

Lesson Plan Template

Grade: 4th		Subject: ELA - Similes	
Materials: Skeleton Notes, Notebooks, scissors, glue		Technology Needed: White Board	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.		Differentiation Below Proficiency: I can help brainstorm objects that match the adjective that the students are using to write their similes. I could also give a list of words that match the adjectives for the students to use instead of having them think of their own comparisons.	
Objective(s) By the end of the lesson the student will be able to identify comparisons made within a simile. By the end of the lesson the student will be able to complete similes when given an adjective. By the end of the lesson the student will be able to create their own similes. Bloom's Taxonomy Cognitive Level: Apply, Create		Above Proficiency: Students can write their similes entirely instead of having one object given along with the adjective. Students can also be given more advanced adjectives to use and make more complex similes. Approaching/Emerging Proficiency: Students should need some time to brainstorm and possibly need some adjectives defined but should be able to think of comparisons to finish the similes independently. I can have them use a dictionary to look for definitions if there is time or I can give them simple definitions. Modalities/Learning Preferences: Students who need to move can utilize the flexible seating options while they work because it is independent work. Students who need visuals will benefit from the skeleton notes and the images in them. Rather than taking their own notes by hand.	
Classroom Management- (grouping(s), movement/transitions, etc.) This activity consists primarily of independent work so there is not much that will need to be done with grouping, if the students are particularly talkative that day they can brainstorm with a partner. This will need to be monitored and directed towards the assignment but could help students focus with their classmates instead of distracting each other. Transition from notes to activity will occur when their sheets are handed out. I will give directions on the activity before I give them their papers so that they are not distracted by the handout in front of them.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to create their own similes without partners. If brainstorming together, they should each still end up with their own simile. During note taking students will follow the skeleton note procedure where they cut out the sheet given and paste it into their notebook. They will then fill out the sheet while I instruct, based on what I write on the board.	
Minutes	Procedures		
	Set-up/Prep: Make sure scissors and glue are available for each student, spares for students who may lose or break theirs. Examples of common similes: She is as cold as ice, As white as a ghost, Runs like the wind Can use examples if students need more practice or explanation after skeleton notes.		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Alright 4 th graders, while we get our things put away, I have a question for you. Have you ever heard the saying “she was as sweet as sugar?” What do you think that might mean? -- Yeah so there are a lot of different ways to give a description about something. We can list adjectives or make literal descriptions, but sometimes we get the most information by making a comparison. Saying that the girl is as sweet as sugar is comparing her and her sweet personality to sweet sugar		
	Explain: (concepts, procedures, vocabulary, etc.)		

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	<p>When we make a comparison like this, it enhances the way that we write and talk. The type of comparison that we are learning about today is called a simile. Similes are used every day without us even realizing it. Maybe we are describing our friend or writing about burgers, but when we make a comparison using like or as we are writing similes.</p> <p>I am going to have my helper pass out these papers for you so that we can take some skeleton notes on similes. These will be cut out and glued into your language arts notebook. Once everyone has gotten their paper glued in, we will fill them out together as we learn about similes. Since these are your notes you don't have to use cursive, we are just filling these out because they will help you in the future and they are a starting point for you to learn how to take notes.</p> <p>Here in this first part of our notes we are going to write down what a simile does. A simile compares two things using the words like or as. Now our skeleton notes give us an important clarification here. It tells us that we are comparing two objects or people. If I just say that "she is sweet" I am not making a comparison between two things, I am just describing her with an adjective. In that sentence, she is the person and sweet is the adjective. Do we see any other noun that we are comparing it to? Nope! It is just giving a description. Now, lets go back to the example that I gave you at the beginning. If I say that she is as sweet as sugar, do we have two objects? What are those objects?</p> <p>--</p> <p>Yeah, we are comparing she with sugar by calling them both sweet. Sweet is not an object here, it is just the adjective describing them. The second important part of this definition is that similes use the words like or as. One this is like another thing or it is as ___ as another thing. For example, the bouquet of flowers was as colorful as a rainbow. Here the flowers are being compared to a rainbow. The adjective is colorful, so we are saying that these two things are both colorful. If I say that her strange laughter sounded like a screeching goose, I am comparing her laughter to a goose. This adjective is a little harder to find, but it is right in front of the word laughter. It is saying that both of them are strange.</p> <p>Next I want you to practice one with the example in your skeleton notes. Lets all look at the blanket was as soft as a rabbits fur. I would like you to write down what you think is being compared and what the two things have in common. Once you have done that, turn to your partner and talk through what you thought the comparison was.</p> <p>--</p> <p>Alright 4th grade, lets bring it back together. What do we think is being compared? What do they have in common?</p> <p>Repeat with second example: The grocery store isles were like a maze.</p> <p>Very nice work 4th graders! We know what a simile is now, but can someone tell me in their own words why we use them?</p> <p>--</p> <p>I like how you put that! Similes help us to describe something more in detail or they can be used to make a point. They can make writing and speaking more dramatic or precise and expand on what you are saying to your readers.</p>
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Now that we have covered a bit on what similes look like and how to understand them, I want you to try writing your own. This handout will have some of the similes started for you. It will say one object and what adjective to use and then ask you to finish the comparison. I want to do one example together before you begin. If I say that he was as tall as... what is another tall object that we could compare him to?</p> <p>--</p> <p>Perfect, those are all awesome objects that help us to understand how tall he is. This activity will have you identifying some comparisons, finishing some similes, and writing just one or two of your own so that we get a ton of practice and can start to make our own writing more interesting by including comparisons in our descriptions. Be as creative with these as you can, they really are fun to think of and if we have time it would be fun to hear what our classmates have written!</p>
	<p>Review (wrap up and transition to next activity):</p> <p>Those were some wonderful comparisons! I really love how you thought outside of the box with this and made each simile your own. Tomorrow we are going to look at another kind of comparison that makes the descriptions even more extreme. For now I would like you to put your notebooks away and hand in your simile sheets. If you still have a few left we will have time later to keep working, otherwise it will be homework for tomorrow.</p>
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>As we do examples, making sure that students are tracking what comparisons are being made and floating through the class while the students do turn and talks</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>Students will have written similes and identified the comparisons made in given similes on the handout.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>

