

<p>Learning Goals for this Lesson</p>	<p>Standards</p> <p>RL 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>W7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>
<p>Students will know...</p> <p>...what an extended metaphor is (1)</p>	<p>Students will be able to...</p> <p>...identify an extended metaphor in a text (1)</p> <p>...compare and contrast a traditional metaphor and extended metaphor (3)</p> <p>...explain how the extended metaphor adds meaning to the song using evidence from the text (3)</p>
<p>Lesson Essential Question</p> <p>How does an extended metaphor add meaning to a text?</p>	
<p>Activating Strategy</p> <p>Draw a picture of what you think this means: “Baby, you’re a firework / Come on, let your colors burst.” Underneath, write a caption for your picture that explains what’s happening. Then, students will present their pictures.</p>	
<p>Key Vocabulary to preview and vocabulary strategy</p> <ul style="list-style-type: none"> • Metaphor (comparing two unlike things <i>to show their similarities not using like or as</i>) • Extended metaphor (comparing two unlike things <i>to show their similarities not using like or as for more than one stanza</i>) <p>Venn Diagram: how are these two figurative devices similar? How are they different?</p>	
<p>Lesson Instruction</p>	
<p>Learning Activity 1</p> <p>Think: Listen to Katy Perry’s “Firework,” follow along with the song, and try to identify the extended metaphor. What two things is it comparing? Pair-share.</p> <p>In a pair, annotate half of the song to identify what clues helped you see that it was a firework, then square your pair with a group that did the other half and compare notes.</p>	<p>Graphic Organizer</p> <p>Step-by-step analysis of song (one per song):</p> <ol style="list-style-type: none"> (1) What is being compared (2) What phrases helped you identify that comparison? (3) What do you normally think of when you think of the things being compared (separately)? (4) How are those things really

<p>Assessment Prompt for LA1 Each group highlights one clue they saw on the SMARTboard and briefly explains how that relates to fireworks</p>	<p>different? (5) In what ways are these things really similar? (6) Why does having multiple examples help you understand?</p>
<p>Learning Activity 2 Watch: Video of fireworks Think: When you think of “firework,” what words come to mind? Create a miniature wordsplash.</p>	
<p>Assessment Prompt for LA2 Share: What words do you associate with a firework normally? Determine: Are fireworks positive or negative?</p>	<p>Assignment Activity: Imagine that you are a music critic and you have been asked to evaluate a new country song. You are going to write a <i>two paragraph review</i> about <i>1,000 Horses’ “Smoke”</i> and <i>the role of the extended metaphor in that song</i>. Your specific prompt is as follows:</p> <p>Based on the information you gathered, analyze how the extended metaphor in “Smoke” helps the reader understand the relationship between the narrator and his significant other. Support your analysis with at least two text details.</p> <p>Then, explain how this song’s meaning would change if the metaphor were not extended. Support your idea with at least two pieces of text evidence.</p>
<p>Learning Activity 3 Groupwork: Each group gets ONE comparison from Katy Perry’s “Firework.” With your group members, what does this <i>specific</i> comparison tell us about the person Katy Perry is talking about/comparing to?</p>	
<p>Assessment Prompt for LA3 Jigsaw: Share information from each group: What does it mean to be a “firework?”</p>	
<p>Learning Activity 4 Partner: How would it be different if Katy Perry only included one example? Mini-discussion in group of six: How would it be different if Katy Perry only included one example?</p>	
<p>Assessment Prompt for LA4 In a group, write a newspaper headline about how it would be different if Katy Perry only had one comparison on the sentence strip. Post sentence strips on the wall under the related learning goal.</p>	
<p>Learning Activity 5 Think: Listen to 1,000 Horses’ “Smoke” and follow along with the song, and try to identify the extended metaphor. What two things is it comparing? Pair-share.</p> <p>Listen to “Smoke” again and annotate lines that compare the significant other to smoke Write one line on a post-it note.</p>	
<p>Assessment Prompt for LA5 Then, on the back of the post-it note, explain</p>	

what that line means **and** what it tells the listener about his relationship. Then, place it on the positive or negative part of the wall.

Learning Activity 6

Gallery walk: Look at the post-its on the wall and read through the quotes on the front/information on the back. Mentally determine whether the singer's relationship with his significant other is mostly positive or mostly negative.

Assessment Prompt for LA6

Two sides of the room (positive/negative): Stand on the side of the room that you think best describes the singer's relationship with his significant other. Then, with your other group members, create an argument with evidence to support your idea. Both sides share their argument and are allowed to counterclaim.

Learning Activity 7

Pair: Analyze the significance of the extended metaphor. Why would the author choose to use smoking as the metaphor for his relationship? How does it contribute to the meaning of the song?

