This artifact attests to my proficiency in developing student understanding of a written text through the use of critical-thinking skills and oral communication. This lesson provides students with a strategy that will help them identify and analyze figurative language, which can often cause comprehension problems for our young readers. In providing students with a strategy for tackling figurative language, they will be able to come to a deeper understanding of the author’s purpose. This particular strategy also asks for students to discuss and reflect on how the strategy has increased their understanding of the figurative phrase thus encouraging oral communication and meta-cognitive skills. In order to teach the strategy, I have implemented a scaffolded process that begins with teacher modeling, then involves guided practice both as a whole group and in small groups, and ends with individual practice. This process will support student understanding and success with the strategy.
**WRITTEN LESSON PLAN**

Teacher Candidate – Deonna Tourtellot  
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School – Seattle Pacific University

**Grade/Subject- 6th Grade**  
**Lesson Title – LIST Strategy for Literary Devices**  
**Date – Dec. 2, 2010**

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| **EALR 2: The student understands the meaning of what is read.**  
**-Component 2.3:** Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.  
**-Component 2.4:** Think critically and analyze author’s use of language, style, purpose, and perspective in literary and informational text. | **2.3.3. Understand the functions (to make the story more interesting and convey a message) of literary devices.**  
**2.4.2. Analyze how an author’s style of writing, including language choice, achieves the author’s purpose and influences an audience.** | **In this lesson, the students will learn:**  
-How to recognize previously-taught literary devices (simile, personification, humor, metaphor, idiom, imagery, and exaggeration) and explain how they make the story more interesting and/or convey a message.  
-How to explain how author’s use of literary devices contributes to imagery, suggests a mood or otherwise influences an audience. |

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<th>Assessment – What will students do to demonstrate competence specific to learning?</th>
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| **Informal Assessment:**  
Students are able to identify previously learned literary devices. | **Anticipatory Set:**  
-Introduce the book *Maniac Magee.*  
-Give a brief summary of the book:  
-Say: Maniac Magee tells the story of an orphan named Jeffery Magee. Jeffery runs away from the home of his aunt and uncle and finds himself in the Town of Two-Mills where he becomes a legend.  
-Explain that Jerry Spinelli (the author) uses a lot of literary devices throughout this story. So, before we begin our reading, we are going to first review the literary devices we already know and then we will discuss the purpose of literary devices and how to analyze a literary device.  
**Teaching:**  
-Literary device sort: give each table group a list of literary device definitions and examples. Review each of the | Students will be given a countdown from five to clear their desks and show that they are ready to begin.  
Each group will be asked to select a presenter. The teacher will monitor to make sure each group member is being |
devices and examples. Give each table group an example of a literary device from the text and instruct them to discuss with their group which type of literary device it is. One student from each group will present their quote and identify which device they think it is and why as they come up and add their quote to the “Literary Device Sort” chart.

-Briefly review the chart.

-Purpose of literary devices:
  Say: Literary devices are a way to improve the effectiveness and enjoyment of a written text. They are one of the most effective ways for an author to create a mood, an image, and/or to help communicate a message or the theme of the text.
  -Provide the illustrated examples of alliteration and a standard text. Ask students to explain which one they find more enjoyable and why. Ask: How does the example of alliteration make the passage more interesting? Reiterate that the author’s use of alliteration helps to create a more vivid image.

-How to analyze a literary device:
  -Say: When we are reading the story of *Maniac Magee*, we are not only going to be looking at what is going on in the story, but we are also going to look at HOW, Jerry Spinelli uses literary devices to help communicate the message or the theme. In order to do this, we will need to analyze the literary devices found in the story. We are going to use a strategy to help us analyze these literary devices. This strategy is called LIST.
  -How to use the LIST strategy: go over each step of the LIST strategy and explain what the students will need to do.
  Model the strategy using the alliteration example:
  L - Label: alliteration
  I - Identify: Totally terrific tie-dye turtle
  S - So what?: How does this contribute to imagery: when I read this description I visualize that this is no ordinary turtle.
  T - Talk: I found an example of alliteration. The alliteration, “totally terrific tie-dye turtle” really helps me to visualize a turtle that is colorful and extraordinary.

Guided Practice:

Work through each of the steps using the first line of the story as a whole group. Students will then practice in their small groups using the example they were given during the literary device sort.

Informal Assessment: Student show understanding and ability to identify and analyze a literary device is monitored during group work.

allowed the opportunity to participate and that students are “disagreeing respectfully” should they have a different opinion then a group member.

Monitor class for engagement and participation. Use of proximity and “the look” to get any students back on task.

Monitor group work for participation and cooperation.
**Formal Assessment:** The graphic organizer of the LIST strategy will be collected and assessed for accuracy of identification and analyses of literary devices found in the text. Students will be given written feedback of their work.

**Independent Practice:**
Students will read the preface and the first three chapters of *Maniac Magee*. Using the strategy just learned, students will identify and analyze two examples of a literary device found within these chapters. Students will fill out a graphic organizer featuring the steps of the LIST strategy. Students will need to be prepared to “talk” about their literary device and analyses during student sharing time. Reading conferences with individual students will also take place at this time.

**Student Sharing Time:**
Students will share one of the literary device examples and their analyses with the rest of their table group. Students may choose to find a more comfortable seating arrangement during independent reading. Remind students that with this privilege comes responsibility so they should choose a place where they know they will be able to read and complete their work without the temptation to goof-off with friends.

**Grouping of Students for Instruction**
- Students will be seated in their table groups during instruction.
- Students will work with their table group during small-group activities.
- Students may choose to find a more comfortable reading place during independent practice.
- Students will return to their table groups for student sharing time.

**Instructional Materials, Resources and Technology**
- Whiteboard
- Whiteboard markers
- Literary Device Chart
- Literary Device Examples
- Tape
- 1 copy of the text, *Maniac Magee*, for each student
- Student Reading Response Journals

**Accommodations and Modifications**
- ELL students will be provided with additional support and front-loading of vocabulary and cultural knowledge that may be problematic during their reading of the text. Attention to figurative language in this text will be necessary to ensure adequate comprehension of the text.
- Students who struggle with fluency will be provided with a tape-recording of the reading.
- Table groups are strategically assigned so that ELL and struggling readers have the support of more proficient readers within their group.
- Students may request conference time with the teacher during independent practice if they are unsure about the assignment. This time may also be used for the teacher to work with and provide additional assistance for chosen struggling readers.

**Family Involvement Plan**
Parents will receive a newsletter introducing the text and the novel unit. This letter will also explain the strategy that the students will learn during this lesson. Students will be encouraged to “talk” about the example of a literary device and their analyses of this device during independent practice as well as share their initial thoughts about the text with their parents.