

Lesson Plan

Name: Danielle Cook

Date of Lesson: Day One

Content Area: Language Arts

Grade/Age: 9

Cooperating Teacher: Prof. Spradlin

Duration of Lesson: one 90 minute block; 1 days

I. Topic of Lesson: Setting, Imagery, Mood, and Irony

II. Prerequisite Knowledge: Students must already have knowledge of other literary elements such as suspense, descriptive language, and characterization. Students should also already have a basic knowledge of the terms covered in this lesson because this unit is designed as a short review and would be best served as a review of these terms.

III. Goal or SPA (NCTE) Standards:

Standard	
<i>Standard 3</i>	Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
<i>Standard 5</i>	<i>Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</i>

IV. Objective/ Ohio Academic Content Standards/ Common Core

Standard	
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<i>R.L. 9-10.4</i>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<i>R.L.9-10.5</i>	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<i>W.9-10.4</i>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<i>W.9-10.10</i>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<i>S.L.9-10.1</i>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented</p>
<i>L.9-10.3</i>	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.

V. Materials/Technology:

- Post-its (poster size) of literary terms
- White board and markers
- pencil and paper
- iPad to play music
- The following songs:
 - "Shinin' on Me"- Jerrod Nieman
 - "We are Never Ever Getting Back Together"- Taylor Swift
 - "Hard to Love"- Lee Brice

- "Homeboy"- Eric Church
- "Thriller"- Michael Jackson
- "Someday Never Comes"- Creedence Clearwater Revival
- "Diary of a Madman"- Ozzy Osbourne
- "Dream On"- Aerosmith
- Halloween Sound Effects C.D.

- Irony example worksheet
- Halloween Decorations

VI. Activities/Procedures:

- *Room should be decorated like a haunted house. Creepy music should be playing while students walk in. There should be fake cobwebs with spiders all around the room, the lights should be out, there should be a witch in the room, caution tape marking off the cabinets, etc.
- Review past literary terms on Poster Post-its (characterization, protagonist/antagonist, parts of plot, etc.) (5mins)
- Have Students do a quick write about the classroom. (10 mins)
 - Describe it-What does it look like? How does it make you feel? What emotions does it provoke? Why? What type of events could happen at this place? *explain that is a description of setting, mood, and imagery.
- Discuss setting with the class. Explain that **Setting** is the time and place a story occurs. (10 mins)
 - Ask students to think of a movie, show, or book where you felt transported to the place that it was set. Think about the ways the writer/director brought the setting to life.
 - How was the time period suggested?
 - What details portrayed the location?
 - What info made the setting vivid and engaging?
 - How was the setting made believable if it was imaginary?
- Discuss setting: how setting can influence characters' choices/motivations, conflicts, and mood.
- Discuss imagery with the class. Explain that **Imagery** is the vivid descriptions that recreate sensory experiences for readers. Writers often use sensory details to accomplish this. (10 mins)
 - Discuss what senses and sensory details are with the class while giving examples.
 - Discuss how this impacts the story or creates a clearer picture.
- Discuss what mood is. Explain that **Mood** is the atmosphere of a story created by imagery and setting. (40 mins)
 - Brainstorm a list of moods on the board.
 - Play clip of each song (stop right after first chorus line) for students then discuss
 - the mood of each song and the specific aspects of the song that elicit that mood.
- Songs:
 - Shinin' on Me- Jerrod Nieman
 - We are Never Ever Getting Back Together- Taylor Swift

- Hard to Love- Lee Brice
- Homeboy- Eric Church
- Thriller-Michael Jackson
- Someday Never Come- Creedence Clearwater Revival
- Diary of a Madman- Ozzy Osbourne
- Dream On- Aerosmith

-Give students real life example of how mood can be created (walk out of room, come back in slam door and yell at students). Discuss with students what type of mood was just created in the classroom. What specific things happened to create that mood.

-Discuss how the decorations in the room create the mood. This should start a discussion about how setting contributes to mood.

-Discuss the various aspects that create mood in a story drawing from the prior examples.

-Discuss irony with the students. **Irony:**

-Explain\Define the three types of irony. (Dramatic, Situational, and Verbal)

-Read the example passages from the irony worksheet aloud to students then ask students to identify the types of irony that each passage represents.

*Notes and quick write are to be put in their binder to be checked for completeness during their binder checks.

VII. Accommodations/Differentiated Instruction: Students will be given both visual and verbal instruction. They will also be applying terms to concrete examples. Students will also be assisted on a case-by-case basis.

VIII. Assessment/Evaluation:

- This lesson is designed to teach students the concepts so that they will be able to:

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

- 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.

Students will be assessed formatively on their ability to complete these tasks throughout this lesson.

- Students will be formatively assessed on their ability to produce clear and coherent writing in which the development, organization, and

style are appropriate to task, purpose, and audience and their ability to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences through their quick write. If the majority of students demonstrate achievement of this activity then I will know the objective has been met.

- Students will be assessed on their ability initiate and participate effectively in a range of collaborative discussions, propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. As well as respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented through whole class discussions. I will know that this objective has been met if the majority of students have been actively and appropriately contributing to the class discussion.

IX. Reflection