

**Grade:** 8

**Curriculum Area:** English

**Utah Core Objectives:**

- English and Language Arts: Reading Standard 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**Essential Question:** What is symbolism and how can we identify it within readings?

**Materials:**

Story on sheet of paper

Pen

Notebook

**Personal Objectives:** I want the students to better understand the meaning of symbolism. I also want them to be able to practice it by reading larger passages and stories and picking out key symbols given by the author.

**Vocabulary:** Symbolism

**Adaptations for Students with Special Needs:**

- Deep thinking and review
- Ample time to develop own ideas

**Adaptations for EL's:**

- Write on board, be clear about what we are learning about
- Provide frequent opportunities for interaction and discussion
- Constantly use scaffolding strategies throughout lesson
- Try and bring students background experiences into the lesson
- Engage student 90-100% of the time

**Phase I: Exploration and Explanation**

1. Go over symbolism (they should already have a good idea of what it is). Refresh on meaning.
2. What is symbolism? (write on board)
  - Anything that stands for something other than its literal meaning
  - Allows people to communicate beyond the limits of language.
3. Draw a heart on the board
  - Literal meaning: organ in the body
  - Symbolic meaning: love romance
4. Can someone else come up to the board and draw a symbol? Or give the class another example?
5. Continue this until the concept is clear. Scaffold as needed.

**Phase I Continue:**

6. Introduce paper with the story "The Jacket".
7. Explain that throughout the reading there is going to be symbols representing the jacket. Highlight when you find them as you go.

**Transition to Phase II:**

1. Show the students the paper that they will be filling out.
2. Explain how it works.

**Phase II: Guided Practice**

1. Go through one as a class
2. Release it to have them try one on their own
3. Walk around the class scaffold as needed.

**Phase III: Independent Practice**

1. Release the work to the students. They can work independently or on their own.
2. Walk around in case students have questions or need help.