

UDL Lesson Plan
Grade 6

Topic: Figurative and literal language through the study of Shakespeare

6th Grade Language Arts Indiana Academic Standards Addressed:

6.1.2 Identify and interpret figurative language

6.3.4 Define how tone and meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration, and rhyme.

6.3.7 Explain the common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional text.

6.5.4 Write a response to literature

6.5.6 Use varied word choice to make writing interesting

6.5.7 Write for different purposes and to a specific audience

6.4.8-6.4.10 Revise and edit to improve writing

6.4.7 Use of technology

Activity Description

Introduction to figurative language using Amelia Bedelia books.

These stories were used to discuss the use of similes and metaphors.

Students then worked in partners to create their own similes and metaphors.

They posted their similes and metaphors on the SmartBoard for the class to see. Students took short pieces of Shakespeare's work and picked out the similes and metaphors. Introduction to Shakespeare's works and life.

Students worked in stations to gain exposure to the works and life of William Shakespeare. Station 1-powerpoint slide show in which students were introduced to Shakespeare's life and completed a study guide as they went through the power point. Station 2-Web quest using digital text.

Students visited various web sites about Shakespeare and went on a scavenger hunt in search of facts about his life and work. They used two websites to locate answers. Station 3-Students looked at various works and labeled the different types of figurative language used. An actor from the Indiana Repertory Theater came into the classroom and worked with students on the plot of Romeo and Juliet as well as Shakespeare's use of figurative language.

Students went to Clowes Hall and attended the performance of Romeo and Juliet.

Students began reflection writing on their Shakespeare writing. They worked in three groups to create their published piece of writing. Students were given the choice of which center they wanted to work in. They always had the option of handwriting their piece as well and not using any technology.

SmartBoard-Students brainstormed together using a graphic organizer. They worked on the Smartboard to share their ideas together.

AlphaSmarts-Students created rough drafts of their writing on the Alphasmarts and then beamed their work to a PC to edit and revise. They also shared their work with their editing buddies.

Laptops-Students created rough drafts using text-to speech software (Write Out-Loud and Co: Writer).

Students then worked with a partner to self and peer edits their work. They had the supports of text-to speech software to support them in the editing process as well. Once their work was edited they published their writing.

Teacher Narrative

By using UDL strategies and digital text students were able to feel success in an area that is often very challenging for students. These strategies allowed students to be independent in their work and take ownership in their learning process. The UDL strategies which also provide students with choice are critical in making them feel empowered in their learning. Students responded very positively to the assignment and were excited to work. If non-UDL strategies had been used we feel that we would have gotten much less quality work out of my students. UDL strategies allowed students to produce a much higher quality of work.

NAME: _____

Romeo and Juliet Reflection Writing

| | |
|---|--|
| <p>What I learned about Shakespeare.....</p> | <p>What I learned from Michael Brown from the IRT.....</p> |
| <p>Romeo and Juliet: The performance.....</p> | <p>What I liked about the experience.....</p> |

Topic Sentence:

Strong Hook Sentence:

Detail 1:

Strong Hook Sentence 2:

Detail 2:

Strong Hook Sentence 3:

Detail 3:

Connector to next paragraph:

Topic Sentence:

Strong Hook Sentence:

Detail 1:

Strong Hook Sentence 2:

Detail 2:

Strong Hook Sentence 3:

Detail 3:

Connector to next paragraph:

Topic Sentence:

What? Sentence 1:

Why 1? Sentence 2:

Why 2? Sentence 3:

Why 3? Sentence 4:

Strong Lead-In Sentence:

Topic Sentence:

Strong Hook Sentence:

Detail 1:

Strong Hook Sentence 2:

Detail 2:

Strong Hook Sentence 3:

Detail 3:

Connector to next paragraph:

Topic Sentence:

Summary Sentence 1:

Summary Sentence 2:

Summary Sentence 3:

Summary Sentence 4:

Clincher Sentence:

INTRODUCTION

Topic Sentence:

- What? Sentence 1:
- Why 1? Sentence 2:
- Why 2? Sentence 3:
- Why 3? Sentence 4:
- Strong Lead-In Sentence:

PARAGRAPH 1

Topic Sentence:

- Strong Hook Sentence:
 - Detail 1:
- Strong Hook Sentence 2:
 - Detail 2:
- Strong Hook Sentence 3:
 - Detail 3:
- Connector to next paragraph:

PARAGRAPH 2

Topic Sentence:

- Strong Hook Sentence:
 - Detail 1:
- Strong Hook Sentence 2:
 - Detail 2:
- Strong Hook Sentence 3:
 - Detail 3:
- Connector to next paragraph:

PARAGRAPH 3

Topic Sentence:

- Strong Hook Sentence:
 - Detail 1:
- Strong Hook Sentence 2:
 - Detail 2:
- Strong Hook Sentence 3:
 - Detail 3:
- Connector to next paragraph:

PARAGRAPH 4/CONCLUSION

Topic Sentence:

- **Strong Hook Sentence:**
 - Detail 1:
- **Strong Hook Sentence 2:**
 - Detail 2:
- **Strong Hook Sentence 3:**
 - Detail 3:
- **Strong Closing Sentence:**

Name _____

A Writing Checklist For Your Own Writing

Initial each box when you have done it. Do all steps for one paragraph at a time.

| | First Paragraph | Second Paragraph | Third Paragraph | Fourth Paragraph |
|---|-----------------|------------------|-----------------|------------------|
| 1. I read the paragraph aloud to see if it made sense. | | | | |
| 2. I used specific words to make my writing clearer. <i>Examples:</i> sprinted whispered M&Ms cheese sandwich ^ran ^said ^candy ^lunch | | | | |
| 3. I read my story again to see where to stop for periods . question marks ? exclamation points ! | | | | |
| 4. I crossed out extra words (and, then) that I didn't need. | | | | |
| 5. I used capital letters: _____ at the beginning of each sentence. _____ for the first letter of each name _____ for the word I. | | | | |
| 6. I looked for words that might be misspelled and tried to correct them. | | | | |

