

<p>Grade:3rd grade</p> <p>Materials: Computer, active board, 6 construction pieces of paper (On two of these pieces there should be a letter “S,” on two of them a letter “A, “ and on two of them a letter “N”; on one of the pieces of paper with the letter “S” the back of the piece of paper should have the word “Subject,” on one of the backs of the piece paper with the letter “A” on it should have the word “Adjective” and on one of the piece of papers with the letter “N” on it should have on the back the words “New subject”) cotton balls, pine needle branch, tree bark, leaves, seashells, pine cones, acorns, and wooden blocks, five brown bags, five copies of the Simile table handout</p>	<p>Subject: Language Arts Figurative Language</p> <p>Technology Needed: Active board, computer</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>Language Arts: RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>Differentiation</p> <p>Below Proficiency: Students who are working below proficiency, there will be some accommodations made for these students. For example, the teacher will have a simile sentence builder. This is a sentence that has the basic framework for a simile sentence. All students will actually be given this framework. However, if the teacher sees that these students working below proficiency are not understanding the concept, the teacher should put the adjective (one important part of a simile) in the sentence. By putting the adjective in the simile sentence builder for these students, it will help them understand how to build the rest of the simile from there.</p> <p>Above Proficiency: Students who are above-proficiency may not need the simile sentence builder, so teacher can encourage these students to build a simile by themselves without the using the simile sentence builder. These students will also have the opportunity of working with other students who are working below proficiency in their learning groups during the explore time of the lesson.</p> <p>Approaching/Emerging Proficiency: This lesson is mainly targeted to students who are working at the approaching/emerging proficiency level. These students will be provided with the simile sentence builder to use while constructing different sentences.</p> <p>Modalities/Learning Preferences: Visual learners: there are multiple visual aids being used in this lesson. Tactile learners: there are multiple different sensory manipulatives that all students will have a chance to touch during both the explain and explore section of the lesson. Kinesthetic learners: there are multiple movement opportunities for students to participate in during this lesson. Auditory learners: there will be different oral directions provided to these students during both the explain and explore section of the lesson.</p>
<p>Objective(s)</p> <p>By the end of the lesson, students will be able to demonstrate how to form similes by using the simile sentence builder provided to describe different manipulatives hand-picked by the students. By the end of the lesson, students will be able to show how work cooperatively with other learners, by forming similes in their learning groups in which each of these similes formed describe a manipulative hand-picked by a student in the learning group. By the end of the lesson, students will be able to show how to communicate effectively with other learners, by forming similes in their learning groups in which each of these similes describe a manipulative hand-picked by a student in the learning group.</p> <p>Bloom’s Taxonomy Cognitive Level: Show/Demonstrate</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>During the engage section of the lesson, students are expected to actively listen to the teacher while she gives oral instructions. Students are expected to participate in each activity instructed to the students.</p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>During the engage section, teacher will have students sit up by the white board area. Teacher will ask for students to spread out as they act out the different prompts on the notecard. Teacher will have students sit back down when this is over.</p>	