Assessment Prompt for LA7

Small group discussion: (same question as above)

Summarizing Strategy

Synecdics:

An extended metaphor is like a _____ because _____.
(Have students choose from examples they provide).

Previewing Plan for a LEARNING-FOCUSED Lesson

Subject English Language Arts 7	Topic Figurative language (extended metaphor)
Date of Instruction	Previewing Instructor
Targeted Students Special Education ICT ELA students	
Focus Purpose & effect of extended metaphor	
Lesson Essential Question How does extended metaphor add meaning to a text?	
Advance Organizer Is there a “big picture” guide for students to organize what they will be learning?	<ul style="list-style-type: none"> Review essential question for the lesson Concept map
Activating Strategy How will students gain background knowledge on what they will be learning? How will they become engaged with what they will be learning?	<ul style="list-style-type: none"> Provided many examples of metaphors of varying difficulty (high interest ideas) Break down each metaphor (what is being compared to what) Have students write their own metaphors and explain them.
Vocabulary Instruction What terms will students need to know? Which vocabulary strategy to use to help them learn these terms?	<p>Terms: figurative language, metaphor, extended, extended metaphor, meaning, evidence</p> <p>Review of known vocab: matching words with definitions, then matching with examples (mixture of written and visual)</p>
Graphic Organizer What is the graphic organizer for the upcoming lesson? How should students learn how to use the graphic organizer?	<ul style="list-style-type: none"> Preview extended metaphor organizer Introduce concept map Compare concept map to organizer; make direct connections
Learning Strategies Are there any learning strategies that students can learn to use for the upcoming lesson?	
Comprehension Strategies How do you want students to read and think about the text in the upcoming lesson? How will students learn how to use the comprehension strategy to help them think about what they read?	<ul style="list-style-type: none"> Show filled in graphic organizer example Practice following the graphic organizer with small, easy example



LEARNING-FOCUSED

Increase Teacher Effectiveness and
Accelerate Learning

Accelerate a LEARNING-FOCUSED Lesson

Lesson Essential Question

How does an extended metaphor add meaning to a text?

		What is Accelerated? How?	Which Student(s)?
Activating Strategy	Challenge Points: Extending thinking on the example	Identify the type of figurative language, explain what it means, and guess why she might include it	
	Struggle Points: Thorough understanding of metaphor	Review the meaning of “extended,” “metaphor,” and “extended metaphor” together	
Learning Activity 1 and Assessment Prompt 1	Challenge Points: Students quickly identify examples & need more to do	Students identify examples as they listen, preparing them to be group leaders and checks other students	
	Struggle Points: Identifying examples in the song	Start with pair rather than think-pair-share Work with student-teachers to help develop ideas Use organizer that is pre-annotated with examples	
Learning Activity 2 and Assessment Prompt 2	Challenge Points:		
	Struggle Points:	Alternative question: How do you feel when you watch fireworks? Is this a positive or negative feeling? Would you like to be compared to that feeling?	
Learning Activity 3 and Assessment Prompt 3	Challenge Points:	Skip partner section—move directly into small group discussion	
	Struggle Points: How does this example tell us about the person?	Teacher joining a group to help guide through Examples chosen for specific group: focus on simple comparisons	



Learning Activity 4 and Assessment Prompt 4	Challenge Points: <hr/> <hr/> Struggle Points: Why do we need metaphors that are longer than one stanza? Show a visual representation of more versus less: which one tells you more? Which one gets you a better deal? Add guided questions with specific examples from the song	
Learning Activity 5 and Assessment Prompt 5	Challenge Points: Have students explain what one of the other post-its mean on the back <hr/> Struggle Points: <hr/> <hr/>	
Learning Activity 6 and Assessment Prompt 6	Challenge Points: <hr/> <hr/> Struggle Points: Getting to the idea that smoking is bad but people do it because it feels good Describe why people smoke. Describe why people don't. Create a t-chart comparing the reasons. Are they mostly positive or negative? Which is the most important on each side? <hr/>	
Learning Activity 7 and Assessment Prompt 7	Challenge Points: Agree-disagree: this song could be equally as powerful without the extended metaphor <hr/> Struggle Points: Getting students to understand the double-edged sword that is smoking Review T-chart from LA6. How would you describe his relationship? Review examples from above, including those that are starred	



Lesson Assignment	Challenge Points:	Students are provided a new song to analyze without scaffolding	
	Struggle Points:	Provide paragraph outline	
	Writing a paragraph is a lot and is scary	Provide sentence starters	
		Provide an example (partially filled in organizer)	