

**ED 101 Educational Technology Lab – Spring 2011  
Boston University – School of Education**

<b>LESSON PLAN</b>
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<b>Requirement</b>	<b>Your Answer</b>
Your Name	Dara Slepoy
Your ED101 Lab Section	Monday 1:00pm
School	<b>Jackson Mann</b>
Grade(s) Observing	4 <sup>th</sup> and 5 <sup>th</sup> Special Education Classroom
Supervising Teacher	Ms. Friedman
List any teaching help you may have during the lesson	The teacher, teacher's aid and other student teacher in the classroom will all be able to assist me during my lesson.
Setting (in class, in computer lab, other?)	In the classroom.
Technology needed to complete lesson	I will be using my own personal laptop and the teachers own projector to project the lesson onto the white board. The children will all be viewing the lesson from their seats as it is projected on the board.
Other materials needed	The students will be given handout's I have created to fill out as I teach the lesson. They will only need a pencil and eraser.
Content Area(s)	Language Arts
Title of web site	Similes and Metaphors
Topic of Lesson	This lesson was designed to help students explore literature and the English language. From the lesson they will learn what a simile is and what a metaphor is. They will also learn how they are different, how they are similar and how they can be used in every day life and in their class work.
Goals of the Lesson	The goal of this lesson is for the students to have a basic understanding of similes and metaphors, and how they are used in everyday life and in literature.
Three Objectives	<ul style="list-style-type: none"> <li>• Students will be able to correctly <b>define</b> simile and metaphor.</li> <li>• Students will be able to <b>explain</b> how they are similar and different. They will be able to list the three main similarities and three main differences.</li> <li>• Students will be able to <b>identify</b> similes and metaphors within literature and within basic conversation and class discussion.</li> </ul>
Technology standard	<b>Standard 3. Demonstrate the ability to use technology for</b>

	<p><b>research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.</b></p> <p>Grades 3-5 3.3 Evaluate Internet resources in terms of their usefulness for research.</p>
Curriculum Framework	<p><b>Standards for Literature Pre-K-5</b></p> <p>Grade 4 Students</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>Grade 5 Students</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>
Introduction of Lesson and Lesson Procedure, Web Site Use, and Technology Standard	<ul style="list-style-type: none"> <li>• Students will be seated in their individual desks and the student designated to pass out class materials will pass out the handout.</li> <li>• I will begin the lesson by saying the following <ul style="list-style-type: none"> <li>○ “Today we are going to learn about similes and metaphors, can anyone tell me what a simile is? What a metaphor is?”</li> <li>○ I will call on the students, listen to answers and begin a brief class discussion</li> <li>○ (Estimated time 5 minutes)</li> </ul> </li> <li>• I will then proceeded to go online to my website and ask them, “why do you think this website is reliable” <ul style="list-style-type: none"> <li>○ I will listen to answers and explain why their answers are right or wrong.</li> <li>○ I will give examples and explain why my website is reliable.</li> <li>○ (Estimated time 2 minutes)</li> </ul> </li> <li>• The first part of my online lesson will require them to fill out what they believe the definition of a simile and metaphor to be, they should draw on the class discussion we just had. <ul style="list-style-type: none"> <li>○ I will cycle the room helping students fill out the sheet using complete sentences, proper grammar and correct spelling.</li> <li>○ I will then go on to my website and show them the actual definitions, starting first with metaphors and second similes.</li> <li>○ They will fill out the correct definitions on the space in</li> </ul> </li> </ul>

	<p>their handout.</p> <ul style="list-style-type: none"> <li>○ We will then discuss the correct definitions</li> <li>○ (Estimated time 20 minutes)</li> <li>• The second part of my lesson will involve going over my “fun” examples with the class. <ul style="list-style-type: none"> <li>○ Starting first with metaphors and second similes.</li> <li>○ The examples are linked to the definition page of both simile and metaphor.</li> <li>○ (Estimated time 10 minutes)</li> </ul> </li> <li>• The third part of my lesson will involve going over the similarities and different in similes and metaphors. <ul style="list-style-type: none"> <li>○ The students will write down how they are similar and difference on their handouts.</li> <li>○ I will cycle the room.</li> <li>○ (Estimated time 15 minutes)</li> </ul> </li> <li>• The fourth part of my lesson will involve student participation. <ul style="list-style-type: none"> <li>○ Students will be asked to independently write their own examples for one simile and one metaphor.</li> <li>○ I will cycle the room.</li> <li>○ I will then call on students to share their examples for the whole class to hear and comment on.</li> <li>○ (Estimated time 15 minutes)</li> </ul> </li> <li>• The final part of my lesson will be reflecting on what we just learned followed by a quiz. <ul style="list-style-type: none"> <li>○ The quiz will involve questions posted both on my website and handout, they will answer the questions on their handouts which I will collect.</li> <li>○ (Estimated time 5 minutes)</li> </ul> </li> </ul>
<p>How will students be assessed?</p>	<p>This lesson can be connected to other aspects of language arts in various ways.</p> <ul style="list-style-type: none"> <li>• Students can be given readings and asked to identify what was learned in class.</li> <li>• Students can also be asked to identify what was learned in class in their basic conversations with peers and with the teacher.</li> </ul>
<p>How will you know if students have met the objectives stated above?</p>	<ul style="list-style-type: none"> <li>• Students will be able to correctly <b>define</b> both simile and metaphor. <ul style="list-style-type: none"> <li>○ Evaluating the student’s <i>handouts</i> will assess this. I will look at their examples and see if they apply to the definition.</li> <li>○ I will also listen to their oral responses during the lesson itself.</li> </ul> </li> <li>• Students will be able to <b>explain</b> how they are similar and different.</li> </ul>

	<ul style="list-style-type: none"> <li>○ This will also be assessed by looking at their examples as well as their participation in the class discussion.</li> <li>• Students will be able to <b>identify</b> similes and metaphors within literature and within basic conversation and class discussion. <ul style="list-style-type: none"> <li>○ This will be assessed by the quiz, where they will be asked to identify similes and metaphors within a reading passage. This will also be assessed by class discussion.</li> </ul> </li> </ul>
Web-based Quiz	<ol style="list-style-type: none"> <li>1. What is a simile? <ol style="list-style-type: none"> <li>a. A simile is a comparison using the words “but” and “also”.</li> <li>b. <b>A simile is a comparison using the words “like”, “as”, or “than”.</b></li> <li>c. A simile is a word used to emphasize the difference between two things.</li> </ol> </li> <li>2. Which example is a metaphor? <ol style="list-style-type: none"> <li>a. She is as cute as a puppy.</li> <li>b. It is hot like summer.</li> <li>c. <b>Life is a roller coaster.</b></li> </ol> </li> <li>3. “She is as sweet as honey.” <ol style="list-style-type: none"> <li>a. Metaphor</li> <li>b. <b>Simile</b></li> <li>c. Neither</li> </ol> </li> <li>4. “He is an angle.” <ol style="list-style-type: none"> <li>a. <b>Metaphor</b></li> <li>b. Simile</li> <li>c. Neither</li> </ol> </li> <li>5. Are a simile and a metaphor the same thing? <ol style="list-style-type: none"> <li>a. Yes they have no differences.</li> <li>b. <b>No they have many differences.</b></li> <li>c. Maybe they have some similarities and differences.</li> </ol> </li> </ol>