1. **Focus and Review**

Review Elements of Figurative Language Worksheet. Read the vignette “Hairs”, listen to the audio version of Sandra Cisneros reading. Review figurative language featured in this piece. Taken from: http://urbandreams.ousd.k12.ca.us/lessonplans/mango_street2/lesson1_3.htm

2. **Statement (I can / objectives/Common Core Standards)(Display on board)**

(College/Career-Craft and Structure) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

(Reading Literature 8- Key Ideas and Details) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

(Reading Literature 8- Key Ideas and Details) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

(Reading Literature 8- Craft and Structure) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

(Writing 8- Types and Purposes) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

(Writing 8- Production and Distribution) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3. Teacher Input (Present tasks, Info and Guidance)

Teacher will model an example piece of writing using past student samples, and create a new example based on family traits. Teacher will model how to incorporate figurative language and give explicit directions as to requirements and grading criteria.

Teacher will model Alice world that attempts to visualize “Hairs” and the piece of writing that was modeled. Teacher will use writing that the class has created to demonstrate how to use Alice- together a new vignette will be created and added into the world as a new scene.

4. Guided Practice (Assessment and Feedback)

Students will write their own writing pieces based on a family trait.

Students will create their own Alice world that creates visuals for their piece of writing, incorporating figurative language requirements etc.

Students will share their Alice worlds in class and give constructive criticism to their classmates.

5. Independent Practice (Seatwork and Homework)

Practice- students will brainstorm images to add to Esperanza’s description of her Mama’s hair. Students will take turns adding details and manipulating the world. We will create an example world for practice as a group as well(if time allows).

Group work on creating class vignette (example). Writing and creating accompanying Alice world.