<p>During the explain section, teacher will have some volunteers come up to the board and do a few jobs. Teacher will ask students who are sitting nicely to come up and volunteer. The teacher will also number the students at the beginning of the lesson from 1-3. Students must remember their numbers because teacher will group these students into three groups during the explain section, by saying, "Students who were assigned the number 1 must stand over here. Students who were assigned the number 2 must stand over here. Students who were assigned the number 3 must stand over here." Teacher will provide each group with the necessary materials the need to complete the small activity during the explain portion of the lesson. Teacher will dismiss students from the whole group learning area to their learning tables by dismissing every student by their learning tables. One student from each learning table must grab a handout from the teacher as well as a brown bag with all of the manipulatives in it for the activity. Also, before students begin their independent work with their learning group, teacher will model to students how this game is played, so all students know what is expected of them when they play the game.</p>	<p>During the explain section of the lesson, students are expected to actively participate and listen to both the teacher and their peers. During the explore section of the lesson, students will be expected to actively work with their learning group to come up with different similes. All students are expected to work together in their learning groups. They are also expected to do this with a 6 inch talking voice. Meaning they should not be heard more than 6 inches away from another person. Students are also expected to play the game like the teacher modeled how to play the game in the explain section of the lesson.</p>
Minutes	Procedures
2 hours	<p>Set-up/Prep: Teacher needs to prepare 6 pieces of construction paper (On two of these pieces there should be a letter "S," on two of them a letter "A," and on two of them a letter "N"; on one of the pieces of paper with the letter "S" the back of the piece of paper should have the word "Subject," on one of the backs of the piece paper with the letter "A" on it should have the word "Adjective" and on one of the piece of papers with the letter "N" on it should have on the back the words "New subject"), teacher needs to prepare a power point presentation: on the first slide includes the different simile sentences, on the second slide includes the simile table and the simile sentence builder; teacher needs to write on each of the three notecards one simile, teacher needs to make copies of the simile table handout (5 copies for each learning table)</p>
5 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ol style="list-style-type: none"> 1. When all the students have sat down number these students 1-3. Each student should remember their number. Tell students they will need their number later in the lesson. 2. Show students different examples of different similes that have been written on notecards. Teacher should have students act these different similes out. Teacher should not tell students that similes have been written on the notecards. 3. After students are done acting out the notecards, show students an active board page with the different sentences that students acted out. 4. Now, ask students what are some similarities in all of these sentences. After students have named a few similarities, ask three students to come up to the board and highlight the similarity they see in each sentence. 5. Tell students that each of these sentences use figurative language. The figurative language that we will be learning about today is called similes. Tell students to tap their heads, if they have heard of the term simile (informal assessment).
20	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none"> 1. Ask students when I say, "I am as gentle as a lamb." Can you tell me what I mean by this? Students should say, "You mean you have a very gentle personality." If students are not coming to this knowledge, ask students, "Am I saying I am a gentle lamb?" Students should say, "No, you are saying you are like a lamb because you are gentle like one." 2. When we use figurative language, specifically similes we are using similes to help the reader understand who or what we are describing by comparing this who or what to a quality of another object/animal/person. Tell students similes have three parts. Ask for three volunteers to come up to the front of the classroom. Each student will have a paper. On the first piece of paper there is a letter of an "S." On the back of this piece of paper there will be a word that says Subject. On the second piece of paper there will be a letter of an "A." On the back of this piece of paper will be the word adjective. On the last piece of paper there will be a letter "N." On the back of this piece of paper there will be the words new subject. Have these students say there letters and then say the word that it represents. Then, have these three students sit back down. The subject: is what we are describing, the adjective is the describing word of this subject, and new subject has the same adjective as the original subject in the simile. Have students repeat the acronym S.A.N. by asking students what are the three parts of a simile (informal assessment). Students should respond by saying, "Subject, Adjective, New subject." 3. We are going to do a quick game with this, and then at your table your groups will have the opportunity to do this same game. Flip to the next page on the active board. (This page on the active board should be of a table with two rows, and in each row there should be five boxes (Active board page is attached to this lesson plan). 4. Tell students in this brown bag, I have many different objects (objects include: leaf, candle, cotton ball, pencil, wooden skewer, pine cone, pine needles, tree bark, sea shell, ect). I am going to have one student come up to the front of the room to pick an object out of the brown bag. (One student will come up and pick an object out of the brown bag).

