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LLED 367 – 302

October 12, 2016

LLED 367: Lesson Plan – Similes and Metaphors

Subject: English	Grade: 8	Date: Oct. 12/16	Duration: 60 minutes
Lesson Overview	Using simile and metaphors to enrich students writing. Explain how and why it makes writing more interesting. Highlight to students using simile and metaphors is a way of thinking which in turn will make students think differently of their subjects while writing.		
Class Profile	30 Students. 50% are ESL and 20% are struggling.		

Big Idea(s)	-Language and story can be a source of creativity and joy.
Curriculum Competencies	-Explain how literary elements, techniques, and devices enhance and shape meaning. - Create and communicate (writing, speaking, representing)
Content	-Literary devices -Elements of style -Writing processes
Language Objectives	-Students will share, listen and discuss ideas to class

	<ul style="list-style-type: none"> -Students will generate original writing using unique similes and metaphors -Students will learn vocabulary to expand their writing. -Students will share, listen and discuss ideas in small groups. -Students will report back from small group discussion to the whole class
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Materials and Equipment Needed for this Lesson
Attendance Sheet Laptop with PTT presentation White board markers and erasers Two small boxes/hat Scrap paper

	Lesson Stages	Learning Activities	Time
1	Warm-up	<ul style="list-style-type: none"> -Teacher will usher around room and stop at a student telling them to take a slip of paper from each hat/box. One hat will be filled with slips containing the students name or can be filled with slips of paper with the instructor's name written on it (to prevent embarrassment of students). -Students will read out loud their paring of name and simile/metaphor (ie. Mr.Dhillon is as graceful as a panda falling out of a tree) before teacher moves onto the next student to repeat the same activity. -Similes and metaphors that are in the hat/box for the warmup exercise can be original ones created by the teacher, or use known simile and metaphors from literature, film, pop culture or music. 	5 minutes

2	Presentation	<p>-Teacher will ask students if they knew what the exercise was about.</p> <p>- Teacher will lecture from PPT presentation to explain what simile and metaphors are and why they are used.</p> <p>- Teacher will demonstrate weak sentences (ie. The person was tired) and then modification of that sentence with simile and metaphor to illustrate how the sentence becomes more interesting and vivid. (The person was tired as an old joke. The person tiredness was a rock, weighing down on them).</p>	10-15 mins
3	Practice and Production	<p>-Will work with using simile and metaphors on a worksheet that asks students to finish a phrase. Write it down as quickly as possible, whatever comes to mind. (ie.the spider under the rug is like like _____. A child in a _____ is like a _____ in _____). Students will read out their examples. Teacher can take attendance at this time while walking around the room to clarify any questions.</p> <p>-Students will break into small groups of 4-5 students and write a short story using only similes and metaphors about their day. From the moment they awoke today to their journey to school (include waking up, breakfast or lack of, the commute, and entering and sitting in on first class). Be as descriptive as possible. Really focus on their own experience. Trying to convey how they felt, capture the vividness of their day.</p> <p>-Remind students this is not for marks but will be collecting for completion and just have complete free write, no need to worry about punctuation, spelling just with simile and metaphors. Students are encouraged to share within their groups to inspire creativity.</p>	10 mins 15-20 mins

		Extension- Try to rhyme simile and metaphors either in a story or poem or have students carry on the exercise to the end of their day.	
4	Closure	<ul style="list-style-type: none"> -Students share writing. -Ask if it is difficult and explain why writing is difficult no first drafts are brilliant writing. -Have students explain why simile and metaphors are important. -Elaborate that simile and metaphors are not only literary techniques but a way of thinking. -Gather student's worksheets and writing. - Tell students that next class there will be about weak verbs and weak adjectives. 	10 mins

Adaptations for English Language Learners	<ul style="list-style-type: none"> -Handout that provides extra examples of simile and metaphors. -Allowing the use of a digital translator. -Using visuals to complement the lesson. -Slowing down in the delivery of the lesson. -Repetition of certain vocabulary words, and finding connections between the term and the student that may help them to remember the term and apply it. -Encourage ELLs to meet with me after classes to recap the lesson if necessary, or to make an appointment to go over certain concepts/writing if they feel more comfortable that way. -Give ELLs or other struggling students additional worksheets to identify simile and metaphors. -Give ELLs culturally relevant metaphors and similes and also metaphor and similes that reflect Canada to enhance understanding and see comparisons between the two cultures.
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Assessment/ Evaluation of Students' Learning	Formative Assessment: reviewing materials, asking questions to ensure understanding, walking around the room during small group discussions. Checking worksheet simile and metaphor worksheet. Reviewing students writing to check for comprehension of exercise and structure of writing.
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Reflection	<ul style="list-style-type: none">-See how timing goes and perhaps give more time for in class writing or additional writing activity. -Hook/warmup exercise was done to assess prior knowledge and to show that describing someone using simile and metaphors gives a clear picture in mind. - Exercise was done in order to get children excited about their own writing and to highlight that writing is difficult for everyone, that it takes practice. -If students are enjoying the writing let them continue and extend length of activity. - Perhaps next time have a few choices of writing prompts rather than one.
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Exemplar for Writing Prompt: **Writing using only Simile and Metaphors.**

Punching my alarm clock like a heavy weight boxer, I arise like a vampire.
Stumbling like a marathoner to the bathroom I swing the door closed, Griffey style.
Jumping into the bath like it is my trusty steed I shake hands with the bath knobs, firmly
turning to the right temperature. Scrubbing myself like a monkey I let the water cascade
over me. Finishing the job like a hitman I mummify myself in the towel to become as dry
as a dessert. Navigating the labyrinth of boxes in my cupboard I locate my treasure,
Cheerios. I pour an avalanche of the crunchy Os accompanied with a tsunami of milk.
Take my spoon I dive it in as if it were Excalibur crashing into the belly of a dragon and I
eat greedily like a pig. I realize I am running late. I make like Usain Bolt and break my
own record for getting to school. A personal best. Oh yes!. The school is on my radar,
blinking in front of me. I blast through the front doors like a battering-ram into the
clubhouse for teachers. Yes, there it is, my oxygen. Coffee! The first sip hot wires my
brain and the engine is running, live, full throttle. I enter the classroom and breathe in the
intoxicating, invigorating smell of Friday! Falling into my seat like a king on his thrown,
I kick my feet up like a soccer star and lean back and admire the day, like a painter, who
just completed his masterpiece. Well done!