Lesson Plan Template

Grade: 4	Subject: Language Arts – Figurative Language

Materials: figurative language anchor chart, figurative language cards	Technology Needed:

Instructional Strategies:

- ☑ Direct instruction
- ☑ Guided practice
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☐ Lecture
- ☐ Technology integration
- ☐ Other (list)

- ☐ Peer teaching/collaboration/ cooperative learning
- ☑ Visuals/Graphic organizers
- ☐ PBL
- ☐ Discussion/Debate
- ☐ Modeling

Guided Practices and Concrete Application:

- ☐ Large group activity
- ☑ Independent activity
- ☐ Pairing/collaboration
- ☐ Simulations/Scenarios
- ☐ Other (list)

  Explain:

- ☐ Hands-on
- ☐ Technology integration
- ☐ Imitation/Repeat/Mimic

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.**
    - **b. Recognize and explain the meaning of common idioms, adages, and proverbs.**
    - **c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).**

Differentiation

Below Proficiency:
- **Help these students with their sentences**

Above Proficiency:
- **Challenge these students to think of their own sentences, but they may ask the teacher or their peers for help**

Approaching/Emerging Proficiency:
- **Challenge these students to create more complex sentences if needed**

Modalities/Learning Preferences:
- **Visual – anchor chart**
- **Kinesthetic – Writing sentences with figurative language**
- **Auditory – lecture, definitions**

Objective(s)

- **By the end of the lesson, students will demonstrate understanding of figurative language by applying figurative language to their writing.**

Bloom's Taxonomy Cognitive Level: Applying

Classroom Management- (grouping(s), movement/transitions, etc.)
- **Give students time updates**
- **Allow students 3 minutes to put away their composition notebooks and get ready for keyboarding – water / bathroom breaks**

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
- **Students are expected to work on their sentences and not on other school work**

Minutes	Procedures
2	**Set-up/Prep:** • **Have students get out their writing journals.** • **Pull up anchor chart**
2	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** • **Discuss with students that using figurative language is a fun way to make their writing more engaging for other readers.**
11	**Explain: (concepts, procedures, vocabulary, etc.)** • **Simile – comparing two or more words using "like" or "as"** • **Metaphor – comparing two or more things by not using "like" or "as" / by saying one thing actually is / was the other** • **Personification – giving human characteristic to an animal or inanimate object** • **Alliteration – repetition of the same beginning sound** • **Onomatopoeia – The use of a word to imitate a sound** • **Hyperbole – an extreme exaggeration** • **After discussing each definition, have students write their own sentence in their composition journals.**
12	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** • **Students write three sentences for each figurative language definition.**
3	**Review (wrap up and transition to next activity):** • **Ask students what each figurative language definition means - simile, metaphor, personification, alliteration, onomatopoeia, hyperbole.** • **Remind students that they can apply figurative language to their writing.**

- **Have students put away their English composition notebooks and get ready for keyboarding.**

Formative Assessment: (linked to objectives)
  Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.
- **Making note of questions students ask.**
- **Fist to 5.**
- **Student understanding / confusion.**

  Consideration for Back-up Plan:
- **If running low on time, have students only write 1 sentence per figurative language definition.**
- **If need, cut out keyboarding and use that time for English.**

Summative Assessment (linked back to objectives)
  End of lesson:
- **Individual Student Figurative Language Sentences**

  If applicable- overall unit, chapter, concept, etc.: none

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):
I had about a half an hour time slot for this lesson, so the lesson acted as more of an introductory lesson into figurative language. I wanted to introduce figurative language because students are starting to write more and are getting into research paper topics. I wanted students to realize that they see and say figurative language techniques every day, so introducing figurative language would help them realize and identify figurative language techniques.

I think students enjoyed the lesson, despite the brief focus on each figurative language definition. I would discuss with students what each technique was, give them examples, discuss examples with students, and then have them write their own example in their writing composition notebooks. This lesson really promoted class discussion and creative thinking.

Towards the end of the lesson, students got to turn and talk and tell their neighbor their sentences. Students also used this time to help students think of a sentence in an area where they may have struggled. With this lesson, I really enjoyed the collaboration tool used to promote engagement and student learning.

Ideally, this lesson should be broken up into an entire unit with a focus on each figurative language technique over a number of days so as to allow for more detail and student practice. However, I still think the lesson was a fun introductory lesson and could be used again.