**Lesson # 4/5: Understanding Literary Devices Within a Novel**

Faculty of Education

Lesson Plan Template

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| **Subject / Course:** ENG4U | **TC Name:** Brian Lopes Brito |
| **Grade Level:** 12 | **Date:** March,4th, 2012 |
| **Topic:** Understanding Literary Devices …… | **Time of Class:** 75 min |
| **AT Name:** N/A | **Room # / Location:** 313 |
| **1. Curriculum Expectation(s) and Learning Goal(s) for the Lesson** |  |
| 1. **Expectations**: (*list. 1-3 specific expectations from the Ontario curriculum} Be realistic about how much you can accomplish in one lesson.*

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| **Demonstrating Understanding of Content 1.3** identify the most important ideas and supportingdetails in texts, including complex andchallenging texts. **Making Inferences 1.4** make and explain inferences of increasing subtlety and insight about texts, including complex and challenging texts, supporting their explanations with well-chosen stated and implied ideas from the texts**Extending Understanding of Texts 1.5** extend understanding of texts, including complexand challenging texts, by making rich andincreasingly insightful connections betweenthe ideas in them and personal knowledge |

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| **b)Learning Goal(s) for the lesson:** *(In your own words, what do you want the students to have learned by the end of the lesson? How will you know they have learned?)*

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| **BY THE END OF THIS LESSON (I)-** Will be able to identify important literary devices and ideologies within the text **BY THE END OF THIS LESSON (I) –** Will be able to identify a purpose and audience within the text |

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**2. The Overview (Agenda) for your lesson:** *(In this area, write the agenda (outline) as you will write it on the board for your students)*

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| **Goal(s) for the lesson:** Students will be able to reflect on the various themes and issues presented within the movie and critical apply them to their novel study. ( to be printed on the board)1. Review of past events
2. Letter to Mathew Quick/Symbols
3. Literary devices in novels
4. Silent Reading
5. Ticket out the door!
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**3. Resources and Materials for your class** *(what resource do you and the students need for class: markers, scissors; graph paper, extra pencils, beakers, etc. How many will you need? If they will be using a textbook, list it here. If you used websites or other resources to prepare this lesson, reference those here)*

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| SMART BOARDSilver Lining Playbook- NovelTicket out the doorSlide Show- on symbolism/Literary Devices within novels Projector, Laptops for every student |

**3. Content, Teaching Strategies, for Lesson (O***rganize the content for your lesson, as well as listing the teaching and assessment strategies. Include: an* ***Introduction*** *or Minds-on,* ***Instruction****,* ***Application*** *and* ***Consolidation*** *with approximate times for each portion with enough detail that another teacher could teach your lesson)*

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| ***Time*** | ***Teaching and******Assessment Strategies/******technology use*** | ***Detailed Description of your lesson including question*** |
| *5-10mins* *5 min**15-30mins**40mins*  |  *Pre-Assessment for student’s opionion and understanding of the novel**Discussion* *Power-point projector, chart paper, tape and markers. ( Students will be assessed on their group work and critical thinking skills)*  | ***Period 1.****Introduction to movie:* **TC: Review of Past Events and Predictions of what’s to come** *( SMART BOARD quiz game to review novel thus far)***TC: Throughout the novel, what are some Literary devices the author uses to further/advance the plot?** *(Students will be given a hand out with various literary devices. Sheet should go in binder)***How do literary devices such as foreshadowing, appearance vs reality, and symbolism benefit both the reader and author within literature works? How may it be distracting or undesired?****Activity**Step one- Ask students to take a creative stance by writing a letter to Mathew Quick on their understanding and overall coconscious of the Novel thus far. Once a student has firmly decided a point of view, they are expected to express their thoughts on the events and character development to come. Step 2- Students now have 15 mins to creatively write and express their understanding of the novel by writing/typing a letter to Mathew Quick.Step 3- Have students get into groups and collectively decide on 5-10 symbols that exist within the novel as well as the significance behind each one. Students are expected to have this written down on chart paper- And present the information to their peers. Students have 15min to complete. (Depending on the class size, the teacher will have to split pro/cons in to smaller groups within themselves. Four groups max in order for the activity to go for the allotted amount of time) **Class discussion:** Through this activity did you learn something that you never thought of before?For the rest of the class**TC:** Students are expected to use the rest of this time to do in class silent reading of “The Silver Lining Playbook”. This is a chance for people to get caught up or further they’re literary adventure. |
| *2 mins*  | *Ticket out the door* | Before leaving class, students must write down 3 more literary devices evident within the novel and justify their answer. A hand out will be given and collected before the period ends.  |

Date:\_\_\_\_\_\_\_\_\_\_\_\_ Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_

\*Throughout the novel various literary devices have been seen to exist. Write down 3 literary devices that appear evident within the novel, and justify your answer/choice of device. (Don’t use one’s already covered in class in today’s lesson.)

**TICKET OUT THE DOOR: Literary Devices Within The Novel**

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| **Device: 1** |  **Reasoning:** |
| **Device: 2** | **Reasoning:** |
| **Device: 3** | **Reasoning:** |