Denotation/Connotation Basic lesson Plan

Desired Results	1.What learning standards will be taught? *CCSS English Language Arts Grade 7:4 Anchor Standard for Reading Literature* *Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.* *CCSS English Language Arts Grade 7:4 Anchor Standard for Language* *Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.*
Evidence of Learning	2.How will students demonstrate what they have learned? *Students will point out examples of connotative words, distinguishing between connotation and denotation by working in pairs to paraphrase a stanza of a poem. They will pull together the various meanings to arrive at a theme.* *They will apply learning to another poem, "Auto Wreck"*
Evidence of Learning	3.What assessment materials are available and what materials need to be developed? *Worksheet with "Richard Cory" and cards for word activity* *Later, a quiz to check for understanding of definition/examples*
Evidence of Learning	1. How will the assessment be scored or evaluated? *Card activity monitored* *Quiz graded and counted*
Evidence of Learning	5. How will assessment results be reported? *General comments* *Quiz passed back; grades recorded*
Evidence of Learning	1. What practice and follow-up assessment can be provided for students who fall below expectations? *A paragraph or news story without effective, connotative words* *A You Tube video explaining the difference between a news story and a poem, "Auto Wreck"* *Students could add in their own, working in pairs* *More able students could change the meaning by adding different connotative words into "Richard Cory" or "Auto Wreck"* *Watch advertisements and listen for connotative words*

Evidence of Learning	7. How will assessment results be used? *I will adjust instruction and use quiz results to determine next steps of lessons. Quiz results will count as part of students' grades*
Evidence of Learning	8. What is a motivating opening for the lesson? *Students enjoy discussing language; whiteboard list of words, asking them to add their own appropriate ones*
Evidence of Learning	9. What teaching strategies will be effective? *Direct instruction on denotation/connotation with examples and a model of the first stanza* *Explaining and playing You Tube clip of song*
Evidence of Learning	10. What learning activities will students engage in? *Paraphrasing a stanza and finding connotative words and meanings* *Hands-on card activity*
Evidence of Learning	11. What opportunities will students have to reflect on their learning? *Students will attempt to synthesize the pattern of connotative words in a poem*
Evidence of Learning	12. What materials and resources are needed to support and enhance learning? *You Tube clip; poems, cards*
Evidence of Learning	13. How will student progress be monitored? *Circulating throughout room to observe and listen, ensuring that various students get called on*
Evidence of Learning	14. What forms of follow-up practice may be used? *Attention to connotative words in future readings, also in class conversation*
Evidence of Learning	15. How long will the lesson take? *30 minutes?*
Evidence of Learning	16. Are there any foreseeable pitfalls in the lesson? *Students may be unfamiliar with some of the words* *Students sometimes react negatively to any poem* *Careful about the disturbing content of both poems* *Pairing students up*
Evidence of Learning	17. What alternatives are there if the lesson does not work out? *Have magazines available to pass out for a connotative word search*

Basic Lesson Plan (Skowron 2006)

Learning Standards (concepts, skills, processes)

CCSS English Language Arts Grade 7:4 Anchor Standard for Reading Literature
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCSS English Language Arts Grade 7:4 Anchor Standard for Language
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Lesson Components	Materials	Student Grouping
Opening (outcomes/purpose/expectations) Borich: Gaining attention, Informing learner about objective, Stimulating Recall **Denotation/Connotation discussion**	• Words describing women on whiteboard • Follow-up: money, forward motion	**Whole group**
Teaching Strategies/Activities (demonstration, modeling, explanation, directions, etc.) Borich: Presenting material **Discussion on factors that determine language use** **"Richard Cory" analysis and sharing, using You Tube clip** **Modeling of process to find connotative words**	• Poem • You Tube link http://www.youtube.com/watch?v=vICuZwEMoTw http://www.youtube.com/watch?v=euuCiSY0qYs	**Whole group**
Student Activities Borich: Eliciting desired behavior & Providing feedback Practice with cards: write one connotative word on each card; put meaning on back; group cards into larger categories; attempt to make a statement about a pattern	• Copy of poem and stanza activity • Cards of 2 different sizes	**Individual, then pairs**
Closing (connections/summary/reflection) **View/listen to "Richard Cory" and adjust pattern statement**	**Videoclip of Simon and Garfunkel's version of "Richard Cory"** **Exit slips: "What is the difference between denotation and connotation? Give an example."**	**Individual** **Whole group**
Practice Activities/Assignments **Students will circle connotative words in their section of "Auto Wreck", list them and identify connotation and denotation for each.**	**Copies of "Auto Wreck"** **Videoclip: http://www.youtube.com/watch?v=TfxAGxSC6eU** **magazines**	**Individual**
Assessment of Student Learning Borich: Assessing Behavior	• Synthesis of student homework on "Auto Wreck" • Quiz on identifying denotation for set of connotative words	

Date Classes	Notes/Comments