

TEAM Lesson Plan Template

Teacher: Rachel Hutson

Class: 5th

Course Unit: Figurative Language: Idioms

Lesson Title: Pantomimes for Idioms

LESSON OVERVIEW	Summary of the task, challenge, investigation, career-related scenario, problem, or community link.
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It is a 5th in to their writing. According to the Knox County Pacing Guide we are to be addressing the first form of figurative language, idioms, this week. This is an introductory lesson to what idioms are and how to use them. The students will be asked to create a pantomime that shows the literal and figurative meanings of the idioms.

Each student’s understanding will be assessed individually and through group collaboration. The students’ understanding from this lesson will help guide further instruction for future figurative language/writing lessons.

STANDARDS	Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.
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Reading Standards:

- 501.7.2 Determine the main idea in a visual image.
- 502.3.16 Use precise language, including vivid words and figurative language.
- 501.2.4 Formulate and respond to questions from teachers and group members.
- 5.1.08.b Check for understanding after reading by identifying and interpreting figurative language (e.g., idioms, similes, metaphors, hyperboles, personification, imagery).
- 5.1.12.f. Make inferences about print and non-print text.

Theater Standards:

- 2.1 Apply sensory and emotional experiences to create a character.
- 2.2 Use imagination to form and to express thought, feeling and character.
- 2.3 Use characterization to solve dramatic problems in individual and group settings.
- 2.4 Utilize improvisational skills and techniques in creating a character.
- 6.4 Understand the role of the audience and demonstrate appropriate audience etiquette.

OBJECTIVE	Clear, Specific, and Measurable - NOT ACTIVITIES Student-Friendly
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I can make inferences about a pantomime by using context clues.
 I can collaborate in small groups to create a theater performance.
 I can demonstrate my understanding of the idioms through pantomime.
 I can use idioms in my writing.

ASSESSMENT/EVALUATION

Students show evidence of proficiency through a variety of assessments.
 Aligned with the Lesson Objective
 Formative/Summative
 Performance-Based/Rubric
 Formal/Informal

Students will be assessed throughout the lesson through informal questioning, student discussion, and responses during guided questioning in whole group and small groups. The teacher will also observe the students' mastery by observing the students' group planning sheets (pantomime planning), and Student Self Reflection Sheets. The teacher will also observe and question students during their time in small groups, after performances, and as they reflect.

MATERIALS

Aligned with the Lesson Objective
 Rigorous & Relevant

- ∞ Smart Board Lesson
- ∞ Pencils
- ∞ Idiom Sheets
- ∞ Idiom Dictionaries
- ∞ Group Planning Sheet
- ∞ Group Jobs/Expectations and Reflection Sheet

ACTIVATING STRATEGY

Motivator/Hook
 An Essential Question encourages students to put forth more effort when faced with a complex, open-ended, challenging, meaningful and authentic questions.

How many of you have ever put your foot in to your mouth?
 When I gave this question how many of you thought of literally putting your foot in your mouth?
 How many of you know what the idiom of putting your foot in your mouth means?

INSTRUCTION	Step-by-Step Procedures-Sequence Discover/Explain - Direct Instruction Modeling Expectations - "I Do" Questioning/Encourages Higher Order Thinking Grouping Strategies Differentiated Instructional Strategies to Provide Intervention & Extension
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1. Students will be asked to talk about the activating strategy questions: "How many of you have ever put your foot in your mouth?" The teacher will call on volunteers and non-volunteers to respond to these questions.
2. The teacher will then introduce the objectives and agenda for the lesson.
3. The teacher will then ask the students to discuss with students at their table groups to review figurative language, context clues, and inferences.
4. Reading and theater vocabulary and terms will then be discussed in more detail. (Pantomime is a silent action or motion created without words. Focus, space, energy, and facial expression are also drama terms that will be reviewed.) This will help students best understand the lesson objectives.
5. The teacher will then model how to use context clues to find the meaning of different idioms. She will then brainstorm out loud about the energy, facial expressions, and movements that she should use to help her create her pantomime. She will create a pantomime on the literal meaning and on the figurative meaning. She will then use it in a sentence to show the figurative meaning.
6. The lesson's objective will then be explained again to ensure that all students understand the focus for today's lesson.
7. The teacher will then introduce and read to students the various idioms on the Smart Board. The students will need to highlight any clues in the sentences to help them understand the meaning of each idiom.

GUIDED & INDEPENDENT PRACTICE	"We Do"- "You Do" Encourage Higher Order Thinking & Problem Solving Relevance Differentiated Strategies for Practice to Provide Intervention & Extension
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8. After the idioms have been read, the teacher will have the students examine the idioms through guided questioning. What clues help you understand the meaning of this idiom? Why do you think that this phrase was chosen to illustrate that meaning?
9. Now it's the students turn. Assign students to small groups, each group focusing on an idiom. All groups will be heterogeneously grouped, and each student has a role and expectation in their group.
10. Students will read their idiom in their group, discuss the main idea, and brainstorm ideas on how the figurative and literal meaning can be portrayed in a pantomime.
11. Students collaborate in their group together. Each student has a specific role and expectation in the group to give them ownership within the group. The teacher will walk around and ask higher order questions. They should also work to help one another throughout the process. They are to complete the Group Reflection portion as part of their group participation and closure at the end of the lesson.
12. Students perform their pantomime for the class. The class will look at the clues to help them make inferences about which idioms that it is portraying. Each group will have a list of the possible idioms that each group could possibly have. The class will be focused on a higher order question that they will answer about the group's performance.

CLOSURE	Reflection/Wrap-Up Summarizing, Reminding, Reflecting, Restating, Connecting
<p>13. After all of the groups have performed, students will reflect on their performances using the Group Reflection Checklist. They will also be asked to analyze an idiom.</p> <p>14. Depending on time, students will have the opportunity to share and discuss their reflections on the lesson.</p>	
CROSS-CURRICULAR CONNECTIONS	
<p>This lesson can be incorporated in to Science, Math, or Social Studies. The teacher could select idioms that correspond to a given unit (i.e. Animal Idioms when studying animal adaptations) and use those idioms to enhance the concepts within that study.</p> <p>The students could also study the origin of the given idioms and connect to the time period and important people that originated that coined phrase.</p>	

NOTES:

Grouping: The table groups were heterogeneous academic groups. There are a variety of advanced, on-level, and approaching students at each group. The table groups are also grouped based on behavior.

Modifications: There are 2 resource students in the room. Their reading and writing ability is at a lower academic level. They will be encouraged to participate with their group and ask questions when they do not understand. They will be given modified self/group reflection sheets and they can use the idiom dictionary if needed.

There are also some advanced students in the classroom. They were given modified self- reflection sheets as well. They will be given the option of creating their own idiom on their self- reflection.

Accommodations: Students that have trouble reading will have the idioms and questions read aloud to them. They will also have the reflection sheet abbreviated.

Extensions:

- ∞ Students may develop a pantomime for their own self -created idiom.
- ∞ Students may brainstorm more idioms that they are familiar of and to try to identify the literal and figurative meanings of them.
- ∞ Students may improvise and write dialogue that would pair with their idiom pantomime.