></ul> | 15   |
| <b>Closure – Sharing and Review</b> <ul style="list-style-type: none"><li>- End with either sharing stories or finish creating them</li></ul>  | <ul style="list-style-type: none"><li>- Students will finish creating their descriptions adding an illustration</li></ul>  | 10   |

**Organizational Strategies:**

- Students will be at their desks able to take breaks as needed.
- Class will work collaboratively and individually as needed
- Worksheets will be handed out after the slideshow
- Desks arranged as teacher has that day.

**Proactive, Positive Classroom Learning Environment Strategies:**

- I would like to start the lesson by reminding everyone that we are all constantly developing as my TM consistently ensures.
- I hope to make it engaging by having collaborative discussion, questions and bringing music into the mix.
- Encourage students as they try – making mistakes help us learn.

**Extensions:**

Extensions include students creating stories, writing poems, incorporating alliteration.

**Reflections (if necessary, continue on separate sheet):**