















Technology-Connected Lesson Plan

Title:	Fall Similes and Metaphors
Grade Levels:	4 th - 6 th
Curriculum Areas:	Language Arts
Measurable Objectives:	<ul style="list-style-type: none"> ☞ Students will be able to interpret similes and metaphors. ☞ Students will be able to write similes and metaphors. ☞ Students will be able to write similes and metaphors using fall/autumn descriptive words
LA Content Standards:	<ul style="list-style-type: none"> ☞ ELA-3-M1 - writing legibly ☞ ELA-3-M3 - demonstrating standard English structure and usage ☞ ELA-3-M4 - demonstrating understanding of the parts of speech to make choices for writing ☞ ELA-3-M5 - spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary
Grade Level Expectations (GLE)	<ul style="list-style-type: none"> ☞ Reading and Responding Standard 1 Identify the meanings of idioms and analogies (ELA-1-M1) Identify and explain literary devices in grade-appropriate texts, including: <ul style="list-style-type: none"> -- how word choice and images appeal to the senses and suggest mood, tone, and style -- foreshadowing --flashback (ELA-1-M2) ☞ Writing Standard 2 Develop grade-appropriate compositions on student- or teacher-selected topics that include the following: <ul style="list-style-type: none"> --word choices (diction) appropriate to the identified audience and/or purpose --vocabulary selected to clarify meaning, create images, and set a tone

	<p>-- information/ideas selected to engage the interest of the reader ---clear voice (individual personality) --variety in sentence structure (ELA-2-M2)</p>
K12 Educational Technology Standards:	<ul style="list-style-type: none">  Use multimedia tools and desktop publishing to develop and present computer-generated projects for directed and independent learning activities. (1,3)  Use technology tools (e.g., multimedia authoring, writing tools, digital cameras, drawing tools, web tools) to gather information for problem solving, communication, collaborative writing and publishing to create products for various audiences. (1,3,4)
Technology Connection:	<ul style="list-style-type: none">  Computer  TV/scan converter connection  Overhead projector  United Streaming Video - Autumn www.unitedstreaming.com  Poem, Willow and Ginkgo, http://volweb.utk.edu/Schools/bedford/harrisms/1poe.htm  PowerPoint Slideshow - Slides have comparisons of various elements of fall -students identify if they similes or metaphors  Microsoft WORD
Procedures:	<ul style="list-style-type: none">  Discuss the season of fall/autumn with your students. I started this lesson off with a short UnitedStreaming video called "Autumn." www.unitedstreaming.com During the video, I had the students write down different things that saw that related to the season.  After the video, make a word chart with the information that the students wrote down. Have the class generate a list of autumn words. Examples might include the months of fall or descriptive words dealing with the sights and sounds of autumn. This would be a good time to display the "fall items" that you brought.  Discuss similes and how they compare things using the words <i>like</i> or <i>as</i>. When students are associating the various elements of autumn, they will need to use comparison words that everyone knows and can relate to. Use some of the "fall items" for examples. <i>The leaves are as orange as a pumpkin.</i>

The weather is as crisp as fresh lettuce.

The scarecrows blow in the wind like big rag dolls.

- 🖥️ Discuss metaphors and how they compare things, but do not use *like* or *as*. Use some of the "fall items or words" for examples.
- 🖥️ (Optional) I prepared a slideshow using PowerPoint with various similes and metaphors on each slide. The students had to determine if they were a simile or metaphor. Next, they had to give the meaning of the figurative language and explain why the two things were compared.
- 🖥️ Read the poem, *Willow and Ginkgo*, located at <http://volweb.utk.edu/Schools/bedford/harrisms/1poe.htm>
- 🖥️ Questions to stimulate discussion after the poem is read:
 1. What are some ways the author wrote to make his details more vivid? Have the students identify the similes and metaphors and what are being compared.
 2. What are some good describing words he used (add them to the word chart)?
 3. How can we write things to show comparisons?
 4. Have the students change the similes to metaphors and the metaphors to similes.
- 🖥️ Using the overhead projector, the teacher guides students through the writing process, modeling what students will later do independently. The teacher chooses 4-5 fall items.
- 🖥️ Model the writing process by writing a poem with at least five similes and/or metaphors describing fall items. Discuss why each comparison was chosen.

Leaves twirl in the wind.
Acorns cover the ground like a blanket.
Apples are sweet as sugar.
The air is as crisp as lettuce.
The children are happy as larks when they go Trick-or-Treating.
- 🖥️ Have each student choose various fall items to write similes and metaphors for their poem. Tell the students to base their comparisons on facts.
- 🖥️ After the students are finished, allow them to complete the editing/revision process by pairing up with a classmate.
- 🖥️ Students can take their poems to the computer station or computer lab to publish.
- 🖥️ Poems can be printed out using fall paper or students can

	<p>illustrate their poems after they are printed. (I had my students gather leaves, and put them under their paper to make leaf prints. I encouraged them to use crayons with soft fall colors to make their leaf prints.)</p> <p>🖨 Great project to display during the fall season or publish into a class book.</p>
Materials:	<p>🖨 Pencil and Paper</p> <p>🖨 Crayons</p> <p>🖨 Fall Items (leaves, acorns, pumpkin, gourds, apple, etc.)</p>
Assessment:	<p>🖨 Assess students' similes and metaphors: -Did they use like or as in similes? -Did they use comparisons? -Is the information accurate about the object they chose?</p> <p>🖨 The poems can be scored on a rubric with the top score indicating the student has used at least five vivid metaphors and/or similes to describe various elements of fall.</p>
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