

Lesson Plan Template

Grade: fourth	Subject: Language arts
Materials: computer, projector, exit slip, and pencil	Technology Needed: computer and projector
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) 4L.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.	Differentiation Below Proficiency: These students will get extra help if they need it. Above Proficiency: These students will be able to express their knowledge by creating their own metaphor and simile. Approaching/Emerging Proficiency: These students will follow the lesson as we are going through it. If they need help, they can ask. Modalities/Learning Preferences: Visual: Having the words in front of them. Auditory: Listening to the music will help the students understand the words.
Objective(s) Students will be able to identify and create similes and metaphors. Bloom's Taxonomy Cognitive Level: creating	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> The students will be contributing to the lesson They will have their voices at level zero when the teacher or other students are speaking. The students will transition back to their table spaces with quiet walking feet.
Classroom Management- (grouping(s), movement/transitions, etc.) The students are going to start at the carpet with nothing. Then we will transition back to their table spaces to go over the song.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> The students will be contributing to the lesson They will have their voices at level zero when the teacher or other students are speaking. The students will transition back to their table spaces with quiet walking feet.
Minutes	Procedures
	Set-up/Prep:
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Have the students come to the carpet with nothing. Raise your hand if you know who the Grinch is? What words would you use to describe the Grinch? The song Mr. Grinch describes the Grinch by insulting him and comparing him to awful things. The lyric in the song has a bunch of different similes and metaphors to describe the Grinch. Raise your hand if you know what a simile and a metaphor is?
	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> Similes and metaphors are types of figurative language used to make comparisons. Figurative language is a word or phrase that does not have its normal every day, literal meaning. Authors use figurative language to make their stories more interesting. Before we listen to the song Mr. Grinch, I am going to give you a couple of examples of similes and metaphors. Simile is when are comparing a person, place, animal or thing. Using the words like or as. Write on the board <ul style="list-style-type: none"> This bag is light as a feather. He soared like an eagle These similes are comparing two different things using the words like or as. A metaphor is when you are saying that a person, place, animal, or thing is something else. But this doesn't mean that it doesn't mean exactly what the words say. Write on the board <ul style="list-style-type: none"> The snow is a white blanket He is a night owl Now guys we are going to go back to our table spaces and analyze the song Mr. Grinch. The only thing that should be on our table spaces is the paper and a pencil. I will dismiss you guys one at a time to go back to your table spaces to grab a sheet with the Mr. Grinch song lyrics on it

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	<ul style="list-style-type: none"> • We are going to circle the similes and underline the metaphors. • Dismiss the students
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Remember we are going to be circling the similes and underline the metaphors. • Start playing the song and pause it after the first section to make sure the students are able circling and underlining the simile and metaphors. • Then play the rest of the song for the students. • Pull the song up on the projector so the whole class can see the lyrics and as a class go through the song and see what the students underlined and circled to see if they caught all of the similes and metaphors.
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Who can tell me what a simile is? • Who can tell me what a metaphor is? • Before you go into your next round, I want you to come up with your own example of a simile and a metaphor. Once you come up with your own metaphor and simile you can go into your round choice.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. The students are asked to explain to me what a simile and metaphor is at the end of the lesson. When they are listening to the song I will walk around and see if they are understanding the concept.</p> <p>Consideration for Back-up Plan: I will have the students read the song lyrics aloud and circle and underline the simile and metaphors.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The students will hand in an exit slip where they create their own simile and metaphor.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): I think this lesson went really well. The students were engaged, and they enjoyed getting to listen to the song Mr. Grinch. Right away I had the students I brought the students to the carpet so we could go over what a metaphor and simile is. To get their attention I mentioned to them that we would be analyzing the song Mr. Grinch. I also talked to the students about different ways that the Grinch is described. When we were done discussing what similes and metaphors are I explained to the students what was going to happen next. I told them that we would get to listen to the song two different times. The first time they were to read and follow along with the lyrics sheet that I handed out to them, and they couldn't sing along because they were following along with the words. Once we were done doing that, we listened to the song a second time and then the students were able to sing along to the song and were able to move in their seats. Once we were done listening to the song the two different times, we went over the different metaphors and similes that they had found when reading along with the lyrics. When we were done going over the different metaphors and similes that are within the lyrics, I had the students create their own metaphors and similes. The students understood the concept pretty good. Their similes were pretty good, but the metaphors were not as well written. This is understandable because metaphors are tougher to write. The students did learn what a simile and a metaphor is because at the end when I asked them to explain what a metaphor and a simile is and they could do that. I think they were just having a harder time figuring out how to write a simile but mostly had a hard time writing metaphors. I think in the future it would be important to have the lesson be the second or third lesson on similes and metaphors. The students were having tougher time with the metaphors, and they needed more work on them. Some of the lyrics in the song were confusing them whether they were actually a metaphor or if it was just describing the Grinch. This lesson did bring good discussion to the topic of metaphors and similes, but I think it would have worked better if it wasn't the first initial lesson on metaphors and similes.</p>	

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Name _____ Date _____

Now it's your turn! You may choose to:

- 1) Create your own similes and metaphors to describe the Grinch.
- 2) Think of other songs that you know, see if you can identify any similes and metaphors in those lyrics.

Similes

(Remember to use "like" or "as")

Metaphors

(Compare the Grinch to something else)

The Grinch Theme Song

Key **similes** **metaphors**

You're a mean one, Mr. Grinch

You really are a heel. You're as cuddly as a cactus, you're as charming as an eel, Mr. Grinch.

You're a bad banana with a greasy black peel!

You're a monster, Mr. Grinch. Your heart's an empty hole.

Your brain is full of spiders. You've got garlic in your soul, Mr. Grinch. I wouldn't touch you with a 39 and a half foot pole!

You're a vile one, Mr. Grinch. You have termites in your smile
You have all the tender sweetness of a seasick crocodile, Mr. Grinch. Given a choice between the two of you I'd take the seasick crocodile!

You're a foul one, Mr. Grinch. You're a nasty wasty skunk
Your heart is full of unwashed socks. Your soul is full of gunk, Mr. Grinch. The three words that best describe you are as follows, and I quote "Stink, stank, stunk!"

You're a rotter, Mr. Grinch. You're the king of sinful sots
Your heart's a dead tomato. Splotched with moldy purple spots, Mr. Grinch. Your soul is an appalling dump heap. Overflowing with the most disgraceful assortment of deplorable rubbish. Imaginable, mangled up in tangled up knots!

You nauseate me, Mr. Grinch. With a nauseous super "naus"!
You're a crooked dirty jockey and you drive a crooked hoss, Mr. Grinch. You're a three-decker sauerkraut and Toadstool sandwich with arsenic sauce!

