

SIMILES AND METAPHORS

Subject

English

Prepared By

[Instructor Name]

Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Use of Comparisons
2. Similes and Metaphors are best used together, one helps to make the meaning of the other clearer, e.g.
 - She is as red as a rose
 - She is a red rose.

Objectives

Students should be able to;

1. Compare two things in respect of they have in common.
2. Use Similes and be able to turn them into metaphors and vice versa.

Assessment Activity

Have the student read a selected story.

1. Write out the similes and metaphoric sentences in the story and give the literal meaning of the similes and metaphors.

Summary

1. Teaching similes and metaphors is the first step in moving your students beyond literal meaning and teaching them to mature as writers.
2. Students need to see and hear figurative language

Activity Starter/Instruction

1. Have students each create a T-chart on lined paper to compare and contrast the similarities and differences between similes and metaphors.
2. Create a T-chart on the board.
3. Have students volunteer to share their thoughts and create a class version of their T-charts.
4. Advise students to add to their charts as needed.
5. Remind students that similes are analogies that compare two things using "like" or "as." Also remind them that metaphors are analogies that compare two unlike things without using "like" or "as".
6. Explain to students that in this lesson, they will identify and explain the meanings of similes and metaphors and create a writing of their own that uses both.

Guided Practice

Day 2/ Lesson 2: 60Mins

1. To help the students determine the literal and non literal meaning of a sentence, ask them the following guiding questions:
 - How can you determine the literal and

Teacher Guide

Day 1/ Lesson 1: 50Mins

1. Begin your lessons by defining figurative language, similes, and metaphors.
2. Figurative language describes something in a creative way. Similes and metaphors are a type of figurative language.
3. Writers use similes and metaphors to compare things and create more interesting images for readers.
4. A simile compares two things using like or as. For example:
 - *The waves were as big as dinosaurs.*
 - *Busy as a bee.*
 - *Hungry as a bear*
 - *Flat as a pancake.*
 - *Hard as a rock.*
5. A metaphor compares two things by saying they are the same thing. For example: *The waves were dinosaurs, pounding the shore.*
6. Explain that Metaphors are more difficult to learn than similes because they often use fewer words and do not have the signals of "like" or "as." For Example:
 - *The sun was a gleaming pearl.*
 - *My baby brother is a cute little teddy bear.*

Materials Required

- Course Book.
- Flash Cards
- Sentence Strips
- Novel

Additional Resources

- <https://www.commonsense.org/education/metaphors>
- <http://teacherblog.evan-moor.com/2018/10/figurative-language-similes-and-metaphors-f>
- <https://betterlesson.com/lesson/531534/simile-compare>
- <http://www.cpalms.org/Public/PreviewResource>
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Additional Notes

<p>many times before they will use it in their own writing.</p> <p>3. Transferring these skills into writing is a long process, and your students will need frequent exposure throughout the school year to learn to identify and label this type of writing.</p>	<p>non-literal meaning of words or phrases?</p> <ul style="list-style-type: none"> • What is the difference between the literal and non-literal meaning of words or phrases? • Discuss student responses and provide feedback and clarification as needed. <p>2. Read aloud <i>Owl Moon</i> by Jane Yolen (Lexile 630)</p> <ul style="list-style-type: none"> • Read page one of the book aloud highlighting similes and metaphors as you read. <p>3. Write the following simile from the book onto chart paper, on the board, or display with a projector or document camera:</p> <ul style="list-style-type: none"> • The trees stood still as giant statues. <p>4. Model how to determine the literal and non-literal meaning of the simile.</p> <ul style="list-style-type: none"> • The phrase is literally saying that the character saw a forest of giants. • Can this be right? • Since I know giants are really large, then I can assume that the trees must have been very tall. <p>5. Write this metaphor on chart paper, on the board, or display with projector or document camera:</p> <ul style="list-style-type: none"> • She is a dog when she eats. <p>6. Model how to determine the literal and non-literal meaning of the metaphor.</p> <ul style="list-style-type: none"> • Does this mean that she turns into a dog when she eats? • This can't be correct. • Since you know that dogs often eat very fast and make big messes, then you can assume that she must be eating very fast and making a big mess. 	<ul style="list-style-type: none"> • <i>My sister's memory is a camera that remembers everything we see.</i> • <i>Custard is happiness in a bowl.</i> • <i>The car seat is a fluffy cloud</i> <p>Teacher Guide</p> <p>Day 3/ Lesson 3: 40Mins</p> <p>1. Write the following simile and metaphor on the board:</p> <ul style="list-style-type: none"> • And the moon was so bright the sky seemed to shine. • Somewhere behind us a train whistle blew, long and low, like a sad, sad song. <p>2. Have students determine if the phrases are a simile or metaphor.</p> <p>3. Have a different student discuss the literal meaning of each.</p> <p>4. Choose different students discuss the non-literal meaning.</p> <p>5. Continue to read aloud the next few pages of <i>Owl Moon</i>, having students point out additional similes and metaphors, pausing to discuss the literal and non-literal meanings with their group or elbow partner.</p> <p>6. Finish reading the remainder of the book adding the similes and metaphors found in the book on the chart or board.</p>
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