

EDUC 654 Field Visit - March 4, 2026 - David Kang

Pre-Observation Summary

This is the 3rd day of the unit that I've designed for the book *Inside Out & Back Again*. The first week is setting the foundation for the first week focusing on the learning objectives: Verse Poetry, Figurative Language (recapping what was learned in prior semester) and Symbolism through Denotation and Connotation. No mentor text is being used but the actual text of the verse novel. The overall cadence of the unit will be - for the first week - each day of the lesson will incorporate more direct instruction ex. Denotation & Connotation then as we continue to read, ask the students to call out Figurative Language (from the lesson of the prior day). The idea is to continue to stack until we are covering all the unit's learning objectives as we are reading. Today's lesson will focus on more Denotation & Connotation with Symbolism being introduced later in the text.

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 through <u>Denotation</u> & <u>Connotation</u></i>
Date/Day:	Total Lesson Time:
Wednesday, March 4th - 2nd Hour	55 minutes
Materials/Supplies:	Text/Key Content:
<i>Inside Out & Back Again</i> by Thanhha Lai Google Slides Blooket	<i>Pages 12 - 17</i> - <i>Missing in Action</i> - <i>Mother's Days</i> - <i>Eggs</i>
Lesson Rationale/Overview:	
The lesson today will build upon the prior days (Verse Poetry, Figurative Language) and now introduce Denotation & Connotation to eventually tie into Symbols & Symbolism. Each day when introducing the new learning objective will be focused more on direct instruction with prompts. The next day will transition to more	

prompting as we overlay another learning objective. Everyday there will be some form of recap to reinforce the learning as well as images/videos to introduce words in the verse poems that they may not be familiar with.

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):

Learning the definition of Denotation and Connotation

Lesson Formative Assessment(s):

The formative will be two part: first, instructor led recap and discussion on

Unit Summative Assessment(s): (briefly describe)

This is week 1 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 (did not complete the last poem) (S) Annotations / note taking
	Alternate/Differentiation: N/A
10 min	Activity 2: (T) Direct instruction on Denotation & Connotation using Google Slides (S) Note taking

	Alternate/Differentiation: N/A
10 min	Activity 3: (S) Follows prompts then registers on Blookit! (T) Explains the game / goals then initiates (S) Participates
	Alternate/Differentiation: N/A
20 min	Activity 4: (S) Opens to page 12 <i>Missing In Action</i> (T) Starts Google slides with key images / words in the poem (T) Reads verse poem then calls out elements of verse poetry (S) Annotates / note taking Repeat sequence until page 17 end of the verse poem <i>Eggs</i>
	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