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| **LESSON PLAN** | | |
| **Date: N/A**  **Title of the Lesson:** Identifying and Understanding Literary Devices  **Unit of Study:** Grade 10 Academic - Reading and Literature Studies - Understanding Form and Style | | |
| **Background Information:**  -Students may have some background knowledge pertaining to literary devices and their function  -Understanding of independent reading novel | | |
| **Assessment:**  Formative: Students will be evaluated based on in class discussion of literary devices as well as social justice issues in the multiliteracies video  Summative: Students will be assessed for their understanding of literary devices by being asked to identify and reflect upon the use of 3 literary devices in their own independent reading novel OR a course text | | |
| **Learning Expectations:**  -Elements of Style 2.3 identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts  -Critical Literacy 1.8 identify and analyse the perspectives and/or biases evident in texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power | | |
| **Lesson:**  **-**Independent novel reading (standard across many English departments) students will read a novel quietly to begin class (10 min)  -Quick “refresher” on literary devices. Informal class discussion of various literary devices that the students might already know or remember (connection prior learning to current lesson) (5 min)  -Viewing of multiliteracies project (8 min)  -Class discussion. Prompt: What social justice issues were brought up in this video? How does the representation of women in this version of the fairy tale differ from the classic version? Why does this matter? (17 min)  -Now, ask the class to use their independent reading novels to identify the use of three different literary devices. The class should also reflect on the author’s usage of the particular literary device and what the author accomplishes with this usage. If applicable, students should reflect on the emotions that are elicited by the particular literary device. (25 min).  -Go around the class and ask students to share at least one of the literary devices that they identified. Ask them to read the passage out loud to the class, identify the literary device, and explain how the literary device functions. (15 min). | | **Materials/Resources:**  -Multiliteracies Project  -Independent reading novel (students will have) |
| **Bloom's Taxonomy:**  Knowledge  Understanding  Application  Analysis  Evaluation | **Multiple Intelligences:**  Linguistic  Logical/Mathematical  Interpersonal  Intrapersonal | |
| **Modifications:**  **-**Option for students to complete discussion component of assignment outside of class via Flipgrid  -Use of text-to-voice or voice-to-text technology when needed  -Additional modifications made based on IEP | | |