**Lesson Cycle**

**Lesson Title/Topic:**

**Concept: Metaphors and Similes (2nd grade)**

**Standards/Rationale: (110.4)(b)(10)(d)**

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| **Learning Target:** | **Assessment:** |
| TSW **write** a letter using two 2 similes and 2 metaphors with 70% accuracy. | Completed letter. |

**Materials:** Ziploc bags, markers, posters, strips with examples of metaphors and similes,

Books: Where the Sidewalk Ends by Shel Silverstein, You’re Toast and Other Metaphors We Adore by Nancy Loewen, Crazy like a Fox: A Simile Story by Loreen Leedy.

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| **Lesson Cycle:** **(Direct instruction)** |

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| **The teacher will:** | **The student will:** |
| **Focus/Mental Set:**   * Read “No Difference” (pg. 81) from Where the Sidewalk Ends by Shel Silverstein * Ask students whether people can really be as small as peanuts or as big as giants. * Ask why the author used those phrases to make his point. * Tell students to raise their hands when they hear the word “as”. Reread the poem while emphasizing the word “as” in the metaphors. | * Actively **listen** to the poem * **Respond** to questions * During the second reading, **raise their hand** when they hear the word “as”. |
| **Teacher Input:**   * **Discuss the key terms**   + figurative language   + metaphors   + similes * ELL Strategies:   + **Contextualize key vocabulary:** Make sure examples translate to native language, think of simile/metaphor examples in native language   + **Personal Dictionaries** – write down definitions for metaphors and similes in personal dictionary with examples * Pick students to read pg. 3 from You’re Toast to introduce metaphors * Allow ELLs extra time to read and praise for attempting and not giving up * Pick students to read pg. 2 from Crazy like a Fox to introduce similes * Allow ELLs extra time to read and praise for attempting and not giving up * Discuss words to look for (are/is/was for metaphors, like/as for similes) * Stand up/sit down: Have individual students pick an example from the bag and have students stand up when a simile is read or sit down when a metaphor is read * **Give ELLs a list of examples and a highlighter so they can highlight key word (are/is/was, like/as). Give 20 seconds think/highlight time between each example to give ELLs ample time to decide whether they should sit or stand** * Divide students into 4 groups for Carousel Feedback * Mix ELLs and advanced English speakers * Give each group an example of a metaphor and a simile, a poster, and markers * Have each group make a poster about their example. * Each group will present posters to other peers through Carousel Feedback * Have books available as references * Have students answer, “What is one similarity between metaphors and similes?” and “What is one difference between metaphors and similes?” * Ask students to summarize why metaphors and similes are useful in writing. | * Actively **listen** to key terms * Make a Venn diagram on the differences/similarities between metaphors and similes. (one bullet per section) * **Listen** to pages read from books * **Read** from books if called on * **Participate** during Stand Up/Sit Down activity * **Pair Stand Up movement with writing and “S” in the air for simile, and the SIT DOWN movement with making an M with two hands over head.** * **ELLs: Use highlighter to highlight key words (is/was/are, like/as)** * Divide into 4 groups and **create** a poster which includes:   + Their example   + A picture of the figurative meaning vs. the literal meaning   + Classify the phrase as a metaphor or simile   + Underline the key word   + Fill in the blanks to “Compares \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_” * **Provide feedback** to peers’ posters about metaphors and similes * **Respond** to questions. |
| **Guided Practice:**   * Divide students into groups of 3. * Mix ELLs and advanced English speakers * Give each group a bag of 10 strips with 5 examples of similes and 5 examples of metaphors, and metaphor and simile headers * Give groups highlighters so they can highlight key words (is/are/was, like/as) * Pass out vocabulary with definitions, key words, and examples * Have students sort strips into metaphors or similes * Write what the phrase is trying to convey on the back * Limit time on this activity to 10 minutes so students are encouraged to divide work * Check the students work | * Work with group to divide the strips into 2 categories (metaphors and similes) * Refer to vocabulary sheet * Use highlighters to highlight key words * **Write** the message the phrase is trying to convey on the back of each strip * **Correc**t as needed |
| **Independent Practice:**   * Have students write a letter to a friend using 2 similes and 2 metaphors * Walk around and monitor their work, if needed | * **Write** a letter to a friend using 2 similes and 2 metaphors. * Underline the metaphors and similes used in different colors. |
| **Closure:**   * Have students pair off. One students will say the key words for metaphors, the other will say the key words for metaphors. Then the pair will discuss why they are important to use in writing. | * **Discuss** the key words used in similes and metaphors with a partner. Explain why |

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| **Options:** |  |
| ***Enrichment:*** Pick a metaphor or simile from “The Grinch Song” and draw a picture to represent it. | ***Reteach:*** Make an anchor chart about metaphors and similes with examples. |

**Modifications/Correctives:**

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| * Have a PowerPoint with keywords and definitions, as well as the directions for stand up/sit down activity, as well as the examples for students who are deaf * Provide a sign for student in a wheelchair with an up arrow with the words “stand up” on one side, and a down arrow with the words “sit down” so they can participate during stand up/sit down * Allow a student with dyslexia type his or her when writing the letter so they will have access to spell check. | * Use the PowerPoint to read information * Use the sign to participate during stand up/sit down * Use a computer to type letter |

**References:**