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Consideration for Back-up Plan:

If students are struggling they could do it as a group or we could do one example from each section as a whole class.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

The primary thing that stuck out to me in this lesson was how creative the kids were with their similes. This was so much fun to watch them work on and reading through what they had written at the end was a little funnier than I expected. The kids enjoyed this type of creative thinking and were really independent with it. I think that I expected them to ask more frequently what they should put for something, but they jumped in right away and really wanted to have a creative simile. There were some that were what I had expected but the students went much further than I would have predicted while writing this lesson. One thing that was also encouraging was how well the students understood the concept. They could verbalize what a simile is as well as identify the comparison being made fairly easily.

One thing that I did not explain as well as I should have was the portion that talked about how similes are comparing two objects. For me that is a given so I breezed over it while actually teaching the lesson. This was evident as the kids were working because they struggled with the section where they were supposed to identify what was being compared. Several students made the mistake of comparing one object to an adjective, instead of to the other object. This took a little extra explanation in one on one interactions, but it was not that detrimental to the lesson as a whole. If I did the lesson again, it would be improved by me spending more time breaking down the parts of the simile and showing what two objects we are looking at. This probably would help their understanding of parts of speech as well, so overall it would benefit the lesson.

In the future I would really like to use this lesson because I loved seeing the students get creative with their answers. They were more engaged with the writing portion than with the part that had them identify the comparison, but I think that both are important to the students' understanding. I think that it would be fun to give a platform for the students to share their comparisons because they were really creative and fun for me to look at. I think the students would also get a kick out of sharing the silly connections that they made or the really descriptive and effective ones that they wrote. Another thing that could be fun with this sort of assignment would be to read a book with a lot of similes or to look through books that they are reading because I think that this lesson needed a real-life connection to how writers use it. It is not just something to study but similes also are used in good writing and I think that I should have highlighted that somewhere in this lesson to make the content applicable.

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Name: _____ Date: _____

Figurative Language Test: Similes and Metaphors

True and False Questions: For each question, decide if the statement is true or false. Circle the letter T for True and F for False.

1. T or F – Metaphors compare two things using the words like or as.
2. T or F – Similes and metaphors are used to prove a point or clarify an idea.
3. T or F – There is not a difference between similes and metaphors.
4. T or F – Metaphors say that one thing IS another thing, not that they are just similar.
5. T or F – Similes compare two things, which are often objects or people.

Matching Questions: Match each of the following similes or metaphors with the meaning that makes the most sense. Write the letter that matches it after each number. Do NOT draw lines so that your answer is obvious and easy to read.

- | | |
|---|--|
| 1. The grocery store aisles were like a maze.
_____ | a. They are both boring. |
| 2. The rabbit's fur was a blanket on my lap.
_____ | b. They are both confusing. |
| 3. Mom is like a bear in the morning. _____ | c. They both are very skilled swimmers. |
| 4. Jason was a fish in the swimming pool.
_____ | d. They are both soft and warm. |
| 5. Watching the game was like watching paint dry. _____ | e. They are both angry and intimidating. |

Multiple Choice Questions: Each question will have either a simile or metaphor. Select the letter that shows the two objects being compared in each simile or metaphor.

1. Mrs. Brown's eyebrows are like caterpillars on her face.
 - a. Eyebrows and face
 - b. Caterpillars and face
 - c. Mrs. Brown and eyebrows
 - d. Eyebrows and caterpillars

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2. Holden is as tall as a skyscraper.
- a. Holden and skyscraper
 - b. Tall and skyscraper
 - c. Holden and tall
 - d. Is and tall
3. Megan is a computer when she solves math problems.
- a. Megan and math problems
 - b. Computer and math problems
 - c. Megan and computer
 - d. Computer and solves
4. Lily's legs were jelly after she ran the race.
- a. Lily and legs
 - b. Jelly and ran
 - c. Race and jelly
 - d. Legs and jelly
5. My classmates are as crazy as wild animals.
- a. Classmates and animals
 - b. Classmates and crazy
 - c. Classmates and wild
 - d. Animals and crazy

Fill in the Blank Questions: Each question will have a metaphor or simile started, but each will be missing a word. Complete the metaphor or simile with a comparison that makes sense.

1. Her hair was as black as _____.
2. My hands are as cold as _____.
3. He is strong like an _____.
4. My brother's face was a red _____ when he got embarrassed.

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5. She ran as fast as a _____.

Long Answer Questions: These questions will have two parts. The first will be answered out loud with the teacher during our test period. The second will be an essay to start in class, but then you will be able to take it home to work on it.

1. Out loud Question (to be done with the teacher) – In your own words, what are similes and metaphors and how can you tell the difference between them?

2. Take Home Essay – For this portion of the test, you will need to write a 1-2 paragraph narrative about an event or special occasion. This could be a real event from your life, or it could be one that you have made up. In these paragraphs you need to include 4 comparisons, either a simile or a metaphor, that could describe a person, place, or object from your story. Each comparison needs to be underlined and you need to write and S by it for simile or an M for metaphor to show which figurative language strategy you used.