Lesson Plan Template
Date: _____

Grade: 4th grade	**Subject: Figurative Language (Similes, Metaphors, and Personification)**
Materials: foldable (already constructed), pencil or marker, simile, metaphor, alliteration, personification, and idiom writing practice worksheets (given each day).	**Technology Needed:** Power point/presentation (Nearpod)

Instructional Strategies:

☐ **Direct instruction**	☐ Peer teaching/collaboration/ cooperative learning
☐ **Guided practice**	☐ **Visuals/Graphic organizers**
☐ Socratic Seminar	☐ PBL
☐ Learning Centers	☐ Discussion/Debate
☐ **Lecture**	☐ Modeling
☐ **Technology integration**	
☐ Other (list)	

Guided Practices and Concrete Application:

☐ **Large group activity**	☐ Hands-on
☐ **Independent activity**	☐ **Technology integration**
☐ Pairing/collaboration	☐ Imitation/Repeat/Mimic
☐ Simulations/Scenarios	
☐ Other (list)	

Explain:

Standard(s):

4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

4.W.8 Recall relevant information from experiences or gather relevant information form print and digital sources; take notes and categorize information and provide a list of sources.

4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a. Explain the meaning of simple similes and metaphors in context).

Objective(s):

By the end of the lesson, students will be more proficient in their figurative language writing skills.

By the end of the lesson, students will be able to tell the difference between the types of figurative language.

Bloom's Taxonomy Cognitive Level:

Verbal/linguistic, visual/spatial, interpersonal, and intrapersonal

Differentiation

Below Proficiency: For students who are below proficiency, they will be present during direct instruction and work on the writing activity with their instructional aide, if present, or continue to work on it at their own pace.

Above Proficiency: For students who are above proficiency, they will be able to provide examples of figurative language for their classmates. They will also be able to do the writing activity with little to no help during this time.

Approaching/Emerging Proficiency: For students who are approaching/emerging proficiency, they will be able to follow along with the direct instruction and work on their writing activity individually, with help when needed.

Modalities/Learning Preferences:
- **Visual:** power point (Nearpod)
- **Auditory:** spoken instruction
- **Kinesthetic:** match and define types of figurative language
- **Tactile:** worksheets/writing activities

Classroom Management- (grouping(s), movement/transitions, etc.):

Students will be seated during direct instruction (Nearpod) and be able to provide examples of figurative language by raising their hand or being called upon to give examples for the class. They will be seated with a voice level of 0. During their writing activity time, students should be at a voice level of 1-2, and are expected to work individually or with a partner. Once transitioned into groups or individual work time, students are expected to stay on task and work cooperatively with peers. Each student will be required to participate in the writing activity and create when prompted to do so.

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.):

Students are expected to behave responsibly and respectfully towards their teacher and peers. They are expected to be paying attention during direct instruction and working in a timely manner during their writing activity time. During direct instruction, students will be able to give examples and answer the questions within the Nearpod power point. During their writing activity, students will be able to complete this individually or with a partner quietly and cooperatively.

