**Lesson Plan**

**Teacher:** Ms. Brooke Smyth

**Class:** Grade 5

**Time:** 60 minutes

**Subject:** Language Arts

**Theme:** Metaphors and Similes

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| **Ontario Curriculum Expectations** | * 2.4 identify various elements of style – including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures – and explain how they help communicate meaning (e.g., a series of short sentences can help communicate a sense of finality: He didn’t. He couldn’t. He wouldn’t. * 2.3 use some vivid and/or figurative language and innovative expressions to add interest (e.g., some comparative adjectives; similes or personification; comparative adverbs: more slowly |
| **Lesson Goals** | * Students will be able to identify and explain the meaning of simple similes and metaphors in context. * Students will be able to use similes and metaphors to show comparisons. * Students will be able to determine the difference between a simile and a metaphor. |
| **Materials Needed** | * Chalk Board * Speaker * Smart Board * Digital Copy of Lyrics for “Firework” by Katy Perry * Basket * Cards or small pieces of paper with 1 word on each (eg, House, Elephant, Pizza, Textbook, Pencil). |
| **Hook**  (5 minutes) | * Play the song “Firework” by Katy Perry, to catch the student’s attention. This is the first aspect of **Immersion** because they are being immersed in similes and metaphors without even knowing it. This also shows students that comparisons are used everyday and occur even when they are not expecting it. |
| **Intro (**10 minutes) | * Tell students that a good way to improve their descriptive writing is to use comparisons. There are two common types of comparisons people use when writing. These comparisons are called metaphors and similes. Tell your students that a simile is a comparison that uses the words "like" or "as." Write “She is as busy as a bee.” on the board. Ask for a volunteer to explain what that comparison means. Tell your students that a metaphor is a word or group of words that compares two people, animals, things, or places. Write "The classroom was a zoo when the substitute teacher was there." on the board. Ask a volunteer to explain this comparison. This is another aspect of **Immersion** because students are immersed in the content through teacher centred explanation. It is important to provide students with many opportunities to learn and understand the material. |
| **Activity 1** (15 minutes) | * The teacher will place the lyrics on to “Firework” on the Smartboard. The teacher will begin with modelling what is expected by circling a few of the similes and metaphors throughout the song to provide students with clear, real life examples of similes and metaphor. The teacher will then have students come up to the board and circle similes and metaphors in different colours that they find throughout the song. This is the **Demonstration** aspect of the lesson because the teacher begins with pointing out a few of the similes and metaphors to show what is expected. |
| **Guiding Questions for “Firework”** | * What is a simile? * What is a metaphor? * What is the figurative meaning of the simile or metaphor in the song? * Why do people use comparisons? * What is the importance and effect of figurative language on readers or listeners? |
| **Activity 2 - Game** (15 minutes) | * The teacher will put students into groups of 4 or 5 and will have each group pick 10 cards or pieces of paper from the basket. The teacher will explain that students will be playing a game similar to Pictionary or Taboo but only using words that will incorporate similes and metaphors. Each group member will get a turn to be the leader. This means that the leader will pull a card and hide it form the rest of the group. They are expected to describe the word on the paper using a metaphor or simile. The rest of the group must state whether the leader used a simile or metaphor to describe the word and they must guess what the word on the paper is before switching the leader role to the next person. This activity incorporates the **Practice** element because it gives students freedom to experiment with what they have learned with their peers for further clarification. |
| **Conclusion** (10 minutes) | * Give students the opportunity to think about their own simile and metaphor and have them write it down. They will then share their comparisons with the person beside them. Following, the teacher will choose a few students to share their comparison with the class and then, ask other students to explain why the student’s example was a simile or metaphor. This uses the think, pair, share method as a form of assessment to ensure the students understand what was taught. The teacher may also collect the written work for evaluation if necessary. This will give the teacher clarification for which students are having difficulty. This also demonstrates the **Practice** portion of the lesson because students are given the opportunity to individually practice what they have learned and share it what their peers. |
| **Assessment** | * Students will be assessed on their understanding of similes and metaphors. * Students will be assessed on their own creation of similes and metaphors. * Students will be informally assessed by peers, during think, pair, share. * Circulate the room to answer questions and provide examples to students as they work. * Written work can be collected and marked for formal evaluation. |
| **Differentiation** | * **Enrichment:** Challenge students to take the comparisons they wrote during independent working time and create a poem that uses two or more of the comparisons they wrote. * **Support:** Provide small group support for struggling students so they can review and practice the comparison techniques of metaphors and similes. * **Support:** Have struggling students create a simile vs. metaphor anchor chart as a graphic organizer to be used throughout the lesson. It should remind them of the similarities and differences between the two |