

Lesson Plan

Subject: Language Arts	Name: Katie Wilson
Grade: Grade 5	Date/Time: Feb.15-Feb.18 $\frac{1}{4}$ periods
Topic: Process Writing→ Similes & Metaphors	Length of Periods: 30 minutes

Learning Objectives:

Period 1) Students are able to create basic comparison (simile and metaphor) sentences, through elicitation

Period 2) Students begin to understand the concepts of simile and metaphor, and what makes them different

Period 3) Students are able to adjust their writing in terms of length and context

Period 4) Students are able to use figurative language (similes and metaphors) cohesively in a story. Students are able to take edited papers and improve them

Specific Curriculum Expectations:

2.7 Writing→ "make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (e.g., use coloured pens and/or cutting and pasting to identify and move chunks of text that need to be reordered; add or substitute words and phrases, including vocabulary from other subjects and figurative language such as similes and personification, to achieve particular effects; adjust sentence length and complexity to suit the audience and purpose; check that language is inclusive and non-discriminatory)."

Introduction to the Lesson

Hook, Line and Sinker: I will show them my teaching treasure box, and as I pull out the various items that are special to me, I will start to explain them using similes and metaphors

- "Ah! My Winnie the Pooh pencil, as cute as a puppy."

- "Ah! My dog, as snuggly as a teddy bear."

- "Ah! My hot wheels car, fast like a cheetah."

What am I doing?

Period One: **Demonstration**

- Get students to explore the notion of comparisons through a matching sentence strips activity
- Get them to make their own comparison sentences using the ones provided

Remind them to write these sentences down in their notebooks

- An example sentence match up: Her eyes are blue LIKE the ocean
 - That would be three different strips of paper

- Get the students to write out a short story about anything, using 3 of the sentences with LIKE or AS in them.

Remind them that tomorrow a buddy will be reading their story- so make sure it is something that can be shared

- Read them an example story you have written with similes
 - "Once upon a time there lived a boy who had eyes like sapphires. He loved a girl who lived next door. She had freckles like a chocolate chip cookie. They lived in a neighbourhood that was as busy as a beehive."

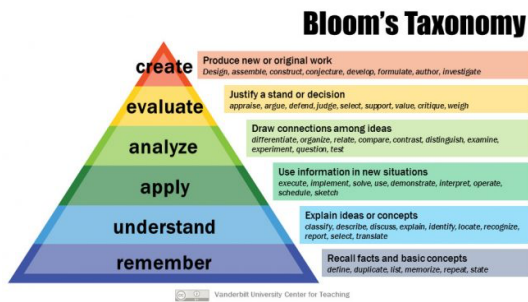
Period Two: **Shared Practice**

- With the stories they wrote yesterday→ have the students who have finished pair up, while the other students finish theirs
- When they are finished and paired up they will editing each other's work
 - Check for 3 LIKE or AS sentences
 - Check to see if the story makes sense with the sentences- and that they were not just added in
 - Use a different colour of pen or pencil crayon
- Students will write out their edited story on a new sheet of paper→ adding two more comparison sentences with WITHOUT like or as
 - Give examples of some metaphors

- You are my sunshine, the world's a stage, mental illness is a prison, my brother is a couch potato, the snow is a white blanket

Period Three: Guided Practice

- This video will be shown at the beginning of class
<https://www.youtube.com/watch?v=uoSBVNUO2LU>
- After we view the video→ I will ask for clarification using what I know about Piaget's "concrete operational" stage and questions related to Blooms' Taxonomy→ specifically questions focusing on Analyze and Understand
 - See the Reflection block for questions



- Students will engage in a game of creating similes and metaphors→ similar to what I do in my "hook"
- There will be a break from writing stories today
- If the students desire to go for a walk for inspiration during the activity→ we will go for a walk

MULTIPLE INTELLIGENCES



This lesson focuses on the: linguistic intelligence, visual intelligence, interpersonal and intrapersonal intelligence.

Period Four: **Independent Practice**

- Students will work on finishing up their stories and adding any final touches to them→ such as pictures or extra content
 - *Remind them to check for grammar mistakes*
- In the last 15 minutes of class, have some volunteers to read out their story to the class in "carpet time"

What will I need?