	<p>Whatever item the student picks out from the brown bag, the teacher will write this name in the left most box of the top row of the table displayed.</p> <ol style="list-style-type: none"> 5. If the student picks a seashell out of the brown bag, it will be the class’s job to pick out three describing words that describe the sea shell. Teacher should explain this by saying, “Because this student has picked out a sea shell from the brown bag it is now your job to come up with five describing words or adjectives of this sea shell. I am going to have you guys pass this sea shell around to your other classmates. When you are thinking of some describing words: I want you to think about what this seashell feels like, what it looks like, what does it smell like, what does it sound like? By asking these questions it will help us generate some describing words or adjectives for the seashell.” Students may say the seashell feels bumpy. The seashell looks striped. The seashell is tan and white. The seashell is small. The seashell is rigid, and hard. Teacher should be writing all of these adjectives in the left most box on the bottom row. 6. Now, tell students, “We have collected all of our describing words or adjectives for this seashell. Our next job is to create a simile that describes our seashell using the adjectives we have up here.” 7. Tell students before we do this, we need to review our three parts of a simile. Stand up. Tell students to get into their groups of three. If you have been assigned the number 1 you will standing over here. If you have been assigned a number 2 you will be standing over here, and if you have been assigned the number 3 at the beginning of the lesson stand over here. Give each group a piece of paper that has either the Letter “S,” “A,” or “N” on it. Tell students to talk amongst their group to determine what their letter (that belongs in the acronym S.A.N.) represents that they have been assigned. Give students about 30 seconds to discuss this with their group. Then say, 1,2,3 eyes on me. Tell the first group to tell the rest of the class what the S stands for, then tell the second group to tell the rest of the group what the “A” represents. Then ask the third group to tell the whole group what the “N” represents (Informal Assessment). 8. Tell students they can sit down. Tell students we need to include the subject, adjective, and new subject in our simile sentence. 9. Ask the class can you tell me what you think would be our subject in this simile sentence? (Informal assessment). 10. Students should say, “The seashell would be the subject.” 11. Teacher should now pop up the simile sentence builder on the active board page. This simile sentence builder will have the framework of a simile sentence, students will need to fill in the blanks with the appropriate subjects and adjectives. The simile sentence builder will look something similar to the following: _____ is as _____ as _____. 12. Ask one student to come up to the board, and write on the appropriate line the subject of the simile sentence. Before they write this subject in the sentence, teacher should ask the class where should the subject, seashell, be written in the simile sentence (Informal assessment). Students should say the first line of the sentence. 13. Now, ask students our next part of a simile is what? Students should say adjective (Informal assessment). Teacher should say, “Right, and remember an adjective describes the subject in this case the seashell.” Ask students what is one adjective we could include in our simile sentence? (Informal assessment). 14. Students should pick from the adjectives that have been written on the board of the seashell, so students may say the adjective hard. 15. Teacher should ask where should our adjective hard go in our simile sentence? (Informal assessment). Students should say the second line included in the sentence. 16. Teacher should ask students to say the sentence now from what has been built so far. Students should say, “The seashell is as hard as _____.” Teacher should say, “Hmmm... I wonder what the last part of our simile is?”(Informal assessment). Students should say the new subject. 17. Ask students, “What new subject would have a quality of being hard?” Students may say, “Rock!” 18. Complete the sentence by writing the word rock on the last line of the sentence. Students should read the simile now built. 19. Tell students you will all have the opportunity of doing this game at your table groups. Here is how it will be played. Each table group will get one table that looks like this. Teacher should show students the table (it is the same table that has been displayed on the Active board). One of you will pick out an object from the brown bag. Model to students how to do this. Explain to students, “Once you have your object picked out, you can write the name of this object on the left most box on the top row of your table just like we did with our seashell. Then, it will be the job of all you at the learning table to come up with at least three adjectives or describing words that describe your object. Then, you must fill in the simile sentence builder at the bottom of your sheet. You will first fill in the subject, so the item you picked from your brown bag. Then, one of the adjectives you wrote down that describes that object. Then a new subject that can be described using the adjective you included in your sentence.” (Teacher should write the steps on the board, so students can see what to do. These steps include: #1: One student pick an item from the brown bag. #2: Write the item’s name in the first box on the top row. #3: Write some adjectives for this object. #4: Begin filling in the simile sentence by placing the subject’s name first, then an adjective. #5: Choose a new subject that can be described with the same adjective chosen to describe the first subject of the sentence. 20. Tell students they will be playing this game during word work time during reading rotations.
20	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> 1. Teacher must make certain students understand the importance of working together with their peers during this time. Teacher must make certain to students that how it was modeled is exactly the game should be played. 2. Students will form at least 2 simile sentences with their learning tables. All students in the learning group are expected to work together and collaborate with one another.

3. One student will draw an item from the brown bag. This student should then write down the object's name on the table in the top box on the first row. Then, this student should pass around the object, and other students should begin generating adjectives for this item. One student will have to write down three adjectives that the group came up with to describe the object they chose from the brown bag.
4. Once the learning group has all of the adjectives written on the table, students can begin building their simile sentence. Students should first write their item's name on the first blank of the simile sentence as this is the subject for the sentence. Students then need to write one adjective that describes this subject.
5. Once students have both these blanks filled in, students must complete the sentence by writing a new subject that can be described by the adjective they chose to place in their simile sentence.
6. Teacher will walk around the room as students do this and ask these questions to check for understanding and clarify any questions they may have:
7. Can you tell me about how you might begin figuring what adjectives to write about the item you picked from the bag?
8. Why did you chose those adjectives to describe this item?
9. How do you come up with those adjectives?
10. How are you collaborating as a group while you build these simile sentences?
11. How might you be able to come up with a new subject that can be described by the adjective you have included in your sentence?
12. Can you tell me if your group does not agree on something how might you as a group work together to come to an agreement?

1 minute Review (wrap up and transition to next activity):
 Teacher will ask one group to share out a simile sentence they built. Ask the rest of the students thumbs up or thumbs down if they agree that this is a simile sentence.

Formative Assessment: (linked to objectives)
 Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.
 During the engage section of the lesson teacher will use the following questions to monitor the progress of the entire group of students:

1. Tell students that each of these sentences use figurative language. The figurative language that we will be learning about today is called similes. Tell students to tap their heads, if they have heard of the term simile (informal assessment).