Minutes	Procedures
5	**Set-up/Prep:** Make the power point (Nearpod) and set up computer for whole-class instruction. Have writing activity ready to hand out after direct instruction is complete.
5	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.):** Students will be asked, "What is figurative language?" and "Have you practiced or heard of figurative language before today?". While thinking about these questions, foldables will be handed out to be filled out throughout the figurative language lesson/week.
10-15	**Explain: (concepts, procedures, vocabulary, etc.):** **Day One: (SIMILES)** Students will be reintroduced to figurative language and similes. Direct instruction will be used to explain figurative language and similes. Students will be required to interact with the Nearpod on their own computers. While interacting students will answer questions, "What is figurative language?" and "What are similes?". The teacher will go through the Nearpod, ONLY THROUGH/UP TO THE SIMILES SLIDE. After the simile slide, the teacher will explain and hand out simile writing activity. **Day Two: (METAPHORS)** Students will review figurative language and similes from what was taught through direct instruction the day prior. Students will be required to interact with the Nearpod on their own computers. While interacting students will answer questions, "What did we learn yesterday about figurative language?" "What did we learn yesterday about similes?" and "What is a metaphor?". The teacher will go through the Nearpod, ONLY THROUGH/UP TO THE REVIEW OF FIGURATIVE LANGUAGE AND SIMILES ALONG WITH THE METAPHOR SLIDES. After the metaphor slide, the teacher and students will do an activity to see if the students understand the difference between a simile and a metaphor. Once they understand the difference, the teacher will explain and hand out simile writing activity. **Day Three: (PERSONIFICATION)** Students will review figurative language, similes, and metaphors through direct instruction and examples. Students will be required to interact with the Nearpod on their own computers. While interacting students will answer questions, "Can anyone tell me what figurative language is?" "Does anyone remember what a simile is? A metaphor?" "Does anyone know the difference between a simile and a metaphor?" and "Can anyone tell me personification is?". The teacher will go through the Nearpod, ONLY THROUGH/UP TO THE REVIEW OF FIGURATIVE LANGUAGE, SIMILES, METAPHOR, AND PERSONIFICATION SLIDES. After the review and personification slides, the teacher will explain and hand out simile writing activity.
10-15	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions):** **Day One: (SIMILES)** Students will be working on a writing activity adding 'like' or 'as' into sentences so they make senses (ex. You are as strong __AS__ a gorilla.). If time allows, students will switch papers with each other, and we will go through the answer as a class. **Day Two: (METAPHORS)** Students will be working on a writing activity creating their own metaphors with guided sentence structure and word bank (ex. The ___classroom___ was a zoo.) They will also be differentiating between similes and metaphors by reading each sentence and writing if it is a simile or metaphor. (ex. Katie was as powerful as a train. Is this a simile or metaphor?). If time allows, students will switch papers with each other, and we will go through the answer as a class. **Day Three: (PERSONIFICATION)** Students will be working on a writing activity using personification to create a postcard to give to another student in the class (partners will be chosen by teacher). If time allows, students will switch papers with each other, and we will go through the answer as a class.

5-7	**Review (wrap up and transition to next activity):** Students will go over the answers to each writing activity each day by going around the class and sharing on their figurative language sentences they create. They will switch papers with another classmate to 'correct'.

Formative Assessment: (linked to objectives, during learning)	**Summative Assessment (linked back to objectives, END of learning):**
• **Progress monitoring throughout lesson (how can you document your student's learning?):** Students will be progress monitored based on their clarifying questions. Watch for confusion during direct instruction. The teacher will also be walking around during their writing activity time to look for confusion or understanding of the topic. The students will turn in their writing exercises each day to prove their understanding of the forms of figurative language. The papers should already be 'graded' by doing peer correcting at the end of each day/lesson.	One the last day, students will produce clear and coherent figurative language sentences by recalling relevant information from the past lessons. They will demonstrate their understanding of figurative language by writing similes, metaphors, and personification sentences. The students will be able to show the difference between the forms of figurative language.

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

The figurative language lesson went well as the students positively responded to the Nearpod presentation I used to enhance and review their learning and understanding each day. I added more questions to the review 'game' within the Nearpod presentation to help them reflect on the previous days learning.

On Monday I taught the students about what figurative language is and one type of figurative language, similes. Prior to my lesson, Mrs. Herman mentioned that similes should be a review to them, as they talked about them at the beginning of the year. Some students did not remember what similes were and how writers use them, but once I reintroduced them, they were starting to remember what similes were. The students responded well to the writing activity dealing with similes, as it was meant to be a review and they easily understood it.

On Tuesday, I taught the students about metaphors, where they had not been introduced to them before. The students were having more of a challenge with metaphors, as they are similar to similes, but the form is completely different.

On Wednesday, I introduced another new type of figurative language, personification. The students thoroughly enjoyed this type, as it was fun to personify something that should not have human qualities. This particular lesson went surprisingly well, as the students grasped this concept easily and the writing activity on personification was the right amount of challenge for all students.