

Matt McCue

Planning, Instruction, and Assessment

Task #1. Planning for instruction

My teacher had the idea to use hip hop songs to teach figurative language, so I constructed the lesson that follows.

Teacher: Matt McCue	Room #:	Lesson # in unit:	Topic:
<b><u>Lesson Objective and Assessment of the objective</u></b>			
By the end of the workshop, student will be able to:			
Identify various forms of figurative language used in rap songs.			
Recognize and appreciate the linguistic complexity used by certain hip hop artists.			
<b><u>Supporting Diverse Learners:</u></b> For each of the song clips that I will play, I am including a video with the lyrics that so students can read along. After I play the clip, I project the lyrics on the screen so that students can take more time if they need it.			
<b><u>Method(s) for Instruction</u></b>		<b><u>Use of Materials</u></b>	<b><u>Use of Technology</u></b>
	Teacher Modeling/Demo.		
	Journal writing		
<b><i>Class/Group Discussion</i></b>	Role Play	Teacher's Manual pg #	Cell Phone
Cooperative Learning	Hands-on	Student Text pg #	PollEverywhere.co
<b><i>Small Group</i></b>	Inquiry Learning	Picture Books	CPS Clickers
Guided Practice	Game	<b><i>Handouts: Proof Sheets Wroksheet</i></b>	Elmo Document Camera
Lab	Simulation/Role Playing	Manipulative:	Software
Lecture or Direct Instruction	Independent Learning	Related Equipment:	Student Computers
Question/Answer	Other	Other:	Video Clips/DVD
Learning Stations		Adapted materials	Website
Readers/Writers Workshop			Web 2.0 tool
			Other
<b><u>Strategies/Activities Selected:</u></b>			

## Lesson Agenda

### **Warm up: How will you support students in accessing prior knowledge, personal, real world and/or cultural connections?**

I will open class with a discussion about hip hop music. Because this is something that we hear on the radio daily and since it is an essential part of pop culture, I am sure that the students will have some background knowledge to share. I will tell them that I like hip hop music because the artists use linguistics to create feelings.

**Transitioning and Stating Objectives:** I will tell them that nearly every song they have ever heard probably had figurative language in it, so now, we will learn how to look for it. I will inform the students that I will be playing a series of music clips with figurative language in them. It is their job to help me point it out.

### **Transition to Instruction: What support strategies will you use to scaffold students learning so they meet or exceed targeted?**

Many high schoolers listen to hip hop many hours of the day, so it is familiar to them. However, the concept of figurative language may be confusing. So by combining something that they know very well with something that they are just starting to learn about, students will be more equipt to explore new concepts.

**Transition Guided Practice:** As I play each clip, I watch the student's reactions. Then I will call on the people who really want to join in the discussion. While students share their ideas, I also add in certain details to help guide the conversation.

### **Transition to Wrap up/Closing: How will you engage students in self-assessment and/or reflection on key concepts?**

By the end of the lesson, I will test the students with a verse of lyrics as an exit slip. I will ask them what kind(s) of figurative language are used in the passage and what this does/means.

<p><b>Daily Assessment</b> <i>How do you know your students met your lesson objective(s) and to what extent?</i></p> <p><b>knowledge</b></p> <p><b>comprehension</b></p> <p>application</p> <p><b>analysis</b></p> <p><b>synthesis</b></p> <p>evaluation</p>	<p><b>Formative:</b></p> <p><i>Class discussion</i></p> <p>CPS clickers</p> <p>Email teacher</p> <p><b>Entrance/Exit slip</b></p> <p><b>Teacher Observe</b></p> <p>Listened to conversations</p> <p>Quiz</p> <p>Thumbs up, neutral, or down</p> <p>Homework check</p> <p>Video quiz</p> <p>Voting</p> <p>Whiteboard Check</p> <p>Other</p>	<p><b>Summative:</b></p> <p>Test</p> <p>Project</p> <p>Report</p> <p>Presentation</p> <p>Final Exam</p> <p>Other</p>
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**Additional Teacher Preparation:**

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Reflection: This lesson would have been better only if I had prepared more songs. Once we got started, the students really did not want to stop analyzing hip hop music, and for good reason, it's fun! As we went through each of the verses, all of the students were really engaged. There were times that too many people wanted to talk, but I did not have any classroom management issues. The students really responded to me when I asked them to quite down or raise their hand, so I never lost their attention. There was one funny moment where I brought up a rapper and the students could not help but say "whatchu know about Chance the Rapper?!?!". So I used this opportunity to express my understanding of the artist by showing the students how complex his lyrics are. I made a strong point that some rappers do not simply rap about crazy lifestyles, but instead, they create beautifully expressive poetry. By the end of my prepared songs, the students did not want to stop, so I know that this lesson was a success. Since I have been at Pike High School, this class was definitely the most engaged that I ever saw the students, and it is because they were interested in the information being provided to them.

### Task #3. Assessment of Student Learning

A great way to test student's understand of this lesson and figurative language would be to have them find figurative language in their own music and then write about it. The assignment would read:

Now it's your turn! When you are listening to music at home or on your ipod, find at least one—school appropriate—form of figurative language. Write down the specific line that it occurs in as well as the song title and the artist. Be ready to share what you have found with the class!

This assignment will test student's ability to follow directions while also challenging them to apply their understanding of figurative language. No matter what, the work that the students bring in will offer a great opportunity to have peer and class discussion.