During the explain section of the lesson, teacher will use the following questions to monitor the progress of the entire group of students:

2. Ask students when I say, "I am as gentle as a lamb." Can you tell me what I mean by this? Students should say, "You mean you have a very gentle personality." If students are not coming to this knowledge, ask students, "Am I saying I am a gentle lamb?" Students should say, "No, you are saying you are like a lamb because you are gentle like one."
3. Have students repeat the acronym S.A.N. by asking students what are the three parts of a simile (informal assessment). Students should respond by saying, "Subject, Adjective, New subject."
4. Tell students before we do this, we need to review our three parts of a simile. Stand up. Tell students to get into their groups of three. If you have been assigned the number 1 you will standing over here. If you have been assigned a number 2 you will be standing over here, and if you have been assigned the number 3 at the beginning of the lesson stand over here. Give each group a piece of paper that has either the Letter "S," "A," or "N" on it. Tell students to talk amongst their group to determine what their letter (that belongs in the acronym S.A.N.) represents that they have been assigned. Give students about 30 seconds to discuss this with their group. Then say, 1,2,3

Summative Assessment (linked back to objectives)
 End of lesson: By the end of the lesson, the learning group will create two similes by using the simile sentence builder. Teacher will also monitoring each table group as they work to make sure all students are participating in their work.

If applicable- overall unit, chapter, concept, etc.: By the end of the overall unit, each student will compose a booklet of different simile sentences. Students must include all of the appropriate elements of a simile in their simile booklet. Students' booklets will be graded through a rubric. Rubric can be seen below.

Proficient (3)	Needs Improvement (2)	Inadequate (1)
Each simile has an appropriate subject	Some similes have subjects	No evidence of a subject in any of the similes
Each simile has an appropriate adjective	Some similes have appropriate adjectives <u>or</u> all similes have an adjective, but do not match the subject	No evidence of adjectives in any of the similes
Each simile has an appropriate ending subject	Some similes have an appropriate ending subject or all similes have an ending subject, but are not appropriate for the adjective included	No evidence of any ending subjects
Each simile has an appropriate visual representation	Some similes have appropriate visual representation	There is no evidence of any visual representation

eyes on me. Tell the first group to tell the rest of the class what the S stands for, then tell the second group to tell the rest of the group what the “A” represents. Then ask the third group to tell the whole group what the “N” represents (Informal Assessment).

5. Ask the class can you tell me what you think would be our subject in this simile sentence? (Informal assessment).
6. Ask one student to come up to the board, and write on the appropriate line the subject of the simile sentence. Before they write this subject in the sentence, teacher should ask the class where should the subject, seashell, be written in the simile sentence (Informal assessment). Students should say the first line of the sentence.
7. Now, ask students our next part of a simile is what? Students should say adjective (Informal assessment). Teacher should say, “Right, and remember an adjective describes the subject in this case the seashell.” Ask students what is one adjective we could include in our simile sentence? (Informal assessment).
8. Teacher should ask where should our adjective hard go in our simile sentence? (Informal assessment). Students should say the second line included in the sentence.
9. Ask students, “What new subject would have a quality of being hard?” Students may say, “Rock!”

Consideration for Back-up Plan:

If this lesson goes too long, consider using the explore time during one of the rotation for Daily Five such as work on writing time.

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

The figurative language lesson went fairly well. I think the students really enjoyed picking different items out of the mystery bag. This was a great way to lead into how to form different similes. I also think it was important for me to allow for all the students to touch the object that the student picked out of the bag. It seemed to help to encourage all of the students to use all of their senses (except to taste) in order to describe the object that was chosen from the bag. I think this part of the lesson, tailored best to students who are tactile learners and need small things to fidget with. I also think it was important that I included a chart that was exactly identical to the chart that the group of students were going to fill out during their practice time. The chart was a nice visual element that was included in this lesson, and I think it helped all learners see how to form similes. Another part of the lesson that I think worked great was to have students learn the three different parts of a simile. This was helpful for these students, because students now understand how to create a simile by thinking about the three important parts that must be included in a simile to be a simile. During the lesson, students were required to work with their group members to figure out what three parts must be included in a simile, and I believe by including this into the lesson this helped students remember the three essential parts of a simile. The one thing that I think was lacking in this lesson was I did not do a good enough job of setting up my expectations that I had of the students when they worked in their reading groups to create the different similes. For example, I did not share with the students where to place the materials when they were done using them. Some of the students were confused about if these materials go back into the bag or if they needed to be left out. If they are left out are they meant to be played with by the students or do they need to be set aside. These are some of the issues that I encountered as I observed each group participate in this activity. The next time, I would share with the group of students, that I expect them to all take turns taking one item out of the mystery bag at a time. I would then explain that when they are done using this material they can set it aside, so it is not a distraction to them as they work with their learning group.

Subject (Item Name)					
Adjective					

_____ (Subject) as _____ (Adjective) as a _____ (New Subject).

_____ (Subject) as _____ (Adjective) as a _____ (New Subject).

_____ (Subject) as _____ (Adjective) as a _____ (New Subject).

_____ (Subject) as _____ (Adjective) as a _____ (New Subject).

_____ (Subject) as _____ (Adjective) as a _____ (New Subject).