

EDUC 654 Field Visit - March 17, 2026 - David Kang

Pre-Observation Summary

Going into the 3rd week of my unit. I am getting used to parts but also finding something new to tweak and reflect upon hourly. No class is the same day-to-day although there are consistencies. The balance that I try to strike is engagement with learning. Although the onus is upon the teacher to lead, without a modicum of the student's desire to learn it is obviously challenging. It does help to have your students like you to help facilitate the engagement. Today I am building upon yesterday's lesson regarding *Symbolism* which I am using denotation and connotation as building blocks. Lessons are [HERE](#) for your reference.

I am continuing to focus on my energy as well as pacing.

Part 1: Lesson Overview

Teacher:	Course/Grade:
David Kang (student teacher) Andrea Adams (mentor teacher)	8th Grade ELA
Unit:	Lesson Title:
Places We Call Home / verse book <i>Inside Out & Back Again</i>	<i>Symbolism</i> through <u>Denotation</u> & <u>Connotation</u>
Date/Day:	Total Lesson Time:
Tuesday, March 17th - 2nd Hour	55 minutes
Materials/Supplies:	Text/Key Content:
<i>Inside Out & Back Again</i> by Thanhha Lai Google Slides Blooket Team based activities ie. Jigsaw	Recapping key poems (bold) from yesterday's reading assignment - pages 73 to 84. - <i>Floating</i> - <i>S-I-o-w-I-y</i> - <i>Rations</i> - <i>Routine</i> - <i>Once Knew</i> - <i>Brother Khoi's Secret</i>
Lesson Rationale/Overview:	

Each day we continue to build up on the prior week's learning objectives - to understand and identify: elements of verse poetry, figurative language as well as denotation and connotation. Yesterday's lesson was to build upon the prior lessons and formative assessments on denotation & connotation to now use as building blocks to layer upon *Symbolism*. Today's lesson is reinforcing the direct instruction and in-class discussion (symbolism) from day prior with recap and then an in-class activity (independent or in pairs). This will be followed up by in-class reading time.

Part 2: Lesson Goals

Standard(s): (Common Core or other)

MI.ELA-Literacy.RL.8.4: 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

Learning Target/Objective(s):

Build upon understanding Denotation & Connotation to extend to being able to identify and analyze symbols.

Lesson Formative Assessment(s):

The assessment is through independent or paired based activity. Students will select 1 of 3 symbols (papaya, egg, doll). Students will then based on the initial poem reference (ie. Papaya Tree page 8) apply the prior instruction to write out the denotation, connotation as well as how this symbol may have changed from pages 1 - 84.

Unit Summative Assessment(s): (briefly describe)

This is week 3 of a five week unit. There is no summative.

Part 3: Lesson Sequence

Lesson Activities: Gradual release, inquiry, or other sequence

Time	Describe what the teacher (T) and Students (S) will do
5 min	(S) Prep: literacy notebooks, Verse novel (T) Recap of prior lesson

	Alternate/Differentiation: N/A
10 min	Activity 2: (T) Review of key poems from yesterday's reading with prompts: <i>S-l-o-w-l-y</i>, <i>Once Knew</i>, <i>Brother Khoi's Secret</i> (S) Participation: discussion, annotations and notetaking
	Alternate/Differentiation: N/A
15 min	Activity 3: (T) Explains Assignment: select a symbol (papaya, chick, doll) to write the denotation, connotation as well as how this may have changed from pages 1-84 (S) Participates working independently or in pairs.
	Alternate/Differentiation: N/A
25 min	Activity 4: (S) Independent or group reading from pages 85-102. For those who have missed classes to catch up with reading. (T) going around the class to coach, read with and/or redirect
	Alternate/Differentiation: Images for key words, phrases prior to reading

Part 4: Post-Planning Reflection

Reflection Question (review after you've drafted your lesson):

- A. *How have I integrated reading, writing, speaking, and listening into my LP?*
- B. *How have I scaffolded and developed students' understanding of complex disciplinary content?*
- C. *How have I drawn on and sustained students' cultural and linguistic resources?*
- D. *How have I pushed students to think critically about their world?*
- E. *What challenges might students encounter in this lesson?*

Part 5: Post-Lesson Reflection

Reflection Questions (post-lesson):
1. What were the outcomes of the lesson? (How effectively did students meet the learning objective? How do you know?)
Discussed with field instructor post lesson
2. What went well?
Discussed with field instructor post lesson
3. What could be improved upon if you were to teach this lesson again?
Discussed with field instructor post lesson
4. What have you learned that can impact your future teaching?
Discussed with field instructor post lesson