Period One:

- Have sentences written on a strip of paper or sticky note and have the word LIKE and AS written boldly on a different coloured sticky note
 - Get the students to make comparison sentences using LIKE and AS
- They will need their notebooks

Period Two:

- Students will be finishing up their short stories
- A buddy will edit their story with a different coloured pen or pencil crayon
- Stories will be returned to their original owners and they will write out their edited story on a new piece of paper in their notebooks with the added metaphors

Period Three:

- This video will be shown at the beginning of class:
<https://www.youtube.com/watch?v=u0SBVNUO2LU>
- Students will edit their own stories this time in a different coloured pen/ pencil crayon
- They will then write it out again on a new sheet of paper in their notebook→ they are encouraged to add more similes and metaphors (but that is not necessary)

Period Four:

- Students will be finishing up their stories and adding final touches
- All they need is their notebook and their rough drafts→ they will be handing those in with the good draft at the end of this period

Assessment Strategies

Assessment of learning:

- I will be marking their ability to follow instructions and revise their stories through a rubric (see the appendix)
- Students will be handing in their stories

Assessment for learning:

- I will be self-assessing how well the students interact with the lesson and the concepts of story writing, editing, similes and metaphors
- This will be done through my personal "teaching journal"

Assessment as learning:

- I will be using a rubric to assess how well students stay on task with the learning objectives
- I will be moderating the editing process, and supporting students who need help or have any questions regarding their tasks

Reflection Activities/ Discussion

Reflection:

- . Similes and Metaphors are in the same family→ comparison figurative language
- . Similes need something to be like or as something else
- . Metaphors need something to be it→ these are closer to analogies, but that is another term for another day

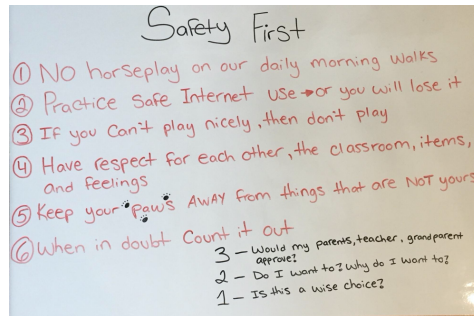
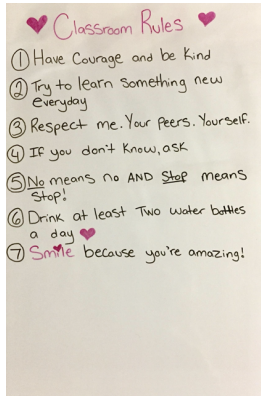
Ask Questions:

- 1) If I'm fast like a cheetah, what am I? A metaphor. A simile.
- 2) If I am as round as a beachball, what am I? A metaphor. A simile.
- 3) If the ground is a soft blanket, what is it? A metaphor. A simile.
- 4) How can you tell the difference between a metaphor and a simile?

Classroom Safety Considerations

* Refer to the flip charts we wrote together, on the board for our Classroom Rules and Safety First

- A copy of the flip charts has been added below



Rubric

Criteria	Level One	Level Two	Level Three	Level Four
Student writes with 3 similes and 2 metaphors	Student writes one of each. Or only one.	Student writes some of the required criteria, but not all.	Student writes with 3 similes and 2 metaphors.	Student writes more than 3 similes and 2 metaphors.
Student grasps the difference between simile and metaphor	Student does not understand the difference. But can define one term.	Student can define these terms and their difference vaguely.	Student can differentiate between a simile and a metaphor.	Student is able to differentiate the terms, and give examples.
Student is able to revise, edit and rewrite story	Student is able to check their work for grammar mistakes (revise) or look at peer revisions and include some changes.	Student struggles with revising peer work, as well as their own. With regards to finding metaphors and similes.	Student is able to rewrite story that has been revised but struggles with the revision/editing process.	Student is able to revise, edit and rewrite their story with ease. In revisions, they give suggestions.
Student is able to use various strategies to improve the clarity and content value of their work	Student is unable to improve the content of their story with regards to metaphor/simile. They have revised their work grammatically.	Student is able to make the revisions from the editing process for their story. The story is still unclear.	Student is able to take the feedback and editing to improve the content and clarity of their story.	Student is able to take the feedback and editing to improve the clarity and content of their story. While adding extra examples.