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Lesson Title: Imagery in
The Lion, the Witch, and the Wardrobe

Grade/Level: 6th

Program: Add On

Curriculum Standards	Focus Question/Big Idea/Goal	Rationale/Theoretical Reasoning
CCSS.ELA.L.6.5.a Interpret figures of speech (e.g., personification) in context	Why does an author use imagery in their writing?	
Lesson Objective(s)		
Students will identify imagery used in <i>The Lion, the Witch, and the Wardrobe</i> . Students will illustrate one setting from the book.		
Academic Language		
Imagery, Describe, Senses Students and teacher will use vocabulary appropriately throughout the lesson. Students will also add it to their journal.		
Assessment/Evaluation		
Formative: The teacher will observe students throughout the lesson to verify understanding. Summative: Students will complete bubble map to organize what is seen, heard, tasted, smelled, and felt in a scene. Students will illustrate a picture for the scene they have described. Both will be assessed by a rubric.		
Instruction		
Set/Motivator: A word splash will be put up using descriptive words taken from <i>The Lion, the Witch, and the Wardrobe</i> . Students will use this to determine what will be discussed that day. Instructional Procedures/Learning Tasks: <ul style="list-style-type: none"> • After determining that we are talking about imagery the teacher will ask the students for a definition of imagery. Students will give definitions. • The teacher will read page 14 paragraph 3 from the story. This describes the area leading up to Mr. Tumnus's home. • Students will take turns being called upon to write examples of images from this paragraph. They will be sorted in a bubble map on the board by sense. • The students will then rewrite this paragraph by removing the images. This will give students an example to contrast with the pictures that one creates with the original passage. • Students will then choose a passage of their own. They will create a bubble map and illustration based on their selected passage. Questions and/or activities for higher order thinking: Why is it important for an author to make use of imagery? Closure: Each student will give a round robin example of one of the bubbles from the bubble map they created. Material/Resources/Technology: Bubble map, paper, overhead, books, crayons or markers Co-Teaching Strategies Used: (circle al that apply and explain): One Teach, One Observe; One Teach, One Assist; Station Teaching; Parallel Teaching; Supplemental Teaching; Alternative (Differentiated); Team Teaching		
Adaptations to Meet Individual Needs/Learning Styles: This activity is primarily focused for those with creative or analytical personalities. Management/Safety Issues: Groups will be predetermined to ensure diverse yet cohesive groups.		
Reflections/Future Modifications:		